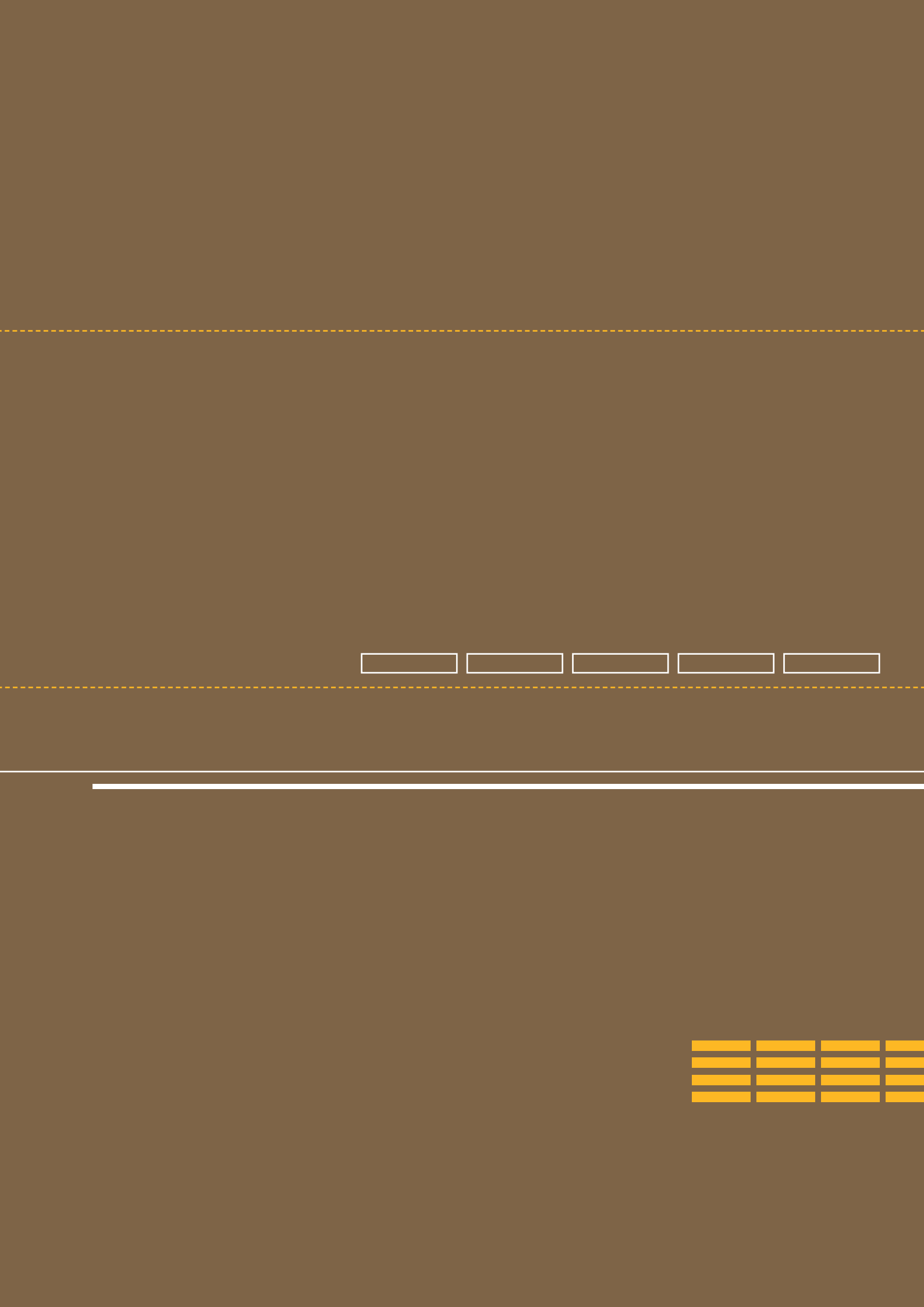




Building Better Schools: Investing in Scotland's Future





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FOREWORD







Education is a top priority for local and Scottish Government. The quality of our education system and outcomes is absolutely key to delivering the sustainable economic growth that is a pre-requisite for a

more successful Scotland. We are creating a smarter, greener, healthier, safer and stronger, wealthier and fairer nation, one which maximises all our talents and is thereby better able to compete globally. Providing all of our children and young people with the best possible start in life and ensuring that each of them reaches their full potential is critical to this.

The Scottish Government and COSLA have already signalled a new focus on supporting children (and families) during their early years. The overriding goal through their school years is on further enabling them to become successful learners, confident individuals, responsible citizens and effective contributors. By expanding opportunities for community and adult education we are also looking to improve the lives of everyone in Scotland.

Schools, as learning environments which embody a learning-centred philosophy for both pupils and adult learners, are crucial to achieving these fundamental objectives. They are much more than just 'educational establishments'. The availability and accessibility of school buildings and facilities for community use – be it educational, recreational, sporting, cultural, social or other – are equally important. That has been an aspiration for sometime now. We are beginning to see it realised and one of the main aims of this Strategy is to consolidate and accelerate that trend. With a lifespan measured in decades and a cost in billions of pounds, the need for adaptable and flexible school buildings and facilities that will

better meet future demands and changes in technology and learning and increasingly, the challenges posed by climate change, cannot be overstated. It is though at the individual and personal level that their real impact is concentrated. The state of a school speaks volumes to each community, parent, pupil and teacher about how we value learning. Children and young people especially respond to that, but so too do all the other 'school users'.

The range of activities that schools support, provide and make possible, beyond the purely educational, mean that this School Estate Strategy has implications across the entire public sector. It supports each of the 15 national outcomes and many of the underpinning policies and initiatives. It is necessarily ambitious in a way that will deliver real benefits for people and communities. It recognises the different social and learning experiences and expectations of today's children and young people; and it addresses our aspirations for lifelong learning, a seed which must be sown at a young age. This Strategy is about achieving our vision of all pupils being educated in fit for purpose,

engaging and inspiring environments. In order to achieve this, Scottish Government and local authorities will need to work towards eradicating sub-standard schools and ensure that the whole of the school estate is prioritised, reorganised where necessary and well maintained. The Strategy is relevant to all aspects of the school estate – new buildings and improvement of existing ones.

A fundamental change is underway in Scottish education – a holistic approach to more effective learning and teaching. *Curriculum for Excellence* is already driving changes to the concept of the school – its purposes, functions, design and the way spaces are used. In turn, the buildings, the physical environment and facilities must themselves also be drivers of change. They need to be more than just passive or responsive, to be used and adapted. They need to inspire and challenge both learners and teachers to think in new and imaginative ways about the surroundings within which learning takes place, indeed about the very ‘how’ it takes place. Buildings can and should be real catalysts for creativity.

What needs to be done to bring this Strategy to life is clearly set out in these pages and will be further expanded in the Financial Strategy and Implementation Plan which will follow. There is a joint Concordat commitment on the part of both local and Scottish Government to working together to continue to improve the school estate and learners’ experiences. During the current Parliamentary period, Government has signed off further Public Private Partnership (PPP) and Non Profit Distribution (NPD) school projects and these, together with the record levels of capital funding in the local government settlement for 2008-11, are supporting a current programme of local authority investment in the school estate in excess of £2 billion.

The Scottish Government is committed to continuing to work with local government partners to bring to bear the financial and other resources still needed. A clear demonstration of this commitment was the Government’s announcement in June 2009 of an additional £800 million of funding towards a £1.25 billion local authority programme of new school building.

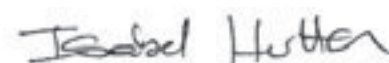
We recognise that although the current government and councils together can ensure that progress and improvements are made, in time the task will inevitably become the responsibility of governments and councils yet to come. The contents of this Strategy are commended to future administrations, who will need to continue the investment in the school estate and ensure that all the ground gained is held firm and consolidated – as we each play our part in creating a school estate which is a credit to our nation and schools which are a source of pride and pleasure to all who use them.

Finally, we would wish to thank the members of the School Estate Strategy Working Group and those who gave evidence to it or contributed in other ways, for all the work that has gone into the preparation of this Strategy.



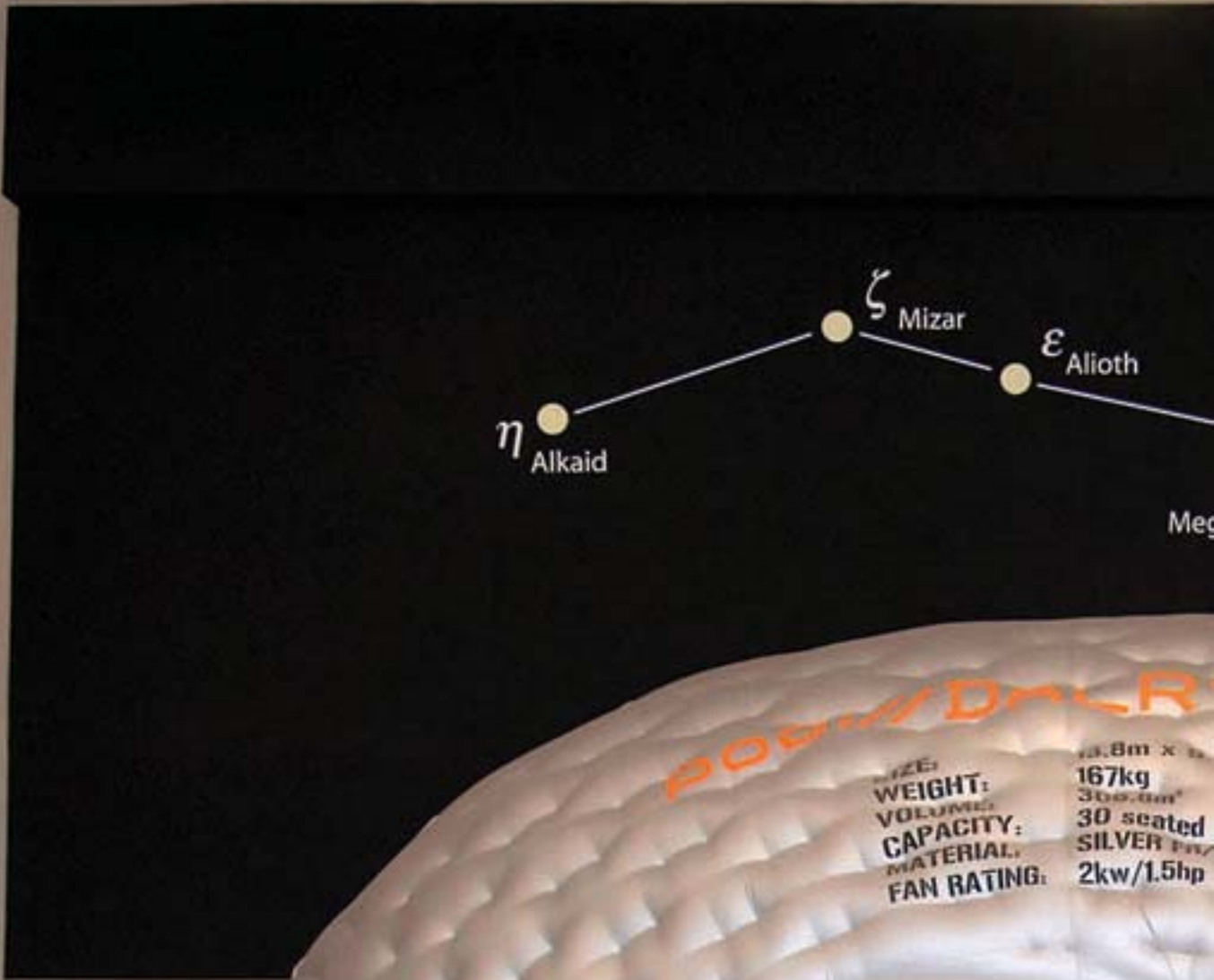
Fiona Hyslop

Cabinet Secretary for Education and Lifelong Learning



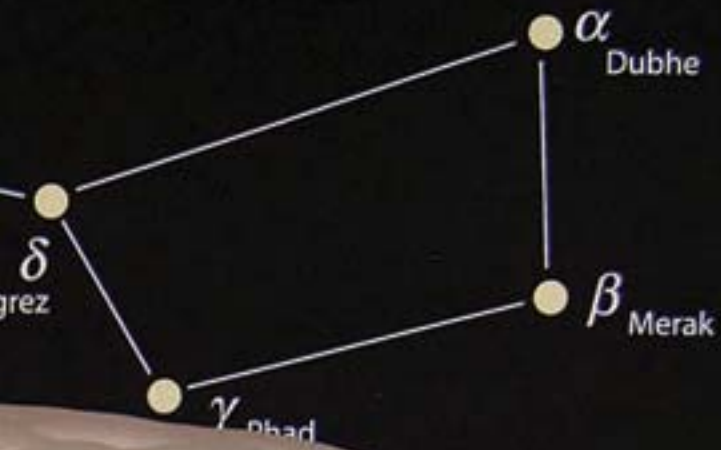
Councillor Isabel Hutton

COSLA Spokesperson on Education, Children and Young People



EXECUTIVE SUMMARY





BACKGROUND

This School Estate Strategy has been prepared by a School Estate Strategy Working Group which was jointly chaired by COSLA and the Scottish Government. Members included representatives of the Society of Local Authority Chief Executives, the Association of Directors of Education in Scotland and the Scottish Futures Trust. The Strategy greatly benefited from input from a wide range of stakeholders – individuals as well as organisations – who were invited to give evidence to and engage in discussion with the Working Group, or who attended organised events.

The Strategy both builds on and supersedes the one published in 2003 by the then Scottish Executive and COSLA. Audit Scotland's March 2008 Report *Improving the School Estate* acknowledged that significant progress had been made since 1999 in improving the estate and overtaking the legacy of underinvestment in schools, but that much more still needed to be done. This Strategy is a direct response to that, all of whose 19 recommendations have already been jointly accepted by COSLA and the Scottish Government.

The Strategy is relevant to all parts of the school learning environment – the buildings and spaces, the grounds, the fixtures and facilities, even the furniture – and to all schools, not just those being replaced or refurbished. It is focused firmly on those who benefit from improvements to the estate – the pupils, the staff, the parents and the wider community.

The Strategy will contribute towards achieving the Government's overarching Purpose, 5 Strategic Objectives and all 15 national outcomes. It is an integral part of the *Curriculum for Excellence* focus on more

effective learning and teaching. It also supports the Government's three frameworks to tackle inequality: *Early Years Framework*, *Equally Well* and *Achieving our Potential*. This Strategy also provides a key opportunity for local and Scottish Government to demonstrate action in line with the new statutory duty placed on public bodies by the Climate Change (Scotland) Act 2009.

It reflects too the new partnership between the Scottish Government and local government around the delivery of key policies and public services and new supporting funding arrangements. The explicit commitment in the Concordat is that both partners will each do what is required to improve the learning experience for children and young people, including by improving the fabric of schools and nurseries.

Delivery of the strategy will depend not just on this partnership between central and local government but also on the key involvement of stakeholders such as Architecture+Design Scotland, The Lighthouse, The Carbon Trust,



Strathallan Nursery – Fife Council

sportscotland, Grounds for Learning and others whose advice and guidance will further improve the quality and efficacy of the school estate. The Scottish Futures Trust will have a major role to play, both in delivering and maximising value for money from the new £1.25 billion school building programme and also in supporting wider local authority school investment programmes. Value for money will be paramount in the context of increasing competition for tightening public finances.

