

Suitability Surveys: Guidance for Completion

Direct Impact on Education

- 1 Type – size/shape, environment, location, fixed furniture/ICT infrastructure
- 2 Category – Education impact categories A-D
- 3 Health, Safety and Security – high, medium and low.
- 4 Disabled Access

1 Type (size/shape, environment, location, fixed furniture/ICT infrastructure)

For all rooms/spaces you will need to decide which category the problem/s fit into by using the following categories (you may tick more than one box per room/space):

- **Size/shape:** the size/shape of the individual room inhibits the ability to deliver the curriculum. *Typical examples:* Room too small, room too narrow, hard play areas are small and dispersed.
- **Environment:** for internal spaces this may be a problem related to lighting, acoustics, ventilation, temperature control, type of finish (but *not condition* of it). For external spaces this may be a problem related to type of paving, fencing, etc., but again, *not the condition*. *Typical examples:* Too hot in summer, too cold in winter, room lacks sufficient natural light, noise from adjacent areas.
- **Location:** relates to the need for the grouping of associated spaces and the separation of incompatible spaces. It is also concerned with the availability of access for disabled. *Typical examples:* Rooms in isolated positions, music rooms not isolated from other rooms, no disabled access.
- **Fittings and fixed furniture:** concerns the appropriateness and adequacy of fittings and fixed furniture – again *dilapidation* relates to condition and *should not be taken into account*. *Typical examples:* No wet areas in classroom, inadequate storage facilities for PE and playtime equipment.
- **ICT infrastructure:** adequacy of power supplies and data links for ICT but *not loose ICT equipment e.g. computers*. *Typical examples:* Lack of power sockets, inappropriately sited power sockets.

2 Category – Education Impact Categories A-D

The impact the problems identified have on education has to be assessed and categorised using the four categories below. Please note that *only one category may be ticked*, in the case of two problems within one space, the category chosen should reflect the problem with *greatest* impact.

- **Education Category A. Unable to teach the curriculum.** This is most likely to be associated with numbers and types of teaching spaces available. There should be enough appropriate spaces to teach all pupils for the whole of the curriculum. *Non teaching spaces should not normally have A or B grades.*

- **Education Category B. Teaching methods inhibited.** Unsuitability of spaces may mean that the schools' preferred teaching methods are inhibited. This may be associated with numbers and types of teaching spaces, or with the size and other aspects of spaces.
- **Education Category C. Management and organisation of school affected adversely.** Unsuitability of spaces and/or the way they relate to each other may affect the organisation or management of the school.
- **Education Category D. Pupil or staff morale or pupil behaviour affected adversely.** Unsuitability of spaces may affect pupil or staff morale or pupil behaviour.

Example 1: Here are some examples:

Examples of Categorisation and Quantification of Direct Impact Problems		
Accommodation problem	Impact on School operations	Quantification
Category A - Unable to teach curriculum		
Too few science laboratories.	The Science element of the National Curriculum cannot be taught to some pupils.	Fewer lessons (number of teaching periods lost and average group size for those periods).
No disabled access to upper floor.	Disabled pupils do not have access to Science and Art.	Lack of disabled provision (ditto).
Category B - Teaching methods inhibited		
Too few general teaching spaces.	Pupil numbers cannot be accommodated with preferred group sizes.	Lessons with group sizes larger than preferred (number of teaching periods affected and average group size for those periods).
Too few drama spaces.	Some Drama has to be taught in unsuitably small spaces, restricting range of teaching.	Lessons in inappropriate spaces (ditto).
Music spaces too small.	Cannot accommodate instruments needed for preferred activities.	Lessons in inappropriate spaces (ditto).
Science laboratories lack ventilation.	Range of experiments restricted.	Lessons in inadequate spaces (ditto).
Inadequate playing field provision.	School's preferred range of PE cannot be taught to some pupils.	Lessons in inadequate spaces (ditto).
Technology equipment unsuitable for disabled pupils.	Disabled pupils do not have access to some aspects of Technology.	Lack of disabled provision (number of teaching periods affected and average number of pupils affected).
Category C - Management or Organisation of School affected adversely		
Single science laboratory in isolated location.	Lesson preparation is made difficult because preparation room is isolated from laboratory.	Increased administrative workload for teachers (number of teachers affected).
IT space in isolated location.	Pupils and teachers have to travel excessive distances at lesson changeovers.	Shortened lessons (number of teaching periods affected and average group size for those periods).

