



From mountain to sea

# Primary School Design Brief



Revision 3



## From mountain to sea

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## 1. Rationale

Aberdeenshire Council is committed to providing 21st Century facilities for a 21st Century curriculum and the vision for the Learning Estate in Aberdeenshire is set out in the 2020 Aberdeenshire Learning Estate Strategy. Aberdeenshire Council is guided by the 10 principles set out in the national learning estates strategy; Connecting People, Places and Learning.

All learners should have access to positive learning environments and opportunities to develop their knowledge, skills, ambitions, confidence and self-esteem to the fullest potential. School buildings have a significant role to play in raising educational standards. Schools are required to be well designed and have facilities that inspire young people, teachers and communities and meet their aspirations and evolving needs. To achieve this, the primary space standard adopted in Aberdeenshire is that recommended by Scottish Futures Trust, a breakdown of this can be found in section 6.1.

New Build Projects must fully recognise the views of stakeholder groups which represent the whole community. Community requirements should be identified through the stakeholder engagement process.

The purpose of this document is:

- to provide a recommendation of core provision for new build primary schools, which can be adapted according to site and roll;
- to take into account essential Educational and National agendas central to the core business of a school establishment;
- to ensure consistent and equitable provision across the Aberdeenshire Learning Estate.

This document should be read in conjunction with the following documents:

- Connecting People, Places and Learning; Scotland's Learning Estates Strategy
- School Premises (General Requirements and Standards) (Scotland) Regulations 1967
- Aberdeenshire's Learning Estates Strategy
- Aberdeenshire Accessibility Design Brief

## 2. Introduction

School buildings represent a long-term investment for Aberdeenshire Council and space standards have been adopted to provide flexible schools which will be capable of responding to future changes in educational policy.

Where schools have been identified through the stakeholder engagement process, new schools may be suitable for access by the wider community with facilities designed so that they can be utilised as fully as possible beyond the school day. This would be determined through a place based review approach.

This briefing document is a guide for designers providing recommendations on core provision, space standards and essential adjacencies which can be adapted to suit individual sites and to help reflect any particular needs of the local community. This brief should also be applied when undertaking extensions and refurbishments to schools.

This brief will be reviewed and, if required, updated annually to consider essential Educational and National agendas central to the core business of Aberdeenshire Council.



### **3. Current Key Documentation**

#### **3.1 Education (Scotland) Act 1980**

National legislation covering the main aspects of Education in Scotland.

#### **3.2 Education (Additional Support for Learning) (Scotland) Act 2004**

Local Authorities must provide support for any child with additional support needs.

#### **3.3 Getting it Right for Every Child**

This approach helps practitioners focus on what makes a positive difference for children and young people and how they can act to deliver these improvements. Getting it right for every child is threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

#### **3.4 Curriculum for Excellence**

The 3-18 curriculum aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work.

#### **3.5 Curriculum for Excellence Through Outdoor Learning**

Curriculum for Excellence offers opportunities for all children and young people to enjoy first-hand experience outdoors, whether within the school grounds, in urban green spaces, in Scotland's countryside or in wilder environments.

#### **3.6 Schools (Health Promotion and Nutrition) (Scotland) Act 2007**

Places health promotion at the heart of a schools' activities. Every school pupil in Scotland should receive at least two hours per week of physical education in primary school and two periods in S1 to S4.

#### **3.7 The Children and Young People (Scotland) Act 2014**

Provides the legislative framework for looked after children and their rights.

#### **3.8 Eco Schools Scotland**

The Eco-Schools programme engages children and young people in key issues including the environment, sustainability, global citizenship and the value of a low carbon future.

#### **3.9 Connecting People, Places and Learning**

Sets out a national shared vision and aspirations for the school estate and the guiding principles and objectives.

#### **3.10 Aberdeenshire Council – Learning Estates Strategy**

A local learning estates strategy for Aberdeenshire outlining key drivers, aspirations and requirements for all our learning spaces.

#### **3.11 Equalities Act 2010**

Provides a legal framework to protect the rights of individuals and advance equality of opportunity for all.

### 3.12 Schools Premises Regulations (Scotland) 1967

The 1967 Regulations prescribe a broad minimum standard that school buildings must meet. The Regulations have been subject to a recent consultation to review and update these. Updated Regulations are still outstanding.

### 3.13 Sportscotland

Is a statutory consultee in respect of a range of development proposals.

### 3.14 Aberdeenshire Council Accessibility Strategy – Appendix 3 Accessibility Design Brief

A design brief which sets out the accommodation requirements for schools to support pupils with additional support needs.

### 3.15 Learning for Sustainability

A national programme of change focusing on sustainable development education, outdoor learning, global citizenship and social welfare.

## 4. Our Goals

### Scotland's Learning Estate Strategy: Connecting People, Places and Learning.

The Scottish Government and COSLA have shown their commitment to invest in the learning estate through their strategy "*Scotland's Learning Estate Strategy: Connecting People, Places and Learning*".

The national strategy recognises the importance of the learning estate in supporting outcomes that are necessary for a more successful Scotland.