The Climate Change (Scotland) Act 2009 introduces a new era of year-on-year reductions in Scotland's greenhouse gas emissions and the need to ensure that all services are resilient to the impacts of climate change. In January 2009, the

Scottish Government announced measures to work towards a lower carbon school estate. The focus of attention will now be redoubled on energy efficiency measures, renewable technologies and the design of all aspects of 'sustainable' schools, so that the school estate (which represents a sizeable proportion of public sector buildings) plays its full part in delivering the Act's targets for emissions reduction of 42% by 2020 and 80% by 2050. Following publication of the *Sullivan Report* in 2007 Government is currently consulting on changes to the relevant building standards for 2010. It will be important, in context of the new public sector duty introduced in the Act, that school buildings are indeed exemplars of best practice in this regard.

VISION, ASPIRATION AND PRINCIPLES

The Scottish Government and local government's shared vision for the future of the school estate is set out below. The Working Group also articulated a set of aspirations, and nine guiding principles and objectives for future planning and action to be taken into account by local authorities, community planning partners and Scottish Government.

Vision

“Our 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.”



Meldrum Academy – Aberdeenshire Council

Aspirations for the school estate

- ⌚ All children and young people will be educated in, and community users will use, schools that are ‘fit for purpose’ in terms of condition, suitability and sufficiency.
- ⌚ Schools are well-designed, accessible, inclusive learning environments that inspire and drive new thinking and change and which support the delivery of high quality educational experiences through *Curriculum for Excellence*;
- ⌚ Schools are integral parts of the communities they serve, with pupils making use of community facilities and communities accessing school facilities;
- ⌚ Schools accommodate and provide a range of services, activities and facilities that make a difference to people’s health and well being, to sustaining economic growth and to the strength and vibrancy of communities;
- ⌚ A sustainable school estate whose design, construction and operation is environmentally and energy efficient; contributes directly to delivering the year-on-year reductions in greenhouse gas emissions introduced by the Climate Change (Scotland) Act 2009, which is resilient to the impact of climate change and which leads by example in matters of environmental performance;
- ⌚ A school estate that is efficiently run and that delivers maximises value for money;
- ⌚ A school estate which is flexible and responsive – both to changes in demand for school places and to learners’ and teachers’ requirements and wishes, and where the beneficial impact of change is maximised by thorough consultation and engagement with users and stakeholders.

Schools are integral parts of the communities they serve, with pupils making use of community facilities and communities accessing school facilities.

Guiding principles and objectives for future planning and action

- 1) Good consultation means better outcomes** – engaging with, consulting and involving all the potential users and interests helps to highlight expectations, identify the options and refine the objectives.
- 2) Innovative design and change is better informed by experience** – improvements in school design will be accelerated by speeding up the rate at which lessons are learned from experiences, both locally and elsewhere.
- 3) A more integrated, holistic and longer term approach to change** – taking an integrated, holistic view of the school – the buildings, the grounds, the fixtures, facilities, even the furniture – will result in better planning and design and deliver better outcomes.
- 4) Schools whose condition supports and enhances their functions** – a school in good condition – irrespective of age or design – signals to all the users (pupils, other learners and staff) that learning is a valued activity, and that the learning environment is a priority.
- 5) More ‘suitable’ and ‘inclusive’ schools, better future-proofed for flexibility and adaptability** – schools should be fit for purpose: the design and layout should enhance their function and use; they should be ‘inclusive’ and accessible to those with disabilities; and they need to be able to ‘flex’ in response to future changes in the scale and nature of demand and usage, ICT and other technology and the changing ways in which education may be delivered.
- 6) Schools which are ‘greener’, more sustainable and environmentally efficient** – school buildings will contribute to the statutory framework of annual targets for cuts in greenhouse gas emissions and lead by example in environmental performance.
- 7) A well-managed school estate which represents and delivers best value** – it is to the collective benefit of everyone – learners, teachers, parents and taxpayers – and of every community, if the school estate is efficiently and effectively managed.
- 8) Schools which both drive and support effective learning and teaching – Curriculum for Excellence** – schools should be attention-grabbing, eye-opening, thought-provoking and empowering – inspiring and driving the approach to more effective learning and teaching which is *Curriculum for Excellence*.
- 9) Schools which best serve their communities** – close engagement with communities and community interests and partners will better identify local needs and wishes and result in schools which offer a wider and more accessible range of public services, opportunities and facilities to complement those available elsewhere in the community.

NEXT STEPS

The School Estate Strategy represents the first step in a long term programme of joint work by Scottish Government and local government on the school estate. The next steps will be to develop a Financial Strategy and Implementation Plan for its delivery. The three parts – the Strategy itself, Financial Strategy and the Implementation Plan – will form a joint strategic approach to and plan for the continuing improvement of Scotland’s school estate.

The Scottish Government makes capital and revenue resources available to authorities through the local government settlement. That funding supports a current programme of local authority investment activity in the school estate which exceeds £2 billion. In June 2009 the Government announced an additional £800 million of funding towards a £1.25 billion school building programme that will see the replacement of around another 55 schools, benefitting around 35,000 or 5% of Scotland’s pupils. However, the scale of the estate and of the task ahead – and the shared commitment which this Strategy represents – mean that investment in schools will always need to feature as a major consideration in successive government spending reviews and local authority budget setting processes and capital plans.

The set of guiding principles and objectives sets the parameters for and will provide a stimulus to future work at both local and national level. This will be progressed by way of a series of partnerships, through joint and commissioned work, publications, conferences, seminars, workshops, networking and the development of guidance and better ways of sharing good practice.

The School Estate Strategy represents the first step in a long-term programme of joint work by Scottish Government and local government on the school estate.

1



INTRODUCTION





By any reckoning the scale of the school estate represents a huge public investment in a national and community asset. The challenge which this Strategy addresses is how best that investment and asset can enhance the quality of life and outcomes for the people of Scotland. Jointly developed by local and Scottish Government, it sets out a shared vision and aspirations for the school estate, the guiding principles and objectives which will be key to their achievement and a comprehensive programme of supporting work, some new and some building on work and initiatives already underway. A national strategic direction – a ‘route map’ – is spelled out, with clear signals as to the intended direction of travel and destination. The Strategy is expressed in flexible terms – so that it is relevant to every local authority, school and community. It recognises that authorities should have scope to take different routes towards implementation, according to their different starting points, circumstances and local priorities.

The School Estate Strategy both builds on and supersedes the one published in 2003 by the then Scottish Executive and COSLA¹. There was insufficient detailed information about the school estate at the time to enable the 2003 Strategy to set out clear objectives or targets beyond the generally aspirational, or to say in any detail what needed to be done or how it would be achieved. The 2009 Strategy remedies that. The information base now established through the collection of the Core Facts allows the vision and aspirations for the future school estate to be underpinned by measurable targets and clear principles, objectives and a programme of work. A significant difference between the two strategies is that the previous one was set in a policy context that focused particularly on the number of schools. The policy focus now, in the context of *Curriculum for*

Excellence, is very much more on the beneficiaries of high quality school buildings – the pupils, teachers and local communities.

The pace of change and range of new challenges mean that any strategy has to evolve. Much has been achieved over the six years since 2003, but that in itself has also served to highlight what still requires to be done.

The view that it was time to reflect on progress thus far, to learn lessons from recent experience and to review how the school estate can better contribute in the widest sense to the richness of Scottish life was reinforced by Audit Scotland's March 2008 report *Improving the School Estate*². This made clear that significant progress had been made in improving the estate and

¹ Scottish Executive – Building our Future: Scotland's School Estate (February 2003) – www.scotland.gov.uk/Publications/2003/02/16251/17422

² Audit Scotland – Improving the School Estate (March 2008) – www.audit-scotland.gov.uk/work/central_national.php?year=2007

overtaking the legacy of pre-devolution underinvestment in schools (when expenditure on maintenance, repair and replacement failed to keep pace with the rate of deterioration), but that much more still needed to be done.

This Strategy is therefore a direct response to the Audit Scotland report, all of whose 19 recommendations have already been jointly accepted by COSLA and the Scottish Government. They are set out in detail in Annex D. In May 2009 Audit Scotland published another report entitled *Asset Management in Local Government*³. This is directly relevant to and reinforces a number of the recommendations in their earlier report – such as those relating to management planning, the measurement of ‘suitability’, the focus on whole life cycle costings, sustainability and consultation.

There were two other key ‘drivers’ behind the preparation of this Strategy. The first was an intention that it should be relevant to all schools, not just those which are being

rebuilt or refurbished. The second was a determination that attention should switch away from inputs or ‘numbers of schools’ – which are merely the means to the end – onto impacts and outcomes. The Strategy therefore focuses ultimately on the beneficiaries – the proportion and number of pupils (and adult and community learners) whose experiences, attainment and achievements are enhanced as a result of learning in good condition and suitable environments; and what that means in terms of sustained engagement with learning, both during the school years and beyond. These are the real prizes.

This Strategy has been prepared by the School Estate Strategy Working Group. The Group was jointly chaired by the Scottish Government and COSLA and members included representatives of the Society of Local Authority Chief Executives, the Association of Directors of Education in Scotland and the Scottish Futures Trust. (Full details are set out at Annex A.)

³ Audit Scotland – Asset management in local government – (May 2009)
www.audit-scotland.gov.uk/docs/local/2009/nr_090507_asset_management_councils.pdf



Kyle Academy – South Ayrshire Council

2



WHAT IS THE SCHOOL ESTATE?





First, the facts and figures. There are 2713 local authority schools in Scotland⁴ – 375 secondary schools, 2152 primaries and 186 special schools catering for pupils with additional support needs (although many such pupils are educated in mainstream schools). Together the school estate represents a large proportion of Scotland's public buildings. Schools account for something like 20% of all council properties. Their estimated total value of £7.1 billion represents 53% or more than half of the £13 billion value of all local authority property assets (not including council housing)⁵. The school estate also includes approximately 400 'standalone' authority-run nursery schools, distinct from those located alongside or within primary schools.

A DYNAMIC ESTATE

We are in the midst of one of the most intensive ever periods of investment in the school estate. The years 2000-2011 will see the major refurbishment or replacement of over 570 schools or 21% of the entire local authority stock. The annual publication of Core Facts data in the *School Estate Statistics*⁶ represents the best overall indication of the evolving physical condition of the school estate. In 2008, around 1850 local authority schools or 68% of the total were in good or satisfactory condition, with 832 or 31% in poor or bad condition⁷. (No condition rating was given for the last 1%.) That compares with a 'low point' around 2000 when significantly in excess of 40% of all schools were in poor or bad condition. By 2011, approaching 80% of all schools are expected to be in good or satisfactory condition.

In terms of numbers and proportion of pupils affected, in 2008 around 200,000 or 29% of pupils were still being educated in poor or bad condition schools. That figure is expected to halve by 2011. Looking beyond 2011 there are already indications of some authorities' future investment plans, a significant part of which will be focused on tackling the 500 or so schools which are still expected to be in poor or bad condition in 2011. Part way through such a long-term improvement programme, there is the appearance of something of a 'two-tier' estate – with a marked contrast between schools already improved and those still in need of attention.

⁴ The Scottish Government – Pupils in Scotland, 2008 (April 2009) – www.scotland.gov.uk/Publications/2009/04/01090908/0

⁵ Audit Scotland – Asset management in local government – (May 2009) – www.audit-scotland.gov.uk/docs/local/2009/nr_090507_asset_management_councils.pdf

⁶ Scottish Government – School Estate Statistics (September 2008) – <http://www.scotland.gov.uk/Publications/2008/09/29091400/0>

⁷ The condition categories are defined as:

A: Good – performing well and operating efficiently.

B: Satisfactory – performing adequately but showing minor deterioration.

C: Poor – showing major defects and/or not operating adequately.

D: Bad – economic life expired and/or risk of failure.

SCHOOLS AS LEARNING ENVIRONMENTS

Schools – the buildings and spaces, the grounds, the fittings and facilities, even the furniture – are learning environments in the broadest sense. All these component parts pervade and play a part in helping to deliver positive outcomes. Those outcomes are first and foremost educational, but also social, recreational, cultural and other. The state of the learning environment says a great deal about the ethos of a school as an inclusive learning community, welcoming and accessible to all, reflecting the commitment of first-rate teachers, other staff and encouraging better and closer relationships between all staff working both in and out of school.

Most school-based activities can still take place despite poor quality buildings and facilities. However, where a school is fit for purpose – in good condition, of a design that is inspirational and flexible, with suitable and user-friendly facilities and an environment that is conducive – the results and outcomes, the levels of usage, the enjoyment, satisfaction and the achievements of all users (pupils as well as adult and community learners) are more likely to be richer, better and more long lasting.



THE PLACES AND SPACES WITHIN A SCHOOL

Schools are complex establishments. They serve many purposes and comprise an array of potentially multi-function spaces. Outdoors are the circulatory and access areas for vehicles, cyclists and pedestrians, as well as the playgrounds and various 'green' spaces – sports and recreation facilities, gardens, landscaped and quiet areas – indeed all manner of 'outdoor classrooms'. There is even more variety of internal spaces – foyers and entrance areas, atria and other social and circulation spaces, administrative areas, dining areas and kitchens, gyms, fitness suites and pools, changing facilities, showers and toilets, halls, stage and drama facilities, all the ICT infrastructure and facilities, libraries and of course both general and specialised learning areas. Some spaces are clearly single use, but the design of many of the spaces and the way that fittings and furniture are configured can open up myriad possibilities for different uses.

An appreciation of how all the different sorts of places and spaces within a school's

perimeter interact and of their potential, reinforces the importance of designing in flexibility. We continue to develop our understanding of the links between space configuration, flexibility and the more creative approaches to learning and teaching which are integral to *Curriculum for Excellence*. The Scottish Government funded publication *Changing Classrooms*⁸ encourages schools and teachers to be creative – to look afresh at how spaces may be re-configured to inspire and introduce new learning dynamics, inspiration, interactions and experiences. What is encouragingly evident is that the dominant factor in all of this is not so much any physical constraints, as people's imagination, empowerment and freedom. Creativity and a new approach can achieve a great deal in existing schools which are not being refurbished or renewed, despite some of those constraints. The important point is that this Strategy should be every bit as relevant at the small scale as at the large, and for all schools, not just new ones.

Schools are complex establishments. They serve many purposes and comprise an array of potentially multi-function spaces.

⁸ The Lighthouse – Changing Classrooms (August 2008)
www.thelighthouse.co.uk/content/publications/70,250/ChangingClassrooms.html

THE SCHOOL'S WIDER 'NETWORK'

Looking outwards, the extensive network of linkages, movements and activity generated by each school is another important aspect of its dynamics. The daily pattern of home to school travel on the part of pupils, staff and community users of school facilities is the most visible manifestation of this and reaches into every community in the land. In the 'opposite' direction pupils will, during the course of the school day, also be accessing local community facilities. Movements vary according to the time of day – breakfast clubs, the 'school day' itself, often linking directly into after-school

activities and care, evening and weekend usage – and also to the time of year. Schools are significant generators of traffic, have a real environmental and local economic impact and are often hubs of social and community activity too. Understanding these networks and how they link to the various school functions and activities is crucial to successful design, planning and management. In turn that will help to establish a school estate that meets demands and expectations in a sustainable way and maximises the value of the assets and investment.

