

KCC_TEMPLATE_01

SCHOOLS FOR THE FUTURE



Office of the
Deputy Prime Minister
Creating sustainable communities



Illustration 1
The school open to the community

Kent County Council has identified the need to:
Rethink and reassess the perceptions of what a school is, how it is used,
how it is designed, how learners learn and how school buildings relate to
the wider community and physical environment.

This publication has been written to reflect the exchange of ideas and principles, emerging from dialogue between architects, professionals and the community.

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KEY QUESTIONS

VISION INTO REALITY – THE IMPORTANCE OF PRELIMINARY WORK

Kent Thameside is one of the largest urban developments in Europe; it is located along the south side of the River Thames and includes the districts of Dartford and Gravesham.

Within Kent Thameside, 30,000 new houses are planned to be built, which will require new school provision. The scale of this development provides the opportunity to evolve a Template for future schools in Kent, challenging perceptions of what schools could offer and where they should be located. This publication has been written to reflect the exchange of ideas and principles emerging from dialogue between architects, officers, schools and the community. This multi - disciplinary process is critically important to the success of the final design.

Key to the development of new schools is the opportunity to bring learning into the heart of the community. The Template has identified key areas for change, which are explained in the executive summary. In the following sections, the designs and commentary are intended to stimulate further dialogue and debate both in Kent and elsewhere.

KEY QUESTIONS

In developing this Template for future school design, six questions have emerged:

- Do schools' current organisational structures and physical environment offer young peoples the most effective learning, cultural, recreational and social opportunities?
- Are schools used effectively and appropriately as a community resource?
- Do young people have sufficient opportunity to determine their own learning programmes?
- Are schools focussed on the needs of individuals?
- Are new school designs steeped in historicity?
- Do new schools, both in organisation and design, meet the challenge of the Information Age?



Illustration 2
Today's school

VISION INTO REALITY – THE IMPORTANCE OF PRELIMINARY WORK

In developing the Template, the importance of investing time at the earliest stage of the school design, to establish key strategic approaches, has been recognised. This early work is sadly lacking in many school projects. However, clarity, richness and confidence can be added to conceptual work, if preliminary work is given a priority. Collaboration between the user and designers is a key component to success, whilst preliminary work enriches the vision of the project. This work is fed into an initial briefing, focussed on young people's individual needs.

An innovative school project embraces two key ingredients, radical design and a visionary educational approach. These two approaches are totally interwoven, so many designs strongly incorporate one of these ingredients, to be let down by lack of development in the design.

Realisation of ideas

Preliminary research into school design for Kent Thameside is being translated into a series of 'live' educational projects. The application of the strategic approaches, outlined in the Template, will lead to the realisation of high quality learning environments for all young people in Kent and elsewhere.

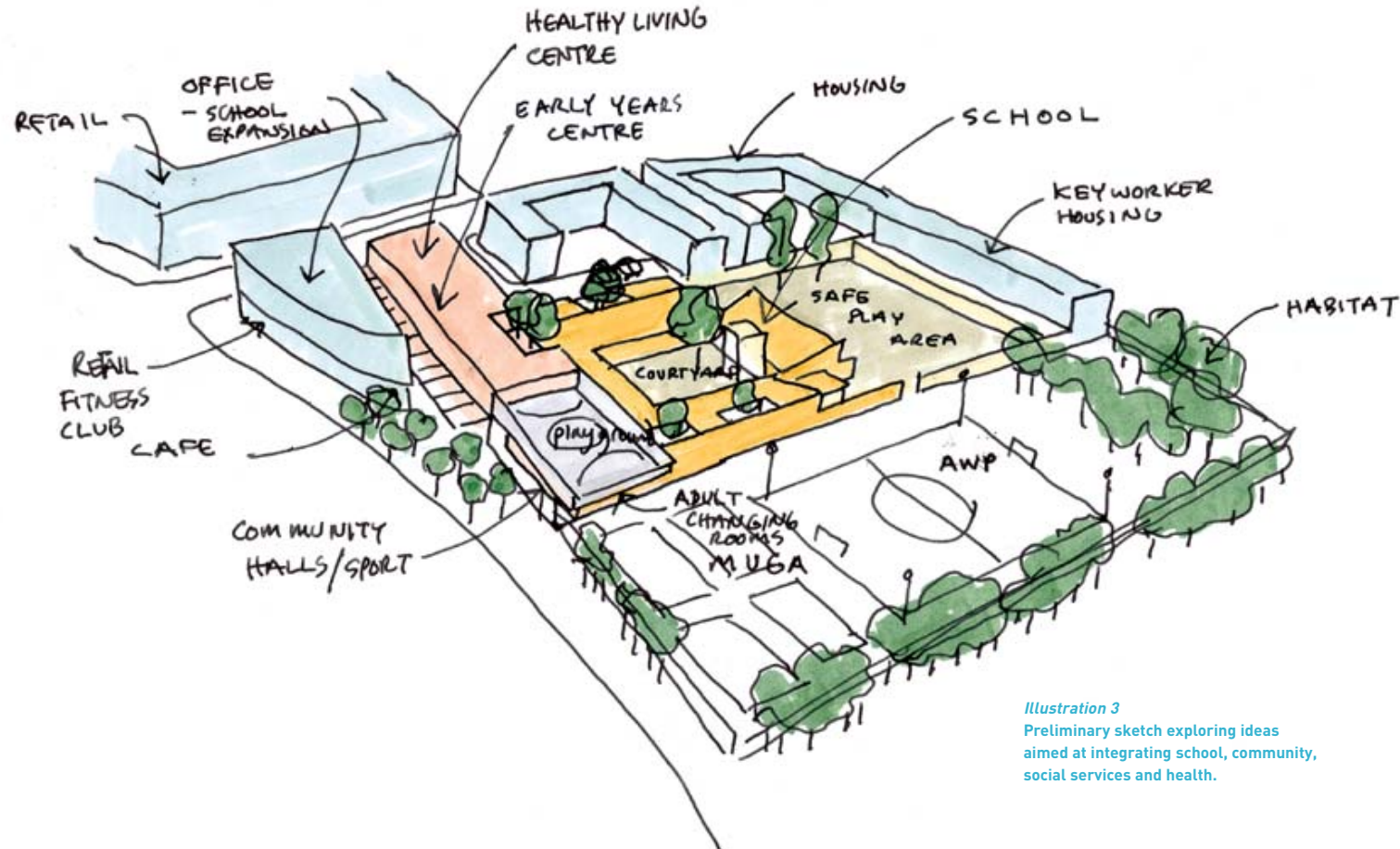


Illustration 3
Preliminary sketch exploring ideas aimed at integrating school, community, social services and health.

INTRODUCTION

PRINCIPLES

A PARADIGM CHANGE IN LEARNING

LEARNING CHALLENGES

Somehow educators have forgotten the important connection between teachers and learners. We listen to outside experts to inform us and consequently overlook the treasure in our very own backyard, learners. (SooHoo, 1993:389)

The Template is a series of ideas and concepts about how learning will take place in the future and how building designs will need to change in order to accommodate new technologies, and also changes in teaching and learning styles.

INTRODUCTION

Schools in the future need to be learning organisations, integrated into the community. They will transcend traditional barriers between institutions by providing innovative and flexible approaches to learning. The learning environment should meet the needs of all learners in terms of academic, vocational, social and recreational activities. Schools will also need to include the development of flexible vocational centres, encouraging intermediate and higher skilled workers to feed the growth sectors in the local economy.

The development of a new generation of schools, further education, higher education, health and social service structures will fundamentally challenge the perception of learning. For many people, the completion of compulsory education at 16 marks the end of formal learning, a trend which must be reversed.

PRINCIPLES

- Flexibility in curriculum delivery, based upon personalising learning, supported by appropriate technologies and high quality learning environments.
- Knowledge Alliances; encouraging collaboration and co-operation between participating institutions, developing learning networks across organisations.
- Co-location of key services, in an environment where learners are encouraged to study what is important.
- Realistic progression routes and guidance at critical stages of the learning continuum i.e. 7+, 11+, 16+, 18+, 21+.
- Community engagement and participation for all.

