

# Schools Design CPD Programme

## 11<sup>th</sup>-12<sup>th</sup> March 2010

The School Design CPD course is run jointly by the London Metropolitan University Department of Architecture and Spatial Design and the University of London Institute of Education in conjunction with the RIBA Education Forum and the Department for Children, Schools and Families.

Accreditation: The course is accredited by the RIBA. Participants will receive a RIBA CPD Certificate of Attendance.

Location: Royal Institute of British Architects, 66 Portland Place, London W1B 1AD

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### Aims and Objective of the Schools Design CPD

The aim of the course is to equip participants with the skills they will need to successfully contribute to the delivery of contemporary school investment programmes, in particular the DCSF's Building Schools for the Future and Primary Capital Programme. It is multi-disciplinary: open to all those involved in the briefing, design, and construction of school buildings including headteachers, education authorities, consultants, contractors and architects.

Course Outcomes:

On completion, participants will have gained an understanding of:

- the Primary Capital and Building Schools for the Future programmes.
- the history of school design.
- the importance of a well designed school building and current research on school design.
- the tools, language and presentation techniques used in the design process.
- how sustainability and acoustics can be dealt with in a design proposal.
- the impact of time and cost on design and an understanding of different procurement options.

## Course Structure

|           |  |  |
|-----------|--|--|
| Thursday  | Introduction and overview over the subject |  |
| Morning   | 10.00                                      | <b>Welcome</b>   |
|           | 10.15                                      | <b>“Building the Future” - Overview of the Schools Capital Programmes</b><br>Mairi Johnson, Director of Design, Partnership for Schools  |
|           | 10.45                                      | <b>Lecture: History of school design</b>   |
|           | 11.45                                      | Coffee break   |
|           | 12.00                                      | <b>Lecture: Taking children seriously in designing educational environments for the 21st century</b><br><br>Dr Catherine Burke, University of Cambridge<br><br>There has been a great deal of interest in involving children and young people in the design of new learning environments over recent years, in this country and elsewhere. There is also evidence that the full potential of engaging children's views and perspectives has hardly ever been realised. This lecture will explore the proposition that there are enduring principles in the design of school that children over generations and across cultures share and that these connect strongly to approaches to design that were advocated in the past when a child-centered curriculum was envisaged. The trend in education today is to return to some of these principles but we still need to learn to imagine children and schools in new ways. |
| Lunch     | 13.00                                      |  |
| Afternoon | 14.00                                      | <b>Workshops on the design development process and site visit</b><br><br>Three workshops led by architecture practices, repeated each session.<br><br><b>The role of Participation in the schools design process</b><br><br>Julian Lewis and Judith Lösing, EAST<br>A workshop looking at the range of participants having a stake in the design process and understanding the different backgrounds and agendas. Short presentations using case studies will explore how a meaningful design process can be constructed and carried all the way from brief making to the opening ceremony and beyond. We will show and share artefacts and tools which helped us with projects throughout the project to maintain design quality, from drawings to help with fundraising to Financial Close Papers.   |

### The impact of procurement upon design

**Mike Skilton and Helen Taylor, architecture plb**

Schools are currently procured using a varied range of programmes, frameworks and finance initiatives such as BSF, PFI, NAF, PCP and OGC. To fully understand how each of these procurement models impact upon the design process, we need to understand the key drivers, milestones and typical timescales of each. By using the RIBA work stages as a comparison for each procurement model, we can compare the threats and opportunities that each route offers in terms of design, Facilities Management, Lifecycle Costing and energy conservation. The risks during the design process, both for the client and the successful bidders can be identified and hopefully avoided in the future.

### Communication and Design

**Geoff Shearcroft and Daisy Froud, AOC**

This workshop will explore the role and potential of architectural representation and participation in the design development and the communication of ideas.

- 14.15 Workshop Session 1
- 15.15 Workshop Session 2
- 16.15 Coffee Break
- 16.30 Workshop Session 3
- 17.30 After session to the workshops - experiences, questions and discussion.
  