WHO BENEFITS FROM IMPROVING THE SCHOOL ESTATE?

Much of the focus of this Strategy is necessarily on the buildings and physical facilities. The potential benefits of a good quality school estate are only realised through the people who spend time in and interacting with those buildings and facilities. Around two million or 40% of Scotland's people are directly affected by or have a close interest in the nature and state of our schools. Most obviously, there are the 680,000 pupils who attend school on a daily basis for at least 11 years of their life, their 1 million parents and carers, the 75,000 staff who work in schools and the many thousands of community users of school facilities.

In truth, we all indirectly benefit from good quality schools because of the way they impact ultimately on our learning and skills, our health and wealth, our quality of life – including by reducing the effect of climate change – and overall, on this country's sustainable economic growth. Investment in schools represent a major component of Scotland's investment in her people, her communities and her future.

3



CHANGING CONTEXTS





This section of the Strategy sets out the policy context around its development, the areas where improvements to the school estate will have the biggest impact and the relationships and partnerships that will determine how it will be actioned and implemented.

THE NATIONAL PERFORMANCE FRAMEWORK

The Scottish Government's overarching purpose, 5 strategic objectives and 15 national outcomes are set out in Annex B. A high quality school estate, ie buildings and facilities which both drive and support the provision of a range of high quality education and learning opportunities, will contribute to that overarching purpose – by providing the opportunities for everyone to flourish and fulfil all of their potential and so increasing sustainable economic growth. Good schools also support each of the strategic objectives and every single one of the 15 national outcomes – in some degree, either directly or indirectly.

A high quality school estate helps to make Scotland...

- ⦿ **Smarter** – by supporting the quality and range of lifelong learning opportunities on offer for people of all ages: from pre-school right through adulthood;
- ⦿ **Greener** – through school buildings which are sustainable, resilient, with low carbon footprints, which help to meet our climate change targets and which support the 'greener' aspects of the curriculum;
- ⦿ **Healthier** – through accessible sport and recreation facilities, and in some cases with other health facilities incorporated within schools;
- ⦿ **Safer & stronger** – through schools which are 'safe' places to learn in, and which in turn strengthen and help local communities to flourish;
- ⦿ **Wealthier & fairer** – through schools which are welcoming, accessible and inclusive places of opportunity and which nurture talent and potential.



The ways in which a well-designed and sustainable school estate underpin and contribute to achieving the 15 national outcomes are only illustrated here – but consideration of any one of them is sufficient to highlight the direct relationship between the quality of our schools and achieving the outcomes. For example, schools directly enhance the quality of our built environment, support the achievement of each of the ‘education-focused’ outcomes and enrich and strengthen local communities. They enhance Scotland as a place to live and work, help tackle the significant inequalities in our society and provide amenities and services in ways that are responsive to people's needs.

Local government too is committed to all of these policies and priorities. Local authorities will be looking to align the aspirations and principles set out in this Strategy with their own views of local needs and priorities and their own approaches to fulfilling their statutory duties and responsibilities. These include achieving best value in the use of resources, working with other public services on a shared services agenda, delivering sufficient education accommodation and provision efficiently, ensuring wide engagement with communities in planning and developing schools (as with other services) and ensuring inclusion, accessibility and equality of opportunity for individuals and groups within those communities.

EFFECTIVE LEARNING AND TEACHING – CURRICULUM FOR EXCELLENCE

Fundamental changes are underway in Scottish education that will improve outcomes for all learners. *Curriculum for Excellence* empowers and enables both teachers and learners to design and deliver more effective learning and teaching, in new and different ways. The result is more enjoyable and interesting learning experiences, ones that will be more engaging and inspirational, better tailored to each learner's needs, wishes and aptitudes, and delivered in ways that will better provide children and young people with the foundation and skills for continued learning on into adulthood and the world of work.

School buildings and facilities are far more than just part of the supporting cast for *Curriculum for Excellence*. They are at the heart of the

whole philosophy and approach to effective learning and teaching and play the fullest part in helping to achieve change for the better. The ethos of the school as a learning community, presenting challenges and opportunities for personal achievement, development and interdisciplinary learning are all a part of, and colour, a child or young person's experience of learning and the curriculum.

The emphasis is also on an inclusion agenda that provides effective learning and teaching for *all* learners. The importance of a learning environment that is welcoming and accessible to learners with disabilities is a critical aspect of this. Legislation⁹ already requires authorities not only to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage, but

⁹ Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 – www.opsi.gov.uk/legislation/scotland/acts2002/asp_20020012_en_1

also to prepare 'accessibility strategies' for all schools in order to improve access to education for pupils with disabilities – access both to the physical environment and to the full curriculum, in particular supported by ICT facilities and developments.

The importance of buildings and facilities which are responsive, flexible, adaptable and malleable – to new ways of learning – is critical. In many instances though, flexibility of mindset in the way places and spaces are perceived and used is as important as the physical structures themselves. It is essential too that the buildings and spaces themselves should be agents of change, inspiring both learners and teachers to new thinking about how education might happen in new and

more effective ways. Creativity of design will lead to creativity of thinking and of use, inspiring and inviting exploration of the use of the environment and space in different and imaginative ways. There is a need to learn lessons from the succession of novel and sometimes unexpected ways in which spaces are already being occupied, transformed and used. That needs to feed back into improving the way we design, build in flexibility and incorporate features in future schools. The emphasis must be on innovation and personalisation rather than on standardisation, on presenting learners, teachers and schools with the continuing challenge and inspiration of flexible and sometimes non-standard spaces of different dimensions and configuration to explore.

WIDER POLICY CONTEXT

The Scottish Government and local authorities have together set out a comprehensive approach to tackling inequalities in our society in three inter-linked policy frameworks.

The *Early Years Framework*¹⁰ addresses the provision of services and support to children and families whilst *Equally Well*¹¹ and *Achieving our Potential*¹² address health inequalities and poverty respectively. The School Estate Strategy also focuses on outcomes for people – buildings which provide or through which are provided the right range of services to people and communities, both directly and indirectly. The Strategy's objectives are entirely

consistent with and supportive of those of the three frameworks. All public services – whether delivered by local government, the NHS or the voluntary and private sectors – need to combine in pursuit of this common goal of improving outcomes. In some circumstances schools will facilitate the integration of services physically; in others, schools may provide an appropriate local venue for services which address people's needs and wishes, support and improve their skills and above all enable them to help themselves. The design, public 'face' and perception of the school needs to be of a safe, welcoming and supportive environment if these common objectives are to be achieved.

¹⁰ The Scottish Government – The Early years Framework (January 2009) – www.scotland.gov.uk/Publications/2009/01/13095148/0

¹¹ The Scottish Government – Equally Well – The Report of the Ministerial Task Force on Health Inequalities (June 2008) – www.scotland.gov.uk/Topics/Health/health/Inequalities/inequalitiestaskforce

¹² The Scottish Government – Achieving Our Potential: A Framework to tackle poverty and income inequality in Scotland (November 2008) – www.scotland.gov.uk/Publications/2008/11/20103815/0

There are many links between this Strategy and other government policies, both national and local. For example schools built over the next few years – in light of the Olympics in 2012 and Commonwealth Games in Glasgow in 2014 – need to lead the way in provision of school-based sport and recreation facilities and activities, both indoor and outdoor, all contributing to achieving a healthier Scotland. In addition, the community sports hubs described in *A Games Legacy for Scotland*¹³ aim to specifically improve the use of and access to facilities for physical activity and competitive sport. A school's social spaces also help children and young people to learn those social, relationship and citizenship skills which make such a difference to their own well-being and that of our whole society.

Local and Scottish Government are already working together to ensure that schools act as exemplars of environmental performance. Schools which are sustainable, energy, waste and water efficient, with low carbon footprints and responsive and resilient to the effects of climate change, will not only help meet our climate change targets but also convey the right messages to tomorrow's decision makers and consumers about why sustainability and the 'green' agenda matters. The Climate Change (Scotland) Act 2009 introduces a new era of year-on-year reductions in Scotland's greenhouse gas. In January 2009, the Scottish Government announced measures to work towards a lower carbon school estate. The focus of attention will now be redoubled on energy

efficiency measures, renewable technologies and the design of all aspects of 'sustainable' schools, so that the school estate (which represents a sizeable proportion of public sector buildings) plays its full part in delivering the Act's targets for emissions reduction of 42% by 2020 and 80% by 2050. Following publication of the *Sullivan Report* in 2007¹⁴ Government is currently consulting on improvements to energy standards within building regulations. It will be important, in context of the new public sector duty introduced in the Act, that school buildings are indeed exemplars of best practice in this regard.

It is an increasing priority too to ensure that schools are genuinely a community resource, a hub and focus for community life and activity. They should be providing accessible resources and facilities that complement those nearby and which meet the learning, leisure and social needs of the wider community, in ways that enrich those communities and help them to be viable and to flourish. This will be facilitated, where appropriate, by schools including scope for the provision of childcare for pre-5s as well as for pre-school education, in an integrated way which better meets the needs of families. Advice and support services for parents could also be located in schools thereby reducing the risk of stigmatising such services and underlining the contribution of schools to the social and learning needs of the communities they serve.

¹³ The Scottish Government – A games legacy for Scotland (September 2009) – www.scotland.gov.uk/gameslegacy

¹⁴ Scottish Building Standards – A low carbon building standards strategy for Scotland (December 2009) – www.sbsa.gov.uk/sullivanreport.htm

RELATIONSHIPS BETWEEN LOCAL AND SCOTTISH GOVERNMENT

The Concordat¹⁵ between the Scottish Government and COSLA established a new relationship between local and Scottish government, a new partnership approach to the delivery of key policies and public services and new supporting funding arrangements. These developments are already changing the way in which the future school estate improvement programme is being planned and will be implemented. The Concordat has had a direct influence on how this Strategy has been developed. It also commits local and Scottish Government to each do what is required to improve the learning experience for children and young people by improving the fabric of schools and nurseries.

The Scottish Government will continue to give clear, national, strategic focus to the whole programme of improvement and

investment, including appropriate levels of support, both financial and other, in as straight-forward and flexible a way as possible. At local level, building on the now well-established information base of school estate management plans and processes, local authorities have the freedom and responsibility to set local, strategic and investment plans and then to prioritise and deploy resources as they see fit. Realising those plans and delivering improvements on the ground, to locally set timescales, will all be done within a more flexible and less ring-fenced funding environment. The Concordat makes clear that improving outcomes is the primary aim of both local and Scottish Government, with Single Outcome Agreements¹⁶ as the means of maintaining and demonstrating progress.

¹⁵ The Scottish Government – Concordat between the Scottish Government and local government (November 2007) – www.scotland.gov.uk/Resource/Doc/923/0054147.pdf

¹⁶ Single Outcome Agreements are agreements between the Scottish Government and Community Planning Partnerships which set out how each will work in the future towards improving outcomes for the local people in a way that reflects local circumstances and priorities, within the context of the Government's National Outcomes and Purpose.

WIDER PARTNERSHIPS

Successful implementation of this Strategy will depend on more than just the relationship between local and Scottish Government. Firstly, the increasing degree of engagement, sharing and benchmarking between authorities themselves, such as through the long-established Local Authority School Estates Network Group, will be an important part of the process. Other partnerships will also be key to achieving the vision and aspirations set out here. In many cases it will be a matter of building on relationships already well established. The Lighthouse and Architecture+Design Scotland, both supported by Scottish Government, are already working alongside local authorities on the consultation and design fronts. There is increasing involvement too of organisations such as the Carbon Trust, Grounds for Learning and **sportscotland** in school planning and design. Their advice and input, and that of a range of other specialist organisations, will further improve the quality and efficacy of the school estate.

Successful implementation of this Strategy will depend on more than just the relationship between local and Scottish Government.

The Scottish Futures Trust has a major role in delivering and maximising value for money from the £1.25 billion school building programme announced by the Scottish Government in June 2009. They will develop, recommend and implement approaches that will secure a better school building programme across Scotland, better value for money than could be achieved by each authority working separately and better integration and coherence of procurement and delivery of public sector projects through approaches such as the hub initiative¹⁷. A number of local authorities are already looking to the Scottish Futures Trust to assist and support aspects of their wider school investment programmes.

¹⁷ The hub is a programme of the Scottish Futures Trust (SFT). It will provide a procurement vehicle supporting a long-term programme of investment driven by service needs for local authorities, NHS Boards and other public sector bodies across Scotland. It will provide a mechanism for delivering community based infrastructure requirements more quickly, effectively and thereby delivering better value for money and will provide a systemic approach to service and infrastructure requirements in the short, medium and long term.

4



VISION AND ASPIRATIONS FOR THE SCHOOL ESTATE





This Strategy has greatly benefited from input from a wide range of stakeholders – individuals as well as organisations – who were invited to give evidence to and engage in discussion with the School Estate Strategy Working Group, or who attended organised events. Contributors are listed at Annex C, which also includes ‘briefs’ developed from the stakeholder and pupil events.

Also set out in Annex C is an illustrative but by no means exhaustive list of some of the many points, suggestions and arguments put to the Group by those who gave evidence either directly or at the stakeholder event. The Strategy – its vision, aspirations and the guiding principles and objectives – has, to a large extent, emerged from the recurrent themes running through the stakeholder input. There was also an encouragingly widespread recognition that

much of what was being emphasised, valued and sought is already happening in some or significant measure.

After full consideration of all of the input and views expressed by stakeholders, as well as of the role which both tiers of Government wish to see schools fulfil, the Working Group agreed a statement of shared vision for the future school estate:

“Our 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.”

ASPIRATIONS FOR THE SCHOOL ESTATE

Our aspirations for the school estate expand on the statement of vision and spell out what we – local and Scottish Government and local authorities – want to achieve together, namely that:

- ▶ All children and young people will be educated in, and community users able use, schools that are ‘fit for purpose’ in terms of **condition**, **suitability** and **sufficiency** as defined overleaf;
- ▶ Schools are well-designed, accessible, inclusive learning environments that inspire and drive new thinking and change and which support the delivery of high quality educational experiences through *Curriculum for Excellence*;
- ▶ Schools are integral parts of the communities they serve, with pupils making use of community facilities and communities accessing school facilities;
- ▶ Schools accommodate and provide a range of services, activities and facilities that make a difference to people’s health and well being, to sustaining economic growth and to the strength and vibrancy of communities;
- ▶ A sustainable school estate whose design, construction and operation is environmentally and energy efficient; contributes directly to delivering the year-on-year reductions in greenhouse gas emissions introduced by the Climate Change (Scotland) Act, which is resilient to the impact of climate change and which leads by example in matters of environmental performance;
- ▶ A school estate that is efficiently run and maximises value for money;
- ▶ A school estate which is flexible and responsive – both to changes in demand for school places and to learners’ and teachers’ requirements and wishes, and where the beneficial impact of change is maximised by thorough consultation and engagement with users and stakeholders.

• **condition** – no-one would endorse an aspiration that referred to fewer than *all* schools if that consigned some tens of thousands of pupils and other users to learning in ‘poor’ or ‘bad’ condition schools (condition categories C and D; the measures of which are set out in the detailed ‘condition’ guidance¹⁸). That said, even when the continuing school improvement programme has reached a point where the proportion of schools or, more importantly, the proportion of pupils being educated in such schools is down to below 10% and still falling, in reality it will never reach 0% because all buildings deteriorate, sometimes in sudden and unpredictable ways. The cycle of buildings’ deterioration, repair and reconstruction is a continuous one.