This vision is for:

**"A learning estate which supports excellence and equity for all":**



**A local Learning Estates Strategy for Aberdeenshire outlines the key aspirations and drivers for improvements to the estate;**



**Excellence**

All learners and community users to be educated in buildings of grade A or B for Condition and Suitability



**Inclusion**

All learners and community members to be able to access all accommodation



**Equity**

All learners and community members to have access to quality accommodation, meeting the needs of all through a place-based approach

Aberdeenshire Council is committed to seek opportunities to learn from best practice from across the Northern Alliance, Scotland and beyond. All opportunities to collaborate are welcomed. The Aberdeenshire Primary School Design Brief, the Accessibility brief and the bespoke briefs for community campuses combine all learning and lessons learnt from educational post occupation evaluations.

This informs new builds, extensions, refurbishments and in gaining equity across the older estate.

The following grid shows the fundamental principles behind decision making when designing spaces.

<p>All these aspects are to be considered to ensure a holistic approach to the estate</p>	 <p><b>COMMUNITY</b> Shared learning connecting to local and global communities</p>	 <p><b>SPECIALIST SPACE</b> Practical and creative space for pupils, students and teaching staff</p>
 <p><b>ACCESSIBLE</b> Accessible facilities and appropriate wayfinding with space for the emotional and intellectual needs of learners.</p>	 <p><b>INCLUSIVE</b> Empowered, resilient and safe</p>	 <p><b>PLAY and RECREATION</b> Outdoors and Indoors</p>
 <p><b>NATURAL SPACE</b> Outdoors and Indoors learning for sustainability</p>	 <p><b>OWNERSHIP</b> Demonstrates identity - pupil and student voice</p>	 <p><b>SUSTAINABLE</b> Water and energy efficient, Circular Economy, Recycling Strategy</p>
 <p><b>ENVIRONMENT</b> Wellbeing, acoustics, light, heat, safety, healthy</p>	 <p><b>FIXED FURNITURE AND EQUIPMENT</b> opportunity for agile learning, comfort with ergonomic considerations</p>	 <p><b>DIGITAL</b> ICT strategy, infrastructure and equipment</p>

## The Learning Estate Strategy Guiding Principles:

- Learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners.
- Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners.
- The learning estate should be well managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value.
- The condition and suitability of learning environments should support and enhance their function.
- Learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle.
- Learning environment should be greener, more sustainable, allow safe and accessible routes for walking, cycling and wheeling and be digitally enabled.
- Outdoor learning and the use of outdoor learning environments should be maximised.
- Good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all.
- Collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential.
- Investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.

## **5. Lessons Learnt and Post Occupancy Evaluation**

Upon the completion of each new build, a post occupancy evaluation is issued to staff and pupils after one full year of occupation to understand any challenges and lessons learnt from those using the building every day. A similar exercise is carried out from a construction perspective and both these evaluations help to inform the next project.

The accommodation provided in new schools should ensure compliance with regulations and guidance issued as part of the recovery from Covid-19. Natural ventilation and access to handwash facilities are essential. The outdoor environment must be considered as an extension of the indoor environment and as such should follow the requirements set out in section 6.18.

## 6. Accommodation

### 6.1 Essential Spaces and Design Considerations

Accommodation should generally follow national guidelines based on the following metrics:

School Roll	Metric/pupil (Standalone Primary)	Metric/pupil (part of campus)
0 – 231	8.5m <sup>2</sup>	8m <sup>2</sup>
232 – 462	7.5m <sup>2</sup>	7m <sup>2</sup>
462+	6.5m <sup>2</sup>	6m <sup>2</sup>

As an overview, each School shall have the following:

- a secure entrance, visible and controlled from Reception
- be fully accessible inside and outside to all pupils
- rooms for children requiring additional support in line with the Accessibility Design Brief.
- a separate space for dining from PE
- adequate catering space to allow the serving or production of school meals.
- internal teaching spaces which promote team teaching, sliding doors are recommended.
- a learning resource space shared by the whole school
- at least one 'badminton court' sized games hall in accordance with SportScotland recommendations
- a studio space which is suitable for music, drama, PE and general use.
- adequate storage space
- plant space which allows adequate space for repair, maintenance and replacement of equipment

The following provision may be provided following a place based review of requirements;

- One All Weather external sports area and or Multi Use Games Area.
- sports changing facilities which promote use by the community, generally showering facilities should not be provided unless a bespoke arrangement is required. Teaching areas should be easily isolated from spaces used by the community to prevent unauthorised access.

## **Design Considerations**

It is desirable that all the large halls are interlinked to provide large spaces for Community events.

A single storey solution for the teaching areas is preferred, so that each classroom has direct access to the school grounds and external teaching environment. This will be delivered where site constraints allow.

Any new Primary School building which will accommodate Early Learning & Childcare (ELC) provision, should ensure delivery of a modern environment which maximises free flow outdoor space, surrounding the entire playroom space. Support facilities such as a Parent Room, Office, Kitchen and adequate storage capacity should also be prioritised along with provision of separate access point away from the main School entrance. These requirements may be delivered as part of an ELC provision linked to the main school building or as a separate building as appropriate, to ensure delivery of the key drivers and facilities. Regardless of specific design or placement of the provision, the School and ELC Staff will ensure a focus on enhancing opportunities to aid smooth transitions and collaboration between the Nursery and the rest of the School.