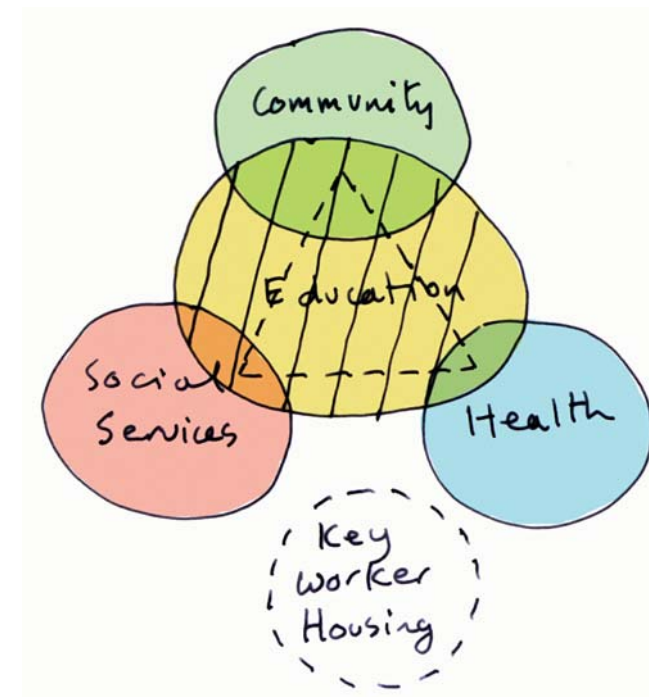
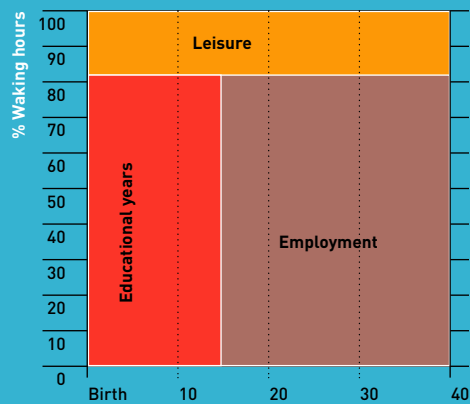
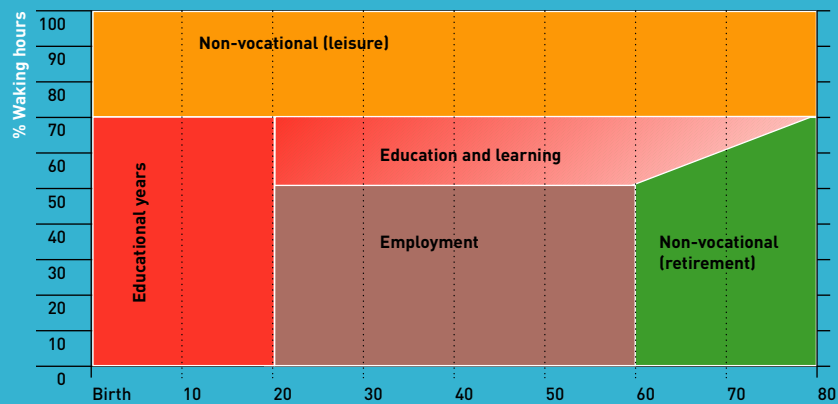


Illustration 4
Knowledge Alliances



1840 - 1880
Daily life pattern



2000
Indicative daily life pattern

Illustration 5

21st Century learning: life long learning

Changing life patterns associated with increasing life expectancy and the development of new lifestyles allow us more time to devote to education, leisure and culture.

[Andrew Wright Associates]

A PARADIGM CHANGE IN LEARNING

1. Increased access to information, its appropriate interrogation and use is a key challenge

Current organisational structures in schools make it difficult to respond to the challenges offered by increased access to information. Schools need to empower young people to select, interpret and apply meaningful information from a wide range of sources.

Whilst an effective learning environment is key to the success of any school, there is a significant need to 'reach out' and access information and knowledge from other sources, for example, colleges and universities. To initiate this kind of development, schools need to evolve strategies which create new networks and partnerships.

2. The autonomous learner - learners determining their own learning

The second challenge for schools is to provide opportunities for young people to determine their own learning, guidance and support needs. This, in turn, will require a review of the traditional school term, day and physical environment.

Schools cannot continue to educate young people mainly between 9am and 3pm. More flexible models of schooling are needed in the future.

The developing use of ICT has precipitated new ways of learning. This could mean a move towards demand led, any time, anywhere, learning, a trend which must be supported by a learning environment giving greater individual support and strong pastoral care.

3. Customer focus

A third challenge is to become much more customer focussed. We need to ask the question, 'Are schools designed and managed for adults or for young people?'

4. Physical environment

A non-institutional environment is the design challenge for all schools of the future. New environments need to be flexible to embrace the use of new technologies and be inviting to all users. The environment must be rich, stimulating and capable of engaging learners. Furthermore, the design needs to take account of continuous change in pedagogies and learning styles.

In conclusion, the way in which young people learn is constantly evolving; therefore, do our teaching pedagogies and styles recognise this evolution? As technology is increasingly used in the classroom, teaching styles and strategies are challenged to the point where teaching and technology actually diverge. This, in turn, challenges the role of the teacher and the way in which the learner and teacher interact.

The following table outlines some of the differences in learning styles, which need to be addressed in providing appropriate curriculum opportunities for a school of the future.

LEARNING CHALLENGES

20th Century learning

Focussed on learners of school age.

Used information primarily sourced from books.

Was predominately independent and consisted of competitive education providers.

Was predominantly funded by the government and the churches.

Was the preparatory stage before work.

Was only available in special places e.g. schools, universities and colleges.

Used time tabled allocated times.

Was only available from specialist teachers/lecturers.

Centred on teacher/learner.

Used basic technologies.

Curriculum tended to have local or national focus.

Assessment and accreditation were local.

Controlled what learners had access to and the pace at which they learned.

Education was regarded as a service.

21st Century learning

Focuses on learners of all ages.

Uses information from a range of sources.

Shares, co-operates and collaborates between providers, partnerships and inter-dependant learners.

New funding arrangements exist between education providers and public/private initiatives.

Encourages life long learning.

Learning is increasingly available at home, in the workplace – open access.

Learning is available on demand, anytime.

There are an increased number and variety of training providers.

Is becoming learner centred.

Uses online learning and applications.

Encourages globalisation of the curriculum.

Assessment and accreditation is national and becoming more international.

Learners have control.

Business increasingly acknowledges the economic benefits of education.

ICT impacts on how people learn.

1. Schools as revitalising agents

Innovative learning developments for all ages could transform otherwise physically deprived areas of the community by introducing new investment and stability to a locality.

2. Focus for investment in education

In the light of the unparalleled financial investment to be made over the next decade, there are opportunities for innovation and radical thinking in school design.

3. Schools – an underused resource

Schools have a high capital and recurrent cost; they are badly underused, being open for only 12% of the total time.

4. Changing the social role of schools

The future role demands that designs are both flexible and innovative, sensitively reflecting the changing and evolving needs of society.

5. Integration into the urban fabric

The position of a school within the community needs to be enhanced, breaking down traditional physical barriers. There are examples, in this document, of new schools being physically closely woven into the fabric of the urban setting.

6. Schools as a new urban form

Schools should be integrated into the fabric of new or existing environments creating a new urban form for schools, including a range of other uses, for example, local housing, health (doctor's surgery, pharmacy), youth and community facilities, libraries and social services.

7. Schools – open to all

Schools will be able to provide a sanctuary for young and old alike, in a welcoming environment.

8. Developing new community partnerships

A wide range of compatible and complementary users will lead to significantly increased use.

9. Reviewing the school day

This will lead to longer curriculum sessions and greater flexibility for learners.

10. Reviewing the school week

The future school week will change in the light of the wider range of academic and vocational courses available.

11. New technologies

Increase in the use of technology leads to a demand for a re-examination of the use of space for individual learners.