Examples of Categorisation and Quantification of Direct Impact Problems		
Accommodation problem	Impact on School operations	Quantification
Central corridor too narrow.	Pupil movement at lesson changeover is slow.	Shortened lessons (ditto).
Too few offices.	School administration inhibited.	Lack of administrative support for teachers (number of teachers affected).
Catering facilities are inadequate.	Some pupils cannot be offered hot meals.	Non-availability of hot meals (number of pupils affected).
Hard play areas too small.	Recreation inhibited.	Poor quality recreational facilities (number of pupils affected).
Category D - Pupil or staff morale or pupil behaviour affected adversely		
Classroom too hot for long periods during summer.	Pupil concentration affected.	Lessons in poor environment (number of teaching periods affected and average group size for those periods).
Inadequate insulation between music space and adjacent classroom.	Pupils and teachers in adjacent classroom distracted by noise from music space.	Lessons in poor environment (ditto).
Staff room too small.	Staff have uncomfortable conditions for lesson preparation and management functions.	Adverse effect on staff morale (number of staff affected).

3 Disabled Access

Disabled Access data was previously collated as part of AMP Suitability but will now form part of a wider collection of data under the DDA.

4 Health, Safety and Security – high, medium and low (also see Example 2)

Suitability assessments should identify Health, Safety and Security problems arising from inadequate or unsatisfactory aspects of building or site layouts. You are likely to have contacted the Health and Safety team already with any urgent/serious issues (and should continue to do so), however we do need you to record here any further concerns relating to H & S and indeed any problems which you have already reported but which have not yet been resolved.

Any issue relating to dilapidation will already have been identified in the Condition Survey and should not be included here.

Please categorise any problem using these DfES definitions:

- *HIGH RISK:** Problems that present an immediate high risk to the health and safety of occupants and/or serious breaches of legislation.
- *MEDIUM RISK:** Problems that present a medium risk to the health and safety of occupants and/or less serious breaches of legislation.
- LOW RISK:** Problems that present a low risk to the health and safety of occupants and/or minor breach of legislation.

Some problems identified may be Health, Safety and Security items and at the same time have a direct impact on education. An example of this is a narrow corridor that could be a fire evacuation hazard and which also causes delay in class changeover.

In this type of situation the item should be entered twice, that is in both Health and Safety and in Direct Impact on Education columns on **Form 1**.

* The law requires that where significant risk has been identified, action must be taken to remove or reduce the risk to an acceptable level. In the case of higher risks action must be taken immediately to ensure that staff, pupils and other users of the site are not exposed to unacceptable risks. Further advice is available from Directorate Health and Safety officers. Helpline: 01392 382027 or you may wish to refer to Devon Education Health and Safety (DEHSO) Manual, web address www.devon.gov.uk/eal/health.

Assessment of health and safety problems arising from breaches of legislation in relation to the existing fabric should not be included here, since this aspect is covered as part of condition assessment.

Example 2 - here are some examples:

Examples of Categorisation of Health and Safety/Security Problems	
Accommodation Problem	Impact
High	
Upper floor occupancy considerably in excess of capacity of the single staircase	Serious risk in the event of fire
Several laboratories have only one exit route.	Ditto
Medium	
Lack of security alarm provision has resulted in a number of break-ins.	Risk of theft or damage from further break-ins
Inadequate pupil toilet provision.	Unsanitary conditions
Low	
Unsatisfactory benching layout in science laboratory.	Risk of injury from equipment being knocked off benching, only mitigated by careful supervision.
Inadequate boundary fencing.	Security hazard.

