# Inspiring learning, aspiring nation

**Response to Lessons Learnt** The Pilot Project





SCOTLAND'S SCHOOLS FOR THE FUTURE Inspiring learning, aspiring nation

# SCOTTISH FUTURES TRUST



## Introduction

and draw out lessons learnt.

#### 1.1 LESSONS LEARNT

In 2009, Scottish Futures Trust (SFT) carried out a review of 28 secondary schools to draw out lessons learnt about how we were building learning spaces, addressing known design and implementation problems and new challenges.

#### **KEY THEMES** 1.2

- i) Circulation;
- ii) Internal environment; iii) Student/staff spaces;
  - iv) Dining areas;
  - v) Community use;
  - vi) Classrooms;
  - vii) Flexible learning spaces;
- viii) External spaces;
- ix) Student lockers/toilets.

#### 1.3 PILOT SCHOOLS

Both pilot schools were designed as rectangular blocks in a deep plan format, informed by policy and design guidance [see Annex].

	Eastwood High School	Lasswade High School
Local Authority	East Renfrewshire Council	Midlothian Council
Number on Roll	1220	1480
Teachers	86	104
Free School Meals	11%	14%
Opened	August 2013	August 2013

#### 1.4 FEEDBACK

The user feedback from both schools is that the pilots have developed fantastic facilities for learners, teachers and the community. They are open, bright and airy, integrated, well connected to the community; inspirational. Both buildings deliver on their aim to create education facilities for the community as a whole. They are not just schools. The design of both buildings facilitates a range of learning styles to support Curriculum for Excellence, enable the school teams to broaden curriculum offers and foster a range of partnerships, with agencies, with communities and within the school community for new services.

Using a common approach to design elements, and working with the cultures of the school and the community, the pilot has created two different places. They are a significant change from the schools they left behind.

Learners and staff enjoy the buildings and facilities, from the wow factor of the atrium, to the diversity of social spaces and improved, integrated learning settings. But, change can be challenging, and new facilities need continuous communication along the journey of change, support in the use of new technologies, and time for people to settle in to the new place, and fully exploit opportunities.

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# Annex

Annex 33–38

The purpose of this document is to narrate the journey of development of the pilot schools,

Nine key themes were identified, which form the basis of the review of the pilot schools. They are:-



### Response to Lessons Learnt

#### 2.1 THE USER EXPERIENCE

In 2015, Architecture and Design Scotland carried out interviews with learners and teachers in Eastwood and Lasswade to understand the user experience of the built environment provided by the pilots. The focus of these interviews was on the way in which the spaces and settings of the realised school design [buildings and ground] facilitate different kinds of use, learning and ownership consistent with the principles of Curriculum for Excellence. The interviews were conducted in a small workshop setting, with open questions and discussion. The user experiences from these interviews have been arranged into the categories of the 2009 Lessons Learnt document.

Theme	Key Succes
Circulation	Intervisibility, passive supe
Internal Environment	Steps taken still remain a classrooms
Staff and Student Spaces	Social space flexible and a
Dining Areas	Subdivision areas
Community Use	Positive com models, sen
Classrooms	Improved teo subjects, hig every learne flexible space
External Spaces	Attractive m popular and
Student Lockers and Student Toilets	Well located



#### sses

 pupil interaction, improved corridor behaviour, natural light, pervision, sense of learning

n to tackle heating, ventilation issues but some concerns around particular functions i.e. Home Economics or internal with unopenable windows

es for students, social and adaptable use of atrium area, accessible staff bases

of dining options, reduced congestion, good seating, social

mmunity links, two different but successful community nse of pride within community, improved connections echnology, improved classroom facilities within practical ighly valued and popular PE facilities with a options to suit er, spaces which allow self guided and personal learning, ces

nulti purpose spaces, good outdoor learning opportunities, d well used sports facilities

l, well integrated, positive benefits of design

#### 2.2 CIRCULATION

Both schools benefit from a rational circulation strategy, with simplified signposting to ease congestion, with good dispersal at busy times enabled by a clear, logical location of lifts and stairs. In Eastwood, learners and teachers commented that there is a sense of calm even when people are on the move. In Lasswade, there is a sense of a busier space. The open, central atrium spaces provide good intervisibility between levels and across spaces, enabled by the open plan design and the use of glass. This means both that there is good passive supervision, and people can see learning happening around them as they walk around the schools. In both schools, having natural light in the circulation spaces was felt to be important.

	Summary 'points for consideration' from 2009 Lessons Learnt	
•	document	Key principles
	I Circulation Design	Understand student flows to inform a specific circulation design, informing performance criteria.
4	2 Image & Feel	Clear and consistent use of finishes, materials signage and elements in clear design strategy.
,	3 Mixed Use	Assess and develop opportunities for circulation space as social space.
4	4 Client Brief	Ensure clear and specific client requirements on circulation in the brief.

#### Learner feedback

In Eastwood, the open plan design was highlighted by learners as a design feature which brings pupils closer together. Being able to see people, and the way it is easy to cut across spaces means you can meet and interact with people. This helps with informal learning and group working. It also helps map the areas you perceive you may not want to go at certain times. For example, for some, the bridge area where 5th year boys hang out at lunchtime can feel a little intimidating. Lasswade shares many of the similar characteristics in the user feedback, but the sense of 'busy-ness' at key times raised comments around the width of corridors and congestion.

"I really like the windows inside the school. They let you see much more of what is going on and you can see your friends moving between classes. The stair windows help to make the building not seem so big and much friendlier."

Robert Northcote S1

"I think because the building is open and airy and light people feel more inclined to be open and share their ideas more and get involved more in class." Kerr Millar S4

"You always see somebody you know and you always bump into different year groups...I think that brings people more together since the school is so open plan."

Olivia Taylor S2

#### Teacher feedback

The 'mental map' of the building, a simple rectangular plan with clear faculty areas and clustering of subjects with close relationships to one another emerges as a key positive in both buildings. Teachers in Eastwood commented that this has improved corridor behaviour. In both schools there is feedback about the need to integrate contact between floors, to facilitate more collegiate working and support between staff. People on the upper floor in Lasswade in particular feel people only come there if they have a particular reason. In Eastwood, there is less movement of staff within the building as a whole and therefore less informal connection between staff.

There is different feedback on main entrances in the two schools which may be about volume of through traffic. Eastwood feel the single entrance system is good as late coming pupils have to go past the office and the head teacher. Lasswade feel the scale of the reception area is too small to accommodate the variety of waiting spaces required of a school reception: private spaces, spaces to deal with parents, professionals, sick children and other concerns.



