



Creating new schools

Don't just spend the money!

Ministers have announced plans for a level of expenditure on school buildings unprecedented since the Victorians created a school system. TEN's Martin Rogers insists that we must invest it, not waste it

Capital investment in school buildings is due to exceed £5 billion in 2005-06. There will be a particular emphasis on the renewal of secondary schools, with the aim of achieving facilities "of 21st Century standard" for every secondary pupil within 10 to 15 years from 2005-06. (See DfES consultation paper *Building schools for the future*, February 2003, and TEN Policy Briefing 11/03.)

This is a very ambitious aim, but a very exciting opportunity. Success will depend on making the very most of the expertise, vision, commitment, skills and energy of all those involved – and on involving and engaging all those who will use these new facilities, whether for learning or teaching; leisure or work.

We should try to emulate the Victorians, and set our successors in the 22nd Century the challenge of matching our achievement.

The temptation must be avoided to cut corners either to make sure the money gets spent on time or (paradoxically) to economise and spread it further. Both will lead to deficiencies for which we will not, in future, be thanked.

This pamphlet draws together some ideas, describes some exciting current developments and points the way to further information that will be helpful to those lucky enough to be facing the challenge of creating a new school – whether from scratch or by refurbishing existing buildings.

Inside you will find key points for LEAs; invaluable tips for headteachers, drawing on a colleague's experience; news of approaches, including a webgame, to draw pupils into the design and decision-making process; ideas for inspiring positive responses, for evaluating success, for influencing behaviour and for making the most flexible use of the spaces being created – all drawn from current and developing practice.

Few of us get more than one chance to create (or recreate) a school with which we're involved, so we need help to make the most of the opportunity – without being marginalised! We hope the pamphlet will help to raise awareness of what is possible, and what can be achieved – and will help ensure that we create a valuable investment for the next generation, and not a costly inheritance.

What LEAs should do

Providing for future generations of pupils is a serious business. Education design consultant Andrew Beard outlines key points for authorities to consider when planning new school buildings

Having a new school built is a golden opportunity – for teachers, pupils, parents and the LEA. It can facilitate new styles of teaching and learning, it can raise morale and it can help raise attainment. After completion a vast number of people, over a period of many years, will have to live with the results of all the design decisions taken. Therefore it is vital that these decisions are sound and create a building

that is highly functional, sustainable in all senses, adaptable to future needs and will be a source of pride for future generations. The LEA has a crucial role in ensuring that the design process is well managed so that all these aspirations can be achieved. The following are a few of the basic issues that should be addressed to ensure a successful building.

- A clear brief. It needs to explain the ethos of the school, their aspirations, and the background to the project as well as the more tangible requirements. If this isn't fully resolved at the outset, valuable design time will be wasted and compromises may result. The LEA should therefore ensure that all the stakeholders in the project are signed up to the brief – headteachers, other staff, governors, school council and so on.

- Adequate budget and programme. Some feasibility work should be undertaken at the outset to establish an adequate budget – the DfES provides basic cost guidelines, but these need to be supplemented to take account of project specific issues such as ground conditions or planning requirements. Also, the timetable must be realistic. Trying to rush things at the design stage can result in poor decisions and uneconomical design solutions.

- Keeping stakeholders involved. Good mechanisms need to be established to involve the whole range of stakeholders, but they all need to know the extent and timeframe for their involvement. They should know when they can make comments, and also

the point after which decisions cannot be changed. The design team should make proper presentations of their proposals at the key stages, and there should be a formal sign-off at critical milestones.

- Look at other examples. There is no point in trying to reinvent wheels. Time spent by all the stakeholders looking at other

'It is impossible to get an outstanding building from a second rate design team'

similar projects with the LEA and the design team is time well spent. Looking at poor examples can be almost as instructive as looking at the best.