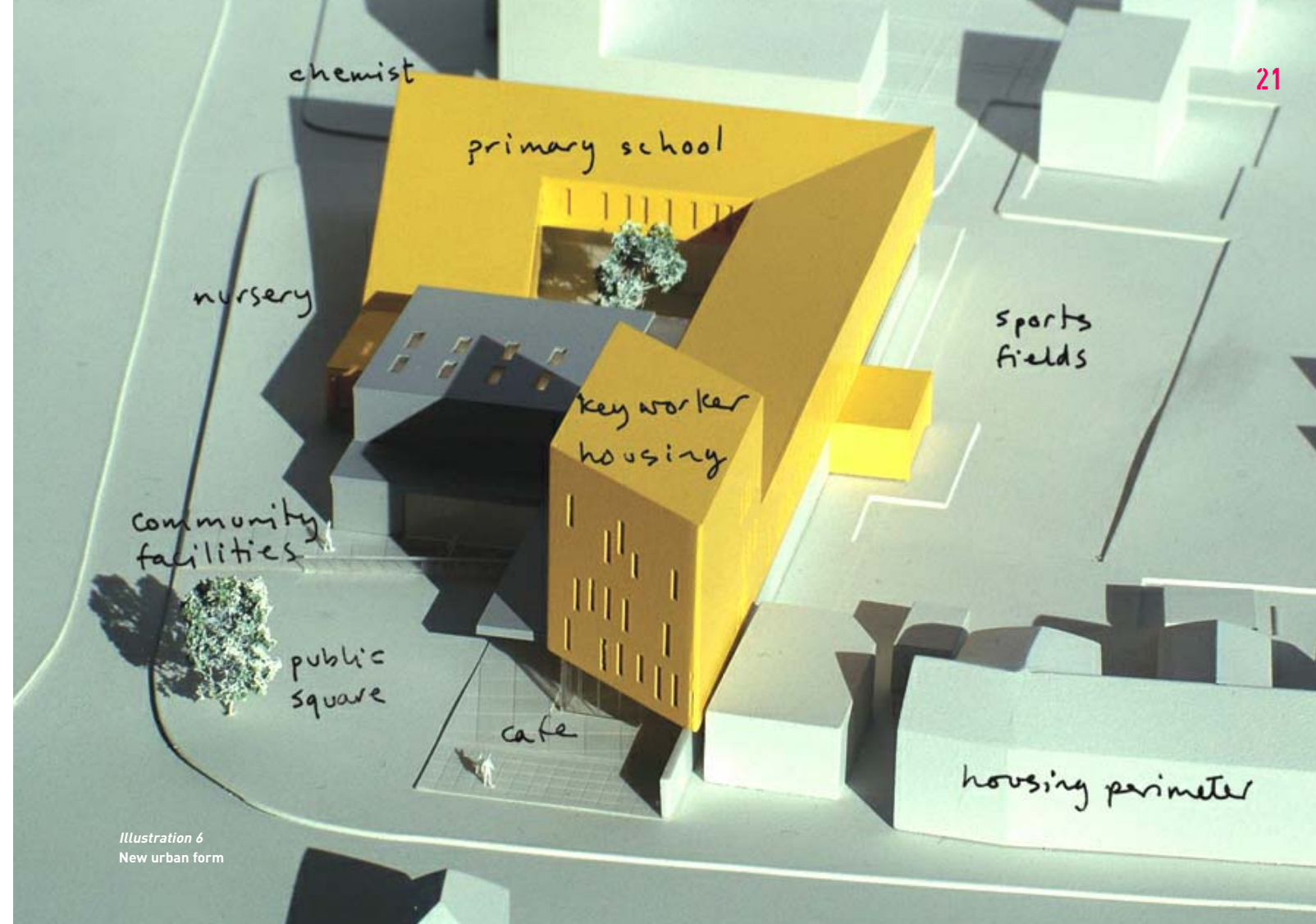


Illustration 6
New urban form

TOMORROW'S CLASSROOM

THE SCHOOL DAY

THE TEACHER'S DAY

A DESIGN PROPOSAL – THE ALL AGE SCHOOL

CLUSTERS FOR LEARNING

A DESIGN PROPOSAL – PRIMARY SCHOOL

THE LEARNING COMMUNITY

COMMUNITY INVOLVEMENT

TOMORROW'S CLASSROOM

Kent County Council has embarked upon a new generation of secondary schools. It is critical that the basic ingredients of design, such as general teaching and specialist areas of provision are re-examined.

Young people spend 75% of their time at Key Stages 3 and 4 in general or specialist teaching areas, which have changed little since the early part of the 20th Century. The move towards autonomous learning, driven largely by technology, enables a more personalised form of learning in which young people take control of their learning programme. This creates a need to work alone or with other learners in a range of environments.

Detailed studies have been conducted to examine the use of laptops, palmtops and multimedia whiteboards. These studies indicate a need for small group work, more movement in classrooms, enhanced presentational positions for the teacher and the need to allow more space for learners working as individuals.

The template proposal is to increase non-specialist classroom size to 65 sqm, allowing desk size to be increased by 50% to 0.56 sqm. This allows for new technology, privacy and autonomous learning. Storage units will be provided for learners and teachers, whilst the teacher's professional environment will be greatly enhanced.

The same principle applies to studio spaces, in which learners spend 25%-35% of their time. The new school Template proposes a series of studios of 85 - 90 sqm, e.g. D&T, Art and Science, serving as versatile, flexible spaces which cover all specialist curriculum areas. The choice of fittings and furnishings would allow a school to determine the future use of each studio.

Tomorrow's classrooms might include:

Technology

Wireless cloud; data points, tablets, displays, projectors, handheld modules and laptops. Interactive screens, data walls, off-site working, international connections.

Central information points

Informal posting zone; student, school, community and events information. Extended day/week.

Mobile screens

Moveable walls; displays; storage flexibility; supports small group work.

Flexible furniture

Flexibility of arrangement; sharing, grouping, teachers support, storage.

Breakout activities

Threshold study areas; small group working; individual working; informal learning zones; larger group working; flexible working.

Classroom fabric

Colours, texture, acoustics, lighting, natural ventilation, power points.

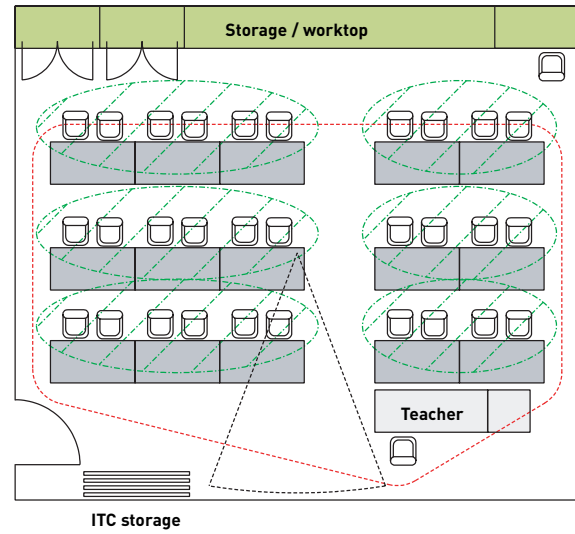


Illustration 7
Standard classroom 56 sqm

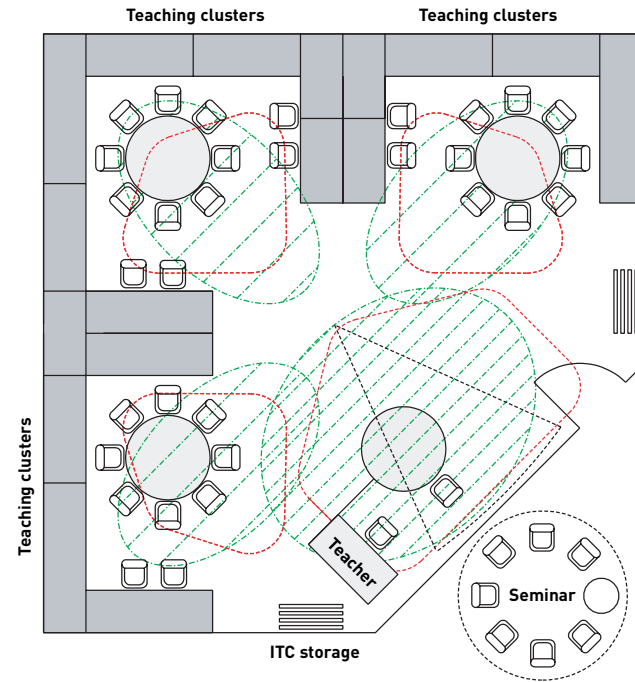


Illustration 8
Non-specialist classroom 65 sqm

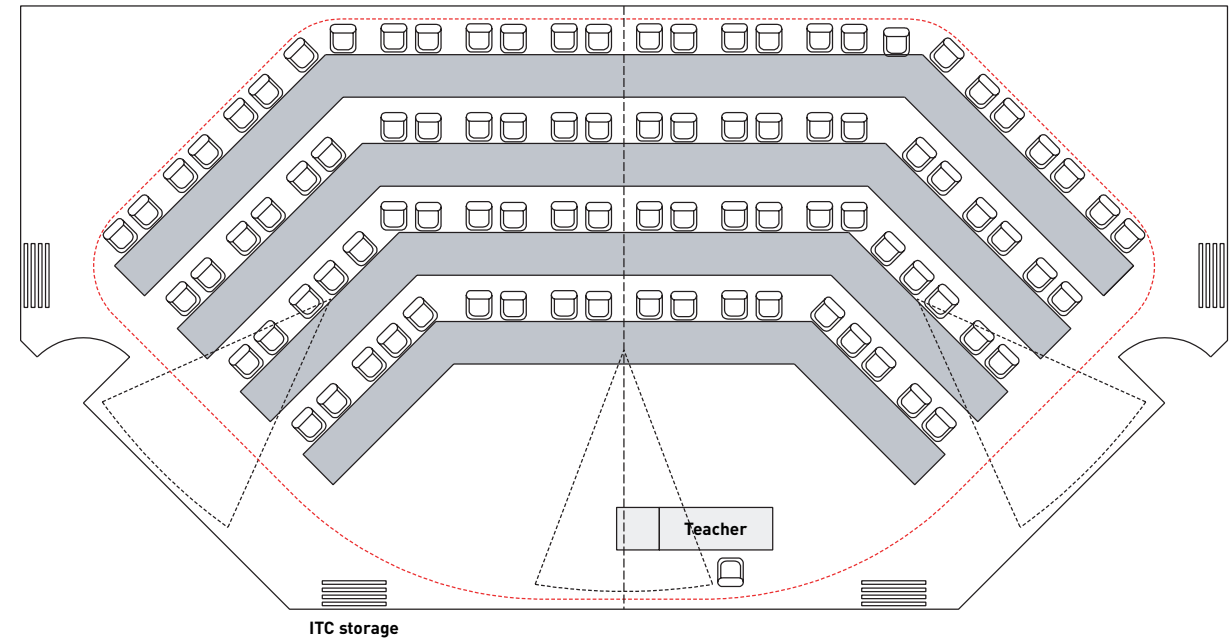


Illustration 9
Teaching modules - double classroom

THE SCHOOL DAY

Recent developments in some schools in the UK and Europe have all resulted in a re-examination of the organisation of the school day, in a radical way.

The new school Template proposes a series of clusters, in which teams of teachers work cooperatively in complementary curriculum areas. This design introduces flexibility, creating small learning communities that work closely over longer periods of time, for example, up to 1/2 a day. Currently, the option of longer periods of working is not possible, due to the traditional location of curriculum areas. The grouping of subjects and 1/2 day working would, therefore, eliminate the constant mass movement of young people.

THE TEACHER'S DAY

Facilities for the professional have changed little over the years; they tend to be of poor quality and inadequate. It is essential to ensure staff facilities are carefully designed, recognising the important role of the teacher and other professionals working within the school.