• Realistically, the target underpinning this aspiration must be that where there are still poor or bad condition schools there need also to be firm plans to address the situation by removing those schools from Condition C and D – either by repair or refurbishment, or by replacement. The critical equation is that the proportion of pupils educated in condition A and B schools + the plans for tackling condition the C and D schools in which the balance of pupils are being educated must = 100%. The target is that the proportion of pupils within the first two categories (A and B) of schools should well exceed 90%. Reaching that point by any given date will be dependent as much if not more on the decisions of future Governments and

councils than it will be on the decisions of the current Scottish Government and local government partners who have jointly articulated the aspiration and target.

- **suitability** – how the design, spaces and configuration of the school impacts on function is crucial. Ease of use and accessibility also has a direct bearing on the all-important inclusion agenda in context of authorities’ ‘accessibility strategies’¹⁹ and their responsibilities under the Disability Discrimination Act²⁰. The aspiration and eventual target will be to apply the same approach as has already been applied to measuring condition, to suitability – although the development of a standard, reliable and consistent ‘measure’ is intrinsically more challenging and at a much earlier stage. That precludes at least for now any possibility of setting a measurable target.
- After much consultation, discussion and collaboration between Scottish Government and authorities, detailed guidance on the development of such a measure (again based on four categories of ‘suitability’ – A to D) has issued²¹ and is being trialled and tested by authorities. As was the case with condition, further development work will be needed before a measure of suitability is developed to the point where it is generally accepted and understood by all, consistently applied and can take its place alongside the measure of condition to inform planning and investment decisions.

¹⁸ These measures are set out in the detailed ‘condition’ guidance Scottish Executive – The Condition Core Fact – (March 2007) www.scotland.gov.uk/Publications/2007/03/12142801/0

¹⁹ The Scottish Executive – Guidance on the preparation of Accessibility Strategies under the Education (Disability Strategies and Pupils Educational Records) Act 2002 – www.scotland.gov.uk/Publications/2002/09/15494/11272

²⁰ Disability Discrimination Act 2005 – www.opsi.gov.uk/acts/acts2005/ukpga_20050013_en_1

²¹ The Scottish Government – The Suitability Core Fact: Scotland’s School Estate (October 2008) – www.scotland.gov.uk/Publications/2008/09/19123626/0

- **sufficiency** – adjusting the pattern and supply of schools and school places in a way that better adapts to changing ‘demand’ is challenging but essential. Some ‘room for manoeuvre’ is desirable but maintaining too many surplus or underused areas is wasteful and dilutes the productive deployment of resources. Changes can be implemented in various ways – new buildings or school closures, catchment area adjustments and by altering capacity through extensions, more flexible use of space, or occasionally by temporary accommodation to cope with a short term fluctuation.
- Authorities’ responsibilities to prepare strategic and local development plans allow for extensive public engagement of the need for and location of new schools in the wider context of planning new residential areas, open spaces and other infrastructure. Where new housing development results in a requirement for additional school capacity, options for delivery, including the possible use of developer contributions, should be identified and the mechanisms agreed, including the phasing of additional capacity in relation to the occupancy of the new housing.
- Our aspiration is to achieve an estate whose configuration, and for schools whose capacity can be adjusted in response to changes in policy, both national and local and to local changes in ‘demand’. Authorities also have to balance this with the fulfilment of their statutory duties to maintain a sufficiency of accommodation and secure the efficient provision of school education whilst taking into account the needs and wishes of people and communities. Improvement in the projection of school rolls is needed, as well as better ‘indicators’ of capacity, occupancy and the relationship between supply and demand in order to facilitate this. Formulaic measurement of what constitutes ‘sufficiency’ in any given locality is perhaps the most challenging measure of all, because so many factors will bear on that judgement or decision.

The vision and aspirations should and will inform decisions taken regarding the strategic planning of the future school estate. The nine general principles and objectives set out in the next section will guide how each school is planned, designed, built and ultimately used and enjoyed.

5



GUIDING PRINCIPLES AND OBJECTIVES





This section is the heart of the Strategy – a set of nine guiding principles and objectives for future planning and action to be taken into account by local authorities, community planning partners and Scottish Government when considering changes to the school estate. Better strategic thinking, planning and management of change will result in better focus of effort, investment and more successful outcomes. These guiding principles and objectives are not presented as any sort of blueprint or ‘one-size-fits-all’ approach. At the local level it will of course be for authorities to judge how best they should be applied or incorporated into planning and management of the school estate. The principles and objectives, although peppered with ‘action points’, are not ends in themselves. They will be applicable in varying degrees to different types of change and development, according to local circumstances. Each should be given consideration, with a presumption in favour of applicability unless there are strong counter arguments. The nine guiding principles and objectives together represent a coherent package that will deliver the Strategy’s vision and aspirations. Other considerations are of course to be welcomed if they lead to better long-term improvements and outcomes and will inevitably emerge as the programme of investment matures.

PRINCIPLES FOR GUIDING AND MANAGING CHANGE

1 – Good consultation means better outcomes

Whatever the scale and nature of the change proposed – everything from a whole new school to changing a room’s furniture around – the benefits of engaging with, consulting and involving all the potential users and interests cannot be overstated. It helps to highlight expectations, identify the options and refine the objectives based on the widest possible evidence base²². Local and Scottish Government will:

- › use partners such as Architecture+Design Scotland and The Lighthouse further to champion the message that consultation and involvement is the essential pre-requisite to change both at the early design stage and the later statutory land use planning process;
- › improve ways of consulting appropriately with children and young people, according to their ‘age and stage’ – which can produce some of the most novel and best ideas about design and space usage;
- › achieve greater involvement of interests and users in post-occupancy evaluation processes in order to improve the way lessons are learnt that will benefit future plans and projects;
- › consider how the input and impact of consultation may be better captured and measured.

²² The National Standards for Community Engagement (<http://www.scotland.gov.uk/Topics/Built-Environment/regeneration/engage/standards>) offer a helpful framework for improving practice in consultation and engagement. The community engagement database, VOICE (which is based on the Standards) may also help authorities to plan, review and record the outcomes of consultations.



2 – Innovative design and change is better informed by experience

Improvements in school design will be accelerated by speeding up the rate at which lessons are learned from experiences, both locally and elsewhere. Systematic review, learning loops and other feedback mechanisms are vital, as is a willingness to admit and share mistakes as well as to showcase the successes and the best. Important too is a keenness not just to replicate what works or has been done before, but also to develop, innovate and try something new. Local and Scottish Government and other partners will:

- ▶ develop further the means of capturing experiences and verdicts (post occupancy evaluations of all types of change) and of disseminating and sharing them more effectively through publications and guidance, web-based means, better networking etc;
- ▶ build on existing work with Architecture+Design Scotland and others to champion and enhance good school design – both 'whole school' as well as aspects or components;
- ▶ explore what indicators, comparators and exemplars of good school design there already are, or might be, developed.



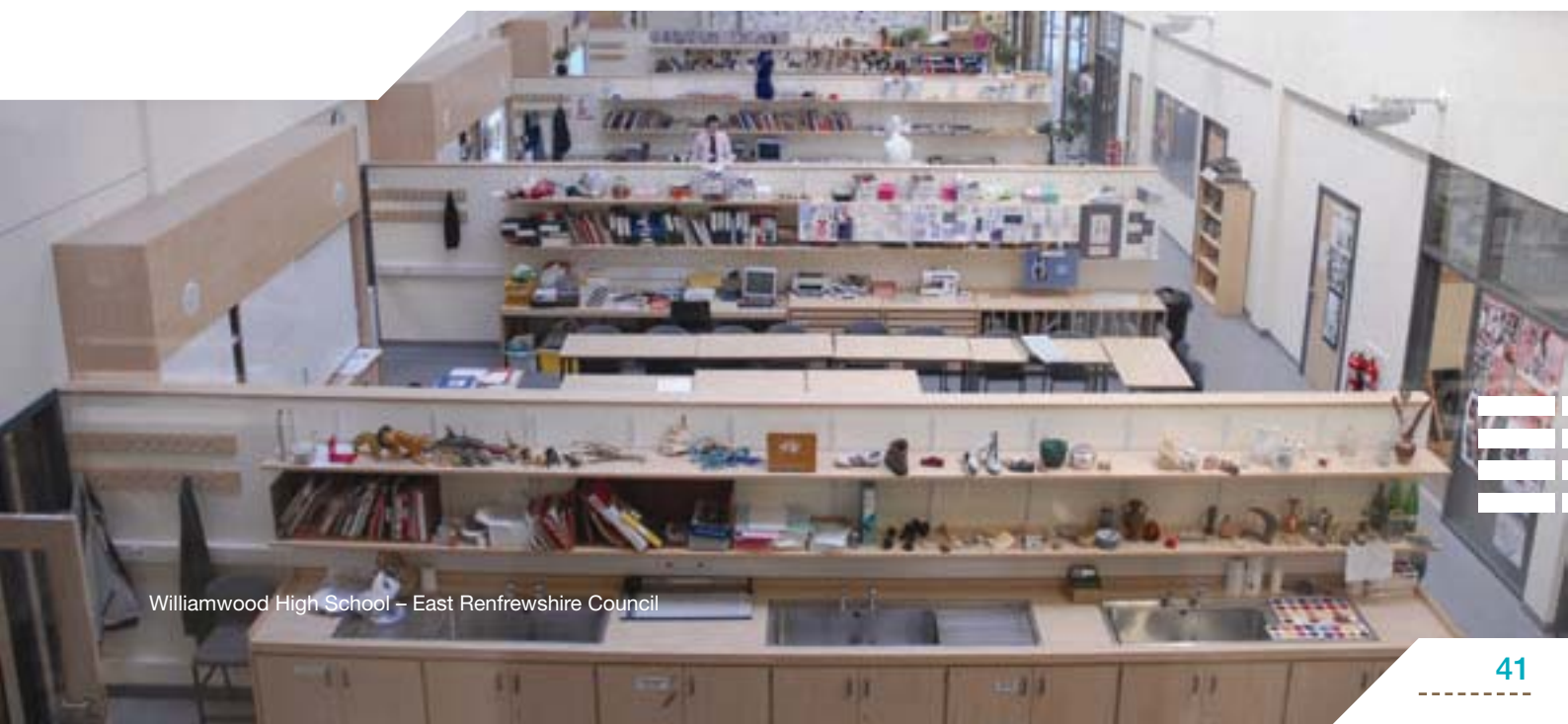
St Peter the Apostle High School – West Dunbartonshire Council

3 – A more integrated, holistic and longer-term approach to change

As Charles Rennie Mackintosh demonstrated a century ago, taking an integrated, holistic view of the school – the buildings, the grounds, the fixtures (which nowadays of course include ICT infrastructure and resources), facilities and the furniture – will result in better planning and design and deliver better outcomes. This means looking at the school as an entity which embraces all of its functions – learning, recreation, social, cultural etc. – in relationship to its surroundings and to the local community. To this end, local and Scottish Government, will:

- ▶ consider how the approach of adopting a more holistic way of looking at a suite of interrelated issues such as heating, lighting, ventilation, acoustics etc. as set out in *Optimising the internal environment*²³ could be better implemented in new and existing schools because overall levels of ‘comfort’ are vital for good learning and teaching ‘performance’ and how it might be replicated in other areas of design;
- ▶ consider how to make best use of school grounds and the outdoor spaces as an integral part of the learning environment ensuring that landscape design is at a par with building design;
- ▶ focus more on consideration of whole life cycle costs and implications for all changes, not just new builds. Factors such as durability, rates of deterioration, obsolescence, expected lifespan, long term contribution to greenhouse gas emissions, management and maintenance implications need to be considered;
- ▶ improve the way we think about a school’s ‘fit’ with its surroundings and relationship to the community.

²³ Scottish Executive - School Design: Optimising the Internal (March 2007)
www.scotland.gov.uk/Publications/2007/02/28144045/0



PRINCIPLES/OBJECTIVES WHICH RELATE TO THE STATE OF THE SCHOOL ESTATE

4 – Schools whose condition supports and enhances their functions

Condition has a direct impact on what goes on in the school. Appropriate forward planning and prudent, timely decisions on ongoing maintenance will best enable authorities to sustain the quality and asset value of their school buildings over the long term. Schools in good condition – irrespective of age or design – signals to all the users (pupils, other learners and staff) that learning is a valued activity, that the learning environment is a priority and often gives that all important 'feel-good factor'. Local and Scottish Government will:

- ▶ build on standards of school condition already set out in detailed guidance, in order to improve interpretation and consistency²⁴;
- ▶ take a more prudent, long-term approach to maintenance and its implications; and
- ▶ develop ways of capturing the day-to-day experiences and users' perceptions of condition, in ways that could better inform future planning and investment.

²⁴ Scottish Executive – The Condition Core Fact – (March 2007)
www.scotland.gov.uk/Publications/2007/03/12142801/0



5 – More ‘suitable’ and ‘inclusive’ schools, better future-proofed for flexibility and adaptability

Suitability is a measure of whether a school is fit for purpose – whether its design and layout enhance its function and use, whether there is space and scope to accommodate all the pre-school and after-school demands and services, whether it is ‘inclusive’ and accessible to those with disabilities, how capable it is of adjustment or adaptation, how able to ‘flex’ in response to future, sometimes unforeseen changes in the scale and nature of demand and usage, to changes in climate and to changes in ICT and other technology and the ways in which education may be delivered. Local and Scottish Government will:

- › utilise and build on the new guidance²⁵ on the measure of suitability issued by the Scottish Government to improve its usage, application and consistency of interpretation;
- › further support the inclusion agenda and improve access to education by enhancing the suitability of all schools to meet the special requirements of pupils with additional support needs;
- › improve analysis of longer term community needs in order to ensure that schools are better able to meet those needs and deliver an appropriate range of services for years to come;
- › consider whether a measure of ‘adaptability’ should be developed and would be of value.

²⁵ The Scottish Government – The Suitability Core Fact: Scotland’s School Estate (October 2008) – www.scotland.gov.uk/Publications/2008/09/19123626/0



6 – Schools which are ‘greener’, more sustainable and environmentally efficient

Sustainability needs to become a core aspect of planning, design, development and management of schools and changes to them. Schools will be a significant contributor to mitigating the effects of climate change and meeting the Scottish Government’s climate change targets and need to lead by example. In turn, they also need to be adaptable to the unavoidable consequences of it. In addition, ‘greener’ schools, in themselves, are a powerful learning and teaching tool. Local and Scottish Government will:

- refocus attention on all aspects of sustainability and environmental efficiency – construction materials, design, the importance of natural daylight, ventilation etc., energy, waste and water efficiency, options for on-site renewables, options for sustainable travel, carbon footprint, environmental impact, enhancing biodiversity – all in context of both new builds and adaptations of existing schools;
- promote better understanding and consideration of the full environmental and carbon/energy implications of options, better appreciation of cost-benefits in the widest sense and life cycle and longer term (best value) implications especially of future climate projections;
- consider how sustainable school design and practice can increasingly become a teaching tool (for tomorrow’s decision makers and consumers) and an inspiration to the community and other parts of the public sector.