Response to Lessons Learnt: The Pilot Project Response to Lessons Learnt

#### INTERNAL ENVIRONMENT 2.3

The key internal environment issues from the 2009 lessons learnt relate to ventilation, heating, summertime overheating and daylighting. The contractor team response to these issues from the pilot schools suggest that the design strategies have been successful, including:

- Draught free ventilation the use of mechanical supply & extract ventilation to teaching spaces means that windows do not need to be opened during cold weather periods.
- Summertime temperatures the mixed-mode ventilation system and use of exposed thermal mass/night-time cooling helps to limit summertime temperatures in teaching spaces.
- Some local control of temperatures most areas have BMS control of temperatures but with the facility for local adjustment of setpoints, ie +/- 3°C.
- Air quality addressed via the mechanical ventilation that supplies sufficient fresh air and is controlled via room CO2 sensors.
- Improved daylight addressed by a combination of window design and use of exposed soffit to increase room heights.
- Carbon emissions improved building fabric performance and use of heat reclaim on ventilation systems.

#### Summary 'points for

20 dc	009 Lessons Learnt	Key principles
1	Integration	Must look at ventilation, heating and lighting together. With reference to usability, carbon emissions, whole life costs and annual energy target.
2	Comfort	Individual comfort zones are different; allow local control and early modelling in the design phase.
3	Daylight	Make as much use of daylight as possible; manage blinds and orientation and classical artificial lighting to make as much light as possible.
4	Entrances	Position away from prevailing wind.

#### Building Management System and janitorial interface

The Building Management System (BMS) is complicated for teachers and janitors to learn and more importantly master. Early step by step training for school staff, with clear user guidance documentation would be useful in future projects. When the buildings opened, the janitorial staff were operating in an unknown environment.

#### "Getting to grips with all the BMS can do is like being thrown the keys to The Starship Enterprise.

Tam Edgar, Senior Janitor, Eastwood High School



In Lasswade, there are a number of flexible and adaptable spaces with temporary walls and dividing partitions. Although the demount/assembly tasks are relatively straight forward, in some spaces like the games Hall, this can take up to 20 minutes, so often the spaces are not changed as frequently as the space demand may require.

Lessons learned on internal environment performance: contractor feedback

- issue where windows cannot be opened.
- with heat gain is not an option.
- costs.
- external temperatures are low.

#### Services Design Value for Money

- mechanical ventilation to many rooms.
- BEMS.
- Eastwood.
- Wi-Fi systems included but still full allowance for hard wired data points.
- been considered.
- Requirement to have life safety sprinklers added to costs.
- to meet BREEAM requirements.

- the basis of changing market costs.

 Coordination – the significant additional mechanical ventilation required makes ceiling void depths and coordination of services a particular issue, even with the use of flat slabs.

 HE Food Room ventilation – the use of lighting rafts makes local extract of air from above cookers more problematic. Also, if rooms are internal then overheating appears to be an

• Equipment heat gains – with more internal rooms that are cooled via mechanical ventilation only areas with high equipment heat gains can present issues, ie opening windows to deal

 Complexity of VAV system controls – it appears that there have been some teething problems with the operation and control of the variable air volume boxes that supply and extract air from spaces. The extent of VAV boxes may also increase future maintenance

• Internal rooms – although these are mechanically ventilated there appears to be some occupant issues with some rooms. It may well be that having no facility to open windows to lower temperatures and increase air movement is a concern for occupants, even if room temperatures are meeting the approved overheating criteria. These rooms are to a large extent divorced from what the external ambient conditions are so may be warm even when

• Potential to delete the variable air volume (VAV) boxes and associated demand led fresh air solution. Dependent on criteria to be met it may be possible to reduce or eliminate

 If the design solution moves away from heating via the ventilation system then control of heating in rooms could be localised (ie use TRV's) as opposed to linking back into the

• Some school specific items could be removed from the scope, eg internal CCTV camera at Lasswade and the Education Server Room cooling and fire suppression system at

• Some smaller rooms and CDT rooms etc had raft lighting when alternatives could have

Rainwater harvesting was included in the Pilot Schools design. This was a costly installation

Possible to reduce number of rooms where a soundfield system is specified.

 Consider alternative, simpler heating and ventilation utilising natural ventilation, underfloor heating on a much wider scale and radiant panels, but balance against the need to retain flexibility of spaces an internal environment benefits delivered by the pilots.

• The fire strategy for both schools was building specific. There may be opportunities for more common approaches through engagement with SBSA and other key stakeholders.

 The use of off-site construction and panellised external envelope systems could be explored further with alternatives to post tensioned in-situ concrete frame construction on

#### **STAFF & STUDENT SPACES** 2.4

The atrium spaces in Lasswade and Eastwood, together with the diversity of social spaces, work bases and adaptable spaces on each floor is well received and successful.

"The school feels like a college or university. It is grown up and treats the pupils with respect."

Max Yuill S5

Teachers in both schools talked about the need for spaces to meet, to support each other and promote collaborative working. There are new work bases and departmental bases in both schools, but no staff room. The transition to a new form of working, with new uses of space for teacher collaboration is still in development.

Su co 20 do	mmary 'points for nsideration' from 09 Lessons Learnt cument	Key principles
1	Staff Base	Need to review functional requirement, size, centrally or dispersed models for staff.
2	Management Practice	The management of atria as a social/public space is essential to keep it open/ available/adaptable/self-policing.
3	Continuous Engagement	Need to have ongoing participation around the vision for the space to help users use, own and adapt the space - not losing the original idea/mismanage students and staff.
4	Adjacencies	Important to locate lockers/toilets/circulation nearby but not "swallowed up" by other functions.

#### Learner feedback

Ownership of space seems to vary by year group and people move areas as they move up year groups. Older pupils tend to find their own areas. In Eastwood, the majority of the sixth years use the common room for either socializing or studying during free periods. This way the year comes closer together for studies. The room is well used socially and to study and help others. The sixth years have responsibility for keeping tidy and have to negotiate about issues so gain a greater sense of control over the space. S4 learners tend to use the cafeteria, the atrium steps, and atrium tables to gather. S1-S3 learners tend to use atrium tables.

#### "Everyone sits in the same place each day so you have a bit of responsibility for that, keeping it tidy."

Olivia Taylor S2

In Lasswade, there tends to be rooms in each department that are lunchrooms, with access controlled by teachers. S1 learners are not allowed outside at breaks. S2 can go outside but prefer to stay indoors using IT facilities, and feedback that there is little to do outside. S6 have their own social area and S2 tend to congregate at the big long table at the side of the lockers. S1 tend to use the stairs and S2 the balcony area but it can be crowded.

#### Spaces we don't like

In both Lasswade and Eastwood, the younger students fed back that their least favourite social spaces is the sixth year common room. It has a different culture depending on the year group.

#### Teacher feedback

Informal student use of department space The fact that there is so much social space for students has meant a significant drop off in the informal time that students have spent in departments. In the old building students would hang out within departments finishing off projects during breaks and lunch. Now students have so many options of where to go they don't tend to hangout in the departments.

#### Flexible Work spaces

These are available if required, with open use for all. They tend to work well, particularly for short 'tea and chat' conversations between teachers to share insights and plan. The culture of time planning to use these workbases as collaborative spaces between teachers is developing. Departmental bases, like the science base at Eastwood help bring the department together, and are used by staff outside the department, which helps familiarity and cross discipline working.