- Select a high calibre design team. Possibly the most vital point – it is impossible to get an outstanding building from a second rate team. The whole team is important – the architect, engineers, quantity surveyor and landscape architect. Not only should all the disciplines interact well with the client, but they should work together well as a team. There

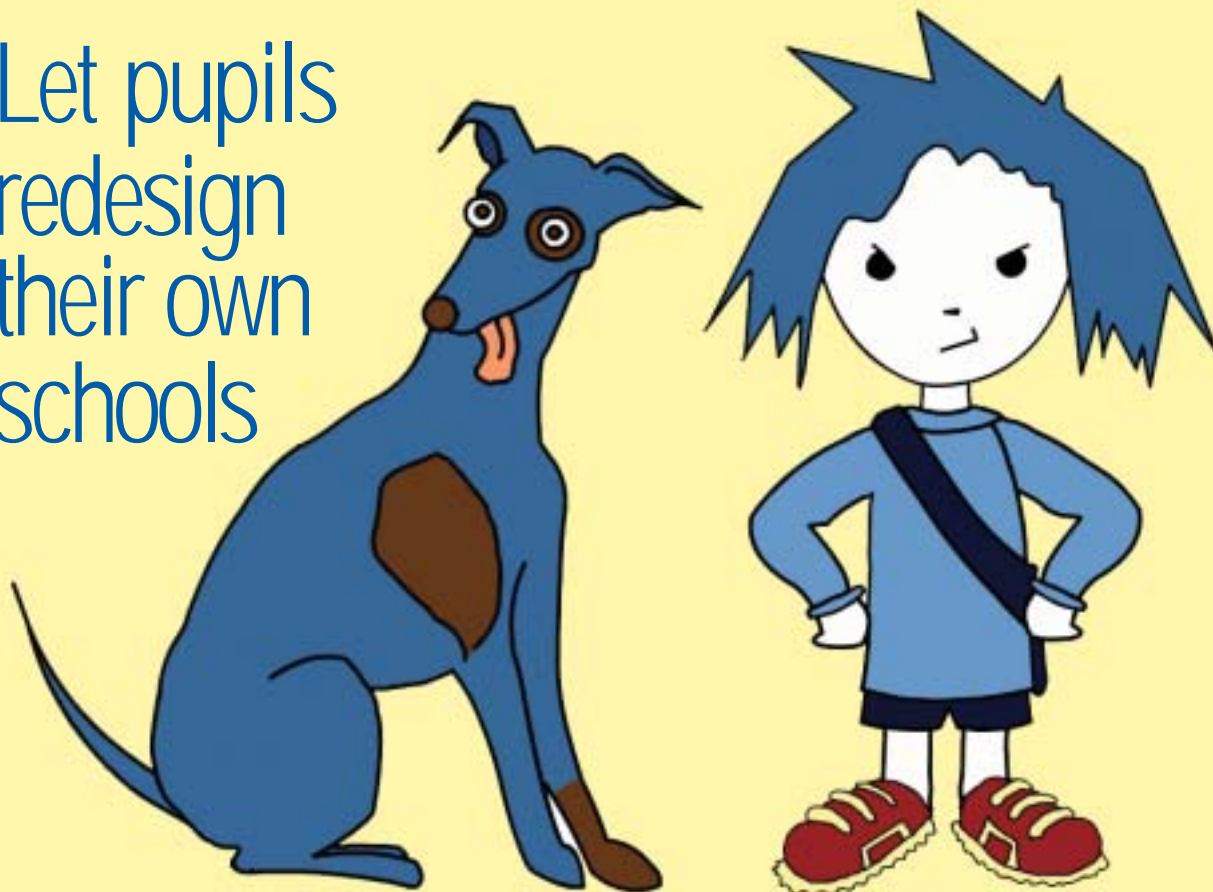
are several ways to select a team – advertising, recommendations, interviews, design competitions – and it is always worth considering several teams before making a selection. Other stakeholders should be involved in the process to ensure that they all have ownership of the decision. Before making the final decision it is worth visiting their earlier projects and talking to their previous clients. A shelf full of awards can sometimes mask problems that occurred during the design process! And be prepared to pay a reasonable fee – it is a tiny cost of a building over the whole of its life, so economies at this stage may cost dear later on.

The design of buildings is a complex process, and schools have the added complications of a variety of clients. It therefore requires a disciplined, responsible and rigorous approach. But if done well, it will be rewarding for all involved.

Andrew Beard is Director of Andrew Beard Architect Ltd, consultant in design, education and regeneration. Formerly Head of Planning and Premises for Sheffield LEA and previously Sheffield City Architect.