Inclusion and Accessibility is at the heart of Aberdeenshire Council ethos, culture and practice. Aberdeenshire aspires for all buildings to achieve this, thereby not creating barriers for their learner communities. Accommodation should comply with the Accessibility Design Brief included as part of the Aberdeenshire Accessibility Strategy. The building must be accessible to all children, staff and community including those with non-physical and physical disability.

## **Solar Control and Glare**

Teaching spaces are to be carefully designed with orientation in mind.

Preventing solar glare to South facing glazing helps to minimise over-heating and allows digital displays (such as interactive digital screens) to be used.

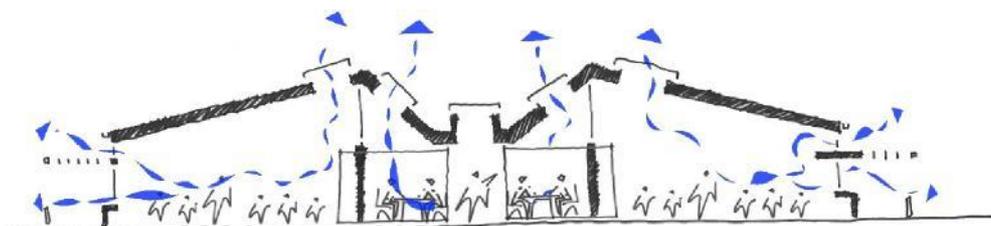
Consideration should be given to providing dual aspect in classrooms so that indirect sunlight can be allowed to enter teaching spaces without glare. The use of blinds should be as a last resort, and should only for short durations of time, to ensure classrooms are bright, pleasant environments to learn in. Where blinds are required to distort glare then these should be provided on all windows, including external doors.

Teaching spaces will also benefit from the natural light entering the shared spaces.



## Ventilation and Cooling

Teaching spaces should be ventilated as naturally as possible ensuring adequate comfort levels are achieved. Classrooms should have openings at either side of the room to encourage a through put of ventilation and large common areas should be ventilated to ensure there is the ability to control the internal environment.



## Signage

A wayfinding strategy including appropriate building signage, both internally and externally, should be provided to enable pupils, staff and visitors to navigate around the school. Consideration should be given to incorporating this within a public art commission. Appropriate council branding should be used as well as braille signage. Door signage should be kept to a minimum to improve the flexibility of spaces.

### 6.2 Entrance and Reception

The Entrance should incorporate a welcoming visitor reception space well signposted from outside the building.

Entrance doors should be automatic and arranged to reduce draughts to reception staff and the building core. A significant number of visitors may be parents with pre-school children, so the entrance should be wide enough to accommodate buggies and be accessible for wheelchair users.

The hatch for communicating with visitors should enable draughts to be minimised as much as possible but also retain a level of confidentiality within the admin office. Location of furniture in front of the opening hatch must be considered to ensure the safe operation of the window.

A location for the school safe must be identified close to the administration office. The safe must be secured to the building.

Sufficient lockable storage required in Administration Office for pupil and staff personal files, or a nearby lockable room should be provided.

The visitor entrance should be a secure lobby which allows visitors to enter the school but restricts access to other areas without authorisation.

In order to control access to the school the reception and school office should be positioned close to the main visitor entrance with a clear view of anyone who arrives in Reception. Controlled doors, operated from reception, will permit visitors to access the school.

The school reception shall usually incorporate the school office, which is the administrative centre in the school and shall be provided with a lockable door.

An openable window should be provided to allow pupils and staff to access the office staff without leaving the secure area of the school.

A visitor toilet, which should be accessible and incorporate baby changing facilities, should be located close by.

The school post box should be a standalone feature away from the main building to prevent fire raising.

The administration office should have access to print facilities within the office or very nearby.

### **6.3 Internal Teaching Spaces**

#### **Overview**

Internal teaching spaces should be flexible learning environments which are easily adapted to facilitate active, investigative and exploratory learning.

Rectangular classrooms with a dimensional ratio not exceeding 3:4 should be provided with flexible furniture allow the teaching focal space to change as well as facilitating collaborative working of varying sized groups. Doors should not be provided for general classrooms, instead a semi-open plan approach should be taken, enabling breakout and small group opportunities in other spaces.

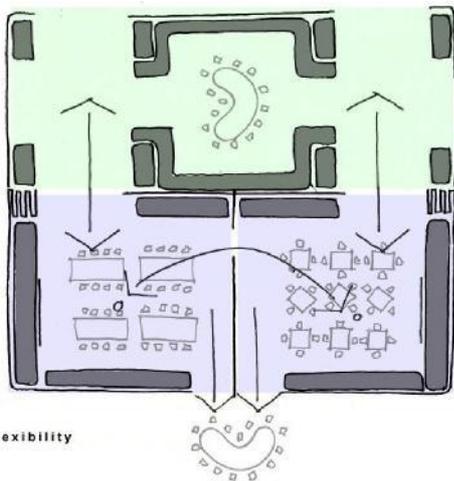
Opening up spaces between classrooms allows:

- creation of shared teaching spaces
- flexibility in learning groups
- team teaching
- mixed stage grouping
- areas allowing quiet study and small group tuition

Classroom storage areas should be carefully considered and efficiently planned to:

- maximise storage
- help define spaces
- maximise floor space
- maximise wall space for display

## Flexibility

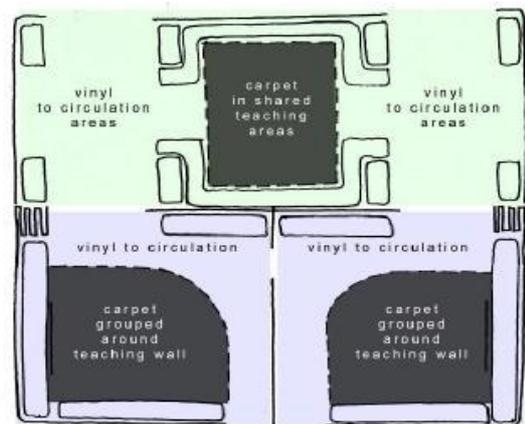


Openings between the classroom spaces onto shared general-purpose areas allow break out spaces for intervention, reading, social spaces and nurture requirements.