- Evening
- 19.00 **Visit to a Recently Completed School in London with a lecture by the architect**
- 20.00 **Networking reception**
- 21.00 end of evening

Friday

9.00 [Lecture and workshop on learning environments and the link between education theory and buildings](#)

Nick Peacey, Institute of Education, University of London  
John Waldron, spaces4learning, architect  
Afolabi Spence and Ciron Edwards, architects at Fluid

#### Workshop Part A

Nick and John represent the three-legged race that characterises the briefing and design process. Educationalist and architect are bound together; if one gets out of step with the other they both fall down. They will demonstrate some of the obstacles to be overcome along the course of school design. These include the need for each profession to engage with aspects of the other's expertise, for example to achieve shared understanding of the impact of modern curriculum and teaching approaches on the use of space. The session will explore how to develop common tactics based on the evidence available from research and other studies, such as post occupancy evaluations, as well as from the all-important interactions with stakeholders.

#### Workshop Part B

Fluid will be presenting their current consultation and brief development work for the Primary Capital Programme. The workshop will look at the enormous challenges in extending and refurbishing existing primary schools. Two live projects will be used as case studies to illustrate the broad range of issues facing two very different schools.

The workshop will be a question and answer session using a powerpoint presentation to describe the process, and a 'vox pop' film to illustrate the views of key stakeholders in the process (head teacher, LEA, staff and pupils).

Outcomes are an understanding of

- the importance and role of a good brief
- the role of consultation with the school community in the design process
- the relationships between the physical environment and outcomes for children.

1.00 Lunch

Afternoon

Deepening the understanding of sustainable design, learning environments and design standards.

14.00 Three workshops led by experts, repeated each session

### Learning Environments of the Future

Prue Chiles, Director, School of Architecture and Bureau of Design Research, University of Sheffield

This workshop looks at innovative design that addresses learning outside the classroom – alternative places to learn.

Inspirational examples from around the world - small and large - will be described to inspire a hands-on workshop exploring different environments and their potential impact on learning. This will include learning in other parts of the city, learning on the move – learning in shopping precincts, playgrounds, corridors, public libraries, forests, civic offices etc. Participants will be asked to respond to given environments with tools discussed in the workshop.

Examples will be taken from the 'Imagine' website ([www.imagineschooldesign.org](http://www.imagineschooldesign.org)) created by the Bureau of Design Research ([www.bdr.group.shef.ac.uk](http://www.bdr.group.shef.ac.uk)).

### What makes a sustainable school environment?

Robin Nicholson, Edward Cullinan Architects, Joint Deputy Chair CABE, Chair of the Zero Carbon Task Force

The road towards the Zero Carbon school

Have you seen the film 'The Age of Stupid'? Do you know what your personal carbon footprint is? And that of your workplace? 2016 is only seven short years away to get from where we are, largely without performance measurement or feedback from our buildings, to Zero Carbon schools.

In the workshop I will describe the progress of the Zero Carbon Task Force and our current programme. We will then use your experiences to try to work out what the future might look like and identify any barriers to getting there.

### The CABE Design Review Panel – Who does what?

Mark Dudek, CABE Schools Design Panel

Designing good schools within the framework of BSF and the PFI process.

A brief background: CABE, Enablers and Design Review panel members.

The RIBA Client Design Advisor, Partnerships for Schools, the Department of Education (DCFS) – Contractors and LEP's. Who does what? Designing for educational transformation. BB98.

Part 1: The development of assessment criteria. Minimum design standards. Explaining the criteria and what we are trying to achieve. What to expect at Design Review.

Part 2: What is a good school? Explaining the assessment criteria with illustrations of some built examples: the final '10%'. Zero carbon schools by 2016. Considering the detail. Civic identity. Organisation and having a clear plan.

Part 3: An assessment of two examples. Did we get it right? You assess the presentations. Group discussion followed by reviews in the style of CABE Design Review.