Picture: Telford & Wrekin/INTEGER

Let pupils redesign their own schools



Sharon Wright, Managing Director of School Works, explains why...

At School Works we were delighted when NESTA (National Endowment for Science Technology and the Arts) offered us funding to develop an online game aimed at 11-16 year olds. We argue that too often teenagers do not have a voice, or a choice, in how their education is delivered. It cannot be a surprise that pupils who feel disenfranchised become apathetic young adults who doubt their ability to influence democratic processes at the local and national level.

This is changing. The new Citizenship agenda in schools is designed to debate rights and responsibilities. The growth of School Councils is a realisation that pupils need to be engaged early in issues of decision making and democracy.

Our game has been designed to stimulate pupils to think about their school environment in a fun and educational way. And we know our approach makes a difference. Our

first partner school, Kingsdale in South London, was awarded £9 million by the DfES to implement our proposals.

A large co-educational comprehensive, Kingsdale was in special measures at the start of the process. The classrooms were in disrepair, the corridors were vandalised, the toilets so awful pupils would go home rather than use them.

We ran an architecture competition and selected dRMM, a talented young practice. In partnership with the school, our multi-disciplinary team ran workshops with pupils, staff, parents and the community to understand the direct and indirect effects of the school building on learning and culture.

And it was the pupils who gave us some of the most useful insights into what needed to be different. We simply cannot believe that school design will be effective without asking pupils their views.

Kingsdale goes from strength to strength and we picked up many of the learning points from that process in our game, 'Tike and the Missing Mutt'.

We wanted to make sure the game could be easily linked to class based activities, so we have provided curriculum materials including a teacher guide to the game and a series of Key Stage 3 and 4 lesson plans.

Tike, our character (see above), has attitude, is inquisitive, gets bored easily, but is a problem solver with a clear vision – to be reunited with his dog. Secondary age pupils have attitude, are inquisitive, get bored easily, but give them a clear vision – to create a school for the future – and they will be energetic problem solvers.

The School Works online game, 'Tike and the Missing Mutt', teacher guide and lesson plans for KS3 and 4 are available at www.school-works.org/game/

From poetry and drama to virtual reality, the pupils at this inner city school explored the creation of a new space from every angle

Inspiring creativity

Mulberry School for Girls in London's Tower Hamlets recently entered into a PFI partnership with Miller Construction. Early in their partnership, Miller and Mulberry, which has a 100 per cent Bangladeshi intake, identified that they would like to develop best practice in involving school users.

They asked Metal, the multi-disciplinary artist's laboratory, to establish a brief for a stimulating consultation process to develop the four external courtyards which punctuate the new school design. An artist, Scott G Burnham, was engaged to steer ideas into an overall design concept, and drew together contributions from pupils and teachers, educational facilitators East Side Education Trust, the Architecture Foundation, landscape designers Studio Engleback, and architects B Consultants.

A series of workshops at the school allowed pupils to express ideas that would inform the artworks and design of landscaping for the four spaces. The external courtyards play a highly significant role in the lives of the students. In order to understand the diversity of their tastes, attitudes, behaviours and interests, students needed to understand and articulate their relationship with the courtyards.

Drama, movement and poetry workshops encouraged the students to explore how they moved in shared spaces and their intuitive relationships to different spaces. Design workshops were held to allow them to design conceptual objects and areas within imaginary courtyard spaces. Students were each given a camera and notebook for a week to photograph textures, colours and shapes to let them express their visual language and

preferences.