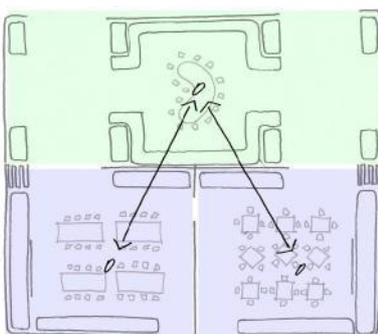
This also allows greater space for shared resource including role play, cross year activities, performance and investigation.

Flexibility

Wet areas and sinks in the shared area make learning across the curriculum accessible. Advantages also include hand washing which teaches healthy regimes. Floor finishes should help define types of areas, early stages requiring greater surface area of wet flooring.



Floor Finishes - define areas + to suit use



Visibility - glass screens to allow transparency

Glass between the classroom and the general spaces will allow visibility and natural light into the classroom.

## Internal Teaching Spaces – Design Requirements

- Room areas shall be as the appended accommodation schedule. Shared general purpose spaces to be accessible from classrooms, with good visual linkage from classrooms to both the shared area and adjacent teaching spaces. GP spaces to have a vinyl floor.
- Wet areas should be located within the shared area – one activity sink and one wash hand basin assembly per two classrooms, and one sink in each area to be height adjustable to suit children using wheelchairs.
- Cloak areas should be within the shared areas adjacent to classrooms and have sufficient space for 33 coats and bags. Cloaks should be hung on hangers and rails; pegs should be avoided. Any shelving should be adjustable.
- Schools bags should have sufficient storage to ensure they are stored safely and off the floor.
- No indoor/outdoor change of shoes and therefore shoe boxes are not required.
- Space for lunch bags should be provided out with the cloaks area using portable trolleys.
- Shared general purpose area to be provided with informal furniture to allow teachers to define areas to meet their requirements. In addition to informal furniture, 8 chairs and 4 pupil tables should be provided for additional breakout from the classroom.
- Provide minimum of 4 no hard-wired IT points within each GP area and 2 per classroom with adjacent power sockets to accommodate equipment requiring a hard-wired connection. Wireless connectivity to be of the appropriate density to manage current and future anticipated data requirements.
- Classrooms to be accessible from outside with single lockable door, barrier matting should be included at each door entry point but flush with floor level. Threshold should allow for easy manoeuvring of wheelchairs and other wheeled items.



- Each classroom to have provision for an interactive digital screen in the centre of the Learning Wall in accordance with Aberdeenshire Council's ICT strategy.
- Learning Wall concept to be used in all classrooms providing built in writable sliding doors, storage for books and materials which avoids any requirement for additional storage furniture. Each wall to include area which should be suitable for charging mobile devices, including tablets and laptop computers. Interactive screens should be height adjustable in the early level classrooms.
- Classrooms shall include CO2 monitoring and manual control of windows and blinds by teachers using electronic controls.
- Horseshoe table – one for every two classrooms.
- No other loose furniture in classroom as teaching wall should accommodate requirements.

Furniture: - P1 – P3, Size 3 (30 chairs and 15 tables per classroom)  
 P4 – P7, Size 5 (33 chairs and 15 tables per classroom)  
 1 x Teacher's operator chair



- Classroom walls, corridors and GP areas should be maximised with pin boarding at height appropriate levels to encourage pupil interaction with the display material.
- Windows should have suitable window coverings to block daytime sunlight where required. This should also include the external classroom door. Preference should be given to allowing natural light in the classroom, but glare must be considered.

- Patterns on wall and carpets should be avoided as these can be confusing and may increase anxiety to individuals with ASD.
- A subtle colour scheme should be encouraged to aid way finding. The colour red should be avoided as this can often be regarded as a non-calming colour.
- Walls should be white with skirtings and facings, a contrasting colour to support pupils with a visual impairment colour can be used in furniture.

#### **6.4 Additional Support Needs**

This section should be read in conjunction with the **Aberdeenshire Accessibility Design Brief**. A place based review will determine if the school is mainstream, Enhanced Provision or a Community Resource Hub.