Examples include:

Boardrooms and training facilities for all staff, adequate storage facilities, a physical demarcation between work and social areas, technologically-based workstations and an entrance close to the staff car park. Teachers need to have a high quality teaching space, part of which should be an office where small meetings with colleagues can take place. The office will be equipped with a computer, telephone and suitable storage for resource materials.

Some schools may require a central staff area providing a social space where all adults can gather together, which might abut a staff terrace or garden. There will also need to be more formal meeting rooms for staff, including rooms where parents/children/young people and visitors can meet professionals in private.

The proposals contained in the All Age School suggest each cluster or group of subjects would share a staff workspace where members of staff can prepare their work in a convenient location, each having an individual workspace. Teaching resource storage might also be located in the staff workroom, with significantly enhanced technician provision to move resources around the school.

Schools increasingly work closely together in a federated or school cluster arrangement; therefore, a space where small groups of teachers, learners or visiting consultants are able to work together should be available.



Illustration 10
All Age School
Volketswil, Switzerland

A DESIGN PROPOSAL – THE ALL AGE SCHOOL

There are six principles in the development of an all age learning campus, these are:

- Learning programmes not wholly determined by age.
- A concept for the continuity of learning.
- Dedicated community facilities not used by the school.
- Young people having access to a wider range of specialist facilities.
- A wide community support mechanism in which older learners and professionals support younger learners.
- Greater staff development opportunities.

Proposals are based on a 2FE (420 place) primary model and a 6FE (900) secondary model, which includes Key Stage 5. The All Age School will be set in a federated framework of schools, with 2 or 3 primary schools working in close co-operation with the All Age School. This will allow agreement and development of common educational management and finances across all schools, helping to ensure a smooth transfer for the learner from the primary to secondary phase of education.

The diagrams illustrate an All Age School for 1320 learners aged 4 to 16 years in which young people are grouped in six clusters or centres, with a full range of supporting facilities. Between clusters will be gardens or outdoor rooms. Each cluster reflects a small school environment, having immediate access to a central resource area, an agora or meeting place for learners at the very heart of the school. The foundation unit comprises 2 reception and 2 nursery classrooms together with a parents' room, outside play area and gardens. At KS1 and KS2, clusters of four classrooms are gathered together with supporting facilities and a dedicated entrance.

Young people aged 11-16 years will be taught in four clusters, which support a grouping of compatible subjects, this allows for half day working for groups of 180-240 learners. Clusters minimise learner movement and strengthen pastoral care. The Template deals sensitively with the issue of scale, as young people progress through the school.

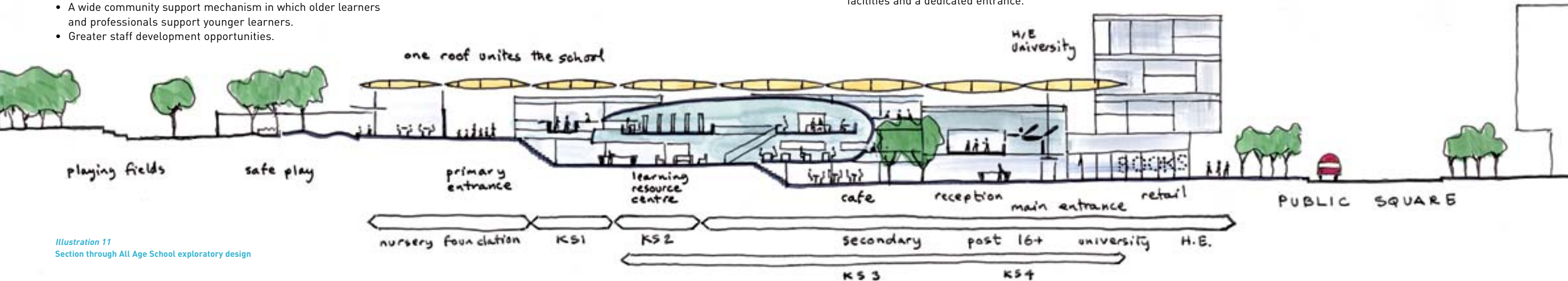


Illustration 11
Section through All Age School exploratory design

CLUSTERS FOR LEARNING

The diagram opposite represents four clusters or learning centres:

Cluster A – Expressive Arts: English, Drama and Music.

Cluster B – Research/Health/Sport: Maths, Science and Activity.

Cluster C – Design/Heritage: Humanities, Art and Technology.

Cluster D – International/Enterprise: Languages, ICT, Business and Vocational.

The design allows a school to choose its own grouping of specialist areas depending upon needs. Each school (primary or secondary) will have its own separate entrance and small administration area. A senior teacher's office and central staff provision would be shared in a staff development suite with a central secretariat located close to the main entrance.

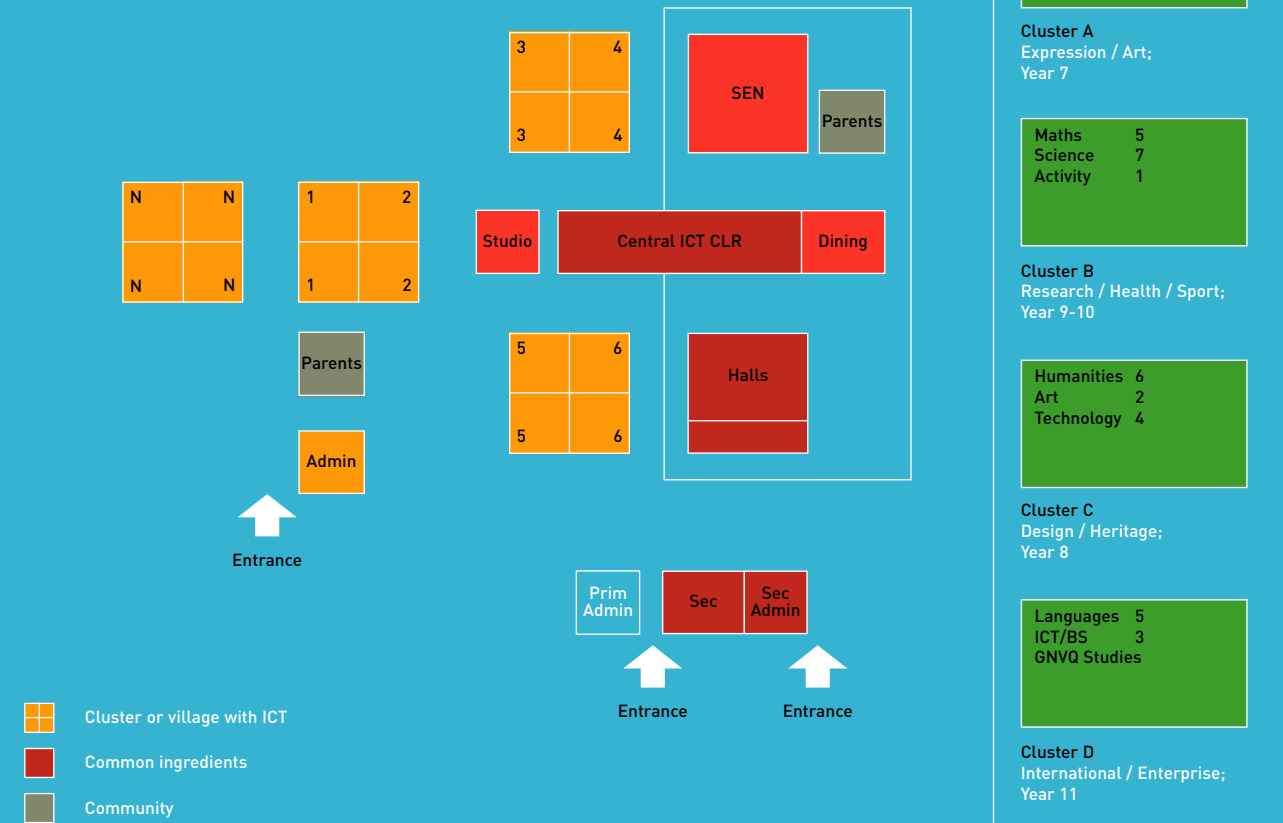
The design further promotes a fluid and flexible use of facilities and the organisation of the 'schools' can be changed depending upon needs.

The cluster concept is based on the principle of schools within schools. The structure offers a small-scale educational nucleus, eliminating large-scale movement and allowing for the overlap of use between Key Stages. This offers the potential of:

- Strong co-operation across subject boundaries.
- Clusters supporting a strong pastoral care system.
- Longer periods of working.
- Closer professional co-operation.
- A sympathetic environment for all learners.