7 – A well-managed school estate which represents and delivers best value

This is a fundamental aspect of school estate management. Audit Scotland rightly focuses on ‘best value’; an issue of heightened importance at a time of pressure on and competition for public finances²⁶. Collectively we must maximise the benefits from our investment in the school estate and the assets created, throughout their life cycle. All stakeholders – learners, teachers, parents, communities and taxpayers – stand to benefit if the school estate is efficiently and effectively managed. There are undoubtedly challenges in securing value for money overall, while balancing the particular interests of individuals and individual communities and of increased carbon efficiency. Everyone recognizes that, and that the responsibility for striking the right balance falls, ultimately, to the local authorities. The Scottish Government has introduced legislation²⁷ which will improve the robustness, openness and transparency of consultation and decision making processes around proposed changes to the configuration of the school estate. Local authorities, in partnership with the Scottish Government will:

- ▶ look at ways of further improving public understanding of option appraisal processes and cost-benefit analysis, of why proposals for changes to the configuration of the school estate have to be considered and of the ‘opportunity cost’ and wider community and short-term versus long-term implications of such proposals.
- ▶ consider whether and how best measures of sufficiency, or aspects of it (e.g. demand for places, capacity etc.) could be developed.
- ▶ work with the Scottish Futures Trust to maximise synergies in the co-ordination of design, procurement and financing of the school building programme.

²⁶ For example, Budget 2009 projects that across the UK capital investment will fall from the current level of between 2 and 3 per cent in this Spending Review period to 1.25% of GDP by 2013-14.
http://www.hm-treasury.gov.uk/d/Budget2009/bud09_completereport_2520.pdf

²⁷ Schools (Consultation) (Scotland) Bill - www.scottish.parliament.uk/s3/bills/23-Schools/index.htm

OBJECTIVES WHICH RELATE TO SCHOOL FUNCTIONS

8 – Schools which both drive and support effective learning and teaching through *Curriculum for Excellence*

Design, management and use of schools of course very much focuses on the educational needs and wishes of learners, on supporting effective, learner-focused ways of learning and teaching which are at the heart of *Curriculum for Excellence*. Social and learning environments need to be supportive, responsive and reactive. More than that, they must also provoke and generate new ideas, new expectations and ways of learning, proactively and continually challenging learners to engage with learning through school and to stay engaged with learning after they have left. Schools should be attention-grabbing, eye-opening, thought-provoking, empowering and should thereby inspire and drive new the approach to effective learning and teaching which *Curriculum for Excellence* embodies. To help achieve this local and Scottish Government will:

- ▶ focus attention not only on how the physical environment and facilities (especially ICT) support new ways of learning and delivering the curriculum, but also on how they themselves are instruments of change in thinking and practice, encouraging and enabling interdisciplinary learning, enhance teacher collegiality and collaboration etc;
- ▶ further extend the *Building Excellence*²⁸ programme which looks at the learning environment as an integral part of *Curriculum for Excellence* – highlighting the opportunities for adapting and using space within existing schools as much as the design of new ones, and challenging designers to think afresh and in radical ways about the relationship between the environment and effective learning and teaching;
- ▶ highlight the inspirational ‘wow’ factors, including designs, features, spaces, places, colours etc. – both indoor and outdoor – in ways that engage pupils and other school users in shaping their learning environment and the way it is used.



²⁸ Scottish Government – Building Excellence: Exploring the implications of the Curriculum for Excellence for School Buildings (December 2007) www.scotland.gov.uk/Publications/2007/12/14115428/0

9 – Schools which best serve their communities

Schools are major public and community assets. School estate management planning needs to be better integrated into wider council asset management planning and the full range of community planning processes. This should include building effective links with local community regeneration strategies. A school can be a real catalyst in tackling high levels of deprivation in both urban and rural areas and in stabilising and helping the communities served to be viable and to flourish. Local and Scottish Government will:

- › better integrate school estate management planning with wider corporate asset planning and link with the asset plans of community planning partners;
- › jointly identify the longer-term role of schools and their relationship to other local assets such as health centres, libraries, leisure and recreation centres and childcare facilities;
- › further develop the concept of the school as a ‘community hub’ – where the school accommodates and supports provision of a range of community services, eg health, community education, sport, recreation, social and cultural activity etc;
- › explore how best to encourage community use of both indoor and outdoor facilities within the school estate by making schools more open, accessible and welcoming at all times – to entice the community in and continue to engage with learners. Schools and local communities should be more open and accessible to each other for mutual benefit.

CASE STUDIES

A series of case studies focusing on different aspects of improvement to the school estate, illustrating a range of achievements and best practice to date, are set out on page 58. They illustrate aspects of good design – consultation, the classroom, the outdoors, sustainability, and a community campus – as well as on wider issues of investment strategy, planning and corporate asset management.

6



NEXT STEPS





The School Estate Strategy represents the first step in a long-term programme of joint work by Scottish Government and local government on the school estate. The next steps will be to develop – as recommended by Audit Scotland – a Financial Strategy and Implementation Plan by 2010 for delivering the Strategy. The three parts – the Strategy itself, the Financial Strategy and the Implementation Plan – will constitute a joint strategic approach to and plan for the continuing improvement of Scotland's school estate. As the Strategy itself sets out the agreed policy objectives and framework within which local activity and planning will take place, the overall Implementation Plan will represent a national summation of 32 local strategies and plans for action. Equally, the Financial Strategy will be about local authorities matching the Scottish Government's commitment through preparing long-term plans in the context of local needs, priorities and resources so that the principles of this School Estate Strategy can be delivered in full.



RESOURCES AND FUNDING

Appropriate resources and funding will be fundamental to achieving the aspirations and objectives set out in the Strategy. Scottish Government makes capital and revenue resources available to authorities through the local government settlement. During the current Parliamentary period, Government sign off of further revenue schools projects (including NPD and PPP) and the inclusion of record levels of capital funding in the local government settlement for 2008-2011 are already supporting a programme of local authority investment in the school estate in excess of £2 billion. In addition, authorities will continue to invest, year on year, in their school estates, utilising the capital funding provided in future local government settlements and other funding sources available to them such as capital receipts and developer contributions.

In June 2009 Government announced an additional £800 million of funding towards a £1.25 billion school building programme that will see the replacement of around another 55 schools, benefitting around 35,000 or 5% of Scotland's pupils. This represents the next phase of the school investment programme and the next steps towards achieving the condition target set out on page 34.

Local government in turn applies additional resources from various other potential sources to the overall amounts which are deployed locally for investment in the school estate. The scale of the estate and of the task ahead – and the shared commitment which this Strategy represents – means that investment in schools will always need to feature as a major consideration in successive government spending reviews and local authority budget setting processes and capital plans.

The Audit Scotland report indicated that it would require at least another £5 billion of investment in order to overtake the legacy of underinvestment and attain a state of equilibrium where the rate of improvement of the school estate matches the rate of deterioration. Achieving this will involve a genuine sharing of responsibility across local and national government for the funding of improvements and the phasing of progress depending on the availability of resources and both national and local prioritisation. Moreover, amid a tightening environment for the public finances, it will require commitment on all sides to prioritise resources and maximise value for money from investment in the school estate. This approach reflects both the current economic realities and the principles set out in the Concordat. The Strategy must above all serve to ensure that deployment of resources and funding is best targeted.

The Financial Strategy will focus on identifying the scale and sources of the funds required to deliver the Strategy. It will look at timescales, procurement options, and the changing balance of expenditure as between new build, refurbishment, repair and maintenance we approach that state of equilibrium. Of course, by no means all schools which are categorised as being in 'poor' condition (category C) require immediate replacement. In most cases their removal from condition category C will be achievable through appropriate repair, refurbishment or modification. The Financial Strategy (and the Implementation Plan) will need to recognise the range of appropriate works, different degrees of urgency and different levels of investment requirement to address the remedial action required to schools in condition categories C and D.

The Scottish Futures Trust will also play a significant role in the development and implementation of the Financial Strategy.

Experience suggests that the pace of forward progress will depend on a number of factors, not all of them financial. For instance, capacity constraints in the construction industry or financial sector and the capacity, skills and expertise of local authorities to plan, manage and deliver large scale change and improvement will all bear on the rate of implementation of this Strategy. Moreover, inadequate spend on subsequent maintenance can lead to inflated repair costs later on and a truncated lifespan. Constraints and factors such as these highlight the increasing need to share and improve best practice and experience, and develop expertise and capacity at both national and local level. The Scottish Futures Trust again play a role here.

There is also both a need for, and a potential benefit from, looking at the school estate not in isolation from, but alongside and in context of other public sector assets. Considering the schools dimension within the wider strategic processes of local authority asset management planning – entirely appropriate given the range of public services delivered through schools – should serve to improve efficiencies in planning, investment and management across the public sector, and to open up new possibilities for the way funding packages for improvements are put together.

MEASURING PROGRESS

When the focus of attention is a capital intensive fixed asset with a long lifespan, where the lead-times for planning and building new schools are long, success in turning aspirations into reality will only really be demonstrated or measured over a timespan of years, even decades. We should nevertheless strive to improve the clarity of the early indicators which will signal over the next few years whether the first steps that we take are in the right direction. The School Estate Strategy itself will begin to make a difference immediately by prompting people to think in new ways about the planning and management of the school estate.

Local and Scottish Government have worked together in recent years to develop the information base of Core Facts data on the school estate. That was embarked upon in order to improve the national picture and understanding of the state of the school estate and inform policy and decision-making. Scottish Government has also supported the development of local School Estate Management Plans as a means of assisting individual authorities to plan, develop and manage their school estates in a strategic and better-informed way.

This Strategy builds on that developing information base, looking ahead to what local and Scottish Government want to secure and achieve in return for the huge investment we make in the school estate. It will not be achieved overnight but the Strategy identifies where resources should be directed – to where there is greatest need and where we can achieve maximum impact and benefit.

Success will be a school estate which contributes to the delivery of national and local objectives and policies and positive outcomes for the people of Scotland. That will be hard to measure directly because the causal effect of good school buildings and facilities for instance on attainment and achievement are difficult, if not impossible, to separate out from all the other input factors such as quality of teaching, parental support and so on. That said, improvements to the school estate will feed through into and be detected across the suite of national and local indicators set out in the Concordat, the National Performance Framework²⁹ and authorities' Single Outcome Agreements.

The well-established Core Facts dataset is being continually refined and expanded to ensure greater robustness and consistency across the board. At present the best developed measure is of the condition of

schools. Work though has been underway for some time to develop a new methodology for systematically measuring the much more challenging issue of a school's suitability or fitness for the purpose of supporting modern education. Further work is already planned to look at indicators of capacity and occupancy that will shed light on what constitutes maintaining a 'sufficiency' of school accommodation in the face of ever changing patterns of demand. Throughout, the emphasis will increasingly be on looking not just at ways of measuring the state of schools but also on ways of attempting to measure impact and advantage for those who benefit from the improvements – the pupils, staff and other school users.

Aside from further development of the Core Facts data signalled above, the forward plan of work will involve a range of other initiatives and developments all intended to help realise the Strategy's aspirations. The set of guiding principles and objectives sets the parameters for and will provide a stimulus to future work at both local and national level. This will be progressed by way of a series of partnerships, through joint and commissioned work, publications, conferences, seminars, workshops, networking and the development of guidance and better ways of sharing good practice.

²⁹ The Scottish Government – www.scotlandperforms.com

LOOKING AHEAD

This Strategy will have an impact for a long time to come. In order to deliver the improvements we want to see in outcomes there is need to plan for the short, medium and long term. Set out below are factors which have to be considered over different timescales in planning future school investment.

We recognise that educational and demographic changes will have a major bearing on the shape and nature of the future school estate. The pace of change and evolution is determined by a number of factors – some within the influence of local and Scottish Government – and some outwith our control. Indeed a Strategy which is having an impact will quicken the pace of change. Therefore, we fully expect the Strategy to be reviewed and refreshed in a few years, in order to take account of changing policies, resource availability, progress achieved and a new perspective from a new point in time.

For now, we need to consider the view from the point we have reached in the current programme of school estate investment, and in the widest possible context. This provides our present sense of perspective,

though that can be distorted if the issue of improving the school estate is considered over too short a timeframe. Parts of the school estate include Victorian buildings dating back 150 years, some of which may (with appropriate adaptations) well serve communities for years to come. Looking ahead we hope that well designed and maintained new schools will last for at least 60 and perhaps a hundred or more years. Therefore we are dealing with buildings and facilities spanning more than 250 years in total. Decisions taken now on procurement and on maintenance will resonate for decades to come.

We need to resist the temptation that this Strategy looks ahead over a finite or specified period of time. Planning for the future school estate needs to take a range of future timescales into account. By way of illustration, the Climate Change (Scotland) Act 2009 sets a target for a 80% reduction in greenhouse gas emissions by the year 2050. Funding arrangements involving revenue finance or indeed borrowing to repay capital can often extend over a timescale of up to 30 years – which will therefore extend to around the year 2040. The Audit Scotland Report suggests that it

may take until sometime into the 2020s to improve the condition of all the schools which are still in poor or bad condition and to reach that 'state of equilibrium'. In terms of public investment plans, anything significantly beyond 5 years ahead – ie beyond the middle of the next decade – is of necessity more in the nature of a 'statement of intent' than a detailed plan because neither local nor Scottish Government can project resource availability and therefore expenditure levels much beyond the 3-year cycle of Spending Reviews.

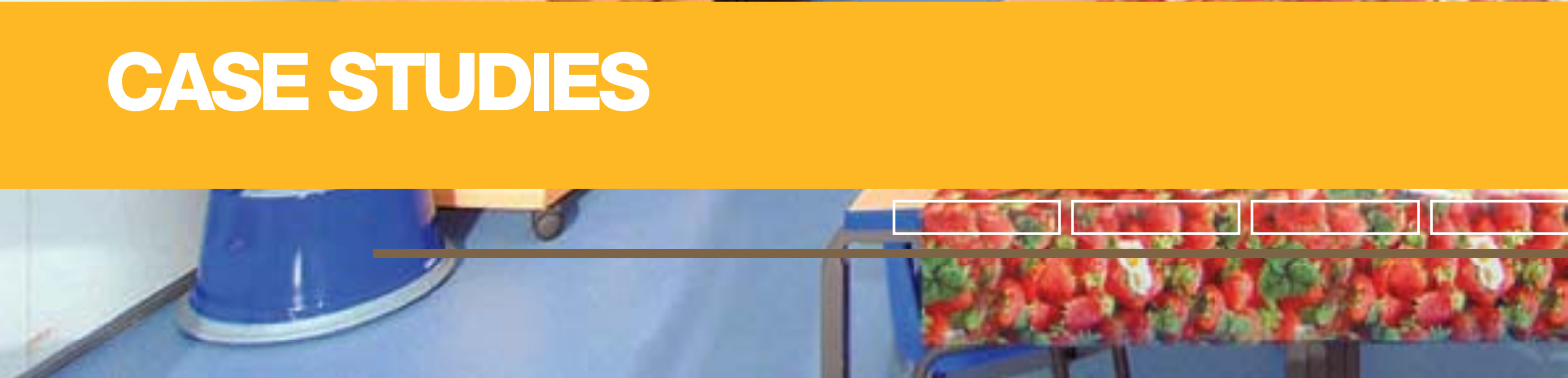
This strategy represents the start of a significant new phase in the journey to deliver a modern, fit for purpose school

estate. The emphasis needs to be more on the start of that new phase than on the end of the journey. The Strategy must speak most clearly to those taking decisions now about the first new steps down the road. No one administration, national or local, can contemplate or be responsible for 'completing the task' of improving the school estate. It is, by its very nature, a continuous process. Each successive administration, national and local, working in partnership, must play its part in the endeavour, ensuring that the school estate fulfils its potential to improve our society, economy and the lives of everyone in Scotland.