##### **Design Requirements**

All schools must have the following accommodation:

- Low level handrails at stair cases in addition to adult height hand rails.
- Low sensory stimulation area
- A hoist strategy must be in place to ensure that the potential for future installation can be carried out
- Accessible toilet - Bronze standard changing places should be included
- Small group spaces should be available for the school to determine its use (e.g. nurture space, small group working, break out space)
- Storage – general provision

One primary school in each network will be designated as the location of Enhanced Provision and these schools will include the following additional spaces:

- Sensory Room, specialist room
- Therapy room
- Life Skills Room (at least one with fitted kitchen facilities)
- Nurture Spaces
- Accessible toilet - Silver standard changing places should be included
- Quiet area for use by children/young people who need space for time alone, or to work with an adult or in a small group (nest spaces)
- Flexible Spaces, for physiotherapy
- Storage – increased provision

Specialist rooms and toilets should be co-located with other teaching areas to allow integration of all children with additional requirements.

Community Resource Hubs supports pupils with significant and complex needs that cannot be met within the context of mainstream school or enhanced provision and should include the following additional spaces:

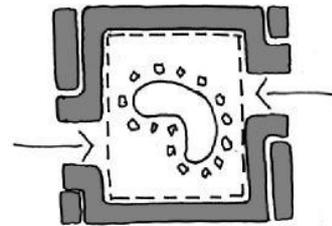
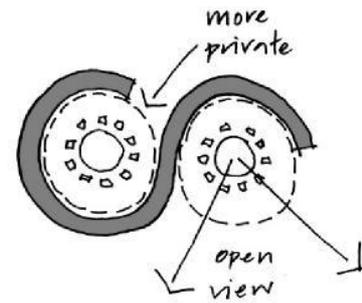
- Dark Room
- Accessible Toilets – Gold standard changing places should be included
- Dining area should have spaces and furniture to allow for privacy dining, one to one.
- Storage – high demand provision
- Safe outdoor play area
- Dining area should have spaces and furniture to allow for privacy dining, one to one.

## 6.5 Learning Resource Space

This space is a shared resource and should be suitable for use by all pupils which should be reflected in the choice of location.

Furniture should be loose and where possible bookshelves on castors to allow flexibility.

It may be incorporated into a widened circulatory space allowing ease of access to all pupils. Consideration should be given to the requirement for this to be a quiet space and for the impact of any adjacent space.



Library Storage Configurations  
private study spaces or open public spaces

## 6.6 Music and Drama

### Overview

Where a studio area is specified in the accommodation schedule this should be designed so that it is suitable for the teaching of music and drama, as well as use for games for younger children. Good acoustic performance is required and some provision for local stage lighting should be included. Primary schools do not require a full performance sound and lighting rig.

### Design Requirement

- Should be approximately 80-90sqm in size.
- This space should have provision for an interactive screen.
- Suitable storage space for costumes and musical instruments accessible from the space itself.
- All storage space should be fitted with moveable shelving to provide flexibility.

## 6.7 The Hall

### Overview

It is a requirement of the curriculum that Primary children receive two hours of timetabled PE every week. This must be delivered inside in inclement weather.

Other than PE, this space should be utilised for whole school assemblies, religious observance, drama, music, dance, productions for parents and community productions. This space is central to the development of the ethos and culture of a school.

SportScotland recommendation is for a two-badminton-court hall as this provides an adequately dimensioned teaching space which can be divided into two to provide the required number of hours to meet the curriculum.

The final allocation of PE space will be dependent on a number of factors:

- the anticipated school roll
- the requirements to extend the school in future
- anticipated community need

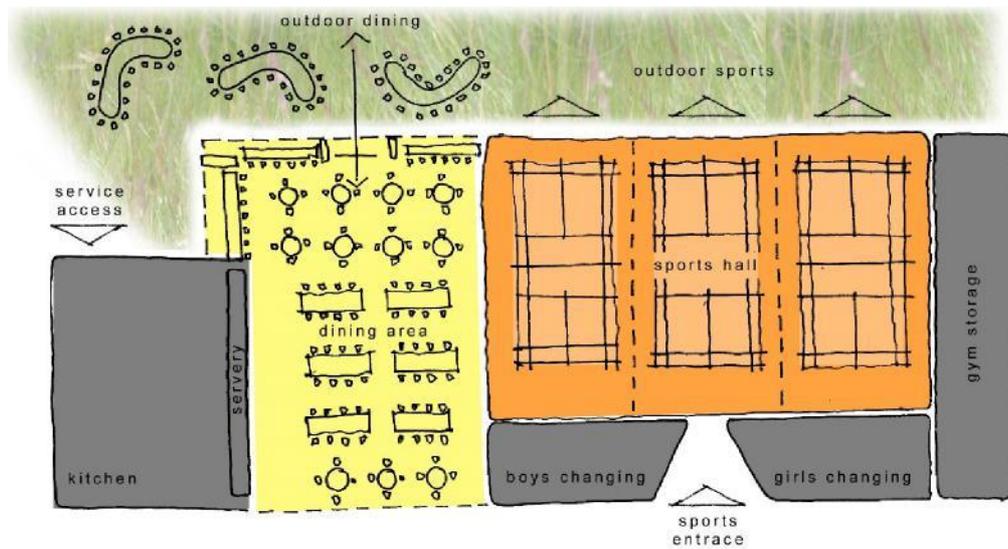
Schools in settlements with few other facilities for sport may require more extensive facilities than schools located in larger communities with a range of existing sports facilities nearby. If significant levels of community use are expected, consideration should be given to providing a three-court hall which can be subdivided.

For smaller and medium sized schools, the requirements of the curriculum can be met with a single hall and where required, a studio.