Illustration 12

All Age School – cluster organisation



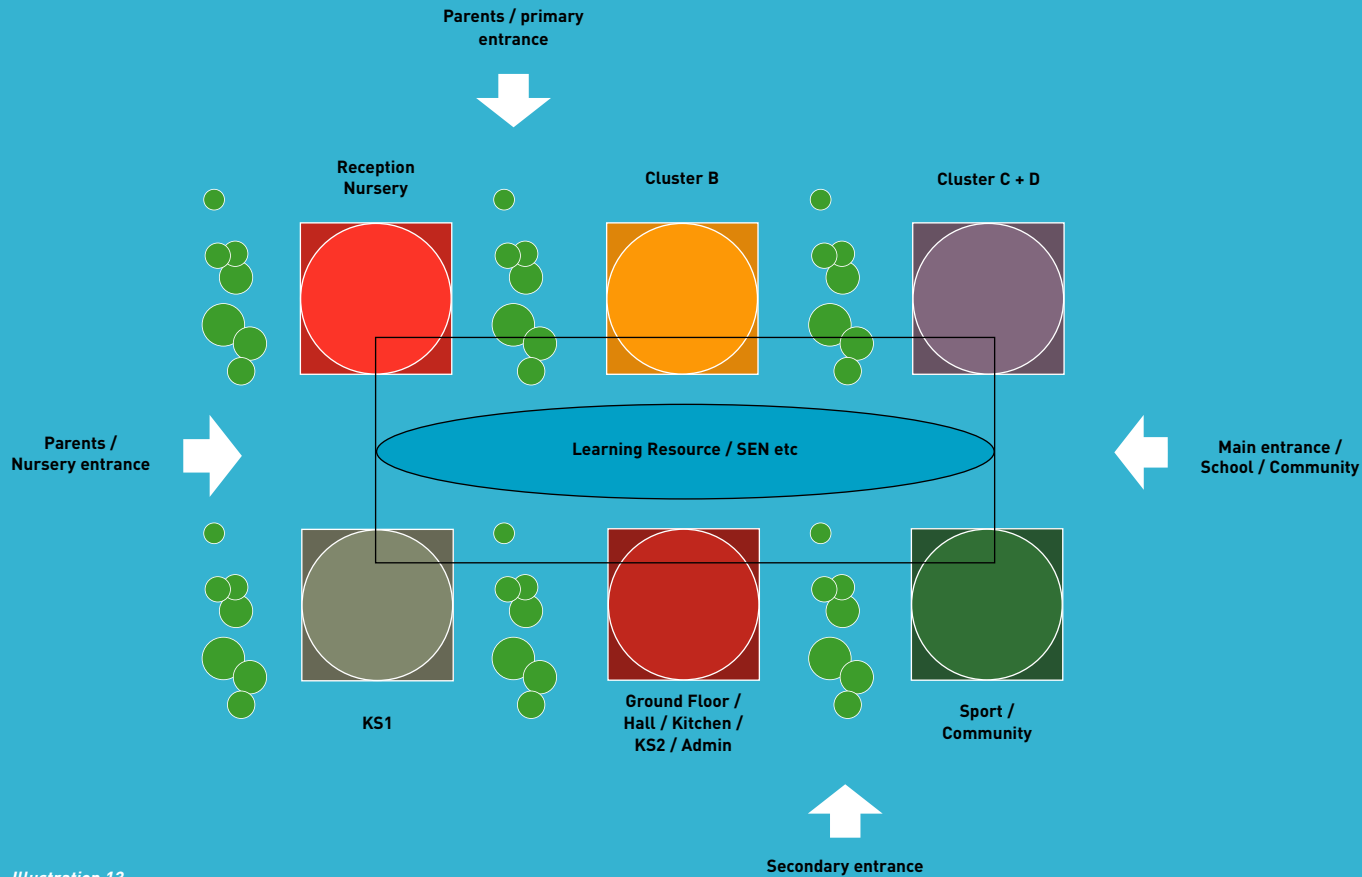


Illustration 13
All Age School – plan diagram of uses

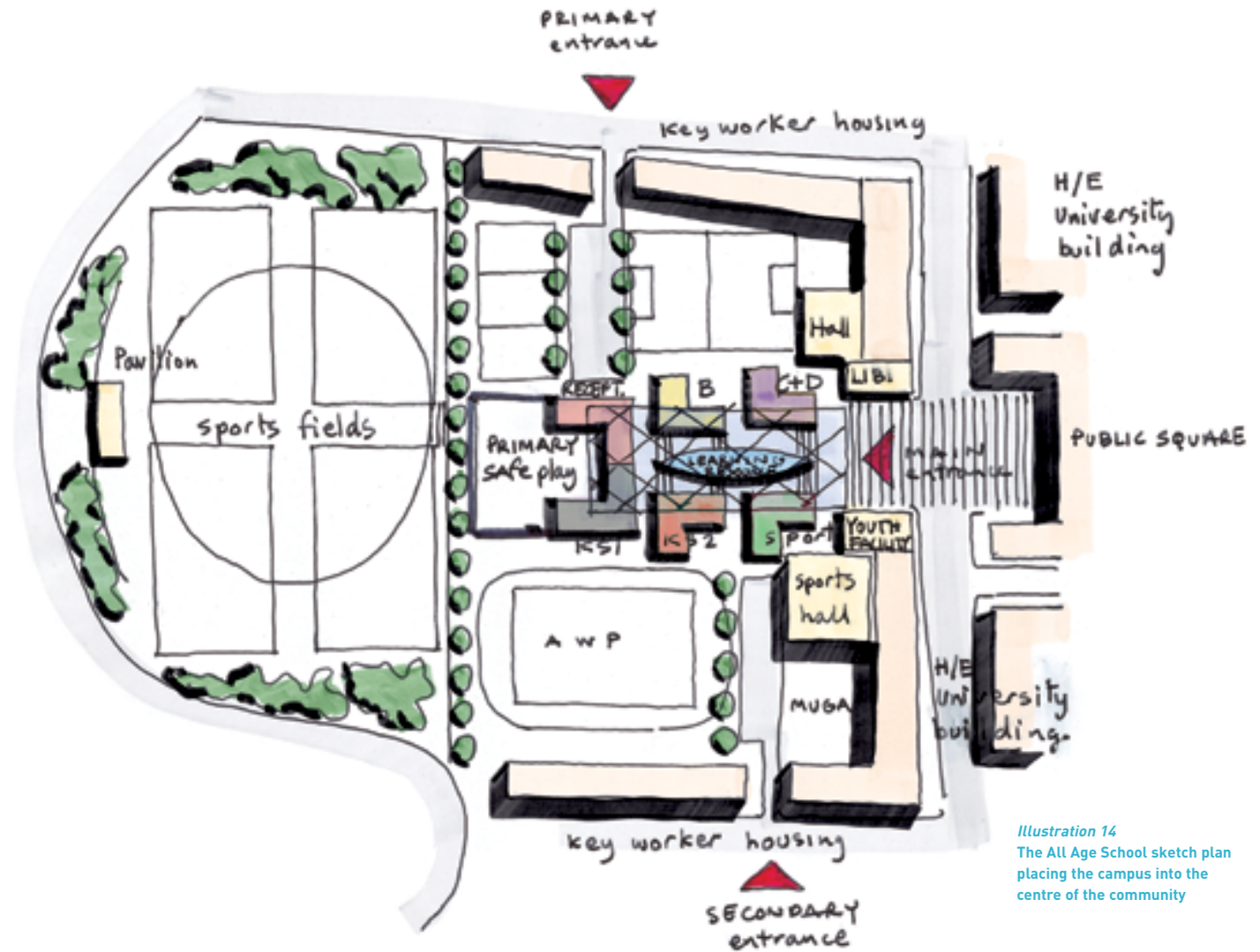


Illustration 14
The All Age School sketch plan placing the campus into the centre of the community

A DESIGN PROPOSAL – PRIMARY SCHOOL

The brief for the primary school incorporates a rich and stimulating range of spaces for children of all ages, creating a school that is fun to work in.

Generous general teaching spaces of 60 sqm will be complemented by studios for practical work, drama and music for use by classes of thirty pupils.

In addition to the hall, the wide circulation spaces should be able to support social dining, small group working and work with palmtops or laptops taking place overlooking a central courtyard. Classes could come together in clusters or groups of 60 or 120 pupils who would then share facilities. The library/ICT resources might be central or could be dispersed to support the classroom clusters.

The foundation unit composed of nursery and reception children will be close to each other but with separate identities. A strong feature of the design is the use of outdoor space. A series of courtyards or outdoor rooms underpinning the importance of the relationship between inside and outside.

The school plan is closely integrated with key worker housing and retail use, with these functions forming the boundary to the school. A café and a health centre are integrated within the school, reinforcing links with the community. Suites of indoor and outdoor spaces could be easily grouped together to form a centre for activities outside of school hours.

Links with the community are reinforced by the close location of the school with housing and retail spaces and the immediacy of the entrance being 'back to pavement'. The concept of the school being at the end of a drive, physically isolated from its community, is reversed, bringing the school back to the heart of its community.