CASE STUDIES





Case Study

Changing Classrooms

Good design, innovative thinking about the use of space or small ideas and changes can enable teachers to undertake different activities and facilitate different types of learning. Spaces are not just where pupils gather together in order to learn but can be key to the way they learn and the quality of their learning experience. Good spaces inspire, stimulate, challenge and support pupils and teachers.

*Changing Classrooms*³⁰ was produced by The Lighthouse (the Scottish Centre for Architecture, Design and the City), in partnership with the Scottish Government, to illustrate the important relationship between space and learning. It offers examples of good and interesting ways in which spaces can support teachers to improve learning in the context of *Curriculum for Excellence*.

Changing a room's layout, re-arranging furniture or using it differently, creating places within spaces, and better use of open air spaces can all help support a variety of activity and implementation of *Curriculum for Excellence*. *Changing Classrooms* highlights eight examples of innovative use of space in schools which demonstrate how good design, innovative thinking or small ideas or changes have led to a better learning environment.

³⁰ The Lighthouse – Changing Classrooms (August 2008)
www.thelighthouse.co.uk/content/publications/70,250/ChangingClassrooms.html



Galston Primary School – East Ayrshire Council

Case Study

Innovative Design

Architecture itself can be a learning resource. It can illustrate philosophies, theories, ideas and inspires curiosity. It makes the invisible visible. It may confuse the senses. It is this understanding and misunderstanding which makes an environment stimulating. The design of the new Dalry Primary School in North Ayrshire reflects the process of learning through discovery and demonstrates the value of involving the whole school community in an school building project.

This innovative project involved the close collaboration of artists, architects, pupils and teachers in the design and realisation of a new concept in primary school architecture. The school has been designed as a learning prototype, offering users multiple opportunities to engage with different organisational and teaching methods and to use or modify the facilities and spaces.

The aim was to create a new language of learning projects, ideas, concepts and data within the fabric of the new school through the adoption of the concept of 'imbedded intelligence', where routes tell stories, layout suggests systems of measurement, and specific spatial relationships inform about the local and global environment. Facts, figures, phrases and stories have been incorporated into the structure with historical, site specific text and information and these help to prompt pupils to engage with their environment, to ask questions and encourage them to take responsibility for their learning.



Dalry Primary School – North Ayrshire Council

Case Study

Sustainable schools

Inverclyde Academy opened in January 2009, with an Energy Performance Certificate 'A' rating – a significant achievement for a secondary school building. The Council were committed to producing a landmark campus that would also act as an exemplar to inform the design of subsequent schools.

The design of the new Academy makes excellent use of natural daylight and ventilation to provide a high quality learning and teaching facility for the children and wider community. High efficiency condensing gas boilers and heating and water services systems are installed and insulation and air tightness are above current building standards regulations. Sustainably sourced materials, such as Forestry Stewardship (FSC) sourced timber, were specified where practical and affordable. A 50kW wind turbine will provide 15-20% of the power to the school as well as helping to reduce ongoing energy costs and CO₂ emissions.

The Council has incorporated the lessons learned from the Academy project into their PPP Schools programme, which will deliver two new primaries and two new secondaries by 2011. In the first tie-up of its kind in Scotland, the Carbon Trust worked alongside the Council and the building consortium E4i through the procurement process, providing a range of technical

advice on issues such as the use of natural light, improved insulation and high standards of air tightness, to minimise the carbon footprint of the four schools and ensure high quality learning and teaching environments are provided within them.

The Carbon Trust is now working with other authorities on a similar basis to help deliver school buildings that contribute to the Climate Change agenda whilst also providing high quality learning environments.

The new Academy makes excellent use of natural daylight and ventilation to provide a high quality learning and teaching facility.



Newark Primary School – Inverclyde Council

Case Study

Engaging users in the process of design

The ongoing *Senses of Place: Building Excellence* project, commissioned by the Scottish Government in 2007, demonstrates the importance and immense value of involving children and young people in school design from an early stage. The project, led by The Lighthouse, aims to make consultation an active, engaged and useful process. It tests the idea that by improving the capability for building users to contribute to its design, a better building will result.

The results of the first phase of the project were presented in a book, published in 2008, which explores some of the processes which can lead to successful consultation. Five projects were undertaken, each with a different local authority and a different architecture practice. In each case, stakeholders – pupils and teachers – participated proactively in a consultation process to develop design briefs for environments that would support delivery of *Curriculum for Excellence*.

The enthusiasm of the young people and others involved in the projects and the richness of the ensuing design briefs act as an inspiration authorities, architects and others involved in school design across Scotland in thinking carefully about the contribution the school environment can make to learning and teaching. A second phase of the project now underway will further develop effective, practical approaches to stakeholder engagement on actual school building projects to ensure the learning and teaching environments in schools are the very best they can be.



Case Study

School grounds



The pupils of Blairdardie Primary School, in North West Glasgow, felt their extensive school grounds, which incorporate grassed areas and asphalt, did not reflect the vibrancy and positive ethos of the space inside. The entire school community was consulted on how to develop the grounds, with each pupil drawing a design showing the improvements they would like to see take place.

The resulting plan included something to meet the needs of children in all year groups: a bike rack, static play equipment, a traversing wall, table top games, a large wall mural, mobile football goals, an outdoor classroom incorporating carved wooden benches, a bog garden and a woodland walk.

The project was implemented in stages to allow curriculum links and learning opportunities for the children to be developed – for example, problem solving, measuring, planting, designing and painting a large wall mural and creating the designs for the wooden benches.

The grounds are now used extensively for outdoor learning, with enhanced opportunities for physical activity and seating areas which encourage social interaction and emotional health, whilst the bog garden and woodland area give the children the chance to interact, and develop a connection, with the natural world.

The school was helped with funding from a variety of sources, including the national lottery, Glasgow City Council, the Royal Bank of Scotland and the Parent Council, whilst Grounds for Learning, Kelvin Clyde Greenspace and various professional artists provided advice and support.

Blairdardie Primary School
– Glasgow City Council

Case Study

A Community Campus



Raploch Community Campus – Stirling Council

The Raploch Community Campus is a flagship education project at the centre of the regeneration master plan for the Raploch area of Stirling, comprising of three primary schools, a special school and a nursery. The Campus also provides Forth Valley College with teaching accommodation, while the local community benefit from extensive community sports facilities and office space, which is used both by the Council and other community partners.

The Campus, developed by the Council with the schools, teachers, parents, pupils and members of the local community, provides excellent opportunities for co-operative working both between the educational establishments and with the wider community partners. It provides a range of leisure and further education opportunities in a building that members of the local community can truly feel is their own. Catering, including the school meals service and a bistro open to the public, is provided through a partnership arrangement with Forth Valley College where the kitchen provides a training venue for the college. There are also hair and beauty training facilities provided by the College within the Campus.

The Campus demonstrates that it is possible to find an appropriate balance between public and private space. It provides a high quality environment conducive to learning and teaching in the 21st century and the type and variety of spaces support positive integrated working as well as supporting the principles of *Curriculum for Excellence*.

Case Study

Council wide approach to the modernisation of the school estate

North Lanarkshire Council's 'Schools and Centres 21' school upgrading programme aims to promote high quality learning and teaching; to address inadequate buildings and facilities; to address inequalities in the quality of school buildings; to make more efficient use of resources; to enhance community facilities and develop schools as community hubs; and to stimulate social and economic regeneration, particularly in deprived communities.

To achieve this, the Council is seeking to significantly improve the condition and educational suitability of school buildings. The approach varies according to the individual needs and circumstances of particular schools. In some cases a new build will offer best value because of long terms costs and other financial considerations, whilst in other cases modernisation of the existing buildings will be the most appropriate option.

The Council adopted the following terminology to differentiate between the various levels of modernisation required in school buildings:

- ⦿ **renovation** – maintenance of the existing fabric, eg painting, floor covering and ceiling finishes.
- ⦿ **refurbishment** – partial upgrading of the existing building and facilities, eg partial DDA compliance and asbestos removal.
- ⦿ **remodelling** – extensive upgrading of the existing building and redesign of the accommodation, eg curriculum-led upgrades, new facilities and full DDA compliance.
- ⦿ **reconstruction** – eg partial demolition and rebuilding to modern standards.

The Schools and Centres 21 Strategy is based on remodelling and reconstruction to support the extensive modernisation of each school in the programme. This strategy will maximise the impact on the educational facilities in each school, thus promoting high quality learning and teaching. In addition, it will promote longer term savings from the reduction in running costs. Finally, the Council feels it reflects the expectations of parents, pupils and staff for equity in the provision of educational facilities – the school upgrading programme will eventually give all communities and all parts of each school access to the same high quality facilities as those established in the Council's earlier 'Education 2010' PPP schools programme.

This strategy will maximise the impact on the educational facilities in each school, thus promoting high quality learning and teaching.

Case Study

Corporate Asset Management Planning



Bathgate Early Years Centre – West Lothian Council

West Lothian Councils Corporate Asset Management Plan was approved by the Council Executive in November 2007. The plan contains a wide range of asset objectives that set out the council's aspiration for managing all of its assets and a fully funded 10-year investment strategy for property, open space, roads, structures, street lighting, water-related infrastructure, housing, fleet and ICT.

In preparing the plan, future aspirations and investment needs were identified for all council assets, including the school estate, and developed into Strategic Outline Business Cases. Likely financial resources available over the 10-year period were established and an option appraisal prioritisation exercise undertaken to match priorities with resources. The resultant investment strategy ensures that all assets, including the school estate, will be maintained over the long term and that key priority projects that support corporate objectives will be delivered.

A corporate approach to identifying investment needs ensures that information collected as part of the School Estate Management Plan, such as that relating to condition, suitability, sufficiency, consumption and information management is fully integrated into the prioritisation process. Investment decisions can then be taken based on complete picture of needs and priorities and this ensures that the key requirements of the school estate are an integral part of the management of the entire Council's property portfolio.



ANNEXES



ANNEX A

MEMBERSHIP OF THE SCHOOL ESTATE STRATEGY WORKING GROUP

Scottish Government:	Eileen Gill (Co-Chair) to March 2009
Scottish Government:	Colin Reeves (Co-Chair) from March 2009
COSLA:	Robert Nicol (Co-Chair)
COSLA:	Laura Jamieson
SOLACE:	Dave Jones (Clackmannanshire Council) to February 2009
SOLACE:	Alan Blackie (East Lothian Council) from March 2009
ADES:	Moira Niven (West Lothian Council)
ADES:	Murdo MacIver (North Lanarkshire Council)
Directors of Finance:	David Robertson (City of Edinburgh Council)
SFT:	Mikko Ramstedt (From November 2008)

Secretariat:

Scottish Government:	Bill Scott-Watson (Secretary)
Scottish Government:	Mandy McKay (Assistant Secretary)

The joint Scottish Government – COSLA announcement in September 2008 accepting all of the recommendations in the Audit Scotland Report *Improving the school estate* also signalled the establishment of a joint Working Group to develop a new School Estate Strategy. It included representatives from the Society of Local Authority Chief Executives (SOLACE) and from the Association of Directors of Education in Scotland (ADES), and latterly from the Scottish Futures Trust (SFT).

The Working Group met approximately monthly between September 2008 and April 2009 and, last autumn, took evidence directly from a wide range of interests and stakeholders as to what the new Strategy should contain and focus on. There was also a well attended 'stakeholder event' held in November 2008, to which authorities and many others were invited. That was followed by a 'pupil event' in February 2009. Both were opportunities for the Group to share and discuss much of the emerging thinking and findings, and to listen, gauge reactions and take note of views.

NATIONAL PERFORMANCE FRAMEWORK

THE GOVERNMENT'S PURPOSE

TO FOCUS GOVERNMENT AND PUBLIC SERVICES ON CREATING A MORE SUCCESSFUL COUNTRY, WITH OPPORTUNITIES FOR ALL OF SCOTLAND TO FLOURISH, THROUGH INCREASING SUSTAINABLE ECONOMIC GROWTH

HIGH-LEVEL TARGETS RELATING TO THE PURPOSE

GROWTH PRODUCTIVITY PARTICIPATION POPULATION SOLIDARITY COHESION SUSTAINABILITY

STRATEGIC OBJECTIVES

WEALTHIER
& FAIRER

SMARTER

HEALTHIER

SAFER &
STRONGER

GREENER

NATIONAL OUTCOMES

- We live in a Scotland that is the most attractive place for doing business in Europe
- We realise our full economic potential with more and better employment opportunities for our people
- We are better educated, more skilled and more successful, renowned for our research and innovation
- Our young people are successful learners, confident individuals, effective contributors and responsible citizens
- Our children have the best start in life and are ready to succeed
- We live longer, healthier lives
- We have tackled the significant inequalities in Scottish society
- We have improved the life chances for children, young people and families at risk
- We live our lives safe from crime, disorder and danger
- We live in well-designed, sustainable places where we are able to access the amenities and services we need
- We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others
- We value and enjoy our built and natural environment and protect it and enhance it for future generations
- We take pride in a strong, fair and inclusive national identity
- We reduce the local and global environmental impact of our consumption and production
- Our public services are high quality, continually improving, efficient and responsive to local people's needs

(For further information, go to www.scotlandperforms.com)

ANNEX C

STAKEHOLDERS INVOLVED IN THE DEVELOPMENT OF THE STRATEGY

3D Reid Architects*
AMEY – Facilities Management*
Architecture and Design Scotland*
Association of Headteachers and Deputies in Scotland*
Balfour Beattie – Transform Schools (North Lanarkshire) Ltd (TSL)*
Care Commission*
David Alexander (Education Consultant)
Energy Savings Trust
Educational Institute for Scotland
Fife Council (School Estate and Community Planning Partnership Teams)*
Grounds for Learning*
HMIE (Her Majesty's Inspectorate of Education)*
Keir Bloomer (Education Consultant)
Learning and Teaching Scotland*
Local Authority Network Group*
PlayScotland
School Leaders Scotland*
Scotland's Commissioner for Children and Young People*
Scottish Arts Council
Scottish Parent Council Association*
Scottish Parents Teachers Council*
Scottish Secondary Teachers Association*
SMC Parr Architects*
sportscotland*
The Carbon Trust*
The Lighthouse*
VOCAL (The Voice of Chief Officers of Cultural and Leisure Services)*

A stakeholder event was also held on 25 November 2008. All of the above stakeholders were invited to the event (and most attended) along with representatives from each of the 32 local authorities in Scotland.

* Stakeholders who attended one of the School Estate Strategy Working Group meetings to contribute their views to the Strategy. The other stakeholders either submitted written contributions to the Working Group and/or attended the Stakeholder Event.