#### Staff base

Teachers in both schools fed back concerns about the absence of a staff base. Three insights on need come out from these conversations. The first is to do with confidentiality and support, the need for a place to informally share information about a person, about work and develop working relationships between teachers; and space for sensitive meetings with students and parents. The second is to do with organisational integration. In Lasswade Depute heads are in offices across the building and there is a need to draw people together to build working cultures, communicate across the system and management tiers. This requires space to gather as a large group, and space to be confidential. The third is to do with serendipity, the informal meeting, the chance to meet new members of staff, peer support.

Teachers do acknowledge that although staff rooms in the old schools had some benefits around meeting and support, they were also unpopular, poorly planned spatially and underused. The absence of a central base requires more formal meetings, deliberate attempts to connect with each other, and different ways of using space, a new culture of practice which for some is not yet clear. There may be a need for early engagement and training with users and staff of schools to explore how to fully utilise the available spaces within the school building to meet their needs.



#### 2.5 DINING AREAS

The subdivision of dining into separate dining areas works well in both schools. It avoids big queues, and also provides different settings and choices for socialisation. There is adequate seating, and the pre-order systems are helpful to make the dining time process more efficient. The acoustic panels help manage the noise impact of large crowds of people. The panels keep the atmosphere more subdued, less stressful and more grown up.

Outside the dining times, teachers in Eastwood have used these spaces for whole faculty seminars because the space enables these groupings and teaching format; 'like college'. This demonstrates the new ways of working encouraged by the new spaces.

Summary 'points for consideration' from 2009 Lessons Learnt document	Key principles
1 Briefing	Brief social and dining spaces separately and include as clear client requirements.
2 Feel	Better choice of furniture, maximise views/, graphics to make the space feel welcoming. Vary ceiling, etc to manage acoustics.
3 Distribution	More than one server to reduce queues; distribute to avoid congestion.
4 Service	Link frequently to size of spaces; use pre-order/other technology with menu boards/ screens to show what is available.

#### Teacher feedback

In Eastwood, the provision of 10 till points in 4 separate queuing areas makes the waiting time much less than would be expected. 80% of the food consumed at lunch and break is sandwich/finger food, and the provision of the seating steps, atrium lower level seating and the café means that there is adequate seating. In addition, the Head teacher there believes that the correct decision was taken at Lasswade High to allow all pupils to use the café. It sells a more upmarket range of products but allowing any pupils to dine there if they choose increases the feeling of community within the school and engenders a greater feeling of ownership of the building in all pupils.

#### 2.6 COMMUNITY USE

Both schools identified that the new buildings provided exceptional opportunities for the local community, particularly around the sports and leisure offer. The buildings themselves feel part of the community, are new, and provide a sense of pride, inspiration and aspiration. Both schools have made significant community links with Eastwood providing community facilities out of hours and Lasswade being part of a larger community facility in the same building as the local leisure centre, library and community spaces accessible to the public throughout the day.

The multi-purpose character of the buildings is identified as a significant positive. One of the teachers in Lasswade who was interviewed is a member of the local community and comes to the school for extra curricular activity with her family. In Eastwood, new partnerships are forming between the school and the community around the management and development of sport and leisure facilities, and with Youth Enterprise Scotland [YES] around shared provision of vocational skills training in rural skills for senior year students. Lasswade is intensively used as a shared campus, and the shared use of the leisure facilities has created greater utilisation of this resource across the working day/out of hours.

Summary 'points for onsideration' from 009 Lessons Learnt	
locument	Key principles
Engagement	Early and ongoing engagement on need, use, expectations, conflict. Balance community need/school need.
Access	Separate sports access?
Integration	Review how facilities overlap/connect - use conflict.
Management	Specific management strategy at design stage; ongoing update.
	Summary 'points for consideration' from 2009 Lessons Learnt locument Engagement Access Integration Management

#### Learner feedback

In Lasswade, there was a very clear awareness of the presence of the community on the campus across the school day, and participation in community activities within school spaces after hours. For example, students participate in rugby, gymnastics, netball, the gym and dance after hours with the community. There are informal learning clubs on Friday nights, cooking classes, maths are supported by a study club and the fiddle club meets in the assembly hall. The library is available to learners after hours. In Eastwood, lots of people come to the school to study subjects not available elsewhere, and the school is broadening its vocational base offering courses in computer gaming design and digital photography enabled by its integrated technology and flexible learning spaces.

"It allows us to interact with other sci to use the facilities."

Kerr Millar S4

#### Leisure centre feedback

The leisure centre facility at Lasswade is seen as a big success, with positive impacts for the community. There has been some learning around the logistics of servicing and managing multi purpose facilities for different community and school groups. Storage demand exceeds supply, and temporary unit solutions are popping up outside the building. There is a growing awareness of the customer experience of using the centre, which is different for different age cohorts in the community. Communicating when the busy and quiet times are at the centre has improved. Managing a facility which is integrated with the school brings benefits and challenges. The feedback suggests that greater clarity on expectations, roles, objectives and boundaries between the different services in an integrated facility should be developed early, prior to the facility opening, and be the subject of ongoing communication.



"It allows us to interact with other schools and even people from the community coming in

#### 2.7 CLASSROOMS

A diversity of learning spaces have been provided in Lasswade and Eastwood. Learners have responded positively to this diversity, and in particular to the provision of integrated technology to enable easy access to resources and projects; to specialist rooms like drama, arts, CDT, tech, home economics and PE. Teachers report a real improvement in learning spaces, with opportunities.

The 2009 Lessons Learnt document provided a detailed breakdown of different classroom types, each of which provided points to consider. The interviews with learners and teachers in the pilot schools focused on the learning approaches and opportunities afforded by the diversity of learning settings. In both schools, there was clear enthusiasm for the different opportunities afforded by the building design, broadly summarised as follows:



#### Learner feedback

#### Spaces to take responsibility

In Lasswade, the facilities within classrooms were identified as a key benefit. This included iPads, smartboards and integrated technology. For example, in home economics the provision of slave units in the cooking areas and in the catering kitchen has enabled learners to learn at their own station monitoring lessons from the teacher, managing movement in class, and fostering peer to peer discussion on topics.

The PE and gymnasium facilities are identified as major assets in both schools. There are facilities to keep fit, with lots of equipment to choose from, facilities to learn, to do written work and to record results. People can choose between team games, individual sports and others because there are the facilities to do them all.

#### Quiet/personal learning

In Eastwood, the library is well liked. It is a quiet, big open space which works well for some learners, though some find the open plan distracting. However, corner classrooms are not always in use, and people use them for quiet time and study. At Lasswade, a part of the library at the back can be used for study. The rest of the library is sometimes full of younger learners, or classes which can be partitioned off. For example, English classes go to the library every two weeks, and learners can use resources from the library in the class.