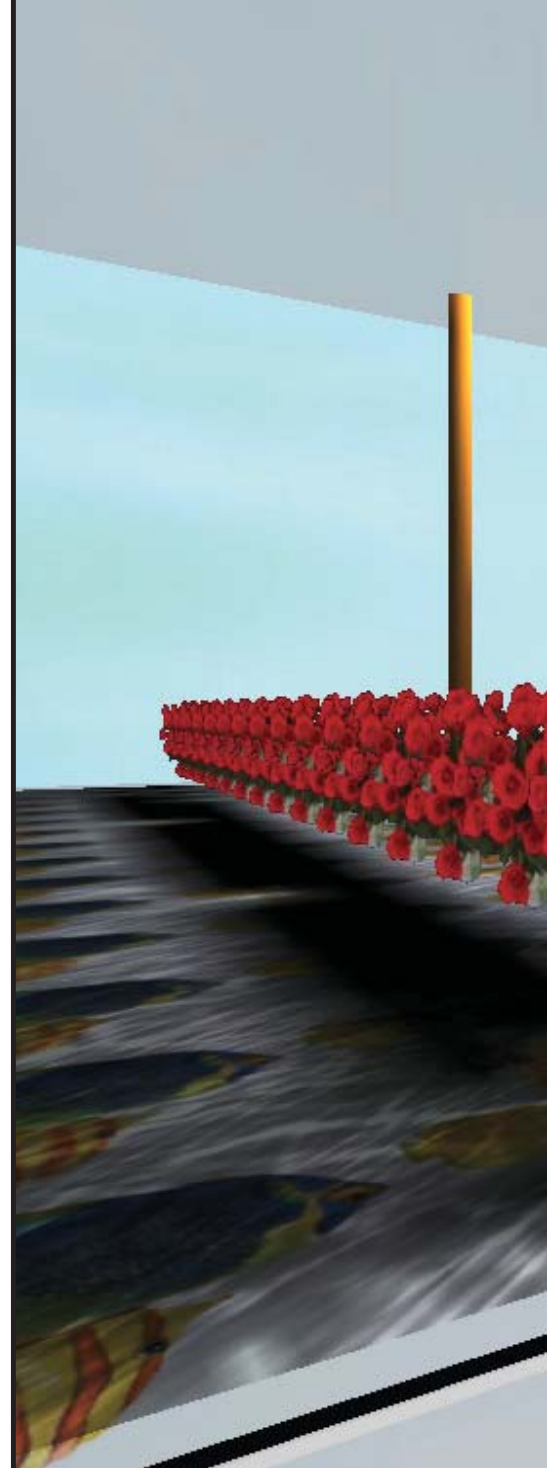
The final workshops involved each of the students in a virtual building exercise. This introduced the students to the concept of architecture, drawing on the palette of ideas and preferences they had already made through their earlier work. Each student was encouraged to think about the potential of their school courtyards, applying their understanding of materials, patterns, objects, scales of spaces and the variety of social interaction.

Using computer games software (V/SpaceLAB), groups or individuals made virtual environments, allowing them to explore their ideas in three dimensions, in first person control and in real time. This approach has allowed pupils to understand and take ownership of the redevelopment of the school. This has in turn provided a 'design checklist' for the design team and formed the core criteria for the artist's brief.

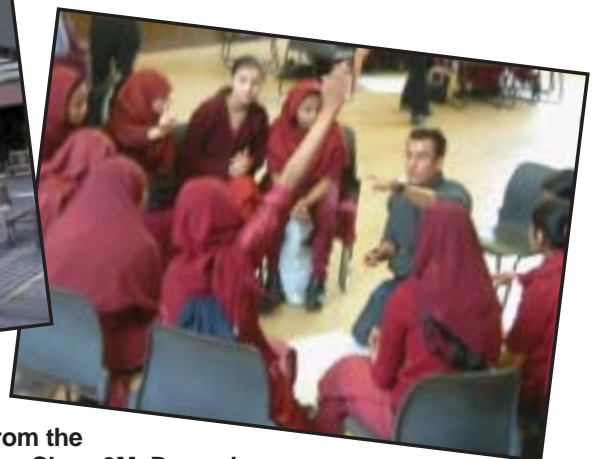
What resulted from this dynamic process were four very different courtyards, each with its own unique identity which reflect the mood, energy levels and needs of students during the teaching and non-teaching day. The students have also gained an understanding of the tangible aspects of design and function together with less tangible issues of renewal, regeneration and the social aspects of design.

Designs are now completed and approved and the courtyards will be finished in summer 2004.