Points, Suggestions and Themes which were made or highlighted during the course of stakeholder input to the deliberations of the Working Group

- ⌚ Raise awareness of sustainability and environmental issues, need to develop low-carbon, environment-friendly buildings. Ensure this is integral rather than add-on.
- ⌚ Focus on the physical learning environment – good daylight; good ventilation; avoid summertime overheating; uniform temperatures. A healthy internal environment promotes learning.
- ⌚ Focus too on the health and environmental implications of travel to school plans and patterns.
- ⌚ It can be more sustainable and cost-effective to spend less on new build and more on upgrading the condition and environment of existing schools.
- ⌚ New schools should set examples – design, detail, innovation etc. – of how all public and private buildings could be built in the future.
- ⌚ Consider highlighting ‘exemplar projects’ not only on completion but thereafter, highlighting transformational change to education, community use etc.
- ⌚ Better partnership between government and authorities, and sharing of good practice all round, learning the lessons from both good and bad experiences and with a real focus on supporting *Curriculum for Excellence* and the areas identified in the Audit Scotland Report.
- ⌚ Schools need to be environments which stimulate creativity.
- ⌚ Recognise changing roles and expectations of schools – their potential for greater contributions to community capacity building and to supporting learners’ enterprise and employability skills ie their role in helping increase sustainable economic growth.
- ⌚ Importance of future proofing – maximum flexibility to ‘cope and respond to’ inevitable demographic changes, developments in the nature of learning and teaching, the curriculum and social education and social interaction, in technology and ICT and also in the fundamental role of schools.
- ⌚ Critical need to raise the profile of the ‘poor relation’ of investment planning ie general ongoing maintenance to counter deterioration etc.
- ⌚ Increased focus on design (capacity, quality, expertise and input at all the right stages) is essential, with better project briefs and specifications.
- ⌚ Raise consciousness of and expertise in specifying and designing spaces that will inspire, encourage, be flexible and impact well on school users both now and in the future.
- ⌚ Focus on increasing importance of and expertise in whole-life-cycle costings to inform and improve option appraisal and design. Need new and more cost guidance.
- ⌚ Importance of ICT infrastructure, to be integral to the overall design, and particularly key to ‘including’ children with additional special needs.
- ⌚ Where schools rightly provide other than education services and facilities, that needs to be an integral part of consideration and design rather than an afterthought.

ANNEX C

- ⦿ Reinforce need for and benefits of Post Occupancy Evaluation (POE) – needs to be integral part of the design, delivery, handover and downstream processes.
- ⦿ A school estate that can be responsive to changes in demand for school places needs to have the capacity for appropriate expansion and contraction.
- ⦿ Value of meaningful consultation with users, especially children, young people, teachers and the community – involving them early enough to make a difference – was stressed repeatedly.
- ⦿ Need for better much better co-ordination between school and community play/recreation/sports facilities – vital role here for national health and fitness agenda.
- ⦿ Schools should be ‘community hubs’ offering education, culture, sport etc. facilities and Buildings need to be thoroughly and well integrated into their community setting, their grounds and the surrounding landscape.
- ⦿ Too often the focus is on the buildings and not enough on the grounds and their potential, including as outdoor learning spaces, for play, recreation etc.
- ⦿ Buildings need to be thoroughly and well integrated into their community setting, their grounds and the surrounding landscape.
- ⦿ Need for a rebalancing of the weight attached to the strategic consideration of the three key ‘measures’ of change – condition, suitability and sufficiency (expansion and contraction of the estate). An efficient estate that is fit for purpose will not be delivered by focusing disproportionately on condition.
- ⦿ There is a constant need for good quality information about all aspects of the school estate in order to inform strategic, investment and management decisions.

‘Brief’ developed out of the Stakeholder event, 25 November 2008, Glasgow

“...a school is not just a school”

Drivers and Outcomes

We need whole school planning that addresses the big picture. This means joined up policies which integrate wider needs and objectives: working in partnership across agencies with multiple clients, blurring boundaries and breaking down sectoral silos. The traditional school needs to move towards an inclusive community hub campus model. One with shared services and shared working across professional silos to provide a bespoke response that matches the broader needs of communities – and of society.

Sustainability, also, is not just about energy and carbon footprints, but about community regeneration, and needs to be embedded in our broader use of community resources. We need sustainable buildings and campuses which self teach sustainability by example.

We therefore need better and more flexible planning of the whole estate in order to take advantage of our economies of scale, and to make the best use of our shared resources,

365 days a year, for a wider positive impact – one which goes beyond the school and the local authority. So, we need a strong school estate management plan, objectively prioritised.

Has *Curriculum for Excellence* yet influenced the design of schools, and learning environments for those of 3-18 and beyond, in terms of flexibility and future proofing? Changes in education will need small steps towards a cultural step change – more child centred, and reflecting the many and different ways ‘customers’ learn, including technology and e-learning. Innovation will need to be underpinned by less fear, and more tolerance and integration in order to deliver improvements. It is ‘a big ask’.

And we need clarity on the non-negotiables of a shared vision. This means clear priorities and objectives for achievable policies. Our hope is for brave decisions free of ‘bandwagonism’, ones which create a positive spiral of cultural change.

So is there a real vision for how education should be provided in a 21st-century school, and how should we now judge the success of the school?

Tensions and Delivery

But we need realism and clarity about capital and whole life affordability in a post growth economy with other pressures at the national and local levels. Can our aspirations still be delivered if we identify the right long term flexible funding solutions to deliver clearly defined funding objectives?

There is a lack of expectation management with an imbalance between money, strategy, and policy changes, with short-term political decisions overriding long-term planning. We need political backing, support from the legislative process, and ways of resolving the tensions between centralised vision and local decision making. We need to avoid regulatory inconsistency, or potential contradictions between current and emerging policies.

Is the long-term view relevant to what is happening now, and does it reconcile the short-term political cycle with the life of a school? We are facing demographic change coupled with questions about the whole configuration of the school year/week/day. We need a crystal ball as well as adaptable, durable, and flexible schools. Will they be dramatically different?

We are still doing catch up, and, with insufficient expertise and skilled resources to monitor school estate performance, this leads to poor future planning. It remains difficult to assess options within the local authority budget process, and to plan over the long-term demographically – particularly given the presumption against school closures.

We need clearer guidance on elective and prescriptive standards and expectations for the estate – learning lessons from how others achieve. Perhaps national guidelines would be helpful to ensure sufficient space to meet statutory obligations – addressing class sizes, templates, and building blocks – rather than defaulting too often to English examples.

ANNEX C

We need to consult at the right stage in the planning process, with the right structures and leadership that respects others, rather than just telling them spreadsheet based decisions made in meetings by professionals. This means strong and early links into the design process.

We want schools to be inspirational for all, with creative and aspirational spaces. This means high quality learning and social environments, both old and new, both inside and outside, with rich and diverse spaces and experiences which empower and engage users, teachers, and parents.

“...somewhere you want to be”

‘Brief’ developed out of the pupil event on 27 February 2009, Armadale Academy, West Lothian

“We are embarrassed by our school.”

Our old school is horrible and scabby and the building is in poor condition – with radiators that don't work, and colours and paint that always look dirty. We are embarrassed by our school – the classrooms, the corridors, the toilets, the changing rooms. We don't like classrooms with the blinds always down and the lights always on. As well as teachers and subjects we don't like, we don't like the rules – the dress code and the healthy eating. And some of the teachers could do a lot better with the smart boards.

What do we like in our old school? Well, we like the food and the music in the 'snacky', and the plasma TV screens, the fitness suite, and the computer rooms – and the wee garden at the 'social'.

“...we loved our primary schools”

Our primary schools had nicer buildings, and they were really clean, and colourful. The classrooms were all bigger and the teachers were nice. We liked our golden times and our circle times and free milk. We liked drama and talent shows – and getting out for playtime, and trips, and gala days. However, we didn't like Church and hymns.

“...schools should look more fun”

The views of our new school are better. It looks artistic, stylish, and attractive. It looks like it has better lighting and fresh air in the summer. You can see out to nice views and to the sky. A view cheers you up. We like trees, and going outside – though it's usually too much hassle for teachers to take pupils out.

But the new school entrance for us is out the back. And the community use will take the school away from us. We won't be allowed to use the lift, and we're worried there will be signal blockers to stop us using our mobile phones. We'd like a clean and tidy school and we'd limit the amount of pin boards and have less stuff pinned up. We want better food. We'd like places for folk to sit at break and lunch, and shelter from the rain. Size is important, and the new school has loads of space, but the classrooms are too small. We don't like rows of desks.

“We want our school to be colourful, like a decent school – to make us proud.”

Selection of quotes from pupils in new or refurbished schools visited during development of Scottish Government school estate case studies.

“I love the new school as it has a lovely big hall to do PE in and because it is warm, bright, fresh and new! There is plenty of room to work and we are going to have a big, new garden.”

“The new school is nice and clean, the windows look bigger – there is more space to run about in.”

“My favourite part of the playground is the astroturf, my last school was all concrete and no grass.”

“The school is brilliant because from the dinner hall you get a good view from the giant window. Also we have patio doors in the classrooms so we can go straight outside. We have skylights in the classrooms and a very big hall.”

“I like the shape of the building there are lots of resources and nice colours in different parts of the school.”

“The school is more eco friendly than other schools with the solar panels on the roof.”

“The school has grass roofs, solar panels and a wormery!”

“I really like the new school the best part is the dinning hall, 'coz it has a disco ball in it for parties!”

“This school is a big improvement because we have more friends, more facilities and disabled access.”

“We like the interactive whiteboards, the new classrooms and the computer suite.”

“I like the toilets because they smell better and have a mirror.”

ANNEX D

THE AUDIT SCOTLAND REPORT *IMPROVING THE SCHOOL ESTATE* RECOMMENDATIONS

RECOMMENDATION	CURRENT POSITION	FUTURE PLANS
<p>PART 2 (of the Report): WHAT DOES THE SCHOOL ESTATE STRATEGY AIM TO ACHIEVE?</p>		
<p>“The Scottish Government (SG) and councils should review the School Estate Strategy and set specific, measurable and meaningful targets to ensure that the aims of the strategy are clearly expressed and progress can be properly assessed.”</p>	<ul style="list-style-type: none"> ▶ The Scottish Government (SG) and COSLA have reviewed and prepared a Strategy which includes an initial target in relation to school condition. 	<ul style="list-style-type: none"> ▶ Further targets will be developed as the data and information base improves. ▶ Refer to guiding principle 4.
<p>“The strategy should contain an implementation plan, which sets out what has to be done, when and by whom.”</p>	<ul style="list-style-type: none"> ▶ Under the terms of the Concordat between SG and COSLA, local authorities are responsible for managing their own priorities according to local circumstances, and address the joint commitments set out within the Concordat. 	<ul style="list-style-type: none"> ▶ Following publication of the Strategy, SG, COSLA and authorities will continue to work in partnership to develop a Financial Strategy (see Part 4 below) and an Implementation Plan.
<p>“The Scottish Government and councils should report progress using information collected at an agreed time and to an agreed standard.”</p>	<ul style="list-style-type: none"> ▶ The SG already collects Core Facts from councils on an agreed basis, and publishes the information annually as the <i>School Estate Statistics</i>. ▶ SG also receives School Estate Management Plans (SEMPs) or updates from councils on an annual basis. 	<ul style="list-style-type: none"> ▶ SG and authorities will continue to work together to further improve the robustness and fitness for purpose of the Core Facts. ▶ SEMPs will be reviewed in light of the School Estate Strategy. ▶ Refer to guiding principles 4, 5, 7.

RECOMMENDATION	CURRENT POSITION	FUTURE PLANS
PART 3: WHAT HAS BEEN ACHIEVED?		
<p>“The Scottish Government and councils should implement standardised approaches for collecting reliable information about condition and suitability on school buildings.”</p>	<ul style="list-style-type: none"> ➤ The SG and councils have already completed work on a standardised approach for collecting reliable information about ‘condition’. ➤ Work has been undertaken on a measure of ‘suitability’ and guidance issued in October 2008. Authorities are currently piloting the new measure. The first national collection of suitability data will likely take place in 2010. 	<ul style="list-style-type: none"> ➤ Use of both the condition and suitability guidance will be kept under review and developed further as necessary. ➤ Refer to guiding principles 4, 5.
<p>“The Scottish Government and Councils should agree to report progress in terms of new, clearly defined targets reflecting key standards for condition, suitability and sufficiency.”</p>	<ul style="list-style-type: none"> ➤ The School Estate Core Facts are collected every year and published as the <i>School Estate Statistics</i>. They demonstrate progress in relation to the condition of the school estate. 	<ul style="list-style-type: none"> ➤ The <i>School Estate Statistics</i> will be developed further to report progress in respect of the new target relating to condition. ➤ Refer to guiding principles 4, 5, 7.

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PART 4: HOW MUCH IS IT COSTING?

“The Scottish Government should identify a financial strategy for achieving the aims of the School Estate Strategy. The amount of financial investment required should be estimated now and kept under review as information improves and progress towards targets continues. The financial strategy should allow for the long lead-in time required for major school-building projects.”

➤ The SG and COSLA have accepted all the recommendations of the Report, and will use as their starting point the Audit Scotland working assumption that this will take at least another £5 billion of investment.

➤ A Financial Strategy will be jointly developed by SG and COSLA following publication of this Strategy.
 ➤ The Financial Strategy will reflect the vision, aspirations and principles set out in this Strategy.

“Councils should develop plans for the duration of their PFI contracts that identify how they will pay the increasing charges for their PFI contracts.”

➤ As a part of the approvals process for PFI contracts, local authorities are required to demonstrate that they have considered affordability throughout the life of the contract, including any impact which indexation may have on the year on year unitary charge. The appropriate level of indexation is a commercial matter for local negotiation.

➤ This recommendation is a matter for councils, in the context of their overall financial planning. The expectation is that Councils will act prudently to make provision for such commitments.

RECOMMENDATION	CURRENT POSITION	FUTURE PLANS
<p>“The Scottish Government and councils should ensure that adequate resources are allocated to building maintenance for schools without PFI maintenance contracts.”</p>	<ul style="list-style-type: none"> ➤ Under the terms of the Concordat, it is for local authorities to deploy their resources according to local need and priorities. 	<ul style="list-style-type: none"> ➤ Working in partnership we will continue to develop quality management information which will inform better decision-making, including on issues relating to maintenance. ➤ Further guidance on whole life costings is to be developed. ➤ As part of option appraisal and sound investment planning, authorities should be including maintenance as an integral part of cost benefit analysis. ➤ Refer to guiding principle 3.

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PART 5: HOW EFFECTIVE ARE THE IMPROVEMENTS?

“To maximise their positive impact, refurbishments need to be designed taking an overall view of the whole school.”

- Authorities already work on the basis of this principle, aiming to ensure a holistic approach to design to maximise the benefits of school refurbishments. This is done within available resources and working within any site or structural constraints.

- SG is funding a 3-year “schools programme” with Architecture+Design Scotland to work with local authorities on their school programmes. This will include providing advice on refurbishment projects, as appropriate.
- Work will also continue with other partners to promote good practice in planning major refurbishments.
- Refer to guiding principles 3, 6, 8.

“Environmental sustainability should be a key element of school design, not an added extra.”

- This is a priority for all authorities, who are all signatories to Scotland’s Climate Change Declaration.
- Environmental sustainability is already fundamental to the design of many new school buildings – eg Windygoul and Sanderson’s Wynd Primaries in East Lothian; Newark Primary and Inverclyde Academy in Inverclyde; Galston Primary in East Ayrshire and Acharacle Primary in Highland.