#### Self guided learning

The music practice rooms are useful soundproofed rooms and well liked where learners can practice and others can't hear. They are also used for instrument lessons. Learners do feel that these rooms give people the flexibility to learn on their own, and flexibility in what to do. In Eastwood, the drama box is popular. It can be used by many not just for acting but also those interested in lighting, designing sets, story, costume and props.

"The music department has made me enjoy music more – there's a lot of opportunities to do things with music. The practice rooms are really good and there's a lot of good equipment in there."

Olivia Taylor S2

#### Interaction with other learners

In Eastwood, peer mentoring is undertaken during free periods, where learners assist teachers in class. Corner classes are used for collaborative learning sessions, for example joint English/ Drama, and also in the games room when it is set up as a theatre. The atrium is a popular space for collaborative learning, but also for social and all school events, including year group assemblies and year group/mixed year group dances/discos. In Lasswade, PE has lots of space and there are classes where the young ones are trained by the older pupils. The atrium here tends to be used for lunch, as a social space for concerts and performances but less so for learning.

#### Flexibility

In Lasswade, the computer area is popular as a flexible learning setting, and all classrooms are very similar. Tables in classrooms can be moved and layouts are different depending on subjects, though tables tend not to be moved about for different lessons in the same subject. In Eastwood, the atrium steps are often used for small and larger group learning sessions, for homework, social activity and projects.

"Lessons have got more active and available."

Justine Ling S4

"Lessons have got more active and productive because we have all the computer rooms

#### Teacher feedback

#### Briefing

The Head teacher in Eastwood was a key part of the briefing process for the new school. Here, he describes the impact of the briefing on classroom design:

"In all practical subjects the design layout of the teaching spaces has been very successful. The Principal Teachers in specialist subjects (PE, Music, Art, Drama, Technical and Home Economics) were given a controlled input to the discussions relating to the Room Data Sheets and Room Layouts, enabled by East Renfrewshire Council in providing a direct input between the school staff and consultants working with the main contractors. In order to allow this to work the partnership between the school and the local authority had to be based on trust and a realisation on the part of the school that they may not get everything they requested. This managed approach worked really well. The staff have a sense of ownership and the facilities have benefited from their specialist knowledge and input.

"Having facilities like we now have maximises the opportunities for pupils and teachers and has really improved learning."

Mr Stuart Maxwell, Head Teacher, Eastwood High School

"I really like the Drama studio it makes you feel like a professional actor."

Elaine Regan, Principal Teacher of Creative and Performing Arts, Eastwood High School

#### Open plan

The Head teacher in Lasswade was not in post during the briefing for the building. Teachers in Lasswade have found the open plan format, and flexible spaces more challenging to work with. There have been issues about the time needs on arranging partitions between some teaching spaces, the transfer of noise from the atrium into open plan learning spaces on the levels above, and a general low uptake in using the atrium space for teaching. In Eastwood, the picture is different, where the atrium is used in a range of ways for learning and teaching. Continuity of the story from the briefing stage which informs design principles for key spaces is important across the whole life of the building, to ensure everyone associated with the building is clear on its ethos and opportunities. In the post occupancy phase of the building, there may be a need to refresh discussions on the brief, and facilitate training around opportunities for the use of the spaces as required.

#### Internal classrooms

In Lasswade, teachers felt that the internal classrooms felt small, that this sense is affected by the performance of heating and ventilation, and the impacts of internal lighting. Learners also say there are real temperature differences between classrooms with some very hot and some cold. The learners and teachers felt that the environmental performance and feel of these spaces in future schools could be improved drawing on the experience of people who are using the spaces for learning and teaching now.

#### Moving between classrooms

Teachers in Lasswade talked about moving between classrooms. Although it was recognised that there can be some time impacts travelling between spaces on teaching time, it was felt that teachers are adapting to this practice. However, there was also a discussion about the culture of adaptive use, the discipline of ensuring that classes are left ready by previous teachers so additional time is not lost clearing up resources at the beginning of a class. And, the balance of moving between classes, and spaces where learners and teachers can have a sense of ownership, display their work and resources for a period, a 'sense of home'.

#### Collegiate working

In both schools, teachers and students identify the multi purpose nature of the PE facilities, fixtures and fittings to allow for greater range of activities offered as a major benefit. The large range of spaces means that it is used by other departments. For example, in Eastwood there is a math and basketball challenge. The dance studio is used for enterprise events, study skills sessions. Primary school and college also use the spaces.

In addition, there is flexibility in the design studio and it was not something staff were expecting to get. It is an adaptable space allowing timely, creative, practical, technological, active learning and multi subject teaching. A key reflection by teachers is on the range and volume of facilities which allows for spare facilities to be accessed by other partners, primaries/college groups/ support departments increasing opportunities for collaboration.

The science Department is on one floor now and it has its own IT room. This makes IT access much easier and pupils can use the IT facilities for research.

#### Challenges

In Eastwood, the technicians workshop is a subterranean room. The teacher experience has been that getting resources and material into the workshop, including timber, has been challenging because of access. The room is an awkward shape. It is difficult to turn the timber. Long lengths of timber have to be transported by staff from outside of one end of building to the other end via passages and corridors with tight turns. The technical department rooms are physically split by the atrium and this puts pressure on the teachers between lessons transferring equipment and pupils. The learner feedback suggests that one space they like less in the school is the tech area next to the atrium as it is enclosed and dark. In Lasswade, teachers identify the size of changing rooms as an issue, and the lack of spectator areas within the PE facilities. No spectator area in gymnasium academy, games hall or pool.



#### 2.8 EXTERNAL SPACES

The provision of attractive external spaces is a feature of both schools, though the nature of these spaces is different. In Eastwood, the setting of the school is beside a woodland which is used as a resource for geography lessons, biology and art. In Lasswade, the landscape accommodates sports spaces, movement and parking spaces for both the school and the leisure centre. In general, there is a positive perception of the external areas, particularly the sports facilities, though there is a feeling that the landscape design could be enhanced, with more provision of shelter and seating for young people.

S 20 d	ummary 'points for onsideration' from 009 Lessons Learnt ocument	Key principles
1	Participation	Foster early and ongoing active participation by students on ideas for outdoor spaces.
2	Seating & Shelter	More seating, more shelter, more diversity of spaces – places to be.
3	Access	Simpler access to outdoor spaces & responsive circulation/space design externally and at interface of inside/outside.
4	Integration	Integrate use of outside spaces into the curriculum use/test/plan and more connection with local community/artists/makers.

#### Learner feedback

The external spaces in Eastwood are well used for learning. Learners feel that it is easy to get in and out of the building to these spaces, and the art space at roof level is well liked and used. The balance of nature and architecture on the site forms subject matter for drawing and photography classes. Within the woodland, biology classes and projects take place; there is a partnership with the local ranger and Youth Enterprise Scotland, and active use by the eco committee; and the woodland is also used as a cross country running and mountain biking resource. Students are allowed outdoors at break time, and are encouraged to take responsibility for the external space resources. Learners in Lasswade also use the outdoors for science class, to look at grasses and plants within the school grounds. The area under the outdoor sail feature has been used as the setting to do a news report by a group of students. The sports facilities, and AstroTurf are well used by learners and the community.