14.15 Workshop session 1

15.15 Workshop Session 2

16.15 Coffee Break

16.30 Workshop Session 3

17.30 Wrap up and feedback

## Curricula Vitae of speakers and workshop leaders

### Dr. Catherine Burke

Catherine Burke is Senior Lecturer in History of Education at the Faculty of Education, University of Cambridge.

Prior to moving to Cambridge in October 2008, she was Senior Lecturer at the School of Education, University of Leeds. She has considerable research experience and has worked on several collaborative interdisciplinary research projects and investigations. Her current research examines the relationship between innovation in teaching and the design of formal and informal learning spaces; the view of the child and young person in the design of education; the history of 20th century school architecture and its pioneers. A major focus of Catherine's research is to bring an historical awareness to current initiatives to 'transform' education via school building renewal.

She has written on the history of school architecture, the participation of children in the design of school environments and on designing for creativity. Two recent co-authored (with Ian Grosvenor) books are (2003) 'The School I'd Like. Children and Young People's Reflections on an Education for the 21st Century' (Routledge) and (2008) 'School' (Reaktion Books). Catherine is currently writing a biography of Mary (Crowley) Medd to be published by Ashgate in 2011.

### Prue Chiles

As Director of Architecture at the University of Sheffield Prue combines research and practice with teaching. She directs the Bureau-Design+Research (BDR) set up within the School of Architecture to pursue 'research by design'. BDR carries out a variety of research and/or consultancy projects with both local and national bodies and has built up a reputation for innovation and expertise in the area of school design, community visioning and regeneration and sustainable futures. Prue was on the DfES Primary Design and Procurement Group committee and is a design panel member on Barnsley's BSF programme. This work is supported by a small award winning private practice - Prue Chiles Architects ([www.pruechilesarchitects.co.uk](http://www.pruechilesarchitects.co.uk)). Formed in 1999, the practice has undertaken a number of innovative buildings including one of the "Classrooms of the Future".

### Mark Dudek

Mark Dudek is a practising architect and a Research Fellow at the School of Architecture University of Sheffield. Mark has published a number of books on school and pre-school architecture. The second edition of *Kindergarten Architecture* was published in September 2000. Other recent publications include *Building for Young Children* published by the National Early Years Network (2001) and *Architecture of Schools – the New Learning Environments* published by the Architectural Press (2002). His most recent publication is *Spaces for Children*, an edited collection of essays on children's urban culture, which was published in August 2005. He has recently completed a book for publishers Birkhauser entitled *Schools – a Design Manual*, which was published in April 2008.

### Ciron Edwards

Ciron was appointed Associate Director in June 2003. Since joining Fluid in 1999 he has developed expertise in digital media, community engagement, neighbourhood planning and architectural design. He has project led a range of masterplanning and regeneration projects including Gateways to Oldham PFI and Derwent New Deal for Communities, Derby. These projects involved the masterplanning of two housing estates and the development of a £10m capital build programme including improvements to local schools, community facilities, and public spaces. Ciron was Project Leader for the £1.5m extension and refurbishment of Portway Primary School in Newham, jointly funded by West Ham & Plaistow New Deal for Communities and Newham Education. He is a senior consultant to School Works and the British Council for School Environments, and part of the Creative Partnerships network. He works extensively with schools to help create coherent development plans and building projects ranging from youth shelters to new schools.

### Mairi Johnson

Mairi Johnson joined PFS as Director of Design and Sustainability in October 2008. Her role is to co-ordinate PFS's own work to improve the quality of design of schools and to liaise with other organisations that have an interest in school environments.

Before coming to PFS Mairi worked at the Commission for Architecture and the Built Environment (CABE) for over 6 years as a member of the Enabling team. The Enabling programme provides technical advice and support to client organisations who are delivering new buildings or regeneration and masterplanning projects. The advice covers all demand-side issues that have an impact on design. Mairi was Interim Director of the Enabling programme in her final year at CABE. Mairi lead CABE's work on schools overseeing the publication of Creating Excellent Secondary Schools, the 2006 Audit of new school buildings and establishing the CABE panel that reviews the designs of new schools. In moving to PFS she retains her presence on the DCSF Zero Carbon Schools Taskforce.