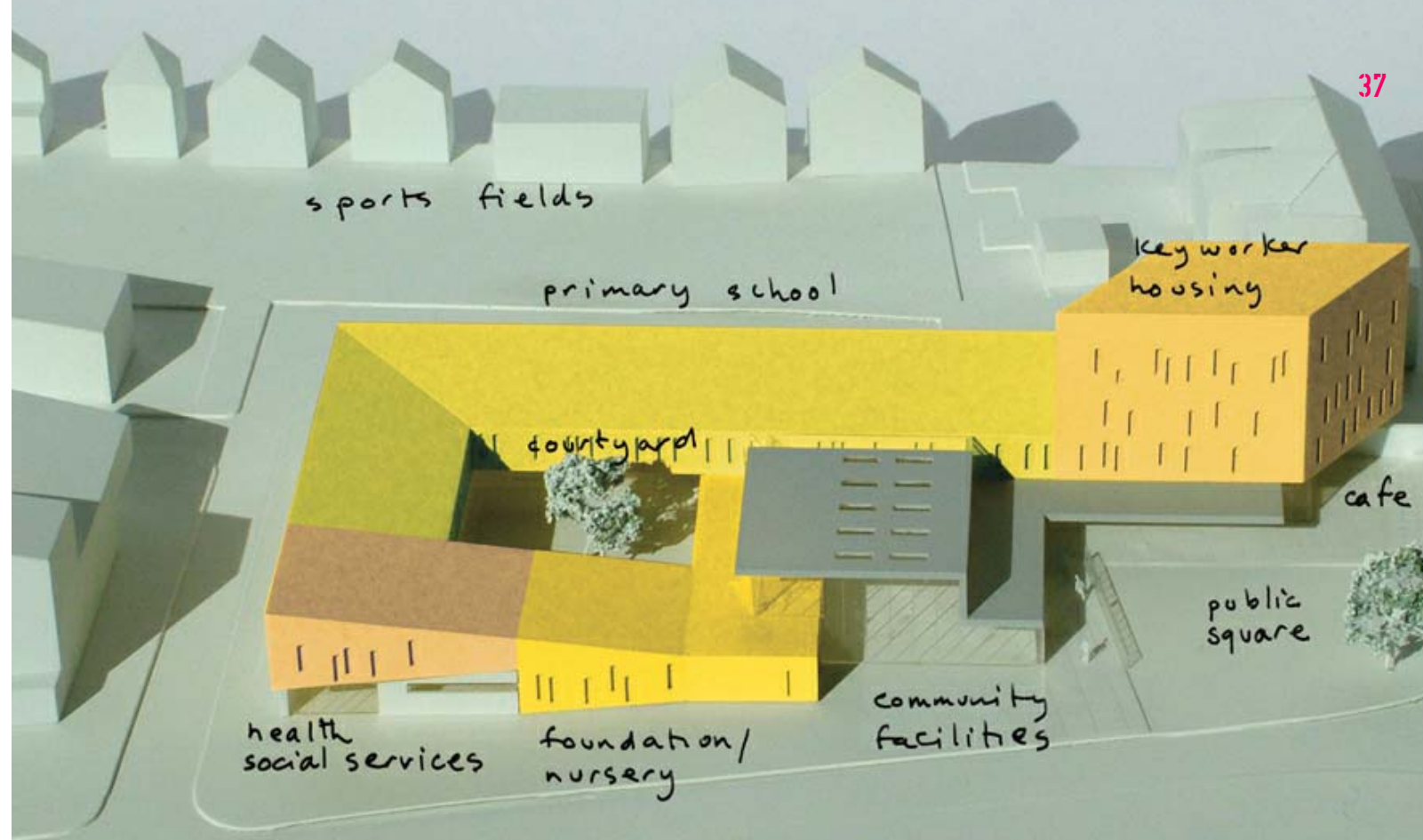


Illustration 15

Primary school proposal showing a range of possible combined uses

Example of community use space for a 2FE primary school:

Social care facilities

120 sqm

To include: multi-agency space with kitchenette and disabled access plus dedicated space for one-to-one work.

Library and archives

12 sqm

To include: access and information point for on-line services. Phone line to contact centres.

Health & Social Services provision

294 sqm Health and 95 sqm Social services

To include: two-partner GP practice and multi-agency space for Health and Social Service provision.

Full day care nursery

220 sqm internal and 130 sqm external

To include: a school based nursery with external full day care provision.

Adult education

150 sqm to 200 sqm

Police

12 sqm

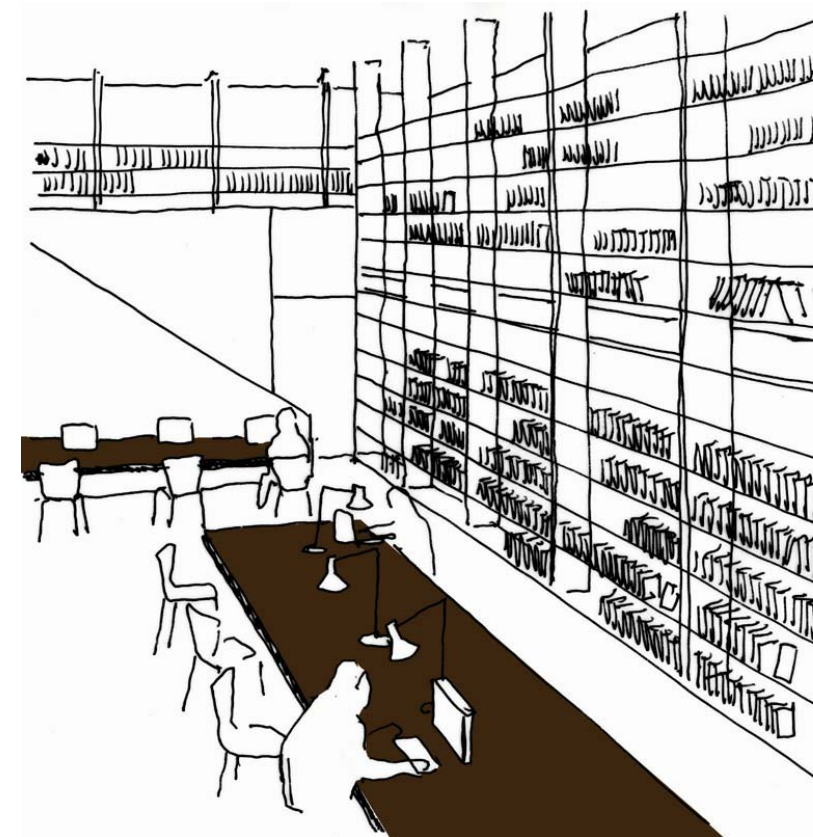
To include: small meeting rooms and information point.

THE LEARNING COMMUNITY

Community use helps to dissolve traditional boundaries and to forge new relationships between community services, for example, healthcare, education, civic agencies and businesses, all of which are necessities for a thriving community. How can we accommodate and encourage new relationships more efficiently?

The Template promotes the concept of exclusivity by proposing a blending of uses in styles of accommodation. Whilst parts of each facility would remain private and secure for school use only, others will be open to the public on a daily basis, after school hours. This approach delivers spatial and economic capital and recurrent use. It is also a philosophical statement, expressing how a community can best work, as an integrated and mutually supportive network in which there are active learners of all ages. A blending of uses will result in more for less, more space, services and staff for less recurrent and capital investment.

Rather than acquiring and equipping separate facilities, the accumulation of resources allows efficient use of land, buildings and professionals, resulting in shared expertise and quality that might otherwise be unaffordable. Furthermore, blended use encourages collaboration between partners, generating even greater collective community commitment and success.



COMMUNITY INVOLVEMENT

This Template will influence the design of new schools in Kent Thameside which will include a comprehensive range of community based facilities as follows:

Performing Arts/Drama 800 sqm

Combining school and community provision would introduce a drama studio, seating an audience of 250-300, to include workshop, store, exhibition and reception areas.

Music 378 sqm

The school's music studio could be enhanced, with additional control and recording room facilities and additional spaces in which small groups or choirs could perform or rehearse.

Sport and health 1336 sqm

Alongside the school's sports hall and gym, dance and keep fit studios, gymnastics and additional changing facilities would be available. Outside areas would include: enhanced facilities for athletics and cricket including floodlights, for which a commercial operator might be involved.

Health 500 sqm

A facility for local medical care, co-located alongside the school's sports facilities.

Parents and adults 50 sqm

A parent and family learning centre.

Adult education 120 sqm

A small lecture space for combined community and school use for audiences of 50/70 people, plus storage throughout the school.

Library 380 sqm

A central school/community learning resource, which includes open access and ICT facilities.

Dining/Administration 310 sqm

An enhanced dining area, including a café, in association with the performing arts. A central administration area for bookings and administration.

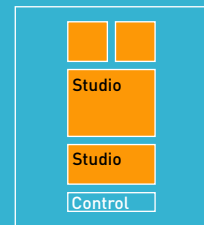
Other public spaces 100 sqm

A small Town Hall might be included, allowing external agencies, for example, social and welfare groups, police and charitable organisations to operate from a small suite of meeting rooms.

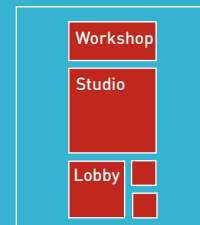
Youth and community

Youth facilities should be considered within the design brief.

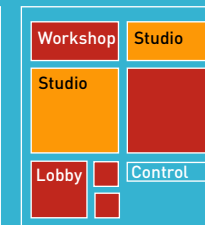
Drama



300 sqm school

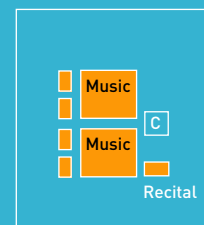


500 sqm community

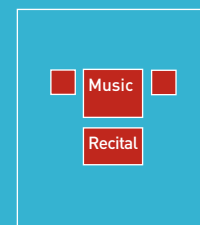


800 sqm combined

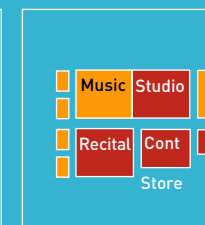
Music



200 sqm school

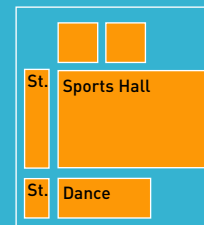


178 sqm community

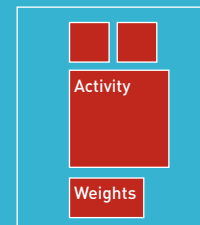


378 sqm combined

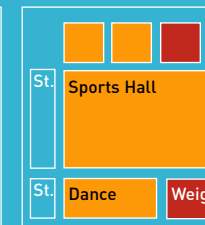
Sport and health



836 sqm school



500 sqm community



1336 sqm combined

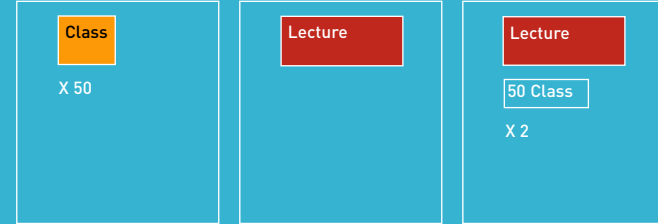
Illustration 16
Examples of linking school and community
The diagram shows three possible scenarios.
The yellow areas represent normal school provision, the red indicates enhanced areas for community and external agencies and the combined colours reflect additional space available by combining school and community use.