"There's a lot of different places you can go outside, there's vegetable patches and also the nature walk, I quite like that."

Olivia Taylor S2

#### Teacher feedback

Teachers see the multipurpose potential of the outdoor spaces, enabled by management of the wildflower meadow and woodland in Eastwood, enabled by lots of seating areas and special spaces like the vegetable patch/greenhouse. The demand for outdoor learning is resulting on new facility demands, such as the relocation of a glasshouse and the need for a plant propagation area.

#### 2.9 LOCKERS & TOILETS

In general, the locker areas in both schools are well located, and well integrated. The open plan toilets work well, and no adverse comments were raised about any behaviour issues in either school.

Sι	immary 'points for	
CO	insideration' from	
20	09 Lessons Learnt	
dc	ocument	Key principle
1	Location/Integration	Centralised le Integrated "a
2	Circulation	Generous cir
3	"Feel"	Colour, airpo
4	Provision/Capacity	Risks of una storage. Lim

#### Learner feedback

In both schools, it was felt that having lockers near the atrium space was great, but some lockers are too close to the dinner hatch queue, making it difficult to move through the space at certain times. Generally though learners felt that lockers are more accessible than previously and are also bigger.

Learners expressed mixed views about the open arrangement of toilets as some like the design and others would prefer a more traditional arrangement. However, they feel they had some input into the discussion about toilets and see them as broadly successful.



#### es

ocations close proximity to entrances/social areas. active scene" – not stand alone.

rculation for access/avoid bullying/congestion

ort style, modern signage: not clinical

vailability on school as whole (toilets). No class bag it cubicles in each room to manage vandalism.



### Response to key programme objectives

The key objective of Schools for the Future is to remove schools from poor condition to good condition. A second key area is to deliver greener schools. These are two Scottish Government manifesto commitments. An analysis of the existing school estate was undertaken and a set of metrics were introduced around space and cost efficiencies within the Schools for the Future programme.

#### 3.1 A GUIDE TO PROGRAMME FUNDING: KEY THEMES

SFT has set some programme objectives that outline to Local Authorities how to deliver good quality, well designed, sustainable schools at a competitive price. This is an appendix to their main document "A Guide to Programme Funding". This document has been in place since the 2009 and has been used through phase 1 to 3 of the school building programme

There are four themes

- Efficient and Effective Procurement.
- Cost Efficiency.
- Delivery of First Schools by Target Date.
- Delivery of the Schools Estate Nine Strategy Principles.

Applicants are asked to provide evidence which demonstrates that the conditions for achieving success in all these areas are in place. This document provides a detailed checklist to those undertaking the project and would be a key go-to document for those planning and managing the process. As part of the project SFT hold two formal and other informal workshops as required with the Local Authority based on this document. One led by SFT, and another where the Local Authority demonstrate to SFT achievement of the Programme Goals. Scottish Government is involved in the final workshop and find it very useful.

Both pilot projects delivered on the four themes in "A Guide to Programme Funding". Subsequent schools have built on the learning from the pilot in terms of cost efficiencies, value around M+E, spatial planning and construction. The team at Midlothian Council for example feel that the new building at Lasswade "was delivered to the brief and has outperformed the original brief in terms of how it serves the community...The leader of the Council was the local member for this area and he had a clear vision for the school and was actively involved. It was clear that it was to be not only a school but a council asset and the school building should also have the functionality to allow it to be used during summer holidays for other community activities. This has been achieved"

#### 3.2 SCOTTISH GOVERNMENT OVERVIEW OF PERFORMANCE AGAINST THE KEY THEMES

Working within the approach established by the SFT, there have been innovations, including open Plan toilets, generous and dynamic central atria at the heart of the school, a diversity of breakout spaces, increased opportunities for community use, and dramatically enhanced use of technology. Evidence of improvements beyond just the building is important and it is hoped that it may emerge from the post occupancy evaluation work. Physical environment is often ignored as a factor in improving attainment and behaviour. It can be difficult to make the links, but the on the ground evidence and insights on the impacts of the pilots will help. For example the unintended consequence of redesigning the school toilets is that more boys are becoming conscious of personal hygiene, with evidence they wash their hands more. There is also evidence of improvements such as reduction in bullying, vandalism in the toilet areas.

#### 3.3 COST EFFICIENCY AND PROCUREMENT

Feedback has indicated that the work of SFT has dramatically improved the consistency and reliability of cost information. However, the Midlothian experience has been that the contracting markets can be reluctant to break down costs. A central database with costs attached might be helpful to inform choices.

"At the moment you have to wait until you have fully loaded drawings and then you have to try to unpick all the elements, so we cannot get a price till finished. It would be more useful to try options as it was developing, with standard components linked to parametric costs.

"The relationship with the utility companies is key. It needs collaboration and engagement and knowing the right contacts. This can save money on what can be a significant cost. We need to cultivate collaboration across the supply chain."

Maurice McCann, Client Project Manager, Midlothian Council

The competitive dialogue process is really important. What was useful about the pilot programme was that BDP designed the product and set the quality thresholds before contractors came in. Innovation was invited from bidders. In terms of cost management, the only difficulty has been with value engineering. Costs are difficult to pin down, and local authorities felt a profit pressure impacted on decision making.

Feedback from one of the pilot councils suggests that the Governance Structure for the project is very important and needs a project board that can quickly turnaround decision making. From interviews with the project managers in both Councils, there were differences in the levels of delegated authority between East Renfrewshire and Midlothian, which affected the pace of decision making.

#### 3.4 MEETING THE 9 PRINCIPLES OF THE SCHOOLS ESTATE STRATEGY

A key message from the pilots is that consultation is imperative. When consultation happens is key. This is not affected by the funding mechanism, which should be seen as an enabler to deliver the intent of the Schools Estate Management Plan. And, even though there is a model for consultation it needs to be project specific. A lot can be learned at the early stages, pre proposal on issues like access routes, new crossing points which are key to layouts and can unlock safer, better options. Consultation must result in changes, which are actively communicated. Local Authorities need access to specialist skill sets about consultation process. It must be tailored to each project to achieve the most impact.

At the detailed consultation stage, within the design process itself, it is important to be aware of different capacities and levels of confidence around technical issues. For example, in terms of room layout discussions at Lasswade, heads of departments were involved but they were very new to the process, and had some reluctance to be held responsible for these types of decisions. Breaking down the task, showing examples, visiting other places is important. And, it needs time. As more projects develop, it would be useful to innovate further around curriculum areas and new ways of organising space, and ICT to deliver learning and teaching.