She is an architect who worked in private practice for eight years, contributing to several award-winning housing schemes before moving to CABE.

### Julian Lewis

Julian is a director and cofounder of East, and has experience of leading on and delivering a wide range of architectural and urban projects; many of which are located in London. Julian is Urban Design Advisor to the London Development Agency, is on the LDA Architecture and Urban Design Panel, and is a member of the Newham Council Design Advisor Panel. In his role as design director he was responsible for a number of community and educational projects including a masterplan for the redevelopment of Moreland Primary School, the design and implementation of Moreland Community House and King Square nursery, for CEA Islington, and Sussex Road School classrooms and entrance building, for Kent County Council, DCSF, and in collaboration with the Sorrell Foundation.

### Judith Lösing

Judith is a director of East, and is an experienced architect and skilled designer with a broad experience of working on public projects; often for Councils. She graduated at the University of East London in 2000 with distinction at diploma level, when she joined East. She has been teaching and lecturing since 2003, now holding a Diploma Unit teaching post at London Metropolitan University.

Within East she has been leading a number of educational projects, both nursery and primary schools in north London and Kent. She is especially interested in developing meaningful opportunities for participation in design throughout all stages of a project.

### Anne Markey

Director of ASD Projects at the Department of Architecture and Spatial Design at London Metropolitan University, Anne Markey has twenty years experience as an architect in private practice. Anne is also a director of Phelan Architects, which she founded with her husband Brendan Phelan in June 2009.

Prior to setting up ASD Projects in 2004, Anne Markey worked for Studio Daniel Libeskind as the executive architect for the new Graduate Centre at London Metropolitan University. From 1990 to 2002 Anne was a director of Greenhill Jenner Architects during which period she was responsible for the design and delivery of a number of new build projects in the public sector including a £1.5m Nursing Home for the Frail Elderly, a £15m Community Mental Health Hospital, a new Visitors' Centre for HMP Holloway, £1m Science Laboratories and Library for Royal Latin School in Buckingham and a new £10m hospice for St. Joseph's Hospice in East London.

### Professor Robert Mull

Head of the department of Architecture and Spatial Design at London Metropolitan University since 2000, Robert has worked both as an architect in private practice and as an academic for over twenty years. Robert Mull has been a visiting Professor of Architecture to a number of institutions including the Technical University of Vienna and the University of Innsbruck. Robert has been appointed as advisor to the Directorate General of Social Exclusion and to the London Arts Board deciding on policy and funding for Art and Architecture Projects within London.

Robert is also Director of the Social Architecture and Regeneration Research unit, director of the ASD Projects Office and a partner in Beevor Mull Architects. He has specialised in work with a clear social purpose often in areas of social deprivation and political change and has pioneered methods of engaging with the urban environment and its stakeholders in direct and accountable ways. Robert's built projects and commissions with his practice, Beevor Mull Architects, include new headquarters for a district council in Cambridgeshire, school projects, a number of sheltered housing developments, an NHS Maternity Department and private house commissions.

### Robin Nicholson

Robin Nicholson is a senior member of Edward Cullinan Architects, which he joined in 1979. He was a Vice-President of the RIBA (1992-1994), Chairman of the Construction Industry Council (1998-2000) and a founder member of the Movement for Innovation Board (1998-2001). Robin is Joint Deputy Chair of CABI, a Board member of the NHBC and Chairman of NHBC Services Ltd. He is convenor of the industry think-tank, The Edge (1996-). He was awarded a CBE for Services to Architecture in 1999 and Hon Fellowship of IStructE in 2002.