Report by Colette Bailey, Scott G Burnham, Andrew Siddall
For more information about the work at the Mulberry School contact: Colette Bailey, Metal, 198a Broadhurst Gardens, London NW6 3AY. Tel 020 7328 5551 Fax 020 7328 5552



Picture: Scott Burnham, B Consultants



Main picture: Virtual Dream Courtyard - from the Mulberry School student design workshop, Class 9M, December 2002. Left: the finished design. Above: one of the existing courtyards. Right: a series of workshops led each stage of the project.

How do we gauge the success of a new building? Post Occupancy Evaluation, of course. Simon Catchpole, of Pringle Brandon Consulting, explains



Yes it might be lovely, but does it work?

The answer is, generally we don't know. Headteachers will have a view about the building in terms of how easy it is to maintain. Staff will know whether it is a good working environment. Pupils will have plenty to say about the spaces where they socialise. But is anyone gathering these together and making sense of them? Probably not – until now.

Post Occupancy Evaluation (POE) is used widely in the commercial sector to see whether new and refurbished buildings are meeting the needs of users. DfES has recognised the value of developing a similar tool for school buildings and is funding School Works and Pringle Brandon Consulting to pilot a POE methodology for secondary schools.

We recognise that a school specific POE tool needs to be flexible enough to apply to any type or size of school and be able to review hard design issues, such

as heating, lighting and ventilation, as well as soft design issues, such as how users feel about the building in terms of safety and security.

Given the pressure schools are under, the tool also needs to be a relatively quick process which can identify major successes and failures in the building design and help to spread good practice. The final report of the process should also allow schools to plan ahead, prioritising what needs to be done to maximise the effectiveness of the building over the next few years, and to tackle problems where they exist.

So we have developed a tool which looks at:

- Learning environment - how the school building supports effective learning
- Context – the school building's setting and form
- Interface – with the wider environment and setting

- Circulation – into and around the school
- Social space – the ability of the environment to accommodate differing needs
- Comfort – the environmental conditions

We have also put together a process that involves the school users – pupils, staff, parents, governors and the local community – in providing the evidence through interviews, survey and workshops. We are currently testing the POE tool with Chafford Hundred Campus in Thurrock (pictured) and will be working with a number of other schools in the autumn, before reporting to the DfES at the start of 2004.

If you would like more information about Post Occupancy Evaluation, or the work we have been doing, contact Sharon Wright on 020 7981 0361 or email Sharon@school-works.org

A healthy learning environment

Claire Jones, National Adviser, Health Development Agency, outlines the benefits

A healthy school is one that is successful in helping pupils to do their best and build on their achievements, and which understands the importance of investing in health to assist in raising levels of pupil achievement and improving standards.

The National Healthy School Standard provides the framework through which LEAs, working in partnership with health colleagues, can support schools to become healthier organisations.

Providing an environment that is conducive to learning is key to the whole school approach promoted by the NHSS. Many local healthy schools programmes have, for example, developed innovative work to improve school grounds.

Developing school grounds can support children to become more physically active – especially since

children spend approximately seven hours a week outside in the school playground and often complain of being bored.

An attractive, well-managed playground can also help to keep children occupied at lunch times and playtimes and has been shown to improve behaviour and reduce bullying.

There is also evidence that children are more ready to learn after an active break time.

Pupils are often the first to identify the link between the quality of the school environment and the health and well-being of the school community.

At St James C of E Primary School in Lancashire the healthy schools task group set a target to develop their school grounds following an audit of pupil and staff opinion and the collation of accident and behaviour records.

Children were involved in designing games, murals and markings for the playground, and their ideas were used in renovating the school grounds. A local business rendered the walls of the playground and donated £500 towards the work and local artists painted murals using the children's designs.



'Pupils are often the first to identify the link between the quality of the school environment and the health and well-being of the school community'

Local scouts doing their Duke of Edinburgh Award helped in painting and landscaping the playground and another local business was asked to donate plants and shrubs for the garden area.

A tree surgeon parent donated tree trunks to be used as seating and play equipment. The school has further plans to develop shaded areas, a quiet area, an environmental area and to purchase play equipment.