#### COLLABORATION

Collaboration is actively encouraged as it is seen as a way of sharing resources, knowledge and getting the best value for money. There are collaborations in each Hub territory. Within the Schools for the Future programme, building on the pilot, collaborations have had mixed success. The more senior the person in the organisation the more bought into collaboration they are. Officer level staff sometimes find it more difficult. The experience has been that managing the collaborations has been difficult. There are educational, financial and sustainability benefits but there are big differences in opinion on change and innovation.

Within the schools pilot programme collaboration was acknowledged as key to success. Midlothian Council was able to benefit from the experience of East Renfrewshire and has gone on to share that experience in a further collaboration with Scottish Borders Council.

To make collaborations work requires an understanding of change and an ability to manage and implement change. Often the places where collaboration has worked best is where there is a dedicated staff member appointed to co-ordinate and steer the collaboration and that they have the right balance of skills, knowledge and ability to make it work.





### Influencing other schools

#### 4.1 ADOPTION

Approximately 70% of new high schools that could be influenced are using the deep plan design approach used in the pilot schools.

#### 4.2 COMMONALITY

The pilots have provided clarity on common parts, and clarity on mainstream approaches to organising spaces, and where special approaches are necessary. The common parts and components of the design can be evolved from evidence of the buildings in operation. Feedback from interviews with the project managers in both Councils suggests that evolution of the commonality approach could be further enabled by a centralised cost database of the components and variations, which would enable better cost modelling early in the design journey to better inform decision making. Innovation and design development is also welcome. A visual database of common parts, FFE options and examples from elsewhere would also help inform discussions and decision making in the design development stages of future schools. WC, stairs, shared flexible spaces are all good examples of spaces suitable for a common approach as would be setting out dimension and standard sized spaces.

"It can be assumed that 80% of the design [principles] will stay the same from school to school. That leaves 20% to tailor. If there was a central database of that 80% [of common elements] with a schedule of accommodation that may mean the local authority has more power over the cost and would be an improvement. The process needs to cut down on the time spent on repetitive elements."

Maurice McCann, Client Project Manager, Midlothian Council

A key issue identified by the local authorities is the need for consultation at all levels to ensure the building design responds to the needs of users, the place and community. This is about establishing key design principles specific to the project that can inform the way common elements are organised to create buildings that fit the context, and deliver the cost benefits of the common approach.

#### 4.3 EVOLUTION

At Newbattle, Midlothian are using lessons learned from Lasswade to deliver the next school, drawing on their knowledge of the process, design opportunities, metrics and cost. A key learning is around how to deal with the management of a shared facility. The head teacher at Newbattle is setting up operational policies around the shared use of the building, a policy to join the dots, clarify expectations, roles, boundaries and relationship management between the different organisational interests who will have a stake in managing facilities and services at the building from the outset. These principles will be tested at Newbattle, and the positive lessons and impacts from that will feedback into Lasswade.

Staff spaces within Newbattle are being designed very differently to Lasswade. They are being designed to allow conversion back into classrooms if required in future. Staff rooms count as part of the space metric and can make a huge difference to the space available for pupils. At Newbattle the local staff bases are much smaller – are designed for practical discussions or a cup of tea not with workstations for each member of staff. There is a central staff room but it is being designed to be a multi-use and it will be a higher spec of furniture and design than a usual staff room so that it can double up as a business centre, hospitality suite and VIP area during events. They are planning as many uses as possible for the enhanced staff space.

#### 4.4 INCREMENTAL EDUCATIONAL INNOVATION

Having settled staff into the new facility at Eastwood, the head teacher is now challenging staff to future cast; what will teaching look like in five years at the school? The aim is to encourage teachers to capitalise on the opportunities presented by the building, in terms of spaces, technology and the pride of place for innovations in the curriculum. The building is challenging professional practice. Departments like drama are already making extensive use of spaces across the school, collaborating with other departments, and the school is broadening its in school vocational course offer. The head feels that the settling in period has been important to build the platform to innovate. It takes time, and confidence. 'It is like being handed the keys to an Aston Martin when all you drive now is a mini'. It takes a while to build the confidence to get the most from driving the new car. External relationship development, between the school and community groups and agencies also take time, settling in and relationship management. There seems to be a necessary transition period to unlock the future potential of the new facility, unlocked incrementally.

#### 4.5 COLLABORATION

The adoption of lessons learnt has been underpinned and supported by many other local authority and designer visits to each of the pilots

There are regular visits to the pilot schools from local authorities who are on the journey of building a new school. The open-ness of the pilot authorities to engage and share information on their experience is a major benefit.

On the pilot schemes, briefings between two authorities were continuous. This was seen by both as useful. East Renfrewshire had more experience of building schools; Midlothian hadn't built a new school since 2002. In areas where Lasswade struggled such as RDS sheets, Eastwood information was used to bring things up to speed. The two project managers also complemented each other as one had commercial background (Midlothian) and other had operational background (East Renfrewshire). Midlothian have repeated the collaboration for Newbattle. This time Midlothian are providing the experienced hand and helping Scottish Borders Council.

Inspired by the pilots, West Lothian and East Lothian are collaborating on a Post Occupancy Evaluation [POE] to share lessons learned on their process and help other authorities across Scotland.

SFT actively share information, and act as a critical friend to local authorities, offering constructive feedback and sharing information and contacts, using forums and workshops and speaking to groups such as ADES and others. This conduit role with a central resource of knowledge is a useful resource to inform continuous improvement, and awareness of the common approach.





### The future and how it is being shaped

The pilot schools at Lasswade and Eastwood are initial stages in a journey of innovation. The facilities brought together services, and systems of collaborative working, cost and decisionmaking. New schools are building on this learning, transforming the idea of investment in education from school to learning landscapes.

For example, the Waid in Fife is a new generation of learning space, which seeks to maximise learning innovation for the school and the wider community, increase integrated support for all learners, optimise out of hours use and provide a setting for cross service collaboration as a resource for the local community. The campus is conceived as an integrated community place, a place to go, where different groups of the community, within the school and the community meet, and interact at different times of the day and out of hours. The school concept is strongly based on a response to context, user participation and aligned visions. It is an ambitious vision for people and place, which is finding built form expression on an evolution of the deep plan arrangement in the pilot schools.

Externally, the massing and appearance of the large building break down in scale, to create a welcoming setting for all members of the community. Internally, the spatial planning is rational and efficient, but great attention has been put into the settings, the social areas, the collaborative and flexible learning spaces. The basis of these settings is a development of the ideas initiated in the pilot schools, including atria space with mezzanines, cluster spaces, break out spaces, and balconies and fully ICT enabled spaces across the whole school campus.

The aim of the arrangement is to blur the distinction between community and school, to create a setting which maximises opportunities for contact, levels of use and opportunities for innovation. The St.John Bosco School in Liverpool provides another glimpse of a development of the deep plan model, with a range of future, graphic and airy open spaces wrapped by learning settings of different scales, all achievable within tight cost and space metrics. The future is about continuous evolution of the nature of people relationships in space, overlapping functions and possibilities. The pilot schools provide a live evidence base and a framework for evaluation and testing.