Room Usage Descriptions for Column 9			
These descriptions may not all be used within a school, but are necessary for the remainder of the Property estate			
RoomUse Column 9	Room Code on Plans	RoomUse Column 9	Room Code on Plans
Appliance Bay	AB	Kitchen Store	KS
Activities Hall	AH	Kitchen Staff Toilet	KT
Art Room	AR	Kitchen External Area	KX
Animal Stalls	AS	Laundry Room	LA
Automotive workshops	AW	Laboratory	LB
Spray Bay / area	AW	Materials Laboratory	LB
Balcony	BA	Court Room	LC
Baby Changing Room	BC	Magistrates Court	LC
Bathroom (female)	BF	Loading Bay	LD
Boiler Room	BH	Loft	LF
Toilet / Bathroom Lobby	BL	Children's Library	LI
Bathroom (male)	BM	Lending Library	LI
Bins	BN	Library	LI
Bowls Rink	BO	Language Laboratory	LN
Bar	BR	Lobby	LO
Bathroom	BS	Prep Room	LP
Residents Bathroom	BS	Lecture Room/theatre	LR
Staff Bathroom	BS	Library Book Stack	LS
Boys Toilet	BT	Lounge/ TV room	LT
Barn	BU	Library Work Room	LW
Stable	BY	Reading Room	LW
Craft Room	CA	Marriage Room	MA
Cellar	CB	Media Suite	MD
Community Classroom	CC	First Aid	ME
Corridor	CD	Medical Room	ME
Kitchen Corridor	CD	Mid Landing	ML
Custody Room	CE	Meter Room	MR
Prisoners Cells	CE	Mess Room	MS
Boys Changing	CH	Male Public Toilet	MT
Changing Room	CH	Male Toilet	MT
Dressing Room	CH	Music Room	MU
Female Changing	CH	Metalwork	MW
Girls Changing	CH	Nursery Dining Unit	ND
Locker Room	CH	Nursery	NU
Male Changing	CH	Office	OF
Public Changing	CH	Other	OT
Pupils Changing	CH	Parents Room	PA
Staff Changing	CH	ICT Suite	PC
Caretaker Room	CK	P E Store	PE
Boys Cloaks	CL	Photocopier & Paper Room	PH
Cloakroom	CL	Practice Room	PI
Female Cloaks	CL	Kitchen Porch	PO
Girls Cloaks	CL	Porch	PO
Male Cloaks	CL	Pottery Room	PR
Public Cloaks	CL	Sports Pavilion	PS
Residents Cloaks	CL	IT Prep & Workshops	PW
Staff Cloaks	CL	Detention Room	QR
Clubroom	CM	Quiet Area	QR
Coffee & Snack room	CM	Recording Studio	RC
Common Room	CM	Access Ramp	RP
Snack Bar	CM	Rest Room	RR
Conference Room	CO	Resource Area (teaching)	RS
Conference/Interview Room	CO	Stair	SA
Interview	CO	Gritting Store/shed	SB
Chapel	CP	Salt Barn/store	SB
Classroom	CR	Female Staff Toilets	SC
Cleaners Store	CS	Male Staff Toilets	SC

Graphics / CDT	CT	Staff Toilet	SC
Conservatory	CV	Shed	SD
Covered Area	CW	Female Staff Changing	SE
Shelter	CW	Male Staff Changing	SE
Cycle Store	CY	Safe	SF
Dairy	DA	Stage	SG
Dormitory	DB	Boys Showers	SH
Staff Bedroom	DF	Female Showers	SH
Dining Room	DI	Girls Showers	SH
Refectory	DI	Male Showers	SH
Residents Dining Room	DI	Public Shower	SH
Restaurant	DI	Pupils Shower	SH
Darkroom	DK	Residents Shower	SH
Multi Use Hall	DP	Showers	SH
Day Room	DR	Staff Dining	SK
Residents Room	DR	Staff Kitchenette	SK
Residents Sitting Room	DR	Sluice Room	SL
Bedroom	DS	Smoke Room	SM
Disabled Persons Toilet	DT	Special Educational Needs	SN
Display Area	DY	Speech Training / therapy	SN
Exhibition Area	DY	Shop	SO
Atrium	EF	Swimming Pool	SP
Entrance Foyer	EF	Staff Room	SR
Entrance Hall	EH	Female Staff Shower	SS
Lift	EL	Male Staff Shower	SS
Equipment / Plant Room	EQ	Staff Shower	SS
Kitchen Plant Room	EQ	Barstore	ST
Lift Motors	EQ	Chemical Compound	ST
Pump Room	EQ	Drying Room	ST
Telephone Exchange	EQ	Fuel Store	ST
Entrance Step Area	ES	Store/cupboard	ST
External Area	EX	Servery	SV
Fitness Room	FI	Sewing Room	SW
Play Area	FM	Study	SY
Recreation Room	FM	Work Room/space	SY
Forge	FO	Technology	TC
Table / Furniture Store	FS	Specialised Technical Accommod.	TE
Female Public Toilet	FT	Drama Studio / theatre	TH
Female Toilet	FT	Tourist Information	TI
Greenhouse	GH	Oil Tank Room	TK
Games Room	GM	Tank Room	TK
Skittle Alley	GM	Landing	TL
Snooker Room	GM	Top Landing	TL
Groundsman	GN	Drill Tower/room	TO
Garage	GR	Telephone	TP
Gymnasium/sports Hall	GS	Special Care Room	TR
Squash Court	GS	Training Therapy Room	TR
Girls Toilet	GT	Tutorial Room	TT
Assembly Hall	HA	Technology Workshop	TW
Hairdressing Room	HD	Textiles	TX
Food Technology	HF	Unisex Public Toilet	UT
IT wiring / Server closet	IC	Unisex Residents Toilet	UT
Information Centre	IF	Maintenance Bay	VB
Museum Room	IF	Vehicle Bay / dock	VB
Incinerator	IN	Veranda	VE
Infants Toilet (shared)	IT	Void	VO
Kitchen Cloakroom	KC	Kitchen Washroom	WH
Kitchen Entrance Step Area	KE	Washroom	WH
Kitchen	KI	Workshop	WK
Kitchen Lobby	KL	Waiting Room	WR
Kiln	KN	Woodwork	WW
Kitchen Office	KO	Disused	XX
Kitchen Staff Room / Office	KO	Vacant	XX