- SG is working with authorities and other relevant bodies such as the Carbon Trust and SUST to organise workshops and study visits and create a better knowledge base to promote and share good practice in sustainable school design. This will increasingly feature in the whole life costs of options.
- New Building Regulations are likely to demand progressively greater improvements to the energy performance of new buildings, including schools.
- The Change Scotland Act 2009 will also drive changes in school estate planning and investment.
- Refer to guiding principle 6.

RECOMMENDATION	CURRENT POSITION	FUTURE PLANS
<p>“Councils should consider preparing user guides for all new and refurbished schools to ensure that staff know how to make the best use of the facilities in their building.”</p>	<ul style="list-style-type: none"> ➤ Some Councils already provide user guides, and some have been extremely innovative in this area. This will feature in new Post Occupancy Evaluations ➤ For example, South Lanarkshire has moved to providing DVD user guides for janitorial staff in primary schools, and has noted significant improvement in the use and management of their buildings. 	<ul style="list-style-type: none"> ➤ SG already promotes the sharing of good practice on a wide range of issues eg through the Local Authority School Estate Network Group. ➤ This issue will be raised with the Group and consideration will be given to the need to embed learning and familiarisation of the use of new buildings for staff and inductions for new staff. ➤ Refer to guiding principles 2, 8.
<p>“Councils should use the Scottish Executive’s guidance <i>Optimising the internal environment</i> to make sure that future school designs strike a good balance for the comfort of everyone who uses the building.”</p>	<ul style="list-style-type: none"> ➤ Many authorities are already using the guidance, making environmental conditions a top priority. For instance, in Inverclyde, sun pipes, naturally operating ventilation systems, careful consideration of north v south faces, large open areas with natural light, are all common features in designs for new schools. 	<ul style="list-style-type: none"> ➤ SG will continue to encourage the spreading of best practice about good design in terms of the internal environment – and run appropriate workshops – in collaboration with bodies such as Architecture+Design Scotland and the Carbon Trust. ➤ Refer to guiding principles 2, 3.

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“The Scottish Government and councils need to continue working to identify and share good (and bad) practice to ensure that the quality of design keeps improving.”

- SG and councils already work together in a variety of ways to identify and share learned. In addition to annual bilateral meetings, and continual direct engagement throughout the year, SG promotes the sharing of information between authorities by means of the case studies website and long term programmes such as *Building Excellence*.
- SG also produces guidance and publications on design and a wide range of other subjects.
- Councils use the Local Authority School Estate Network Group to compare and share – lessons to be learned and other things to avoid – from each other’s experiences.

- SG and councils, working with bodies such as Architecture+Design Scotland and the Carbon Trust, will continue to share information in a variety of ways, including the SG’s own case studies website, seminars, workshops, conferences and other events.
- Refer to guiding principles 2, 8.

RECOMMENDATION	CURRENT POSITION	FUTURE PLANS
<p>“Councils should make sure they consult and involve school users at the design stages, even if this means the process takes longer.”</p>	<ul style="list-style-type: none"> ➤ Consultation, primarily with head teachers but increasingly also with teachers and pupils, is now well-established practice in councils across Scotland, and increasingly so. ➤ SG sponsored the <i>Senses of Place: Building Excellence</i> project, taken forward by The Lighthouse, in which pupils, teachers and architects worked together to produce inspiring new design solutions. 	<ul style="list-style-type: none"> ➤ SG and councils will continue to promote active consultation with school users at the design stage of projects. ➤ SG will also sponsor The Lighthouse to run a follow up project, <i>Senses of Place 2: Building Excellence</i> – focusing on helping authorities to develop further practical and meaningful approaches to consultation. ➤ Refer to guiding principle 1.
<p>“Councils should complete post-occupancy evaluations as a matter of priority. They should make the results available to other councils and take up the opportunities offered through the Local Authority School Estate Network to compare notes and learn from each other.”</p>	<ul style="list-style-type: none"> ➤ The benefits of Post Occupancy Evaluation (POE) have been consistently promoted by SG. ➤ The use of POE is becoming standard practice within councils across Scotland where school buildings have been recently completed. 	<ul style="list-style-type: none"> ➤ We will continue to work in partnership to embed and develop POE and for other than just new build. ➤ Refer to guiding principle 2.

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PART 6: HOW WELL ARE THE IMPROVEMENTS BEING MANAGED?

“Councils should estimate pupil rolls for at least 10 years ahead and should review these assessments at least annually.”

- SG produces pupil roll projections for 5 years ahead, based on information from the pupil census and the General Register Office for Scotland. Councils also provide estimates of future pupil rolls on an annual basis, some using their own methodology and others using Government figures.
- It is for councils to determine the most appropriate and reliable length of projection for their needs. Long distance projections are by their nature difficult and likely to be subject to change.

- Work already undertaken by the Association of Directors of Education in Scotland (ADES) will be further developed. The intention is to share the results across all authorities.
- Refer to guiding principle 7.

“Councils need to build flexibility into their school estate plans to accommodate both longer-term demographic changes and unforeseen local changes. This might include school buildings that can be readily expanded or easily converted to other uses.”

- Councils work with all available intelligence and resources to meet local needs and adapt to changes in the best possible way. In this context, many councils are already building new schools with potential flexibility/expansion in mind, where local circumstances warrant it.

- SG will continue to work with authorities to improve further this aspect of school estate management planning.
- Refer to guiding principles 5, 9.

RECOMMENDATION	CURRENT POSITION	FUTURE PLANS
<p>“The Scottish Government and councils should do more to share experiences and develop joint approaches to improving the school estate. There are potential efficiency savings to be made from more sharing of staff and technical expertise.”</p>	<ul style="list-style-type: none"> ➤ SG and councils already work together in a variety of ways to share expertise and develop joint approaches to improving the school estate. ➤ In addition to annual bilateral meetings, and direct engagement throughout the year, SG promotes the sharing of information and good practice between authorities by means of the case studies website and long term programmes such as <i>Building Excellence</i>. ➤ Councils use the Local Authority School Estate Network Group to share experiences and develop synergies and joint approaches. 	<ul style="list-style-type: none"> ➤ SG and councils will continue to share experiences and expertise, and develop collaborative solutions. ➤ Refer to guiding principle 2.
<p>“Councils should transfer learning from experiences on school estate management to improve general asset management across their organisations as appropriate. COSLA should take a lead role in co-ordinating this, in consultation with the Scottish Government and the Improvement Service if appropriate.”</p>	<ul style="list-style-type: none"> ➤ In many councils the School Estate Management Plan has been the forerunner for wider Council Asset Management Plans. 	<ul style="list-style-type: none"> ➤ This Strategy emphasises the need for schools to be seen as community assets within wider Council Asset Management Plans and Community Planning plans. ➤ Refer to guiding principle 9.

ANNEX E

SOURCES OF FURTHER INFORMATION

Strategy/Policy Links

④ **Scottish Government School Estate Website**

Contains strategy, design guidance, and case studies of school building projects from across Scotland: www.scotland.gov.uk/schoolestate

④ **Curriculum for Excellence**

Information about Scotland's new curriculum:
www.curriculumforexcellencescotland.gov.uk

④ **Learning & Teaching Scotland**

The lead organisation for curriculum development in Scotland, providing advice and guidance to teachers, early years practitioners, schools and local authorities to help improve achievement for all: www.ltscotland.org.uk

④ **Scottish Government Concordat**

The concordat agreement between the Scottish Government and local government following the Scottish Budget Spending Review 2007: www.scotland.gov.uk/Publications/2007/11/13092240/concordat

④ **Scotland Performs**

The latest information on how well Scotland is progressing towards the Government's Purpose, targets and National Outcomes is reported on a continual basis through the website www.scotlandperforms.com This reports progress against the National Performance Framework which supports the outcomes-focused approach to government, describing the 10 year vision of the kind of Scotland the Government wants to create.

④ **Scottish Futures Trust**

The Scottish Futures Trust (SFT) was set up to improve the efficiency and effectiveness of infrastructure investment in Scotland and will co-ordinate, facilitate and manage delivery of the new £1.25 billion school building programme: www.scottishfuturestrust.org.uk/

④ **Schools (Consultation) Bill**

Latest information on the progress of the Schools (Consultation) Bill introduced to Parliament in March 2009. The aim of the Bill is to improve the process and the consultation procedures that Local Authorities apply to school closures and other major changes to schools: www.scotland.gov.uk/Topics/Education/Schools/Buildings/schoolclosures

④ **Climate Change (Scotland) Act 2009**

Information about Scotland's action on climate change, including the Climate Change (Scotland) Act 2009, unanimously passed by Parliament on 24 June 2009. The Act is a key commitment for the Scottish Government and places Scotland at the forefront of global efforts to tackle climate change: www.scotland.gov.uk/climatechange

④ **sportscotland**

Scotland's national agency for sport in Scotland: www.sportscotland.org.uk

Design Links

④ **Architecture & Design Scotland**

Scotland's national champion for good architecture, design and planning in the built environment: www.ads.org.uk

④ **Architecture & Design Scotland Schools Design Programme**

Its purpose is to help to create well-designed learning environments which support the policies of local authorities and the Scottish Government. 'Smarter Places' is an initiative set up by the Schools Design Programme to provide a platform for those who use, commission, and design schools - to explore and share the language of design. It provides images and exhibits which can be used for participation and briefing, and is a resource to inform good practice: www.smarterplaces.org

④ **The Lighthouse**

Scotland's Centre for Architecture, Design and the City: www.thelighthouse.co.uk

④ **Building Excellence**

The Building Excellence programme seeks to explore the implications of Curriculum for Excellence for the design of new or refurbished schools and for the design and use of space in existing schools: www.scotland.gov.uk/Topics/Education/Schools/Buildings/Excellence

④ **Senses of Place: Building Excellence**

Commissioned by the Scottish Government as part of the Building Excellence programme, The Lighthouse ran series of workshops in which leading Scottish architects and designers worked with school users from five local authorities: www.thelighthouse.co.uk/sensesofplace/index.php

ANNEX E

④ Changing Classrooms

The Scottish Government funded The Lighthouse to produce this publication which aims to illustrate the important relationship between space and learning:

www.thelighthouse.co.uk/content/publications/70,250/ChangingClassrooms.html

④ Carbon Trust

An agency set up by the UK Government to accelerate the move to a low carbon economy by working with organisations to reduce carbon emissions and develop commercial low carbon technologies: www.carbontrust.co.uk

④ Grounds for Learning

Part of the UK charity Learning through Landscapes, Grounds for Learning helps Scottish schools and early years settings make the most of their outdoor spaces for play and learning: www.gflscotland.org.uk/

④ Teachernet – School Buildings Information centre

Web content of the Schools Capital Assets Design Team of the Department for Children, Schools and Families, which aims to promote best practice in design, use and management of school facilities in England: www.teachernet.gov.uk/management/resourcesfinanceandbuilding/schoolbuildings

④ OECD CELE

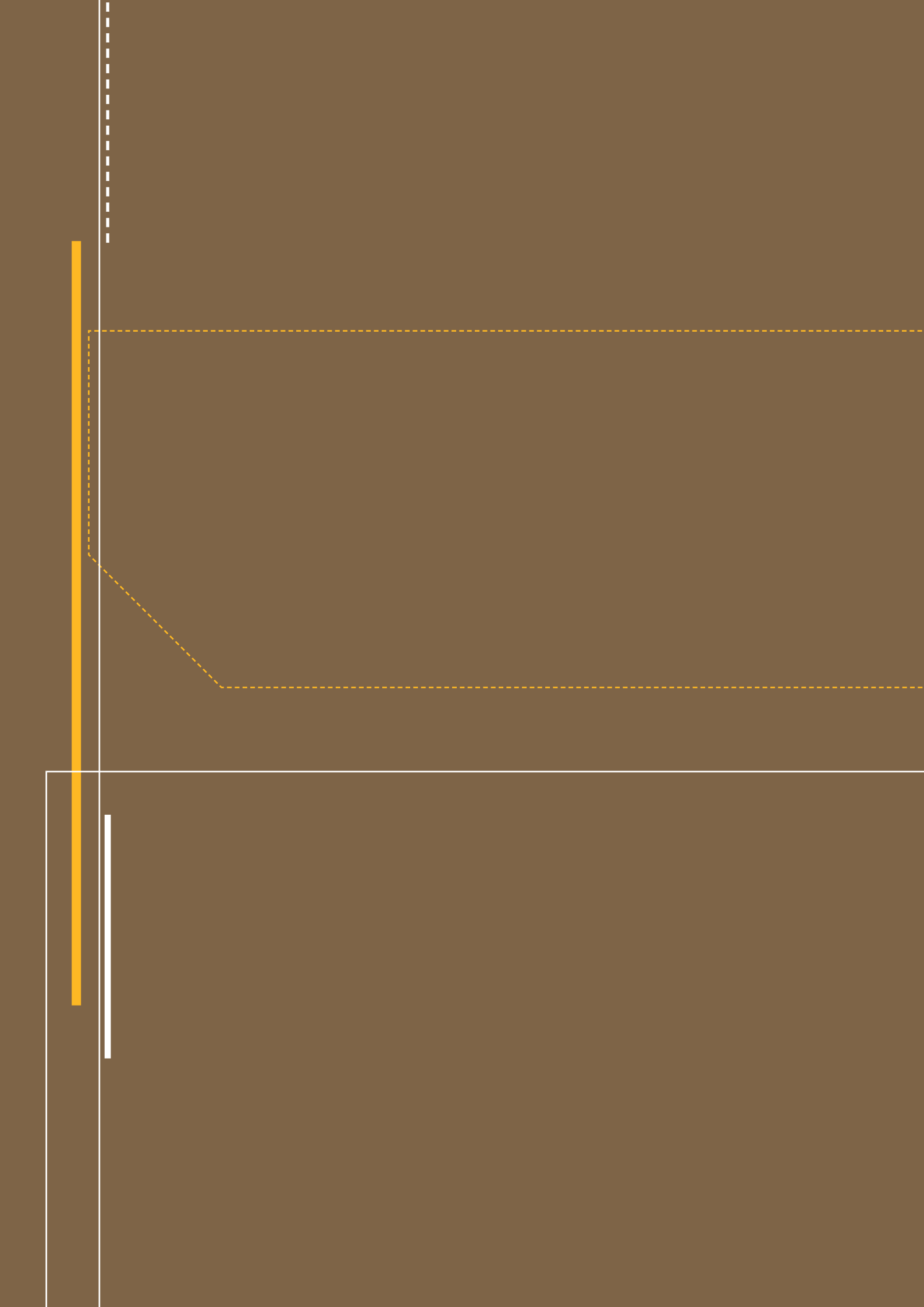
The online journal of the OECD's Centre for Effective Learning Environments, it addresses issues related to providing a quality educational infrastructure in a cost-effective way:

www.oecd.org/edu/facilities/journal

④ BCSE

British Council for School Environments, incorporating School Works, is a membership organisation made up of local authorities, schools, construction companies, architects and others involved in the design and build process in the education sector: www.bcse.uk.net







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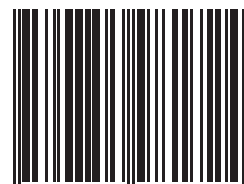
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