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### What next?

6.0

Through the forums and workshop convened by SFT and the leadership role around the Schools for the Future, collaboration between local authorities is happening, the lessons from the pilots are disseminating and influencing school investment decisions. It is encouraging to see evolution in the approach to design and development.

Reflecting on the experience of the pilot, and feedback from users, commissioners and stakeholders, there are a number of opportunity areas to enhance the impact of the learning:

#### 6.1 CONSULTATION DESIGN

First, consultation is key, and it needs specialist skills. Consultation is not budget dependant, it can happen at any stage that is appropriate to inform decision making. It should happen early, but the scope of the consultation needs structure.

A key priority in all consultation is to focus on the learner, to start from there and return conversation to that start point. User journeys, participation with learners and users to gain an early understanding of need, insights and ownership is important. This is particularly the case where there is complex change, such as mergers of schools, school investment linked to rationalisation or change of the public estate or co-location of services on a campus. Mapping and understanding of how users use space, and what they desire to make better use of new spaces is an important stepping stone to enable them to make the change from one learning place and set of facilities to the next; and for this transition to happen smoothly so that the latent potential for new ways of doing things in the new building can be unlocked as quickly as possible. The outcome of these forms of consultation should be a user focused set of criteria, which help clarify the qualities of success in a simple, understandable way to inform design development

There are also hierarchies to the consultation process. Starting with strategic need and local authority objectives, collaborative discussion cross service and between the authority and other partners such as SFT and Scottish Government is important, which should be captured clearly as objectives to drive the brief. Staff engagement is important to foster ownership, and insights on technical requirements around room planning. This form of engagement may need time, and support to ensure that teachers feel confident to contribute meaningfully, at a point in the process where they feel their input can make a difference.

Communication is important across the consultation, design and construction phases so all stakeholders are aware of what was said, but also what will happen. This is important where for example teachers may have had an expectation of a layout but it changes during the design, and their first contact with the space is at the moving in stage. Communication design is also important for the management of shared facilities, so there is clear and early understanding of roles, responsibilities and boundaries in advance of the new facility moving into the operational phase. User journey mapping, to understand the service experience from the perspective of different age groups and needs at the design stage can also help with the design of communication strategies for the community by showing how shared facilities will work, what to expect, when the busy and off peak times are which in turn will allow them to make informed choices and manage conflicts.

#### 6.2 USER SUPPORT

The facilities being developed through the pilot and subsequent developments are complex systems, with new innovations and space types, which foster new ways of working and using space. The complexity of operating the system needs to be broken down into manageable pieces of information, captured as a User Guide or set of resources which are available to all building users before occupying the building. The purpose is to empower users. Training and support to help people transition into the new ways of the building may also be appropriate. Prototypes of spaces or services that people can experience, use and test building on the positive experience of the Campbeltown 'Try before you buy' initiative should be considered, particularly where consultation exercises highlight issues or opportunities around certain space types, work methods or service areas. As more schools are constructed in the Schools for the Future programme, building visits will be possible with opportunities to engage users in thinking about how they might respond to these buildings.

It is important in the discussion of the common approach to distinguish between 'design features' and 'design principles'. Design principles are about the criteria for success, the way performance is evaluated. Design features are one way of achieving the principles that may work in one context, but may not in another, or at a different scale of building. The commonality approach is based on a set of principles, and evidence of some ways building form can be achieved. The difference is important in the engagement phase with users, teachers and communities. The common approach isn't about replicating the same solution, it is about understanding the local need and matching it with the best of what works. The engagement discussion should be about need.

#### 6.3 LEADERSHIP AND CHANGE MANAGEMENT SUPPORT

New technologies and spaces will create a need for operational support for staff, learners and communities. However, the new school and campus types emerging from Schools for the Future are also different forms of organisation, with complex management issues. The clarity of purpose to make the school happen, backed up by a clear vision needs to drive through all stages of the building life to enable future generations of managers and decision makers to understand the vision for the building, the success criteria and why decisions were made as they were. This needs clear and ongoing discussion by all stakeholders on the school vision. It also requires consideration of change management support for key decision makers and managers, including the Senior Leadership Team at the schools, and the Directors of Education in the local authority. The new generation of schools are part of a journey of innovation in both school buildings and education practice. This means that there needs to be time and space set aside to allow educationalists to consider how to use the new facilities to their full potential.

#### 6.4 FORUMS FOR DESIGN INNOVATION

As the learning from the pilot schools informs future schools, there is the opportunity for further design innovation and development. The common parts approach provides a language to link commissioning clients, educationalists and designers. A greater awareness of the potential, and challenges of the common approach is an opportunity for the design professions to challenge clients and use design as a vehicle for continuous improvement. In this context, a recommendation of this report is that it may be helpful to develop a forum approach bringing together clients in the Schools for the Future process with architects and design teams, to learn what works, to invite constructive challenge and innovation, and to drive forward shared learning on improvement.





# Annex 01

# Schools Pilot Programme: Lessons Learned Summary of Key Background Material Written by Lorraine Tulloch, Dot to Dot Consulting March 2015

Response to Lessons Learnt: The Pilot Project Annex 1

#### 1.0 INTRODUCTION

In June 2009 a Scottish Government £1.25 billion funding programme began that would see 67 new or refurbished schools delivered by March 2018. The funding was later increased and further recent announcements regarding funding indicate that the programme may deliver over 100 new schools by 2020.

Scottish Futures Trust works with every local authority across Scotland to drive forward this programme and to efficiently and effectively manage it. SFT aims to ensure that local authorities achieve the best value for money for their investment in new schools.

Outlined within this paper is a brief overview of the policy and support documentation available to help inform this programme of investment.

#### 2.0 SCOTTISH GOVERNMENT SCHOOL BUILDING PROGRAMME

SNP Manifesto Commitment 2007 The following statements were contained within the 2007 manifesto:

We will match the current school building programme brick for brick, and offer an alternative funding mechanism through the Scottish Futures Trust. With better value bonds we can release more money to invest in the frontline. And with buildings held in trust, local communities will have better access to use school facilities.

We will work with local authorities to develop more schools as community hubs, providing outof-school activities and, where possible, family, childcare and other community services on site.

#### SNP Manifesto Commitment 2011

The following statements were contained within the 2011 manifesto:

Schools for the Future – We have already delivered 330 new and refurbished schools in the last four years – more than our predecessors. We will now take forward our £1.25 billion investment in new schools with projects in every local authority area in Scotland. We are determined to replace or refurbish the worst condition schools in Scotland and will develop a new, third phase of school building to ensure an ongoing pipeline of new projects.

We halved the number of children in unsuitable buildings, during our first term – we will do the same during our second, getting it down to a level where such buildings can be completely eliminated within a further five years.

Working with the Scottish Futures Trust we will also look at ways of delivering greener schools, both in terms of construction and design.