For more information about the National Healthy School Standard visit www.wiredforhealth.gov.uk

For more information about the Lancashire healthy schools programme visit www.lhsp.org.uk



'Children spend approximately seven hours a week outside in the school playground and often complain of being bored'

Pictures: Fred Jarvis

In case anyone hasn't been watching TV recently, home improvement is big business. Our awareness of the spaces in which we live, as well as the growing importance given to workspace design, has never been more evident and the choice of products to feed our creativity has never been easier to access.

But what about Britain's schools? How many of today's teachers go into teaching because of the great working conditions? Schools are not renowned for their innovative design. How many naturally creative teachers have been frustrated by ungainly classroom set-ups when all they want to do is clear some space to try something different; how many have tried to do 'circle time' in a science lab, or found themselves queuing up for Ikea cast-offs?

Challenge

The majority of Britain's school learning environments are institutional, dull and inefficient. And they're half a century out of date. Despite the best efforts of teaching staff, with buildings and resources designed for an education system of the 1950s, schools are ill-suited to adopting the practices required by a 21st century curriculum. There's some good stuff in there, but it's outlived its purpose – and the students know it.

How many 14-year-olds think that school is the most stimulating of environments to be in?

If school is about learning through different styles and different approaches to include every student and about fostering teamwork, communication and autonomy, where are the flexible furnishings, the social settings, the diverse cultures of the modern workplace?



Kit for purpose

Change

These are not settings conducive to creative learning. But a shift to optimising our places of learning is feasible, as the DfES's initiatives including Classroom of the Future show. Let's be clear however: this isn't *Changing Rooms*. It's about truly understanding the needs of teachers and students and providing safe and functional environments for creativity and self-confidence to flourish. Light, space, good quality equipment – all have a positive effect on concentration, efficiency and esteem, and that's where design comes in.

Effective design can do a number

of things, as the stories presented here show. By looking closely and understanding both the explicit and latent needs of students and teachers, designers can develop solutions that will increase the range of teaching styles and learning opportunities afforded by generic classroom resources. A designer's approach isn't just 'an artistic whim' but a focused investigation into the physical and emotional requirements of their chosen user group. This is what designers do and that's why the top performing organisations in the UK state that design is core to their business.

The Government wants to see better use of the school by the



We put much thought into furnishing our living rooms. So why, asks the Design Council's Hannah Ford, isn't the same care taken with classrooms?

community. Schools aim to raise attainment, retain their staff and reduce absenteeism. Teachers want to provide for a range of learning styles through a range of teaching styles. All these things can be achieved in part through the successful application of design to educational resources, systems and environments. However, cost considerations often mean that resources such as furniture are last on the list of priorities.

The way forward

Design Council's *Kit for Purpose* research has identified key areas for transformation: to improve the

system we need to foster innovation on the part of manufacturers and supply groups, better inform and inspire those who procure resources and encourage and support long-term investment in better quality goods.

Furniture for the Future is just a start. Manufacturers can make better use of designers to keep ahead of changes in the curriculum and teaching practice, find ways of prototyping new ideas in the classroom and exceed the expectations of the market. Innovation is always going to be a risk – but effective design can minimise that risk, turning

innovation into a successful product.

Schools Renaissance, a three-year project funded by the DfES, will offer a radical overhaul of the way schools resources are bought. Better products are not always enough, however, if the funds and inclination to buy are missing: investment in resources must be acknowledged and supported as a method of realising educational goals. Schools and PFI providers need to get wise to the added value that well-designed resources can bring to the learning environment; the provision of professional design and investment advice linked to ways of sharing best practice could help schools better align their spending with their educational goals.

Inspiration is the key: that's why all those home-improvement shows are so popular. Teachers and premises officers need support, advice and inspiration when considering how to optimise their classrooms. The solution could be a guide in the style of *Which?* consumer magazine to highlight best educational resources chosen by and for teachers.

These improvements will make for a system that supports and encourages innovation, shares information and inspiration, and allows all schools to maximise their investment in effective places of learning.

Teachers are professional people. And students are 'professional' learners. Let's give them world class environments in which to do their jobs.

For more information and a copy of the *Furniture for the Future* catalogue please email: info@designcouncil.org.uk or visit: www.designcouncil.org.uk

A good school curriculum helps you learn in many ways.

'The school curriculum should aim to provide opportunities for all pupils to learn and to achieve ... The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.'