## The Hall - Design Requirements

- Dimensions - Single Court - 10 m x 18m, Two Court - 18m x 18m, three court 27m x 18m.
- Height - a minimum clear height of 6.7m above the playing surface.
- Finishes: Floor should be a timber finish. Surfaces designed exclusively for sports will not tolerate the many other uses of the space.
- Walls should be painted in accordance with **sportscotland**.
- Recommendations to allow playing of racquet sports such as badminton and tennis.
- A full height partition should be provided if the hall is larger than a single court. This should be easy for teaching staff to position unaided. The curtain must provide suitable acoustic barriers when the hall is sub-divided. Design teams must recognise that equipment requiring regular specialist maintenance places a financial burden on the school budget, and often becomes unreliable.
- Artificial lighting should provide evenly distributed light with no glare. If the hall is to be divisible, lighting controls must be provided in each section.
- Direct access to the outdoors would be beneficial.
- Storage shall be lockable with wide doors to assist access and floor covering to extend into stores. The depth and width of stores should be considered. A number of smaller stores are preferable to one large store.
- Storage should be fitted with high level moveable shelving to enable storage of materials off the floor.
- Court markings shall be provided following consultation with the school and community where appropriate.
- A demountable stage and appropriately sized storage shall be provided. The stage should be mobile and of an appropriate weight and size that 1 or 2 people are able to assemble.
- Stackable chairs should be provided, the quantity should proportionate to the pupil roll, together with appropriate storage.



Large General Purpose Areas - dining + sports mode

## 6.8 Dining

### Overview

It is essential to have a dining hall which can be set up for eating at all times, but also used as teaching space, exhibition space, for breakfast and afterschool clubs and by the community. The location should be adjacent to the main hall which will allow the space to be used as an area for gathering for refreshments before and after presentations, plays and parent and councillor meetings.

The dining hall area should be styled as a bright open café, giving pupils an inviting space, which is conducive to healthy eating and a space where pupils will want to stay to eat.

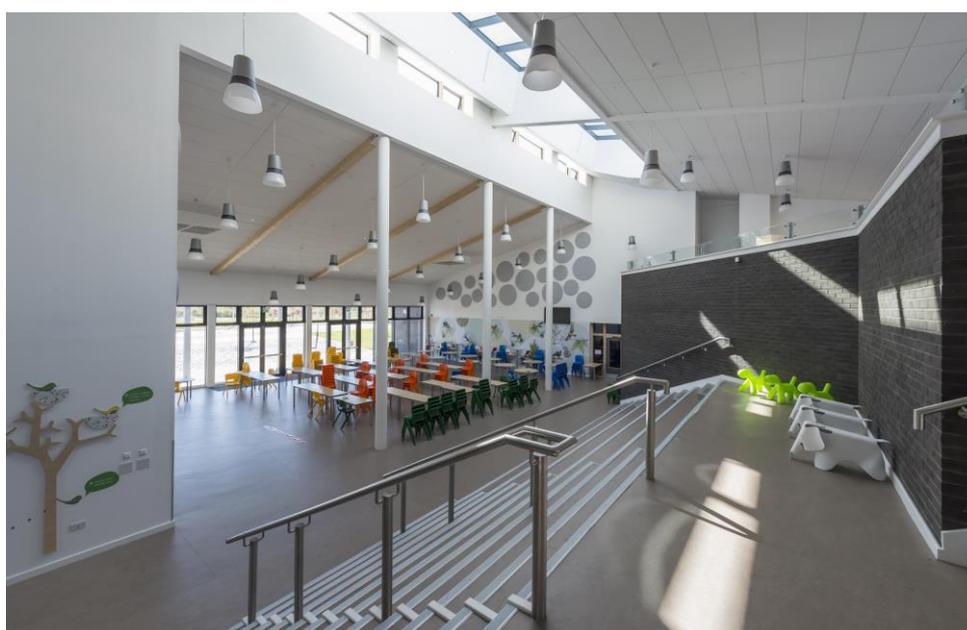
The space should have natural daylight with access to the outside allowing pupils the option to eat outside on fixed furniture. A hand wash facility must be provided in the dining area.



Furniture which encourages a social eating experience and does not need to be cleared away each day is required, with a choice of circular tables and booths available to provide pupils with choices about where they eat. Furniture where possible should be on wheels to enable the space to be flexibly used. Dining tables with fixed stools must be avoided.

## Dining – Design Requirement

- Servery length and configuration to be carefully considered to reduce queuing and reduce its impact on diners.
- Relationship to the kitchen to be carefully considered to avoid where possible crossing of dirty pot return and children waiting to be served.
- Hand washing facilities to be provided, preferably at the dining room entrance.
- Furniture should be suitable for storage and a storage area of adequate size to accommodate the furniture should be provided. Furniture should all be adult size as this reflects children's home environment and makes the space more flexible in use. Tables should be on lockable wheels to enable maximum flexibility.
- A fridge, wash hand basin and activity sink should be provided along with a small suite of storage cupboards for use by activity clubs / out of school clubs.
- Provision should be made for IT equipment to be used in the space including full wireless coverage.
- A projector and white screen/wall should be available for presentations.
- Dining option for pupils may not always be delivered in one sitting, particularly in large new builds and therefore the proximity to outdoor play space should be considered to reduce travel time to the dining area.