#### BUILDING BETTER SCHOOLS: INVESTING IN SCOTLAND'S FUTURE

This is a joint document from Scottish Government and COSLA which sets out the school estates strategy vision for Scotland's schools. It was prepared by a School Estate Strategy Working Group jointly chaired by COSLA and SG and whose members included representatives of SOLACE, ADES and SFT.

The Strategy aims to address the challenge of how best the investment and assets within Scotland's school estate can enhance the quality of life and outcomes for the people of Scotland.

#### The vision is

"..for schools which signal the high value we place on learning; which people and communities can enjoy using and can be proud; which are well designed, maintained and managed and which encourage continuous engagement with learning; which are far more than just 'educational establishments' whose quality of environment supports an accessible range of services and opportunities and which enrich the communities they serve and the lives of learners and families."

The strategy sets out the vision, aspirations, guiding principles and objectives for the school estate. It highlights that the policy focus is now, within the context of Curriculum for Excellence, on the beneficiaries of high quality school buildings – the pupils, teachers and local communities rather than just the number of schools.

#### Schools Pilot Programme: Lessons Learned – Key Background Material

#### SNP Manifesto Commitments

In both 2007 and 2011 Manifesto the SNP made a commitment to invest in new and greener schools across every local authority in Scotland

#### SG Schools Building Programme

In June 2009 a £1.25 billion funding programme began that would see 67 new or refurbished schools delivered by March 2018. Further recent announcements regarding funding indicate that the programme may deliver over 100 new schools by 2020.



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#### DELIVERING THE SCHOOL BUILDING PROGRAMME - SCOTTISH FUTURES TRUST 3.0

#### Achieving the Programme Goals

SFT has set some programme objectives that outline to Local Authorities how to deliver good quality, well designed, sustainable schools at a competitive price. This is an appendix to their main document A Guide to Programme Funding - Capital Grants. This document has been in place since the 2009 and has been used through phase 1 to 3 of the school building programme.

There are four themes

- Efficient and Effective Procurement.
- Cost Efficiency.
- Delivery of First Schools by Target Date.
- Delivery of the Schools Estate Nine Strategy Principles.

Applicants are asked to provide evidence which demonstrates that the conditions for achieving success in all these areas are in place.

This document provides a detailed checklist to those undertaking the project and would be a key go-to document for those planning and managing the process. As part of the project SFT hold two formal and other informal workshops as required with the Local Authority based on this document. One led by SFT and another where the Local Authority demonstrate to SFT achievement of the Programme Goals.



Delivering good quality, well designed, sustainable schools at competitive price

The Nine Strategy Principles are as outlined in the SG/COSLA document Building Better Schools: Investing in Scotland's Future and are as follows:

- 1. Good consultation means better outcomes.
- 2. Innovative design and change is better informed by experience.
- 3. A more integrated, holistic and longer term approach to change.
- 4. Schools whose condition supports and enhances their functions.
- 5. More suitable and inclusive schools, better future proofed for flexibility and adaptability.
- 6. Schools which are greener, more sustainable and environmentally efficient.
- 7. A well managed school estate which represents and delivers best value.
- 8. Schools which drive and support effective learning and teaching through Curriculum for Excellence.
- 9. Schools which best serve their communities.

Early in the funding process SFT undertook to take stock of both what has been delivered in terms of the physical characteristics of new and recently opened school buildings and what lessons could be taken into consideration in the design of future new schools. This document facilitated application of the lessons learnt to the schools programme pilot project involving Eastwood and Lasswade.

following:

- Circulation space.
- Ventilation and heating.
- Student social space.
- Catering and dining.
- Practical subject classrooms.
  - Procurement documentation.

#### Schools Development Handbook

After the pilot schools project reached construction phase the Schools Development Handbook was developed to use the learning from the demonstration project. This purpose of the document is to narrate the journey of the Schools Pilot Project, highlighting areas of commonality, and to share information that has been prepared through the project offering guidance on Best Practice and solutions to the Lessons Learnt exercise.

The experiences and design solutions have been shared with local authorities as part of the schools programme through forums, workshops with hub territories, workshops with designers and workshops with individual local authorities.

This document identifies a top ten "things to do" to assist Councils to achieve a successful solution which is effective, efficient and represents value for money. The document is structured around this top ten and narrates the journey of Eastwood and Lasswade through these topics. The document states that SFT is not promoting this as the only solution but would rather prefer Local Authorities consider the content, use where appropriate or preferably use the information as a stimulus and implement solutions which exceed the outcomes of the Pilot Project

- 1. Get the Governance right.
- 2. Get The Briefing Process right.
- 3. Consult thoroughly.
- 4. Choose the right site.
- 5. Allocate sufficient time and budget.
- 6. Address the Lessons Learnt Document.
- 7. Adopt a Sustainable Approach.
- 8. Adopt a Whole Life Cost Approach.
- 9. Consider adopting a common approach where appropriate.
- 10. Post Occupancy Evaluation is integral to process.

#### Other Design Guides

Other Design Guides have been developed within some of the work of the hub territories. These include the "Vanilla Schools" Interim Report from the Hub East Central Scotland and the Hub North Scotland Scottish Schools for the Future Design Guide. These tend to be used on a more local basis within the hub territory area but can be shared more widely.

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The review undertaken by SFT found that in all schools the feedback was significantly positive and outweighed any issues raised. The common themes for issues include some of the

#### 4.0 MEASURING SUCCESS

There are a number of ways that the success of the Schools for the Future programme is measured and reported.

A number of lessons learnt projects have been commissioned for various stages of the programme.

Schools are also subject to a post occupancy evaluation process undertaken by the council where useful information can be gathered.

The Scottish Government also issue annual statistics on the school estate through their annual publication of Summary Statistics for Schools in Scotland. The 2014 edition of these statistics was published on 10th Dec 2014. The summary statistics report on the following areas:

#### School Estates

4.1	Number of schools which were built or substantially refurbished, 2007–08 to 2013–14	18
4.2	Condition of all schools and the number of pupils on their school roll,	

April 2007 to April 2014194.3Suitability of all schools and the number of pupils on their school roll,<br/>April 2010 to April 201419

#### Pupils by condition of schools, 2014



This chart excludes 213 pupils at a school with condition not recorded.

There are also supplementary datasets published which report the results of SG's survey of the size, value, condition, capacity and running costs of the school estate.

This review of the two pilot schools at Lasswade and Eastwood, part of the Scottish Government Scotland's Schools for the Future programme has been produced by Architecture & Design Scotland through engagement with the learners and teachers from each school in the pilot, officers of the local authorities, Dot to Dot Consulting, Openchange, Scottish Government and Scottish Futures Trust.

This document is supported by a video which can be access via the SFT website home page at the following link:

http://www.scottishfuturestrust.org.uk/

Images courtesy of Edinburgh Film Company and Moving Films.



SCOTTISH FUTURES TRUST