(National Curriculum 1999)

The spaces of a school or other educational institution are integral in helping achieve these lofty ambitions: school buildings can support the emotional and social well-being of all who use them. But in contrast to, for example, supermarkets or prisons, there has until recently been little systematic study of whether school environments are fit for purpose, least of all in relation to issues concerning behaviour.

But things are improving. We know that headteachers see a high quality physical environment as a 'key factor in pupil motivation, through the visible sign that their education is valued by the teaching staff and society in general' (PricewaterhouseCoopers (PwC) study for DfES 2001). The ethos of a school and its expectations about behaviour are expressed through the design and maintenance of its spaces, whether entrance halls, classrooms or toilets. They also speak about the school's commitment to inclusion (in terms, for example, of high quality accessible signage and waymarking) and social inclusion. 'Now the school is shiny new and carpeted in the classrooms and has modern facilities and equipment. That has helped to create the precondition for teaching quality to make an impact - and it has. I see the work as part of the social inclusion agenda.' (A secondary head in the PwC study.)

Good environments make problems less likely. One secondary school had just had its ICT suite 'made over'. The premises manager reported, 'I don't hear from the IT teacher at all. He doesn't seem to have any behavioural problems as such. If the fabric and structure is in good condition it obviously helps the teaching and learning process and that's the feedback we get.' (Makeover @ School* scoping study 2002).

But there are challenges. Consider the importance of a primary school dining hall. 'As well as tables set up for eating, the hall was used for PE and assemblies on a daily basis as well as for rehearsal and performance space. It had to be walked through to get to other parts of the school.' (Makeover @ School scoping study on behaviour 2002). Well designed multi-purpose spaces make a huge

Buildings & behaviour

Nick Peacey of SENJIT* at the Institute of Education, University of London stresses the importance of environment to learning

difference to users and how they treat the space and one another.

Circulation through narrow, dark crowded corridors, often laden with bags of books because of poor storage, causes stressed and unacceptable behaviour, particularly in secondary schools.

Lack of attention to classroom environments is asking for trouble as well as lowered attainment. Two major US research reviews (Weinstein 1979; McGuffey 1982) revealed that thermal, visual and acoustic factors and the effect of colour consistently had a direct impact on students' and teachers' ability to concentrate on learning tasks, and that this affected student attainment' (High noise level, often simply due to poor acoustic



Georgia working with drawings for an open-air school.

design was hardly studied in English schools until tackled by Shield and Dockrell. Now the DfES is, rightly, taking action.)

Teachers need support too. PwC found that half the teachers interviewed identified lack of suitable space as the major barrier to effective working. Staff spaces that don't allow effective preparation encourage boring lessons and misbehaviour to counter the boredom. Finally, those toilets cannot be ignored: a recent Anglo-Swedish medical study found high proportions of children avoided them altogether, with high risk of consequent urinary and bowel problems; 40 per cent saw them as prime sites for bullying.

We are finding creative solutions to all these concerns, not least because the substantial sums now available for school buildings encourage their development. But we have to learn fast. By 2005-6 more money will be available to rebuild schools, particularly secondary schools, than has ever been available before. The challenge is exciting, but we must hang on to the breadth of our educational vision if we are to respond effectively.

***Makeover @ School is a partnership between SENJIT and CABAL architects working on school buildings. SENJIT (SEN Joint Initiative for Training) is a partnership between the IoE and LEAs.**

Surviving PFI

Jill Stuart, Headteacher of Summerhill School, Dudley, on the long but rewarding process of creating a new school

One of my top priorities when I was appointed Headteacher at Summerhill in 1996 was to improve our building. The LEA officer who was then in charge of capital building projects organised a value management workshop to consider the options available to us and Colley Lane, a Dudley Primary School.

Our school will be ready to occupy in September this year, Colley Lane has been operational since January. It has been a long, and sometimes frustrating, process but we have learnt a great deal. It is important that lessons are shared so Heads aren't reinventing the wheel with every new PFI project.

Precept Programme Management were appointed in June 1998 and I feel strongly that we would not have got anywhere without these excellent consultants. A key piece of learning for us was the need for everyone (LEA, school, legal support etc.) knowing, and being honest about, what they are capable of and where outside expertise/skills are needed.