APPENDIX 2

Primary School Area Guidelines

The table below is based on Building Bulletin 99: Briefing Framework for **PRIMARY SCHOOL PROJECTS** (First Draft), June 2004

Information on existing room sizes can be found in Section 1.4 of the school's Premises Management Manual in the Evolution block + room report.

School size - NOR (N)	Total site area, max.	Gross Building area	Internal areas																	
			Net Area	Net Area										Non-Net Area						
				Teaching Area										Staff and Admin (excl. area for toilets and pers care)	Storage	Pupil Toilets, total no. *	Ancillary - caretakers store, cleaner's store, server room)	Catering min. ***	Circulation and partition walls	Toilet pers care and
				Basic Teaching Area (classbases, specialist practical and ICT)	Foundation stage classrooms, each min. 63 m2	KS1 and KS2 classrooms, each min. 56 m2		Total area of class bases	Halls area **	Learning Resources Library and small group rooms	Float Area to enhance some areas, depending on the priorities of the school									
200+3.1 N	2.1N	No.	total area	No.	total area	m2	m2	m2	m2	m2	m2	m2	no.	m2	m2	m2				
90	5368	685	479	189	1	63	3	112	175	140	29	6	48	68	5	14	9	125		
120	6424	818	572	252	1	63	4	168	231	140	33	18	54	75	6	17	12	149		
150	7480	951	665	315	1	63	5	224	287	145	38	25	60	83	8	20	15	173		
180	8536	1084	758	378	1	63	6	280	343	154	42	28	66	90	9	23	18	197		
210	9592	1217	851	441	1	63	7	336	399	163	47	31	72	98	11	26	21	221		
240	10648	1350	944	504	2	126	8	336	462	172	51	34	78	105	12	28	24	245		
270	11704	1483	1037	567	2	126	9	392	518	181	56	37	84	113	14	31	27	270		
300	12760	1616	1130	630	2	126	10	448	574	190	60	40	90	120	15	34	30	294		
330	13816	1749	1223	693	2	126	11	504	630	199	65	43	96	128	17	37	33	318		
360	14872	1882	1316	756	2	126	12	560	686	208	69	46	102	135	18	39	36	342		
390	15928	2015	1409	819	2	126	13	616	742	217	74	49	108	143	20	42	39	366		
420	16984	2148	1502	882	2	126	14	672	798	226	78	52	114	150	21	45	42	391		
450	18040	2281	1595	945	3	189	15	672	861	235	83	55	120	158	23	48	45	415		
480	19096	2414	1688	1008	3	189	16	728	917	244	87	58	126	165	24	51	48	439		
510	20152	2547	1781	1071	3	189	17	784	973	253	92	61	132	173	26	53	51	463		
540	21208	2680	1874	1134	3	189	18	840	1029	262	96	64	138	180	27	56	54	487		
570	22264	2813	1967	1197	3	189	19	896	1085	271	101	67	144	188	29	59	57	511		
600	23320	2946	2060	1260	3	189	20	952	1141	280	105	70	150	195	30	62	60	536		

* : Pupils aged eight or older must have access to separate male and female washrooms. One toilet per every 10 FTE nursery places. 2 toilets for up to 25 FTE staff, additional 1 toilet for every 25 FTE staff (excl. catering staff). In washrooms for boys, up to two thirds of toilets may be replaced by urinals.

** : 120m² for infant schools, 140m² for junior/primary schools. An additional activity studio of at least 45 m² for schools with more than 300 places. An additional small hall of min 80 m² for schools with more than 600 places.

*** : Catering : Kitchen or scullery, chair/table store, catering staff facilities.