## 6.9 Information Technology

IT should reflect the advances in technology and should be accessible in all areas with effective wireless infrastructure connections which has sufficient capacity and density to accommodate all users.



It must be recognised that not all equipment is suitable for wireless connection and so a small number of data points will be required.

Storage and the grouping of multiple sockets are required to cope with the demand of charging battery powered mobile devices.

A central server room will be required for all schools, with hub rooms located as required to support the network in the school. These rooms will require to be air conditioned.

A centrally located print facility is required to enable pupils and staff to collect printed work.



The Education Service constantly review their ICT policy and should be consulted to determine current requirements.

## 6.10 Staff Spaces

A staff space suitable for all teaching staff to work and relax with an adjacent tea kitchen is required. Workstations with IT connections and charge points shall be provided as a staff work base. Flexible furniture will permit this room also to be used for staff or community meetings.

An office incorporating a small meeting space shall be provided for the Head Teacher, with separate shared office space for Depute Head Teachers. These offices should be located close to the teaching areas and preferably located to have an external window enabling natural ventilation.

Staff toilets shall be provided adjacent to the staff space. Lockable staff storage should be located within the staff room area to provide storage for personal belongings, this shouldn't be on a 1:1 basis but determined by the size of the school.

Design teams should note that there are a number of alarm and repeater panels which are located near the entrance to the school or in the administration or janitor's offices and should take account of these when designing the spaces.

### **6.11 Meeting Room**

The provision of a meeting room should be determined through the requirements stage. Where a meeting room is required, this should be for a minimum of eight people and be located close to the reception area so that it can be easily accessed by the community. An interactive screen and power should be provided in this space.

### **6.12 Janitors Office**

An office for the Janitor should be located close to the main entrance of the school. The location should be within the secure area of the building. The office should be provided with a sink and small worktop area for repairing items. A workstation area should be provided for ICT. A key safe should also be located here. Any CCTV requirements should be monitored from the janitor's office.

### **6.13 Medical Room**

A medical room shall be provided close to an entrance with nearby vehicle access. The dimensions should be suitable for carrying out eye tests. This room is to accommodate sick children and for medical needs and should be provided with a wash hand basin with lever taps. Where glazing is provided this must provide privacy.

The room should include a day bed and privacy screen, storage and fridge for pupil medicine, both of which should be lockable.

### **6.14 Kitchen**

A place based review will be used, in line with the Catering Strategy, to determine whether the school should have a full production kitchen or servery only facility.

Some school kitchens may also prepare meals for smaller satellite schools and this will be determined at briefing stage and may result in a larger kitchen being required.

The kitchen will require level access to the outside and the location of the kitchen entrance should make food deliveries and removal of waste as easy as possible.

The kitchen should be designed in consultation with the Catering Service. Direct access between the kitchen serving area and the dining room is required to facilitate cleaning and clearing of plates and cutlery.

The following spaces will be required:

- Food preparation area
- Server
- Wash up

- Goods inwards / waste storage
- Dry good store
- Walk in freezer
- Walk in cold room
- Staff WC
- Staff locker room/changing room with private changing facility
- Kitchen office
- Laundry room
- Store for cleaning materials

### **6.15 Toilet Accommodation**

Toilet Accommodation should be calculated in accordance with the School Premises Regulations 1967 and will be approximately 1 WC per 10-15 children.

The preferred model is for there to be a mix of toilet options including:

- individual private toilets – including enclosed handwash and dry facilities which are non-sex specific.
- open plan toilets – each block should be split into sex specific banks. Each WC should be in a separate fully enclosed cubicle and grouped wash hand basins.
- Cubicles and basins suitable for disabled users will be co-located with the main toilet suites.

Toilets should be adult height and in Nursery should be appropriately sized. Infection control is of paramount importance; separate wash basins are generally required and where sink troughs are specified, they must have separate water outlets, a four person sink trough would require 4 water outlets. Sensor no-touch taps shall be specified. A choice of hand dryers and towels should be provided.

Height appropriate full-length mirrors should also be provided. Toilet roll and soap dispensers to be provided by janitorial.

Where toilet provision is located close to open plan learning areas, consideration should be given to the use of hand towels to prevent disruption from hand drying machines.

Toilets and changing facilities shall be provided adjacent to the sports facilities and these will be enhanced as required to accommodate community users. Showers shall be provided where consultation with stakeholders indicates that the sports facilities will be required for community use.

### **6.16 Plantrooms**

Plantrooms should be integrated into the school buildings where possible as this reduces installation costs and running costs.

Plantrooms shall be large enough to allow equipment to be serviced and replaced over the life of the school.

Kitchen extract ventilation systems pose a particular risk, as there can be a build-up of grease and oils in the ductwork which can be ignited by the cooking process. For this reason, kitchen fans should be located in a plantroom.

### 6.17 Storage

A variety of spaces is required to allow the storage of small items on shelves and open storage for large items. All door sets should have finger guards in place to prevent hands and fingers from being trapped.

Separate cupboards should be provided for cleaning materials with a bucket sink and hand wash basin in each.

### 6.18 Outdoor Learning

#### Overview

The principles within the Learning for Sustainability agenda should be incorporated into the design of all outdoor spaces ensuring the outdoors is an extension of the learning environment. Outdoor learning is using the environment to learn and develop skills and the outdoor environment needs to be easily accessible without compromising security. The optimum provision is for each classroom area to have a direct link to the outdoor environment.