Parents and other adults



school 112 sqm community 112 sqm combined

Adult education



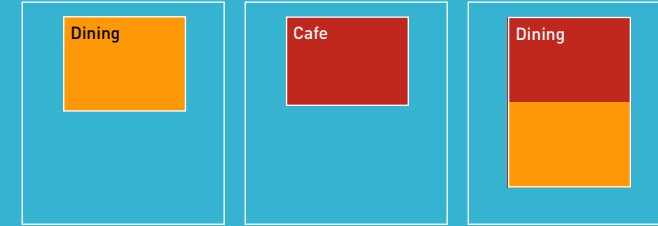
school 120 sqm community 120 sqm combined

Health



school 500 sqm community 500 sqm combined

Dining



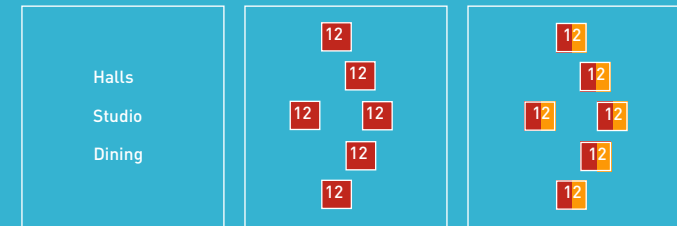
160 sqm school 150 sqm community 310 sqm combined

Library



180 sqm school 200 sqm community 380 sqm combined

Social services



school 100 sqm community 100 sqm combined

A SCHOOL'S CIVIC PRESENCE

PROMOTING A SCHOOL'S ETHOS

A RICH VARIETY OF SPACES

PLAYING FIELDS

SCHOOL SECURITY

APPROPRIATE SCALE

The way a school presents itself to the local community is critical to its success

A SCHOOL'S CIVIC PRESENCE

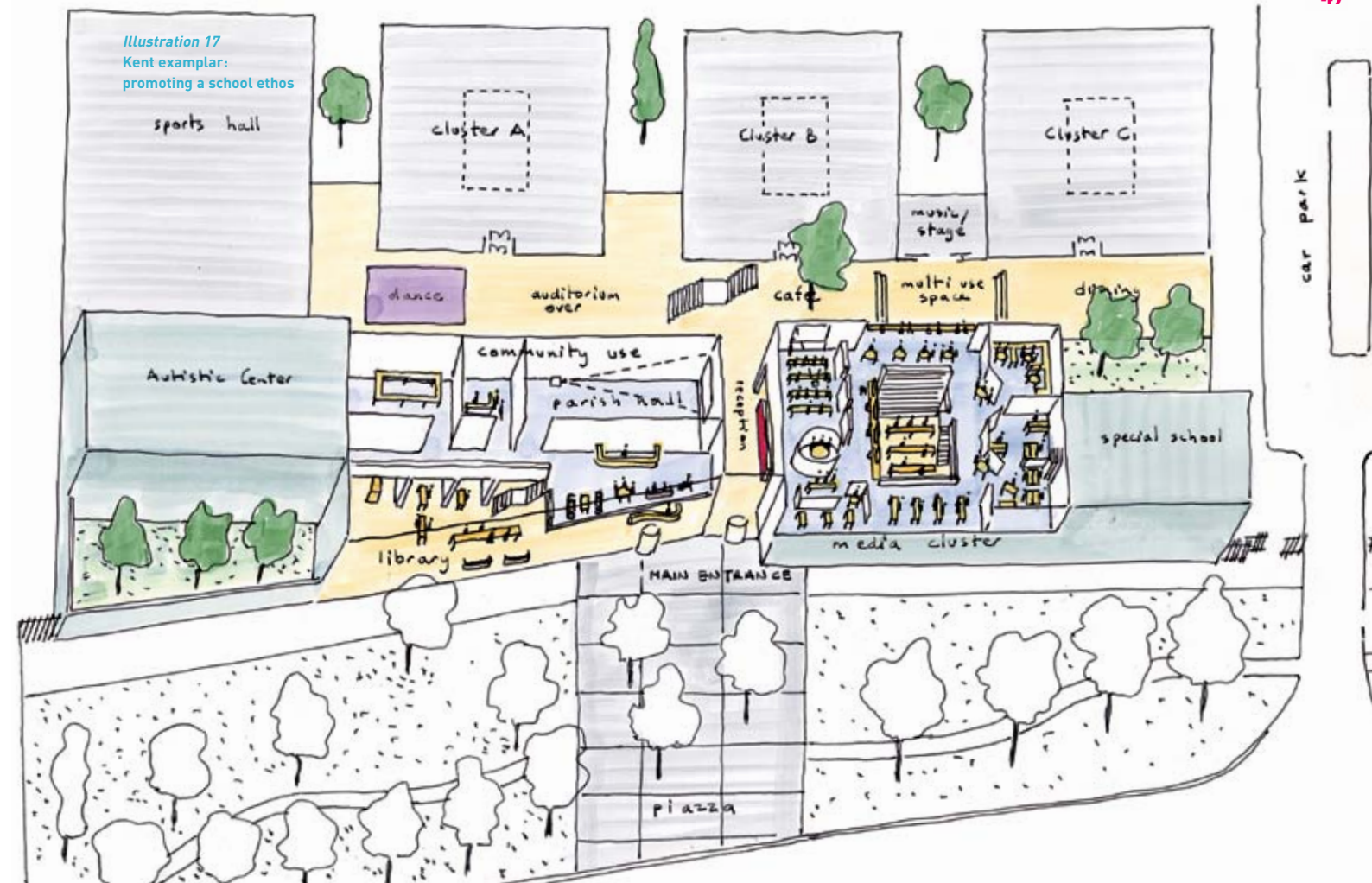
Often schools give an unrewarding first impression as they are approached through a sea of car parking with confusing movement patterns for both pedestrian and drivers.

In urban and suburban settings both primary school and All Age Schools are envisaged as being back of pavement, projecting learning into the heart of the community.

Traditional schools are unable to promote a visual showcase of their ethos. Schools tend to be isolated, surrounded by cars, with an entrance that is often difficult to find. The introduction of a prominent entrance to the school, fronted by a small civic square, will give the school presence and dignity often lacking in civic buildings.

PROMOTING A SCHOOL'S ETHOS

The design of a school can promote its ethos, even before parents, visitors and young people have entered the building. In the exemplar secondary school, designers have included a large glazed central learning resource area with added community provision, visible and accessible to all visitors. At one side of the entrance, the school's chosen specialisation – media arts – is positioned for maximum impact, convenient for visitors, audiences and young people alike. Prominently placed also, are two centres for special education, whilst the car park and set down area are to the rear of the school.



A RICH VARIETY OF SPACES

In this example (illustration 18), in order to stage a presentation, the drama spaces open out onto a meeting place for the whole school. The meeting place includes cafés and dining areas nearby. Sliding walls provide acoustic separation and privacy for this space. In this way a re-interpretation of the traditional school hall is envisaged.

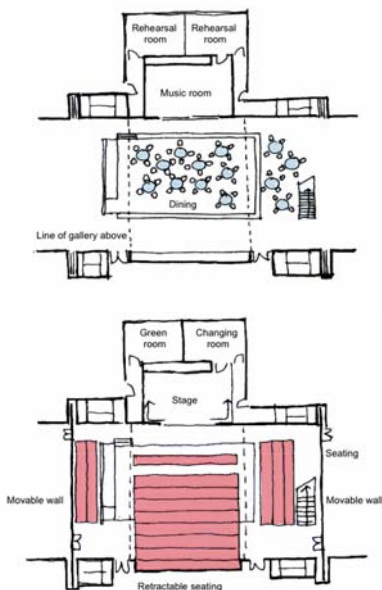


Illustration 18
A multi-use area can become a performance space for 400 people

Many observers are convinced that a generation of schools are being built replicating the past, with out-of-date cellular designs. As schools become more confident with the use of technology, it is critical to re-examine the future use of space, rather than repeating existing school patterns and slavishly adhering to existing briefing guidance.