For me the key learning points are:

- Be very clear from the start who is responsible for what, and what skills and real time are needed. Don't be frightened to say that you don't understand what is involved and what the implications will be
- Map out a detailed project plan with deadlines and lead personnel, and a risk register with contingency plans. When the private partner is chosen, work up a joint project and communications plan



Jill Stuart with one of her students

'Be prepared to challenge some of the fixed ideas that the professionals bring about what a school looks like and how it operates'

- Decide who in school is going to do what. We wanted to 'protect' most people in school as they had their existing, important jobs to do. Build money into the costings of the project to 'buy' time
- Visit other schools (including, but not exclusively, PFI projects) city learning centres, galleries and so on for ideas, inspiration and to find out how the building works. If possible talk to the people who were involved in drawing up the specifications for those buildings. Find out what they prioritised and why. I found this made me reflect on our thinking and made me more informed when talking to 'experts'

- Be prepared to challenge some of the 'fixed ideas' that the professionals bring about what a school looks like and how it operates
- Consider coherence – the colours, furniture, layouts, finishes, signage - as well as the design, because it is the total experience that will make the impact
- Involve all staff, students and community users in articulating their vision(s), without raising expectations of being able to meet every demand. Ask them to think about the current barriers to learning and enjoyment of the building, both internal and external. Move away from the notion of a teacher simply moving out of one shabby, small classroom in to a new, bright, bigger classroom and think in terms of teams of people using the spaces in timetabled and social time. This is a one-off opportunity to challenge some of our ingrained, and often unquestioned, practices. We are the experts in learning and teaching and must have our say!
- Look at other output specifications and final contractual documents. Useful booklets include :
Output Specifications for PFI projects – a 4Ps guide;
School Works Tool Kit;
Kit for Purpose by the Design Council.
- When the output specification is finalised and incorporated into the contract documentation it becomes a key negotiation

Continued overleaf

Surviving PFI

Continued from previous page

document. It is imperative that someone (in our case myself, our business manager and Chair of Governors) knows the key parts of the document inside out in order to be very strong in any negotiations. When 'partnership' doesn't work and interpretations and differences cannot be easily resolved, knowledge is power!

- Look at who else can help. For example, the Sorrell Foundation, Learning through Landscapes, professional artists and others can focus on a particular aspect of the building. In our case we are working with graphic designers, through the Sorrell Foundation, on signage. They can bring

greater expertise and fresh ideas from outside of the PFI straightjacket that can be built in to give the 'Wow! factor'

- Use 'fresh eyes' whenever possible to look at the proposed design. It is reassuring when you get positive and reaffirming feedback but also may pick up on simple points that you had overlooked

We have to live in the present, but think ahead and future proof as much as possible. How would our ideal school operate? What will be the impact of new technologies, more flexible curriculum models and so on.

The length of time from writing an Output Specification to actual construction is a long period and

many things can change.

In an effective partnership with the private partner, hopefully 'new' demands can be built into the plan to avoid a new school having some out of date features. However there will be cost implications and time pressures and there needs to be a process that is robust enough to deal with 'new' requests and changes – without sulking!

It is a fantastic opportunity, a great, tangible reward awaits, and I learnt a great deal.

The workload was/is huge and I got frustrated when people didn't do what I considered to be their jobs thoroughly and on time, or when we were patronised with 'we've done so many schools'.

But I have no doubt that when we move into our new school in September it will all be worth it!



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School Works is a not for profit company which works in partnership with a range of organisations including DfES (who provide us with some core funding), Demos and DTI's Movement for Innovation. We are working to link the design of secondary school buildings with their impact on teaching, learning, culture and management of those schools. Participation and partnership are at the heart of our approach, connecting those who work and learn in schools, with those who design and build them. We argue that school buildings can be both beautiful and inspirational, and functional.

The Education Network is an independent policy, research and information organisation set up to develop, promote and disseminate the role and good practice of local authorities in raising educational aspiration and achievement. It is a non-party political body, supported by a wide range of LEAs and other bodies. It is a membership organisation, funded by subscription. Views expressed in this pamphlet are not necessarily those of the Network.

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