### Nick Peacey

Nick is the co-ordinator for SENJIT, the Special Educational Needs Joint Initiative for Training, a partnership of 40 local authorities working with the Institute of Education on SEN and disability. His expertise and interests include the curriculum, pedagogy, national and local policy, ICT and inclusion, speech, language and communication and school design. He teaches on a range of courses including the Masters in Special and Inclusive Education and the Masters in Joint Professional Practice module on speech, language and communication and emotional, behavioural and social issues. He has advised the European Agency for Special Needs Education Assessment Project 2005-08 and been part of a range of Advisory and Reference Groups for institutions such as the DCSF and BECTA. He is currently the director of the TDA-commissioned development programme on training new teachers on SEN/disability. He has co-designed the national DCSF/PfS/RIBA course on school design to run with London Metropolitan University in June 2009.

### Geoff Shearcroft

Geoff, a founding director of AOC, has extensive experience of designing and realising schools and was project architect for Chingford Hall Community Campus, a CABE exemplar school. At AOC he has led a number of educational projects, including the Janet Summers Early Years Centre, Stowmarket High School and Charles Dickens School. He is on the Southwark Schools for the future Design Panel, with Balfour Beatty and has given numerous workshops and lectures on school design and sustainability.

### Mike Skilton

Mike first joined architecture plb in 1995 to work on one of the practice's major award-winning schools projects, Haute Valle School in Jersey, a low energy 750-pupil secondary school with community facilities. He re-joined the practice after a period at Hampshire County Architects and became a Director of architecture plb in 2003. Over the last decade, Mike has concentrated on delivering a variety of large education projects including the successful Bradford and Westminster 'Building Schools for the Future' bids, the Peacehaven and Barking Schools PFI projects, two London Academies and other traditionally procured school projects around the UK.

### Afolabi Spence

Afolabi joined Fluid in October 2003 as deputy project architect for the Derwent Gateway Centre, a landmark sports, leisure and community centre in Derby. He has recently been Project Architect for the extension, refurbishment and re-landscaping of Portway Primary School in Newham, East London and is currently Project Architect for Maryland Early Years Centre.

### Helen Taylor

Helen joined architecture plb in 2004 as a senior architect in the practice's London office, initially leading bids for City Academies. She is lead architect for the Marlborough Hill Campus as part of Westminster BSF, co-location of secondary, infant, junior schools, leisure and council services ; and Barnfield West Academy, a brand new secondary school sponsored by Barnfield FE College, creating improved educational opportunities in an area of deprivation. She has also previously worked on John Roan Secondary School, a high profile multi-storey school designated for the Greenwich Peninsula, as part of phase 1 of the Greenwich Building Schools for the Future programme.

Helen has a particular interest in engaging end users of all ages in brief development and consultation events, and has been part of successful bid teams for the Bradford and

Waltham Forest BSF programmes. She was made an Associate in January 2007. Helen maintains a strong commitment to promoting diversity and inclusion in architecture and the built environment, particularly as co-chair of Architects for Change, the RIBA's Equality & Diversity Forum, and in her current roles as chair of the RIBA Inclusive Design committee and Convenor of the RIBA Schools Client Forum. Helen was a finalist in the Atkins "Inspire" Awards 2008, Architecture Inspirational Leader Category.

### John Waldron

John's interest in education design began while working on school competitions in Germany in the 1970's; in the intervening thirty years it has become his main area of expertise and also a passion. He is now a consultant to several practices, actively involved in design and a Design Champion for a Birmingham BSF Local Education Partnership, a CABI Enabler and member of the CABI School Review Panel. He has co-authored the CABI publication "Being involved in School Design" and contributed to "Achieving Well Designed Schools through PFI". In addition he is involved in the RIBA Schools Client Forum, the proposed CPD course in School Design with the Institute for Education, has initiated the Education Design Network and is a consultant to the DCSF sponsored Space for Personalised Learning project. He has been School Design director at architecture plb for fifteen years, establishing it as one of the leaders in this field with a number of award winning projects.