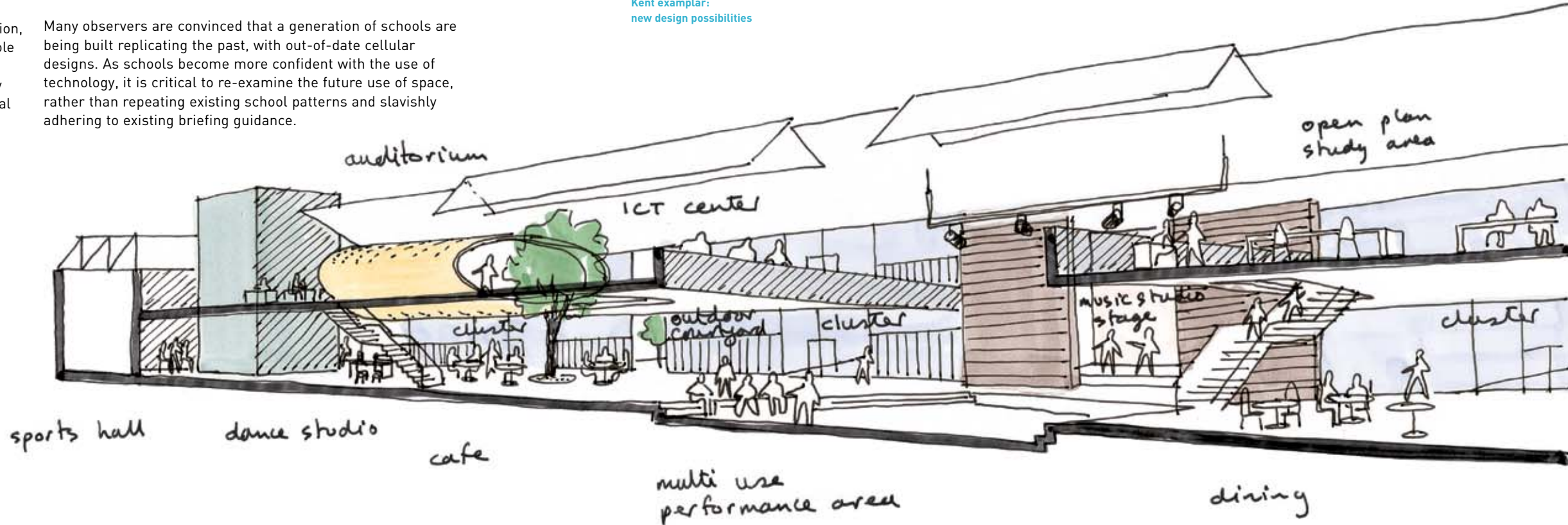


Illustration 19
Kent exemplar:
new design possibilities

PLAYING FIELDS

The learning environment is not just about buildings, but also about space, landscape and enclosure. Enclosure promotes well being, sanctuary and safe places for young people to learn.

Playing fields are an important part of the public arena. They contribute more than their function and sporting purpose. They are green lungs in the urban setting and should not be windswept, sterile, green deserts but landscaped terraces and gardens that provide spectacle and interest.

SCHOOL SECURITY

Whilst the buildings are a welcoming showcase for the school, they also act as a security barrier across the site. The illustration is an example of using buildings as boundaries.

The buildings form a welcoming entrance, sited around a civic square, with controlled entry. Community use is developed by offering a range of accommodation so suit specific needs.

APPROPRIATE SCALE

The design for the All Age School provides an external and internal environment of appropriate scale for children and young people. Single storey buildings surrounded by learning gardens are located at the more private side of the development. This design cascades down to the 3-floor development, for older learners. Bonding the project together are a series of common ingredients, for example, the learning research centre, a series of dining areas, ICT and other resource facilities which will be enjoyed and shared by the whole school community.

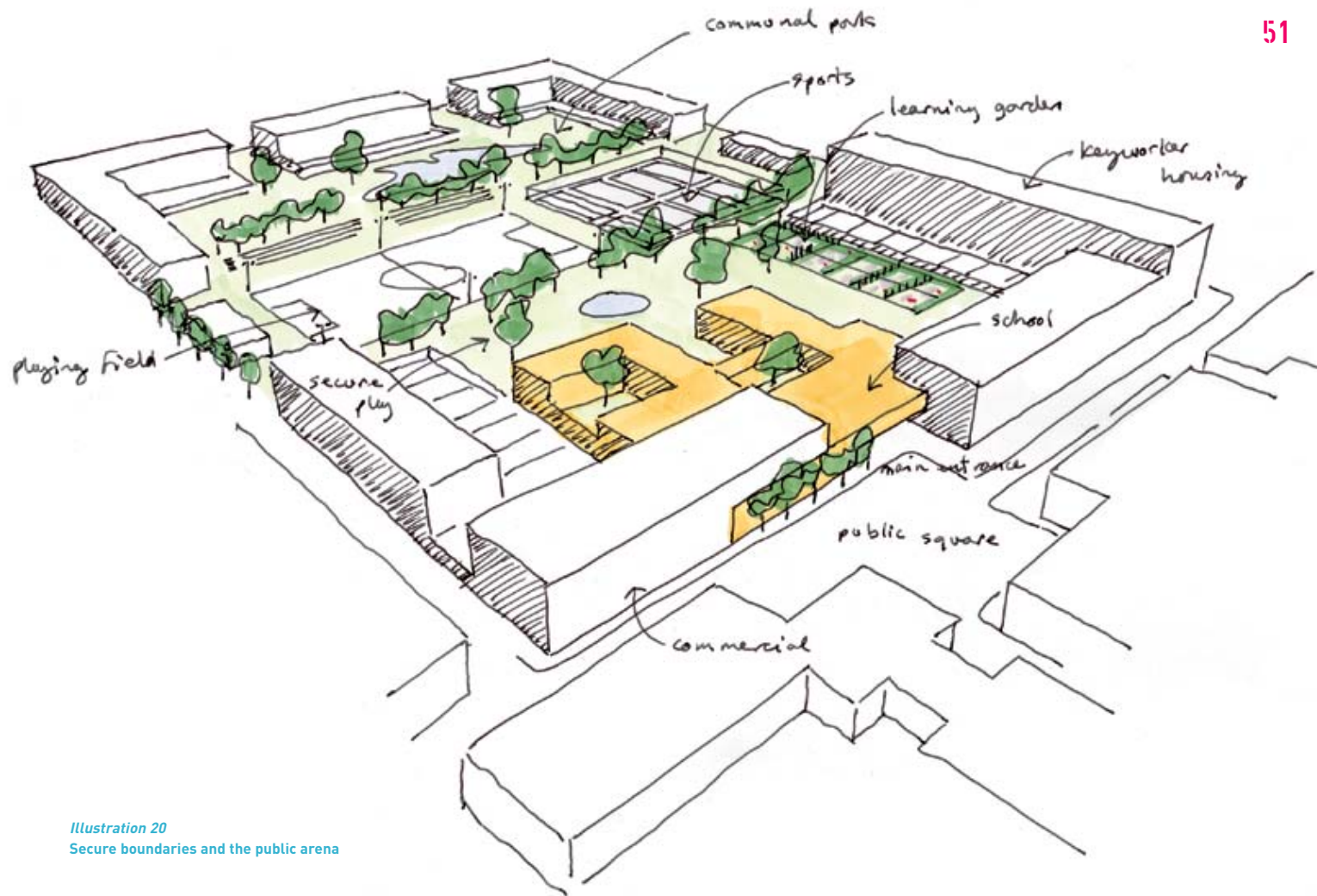


Illustration 20

Secure boundaries and the public arena

CRITICAL QUESTIONS

The challenges and principles outlined in this publication have influenced a number of new school designs in Kent. In developing the Template, a number of critical questions need to be considered as a part of any new school building project.

CRITICAL QUESTIONS

Educational demands on school building projects are not easily quantifiable. A series of questions have been compiled to assist in the design and implementation of new educational projects.

1. Stimulating design

- Does the architecture reflect the ethos of the school, inside and outside the building?
- Are the classrooms and open areas appropriately arranged to support curriculum needs?
- Are internal spaces flexibly designed to allow their conversion to other uses?
- Can the building be used as a learning resource?
- Does the architecture and the surrounding environment stimulate the learners to learn, play and move as befits their age groups?
- Are the entrances and reception areas welcoming, warm, safe and non-institutional?
- Do the school playgrounds and recreational areas (inside and outside) provide a rich variety of spacious play areas, as well as niches and places to withdraw to?
- Does the design bring a variety of spaces together in a stimulating and rich teaching environment?
- Do the designs present a compact school offering short journey times?

- Are all subjects carefully planned in suites of accommodation, integrating teaching spaces with storage, display, resources and staff spaces?
- Are curriculum areas grouped sensitively to reinforce common aims and objectives between subjects and Key Stages?
- Are teachers' offices and work areas positioned so that passive supervision of all main circulation routes is easily undertaken?
- Do the designs support pastoral care within the school by the careful grouping of spaces?
- Do All Age Schools have dedicated spaces?

2. Flexible room use

- Is it possible to change from one style of teaching to another at short notice?
- Are the rooms also suitable for non-school activities?
- Are classrooms planned with appropriate furniture layouts and a well thought out teacher's position, including access to storage and good natural lighting?

3. Learners involved in school design

- To what extent can learners and teachers influence the design?
- Does the design give learners and teachers a chance to redesign the classrooms and open areas flexibly?
- Does the architecture and surroundings give users sufficient scope to modify the various areas?

4. Community and outdoor spaces

- Do the outdoor spaces enhance curriculum activities?
- Are community facilities easily accessible?
- How do community facilities promote learning?
- Have potential community users been consulted at an early stage?
- Have these aspirations been included in the design?
- Have the recurrent and maintenance costs been included in the scheme?
- What are the governance and management arrangements for community facilities?
- How does the school promote opportunities for community engagement?

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