Consideration must be given to the supervision of play spaces and where possible the creation of blind spots should be avoided.

Whilst Aberdeenshire promotes out of hours use of our school grounds, consideration needs to be given to ensure the safety of pupils at breaks and lunch times. This will be assessed at each site and may include appropriate fencing and gates to mitigate blind spots and/or hazards e.g. busy road.



#### Outdoor Learning – Design Requirements

- Barrier matting should be provided internally at external classroom doors to reduce wear and tear on classroom carpets.

- Cloakroom areas should be located in close proximity to the classrooms to aid the transition to the outside, allowing continuous provision.
- Toilets should be fully accessible from outdoor play spaces without the requirement to travel back through classroom spaces to access them.
- School grounds to be fully designed to maximise learning opportunities and include storage accessible from outside the building. Landscaping should, where possible, include the following:
  - ✓ Varying ground levels and surfaces
  - ✓ Grass areas to grow and develop habitats
  - ✓ Variety of seating areas
  - ✓ Covered spaces for outdoor classrooms
  - ✓ Outdoor storage, this should be within the main building itself but accessible from the outdoors or a non-combustible standalone storage facility.
  - ✓ Digging and growing beds
  - ✓ Trees and natural spaces
  - ✓ Sensory Gardens
  - ✓ Reading and story spaces
  - ✓ Performance area such as amphitheatre
  - ✓ Covered bike and scooter racks (provision should be relative to pupil roll)
  - ✓ Avoid loose gravel close to glazed area of the building
  - ✓ Fully accessible



## 6.19 Outdoor Sports

Outdoor sports pitch provision is essential for the delivery of the curriculum.

The extent of sports facilities will depend upon the size of the site and the proximity of other facilities which will be determined through a place based review approach.



An assessment of requirement to provide an 'all weather' 7 a-side sized pitch or a Multi Use Games Area (MUGA) should be carried out at each school. These should be securely fenced. Any required artificial lighting should be controlled within the main school.

The following provision should be provided where space permits:

- Grass pitch suitable for 7-a-side
- Space for field sports
- Hard surface for netball and racquet sports

The area required for outside space should follow the recommendations of **sportscotland**:

<u>School Roll</u>	<u>Minimum area of playing fields.</u>
141 – 315	0.3ha
316 – 450	0.4ha
>451	0.6ha

## Appendix 1 – Indicative Accommodation Schedule

The list below is not an exhaustive list of accommodation to be provided. The ancillary spaces required in a primary school as per requirements should however be included in the overall gross internal floor area (GIFA). The GIFA will be dependent on the anticipated school capacity. The area given for each space is a guide and is based on lessons learnt and national guidance. This may be subject to change at each location.

Classroom Size	56.25m <sup>2</sup> (minimum)
Associated Classroom breakout	10m <sup>2</sup> per classroom
Music & Drama Studio Space	90m <sup>2</sup>
Dining	Various (dependent on school capacity)
Sports Hall	171m <sup>2</sup> (1 Court) 324m <sup>2</sup> (2 Court)
Sports Changing Room	45m <sup>2</sup>
Medical Room	13.5m <sup>2</sup>
Learning Resource Centre	45 – 60 m <sup>2</sup>
Management Offices	15 – 20m <sup>2</sup>
Life Skills Kitchen (where required)	45m <sup>2</sup>
ASN Group Room (where required)	30m <sup>2</sup>
Low Stimulation Room	12m <sup>2</sup>
Sensory Room (where required)	15m <sup>2</sup>

### Ancillary Spaces include:

- Toilets, including accessible changing facilities
- Cloaks
- Wet Areas
- Storage (Internal and External)
- Admin and Reception
- Reprographics (where required)
- School Kitchen (where required)
- Staff Work base and Welfare Facilities
- Meeting Room (where required)
- Janitors Office and associated stores
- Cleaners Stores
- Plant
- Circulation

## Appendix 2 – ASN Accommodation Requirements

The following table summarises the ASN accommodation requirements for schools.

Accommodation Requirement	Learning Environment		
	Mainstream	Enhanced Provision	Community Resource Hubs
Low sensory stimulation area	•	•	•
Small group space		•	•
Sensory room		•	•
Dark room			•
Therapy room		•	•
Life skills room		•	•
Nurture space		•	•
Quiet area		•	•
Space for physiotherapy		•	•
Hoist strategy	•	•	•
Storage – general provision	•		
Storage – increased provision		•	
Storage – high demand provision			•
Accessible toilet - Bronze Standard Changing Places	•		
Accessible toilet - Silver Standard Changing Places		•	
Accessible toilet - Gold Standard Changing Places			•

### Bronze Standard

Mobile Hoist  
Adjustable Bench  
Tear off Paper Roll  
Bin for Disposable pads  
Wash basin  
Toilet

### Silver Standard

Mobile Hoist  
Adjustable Bench  
Tear off Paper Roll  
Bin for Disposable pads  
Wash basin  
Privacy Screen  
Peninsular Toilet  
Non-slip floor

### Gold Standard

Fixed Tracked Hoist  
Adjustable Bench  
Tear off Paper Roll  
Bin for Disposable pads  
Wash basin  
Privacy Screen  
Peninsular Toilet  
Non-slip floor  
Shower/floor drain