

Suitability Assessment - Primary Schools

School: Cluster:

Assessors: (Property Adviser) Signature: _____ Date: 27.05.14

(Head Teacher) Signature: _____ Date: 27.05.14

Validator: (Quality Improvement Officer) Signature: _____ Date: _____

Date of assessment: Overall Rating

Guidance for completing assessment worksheets

1. Enter the name of the school in the cell above - this will then automatically add the school name to all the worksheets. You should also enter the name of the person who carried out the assessment and the date on which it was completed.
2. The sheets must be completed in accordance with the Guidance provided in the Scottish Government publication The Suitability Core Fact. This is available to download from the Scottish Government website - www.scotland.gov.uk/schoolestate. Further hard copies are available from the school estate team: e-mail schoolestate@scotland.gsi.gov.uk, or call 0131 244 0877.
3. The definition of each of the ratings is as follows:

A: Good – Performing well and operating efficiently (the school buildings and grounds support the delivery of services to children and communities)
B: Satisfactory – Performing well but with minor problems (the school buildings and grounds generally support the delivery of services to children and communities)
C: Poor – Showing major problems and/or not operating optimally (the school buildings and grounds impede the delivery of activities that are needed for children and communities in the school)
D: Bad – Does not support the delivery of services to children and communities (the school buildings and grounds seriously impede the delivery of activities that are needed for children and communities in the school)

4. Weightings have been applied to each of the Areas to reflect the relative importance of these e.g. in all schools the Weighting for Learning and Teaching is 50%. All calculations are carried out automatically upon completion of the relevant section.
5. Illustrations are provided on each worksheet for categories "A" and "C". Each of the illustrations, in respective order, relates specifically to the factors which are listed beneath.
6. Once the ratings for each of the factors for each of the areas have been entered into the worksheets, they are automatically collated in the final two worksheets - one which presents the results by factors, and one which presents the results in an Overall Ratings Matrix.
7. While all of the information gathered will be of interest and value to Local Authorities in terms of efficient Schools Estate Management Planning, only the overall Suitability Rating for each school will be passed on to the Scottish Government as part of the annual collection of school estate statistics.

Suitability Assessment - Primary Schools

School: Lethnot Primary

Area: Learning and Teaching Spaces (e.g. classrooms, areas for group work/private study, internal and external P.E. / games areas)

Weighting: 50%

Method: Assess the fitness for purpose of the area by assigning a rating from A to D to each factor, taking account of the illustrations below. The ratings will be aggregated automatically by the electronic spreadsheet to give an overall suitability assessment for the area.

Illustrations:	<p>Category A:</p> <p>Spaces are suitable for all functions/activities that are conducted within them.</p> <p>Spaces are conveniently located within the building for access to other areas and for disabled access.</p> <p>Spaces are comfortable for users and conditions are conducive to learning and teaching.</p> <p>Spaces are safe and reasonably risk-free, with secure areas as required.</p> <p>Spaces are fitted out appropriately for activities conducted within them.</p>
	<p>Category C:</p> <p>Many spaces are unsuitable for some of the functions/activities that are conducted within them on a regular basis.</p> <p>Spaces are often located at an inconvenient distance from each other and there is not disabled access to all curriculum areas. Some areas are off-campus.</p> <p>Many spaces are uncomfortable for users, with conditions which may inhibit or distract from learning and teaching.</p> <p>There are significant unsafe aspects to some areas, and security is incomplete.</p> <p>Many spaces lack some necessary fittings for activities conducted within them.</p>

Factor:	<p>Functionality e.g. shape, size, flexibility, changing facilities, lighting</p>	B	3
	<p>Accessibility e.g. ease of access for all, disabled changing facilities & equipment, on/off campus, travel time</p>	B	3
	<p>Environmental Conditions e.g. temperature, acoustics, ventilation, natural light, controllability, playing surfaces</p>	B	3
	<p>Safety & Security e.g. windows, fire doors, heat source, surfaces, perimeter security</p>	B	3
	<p>Fixed Furniture & Fittings e.g. IT infrastructure, storage, display boards, power points, all-weather facilities</p>	B	3
	<p>Overall Rating: 5-7 = D, 8-12 = C, 13-17 = B, 18-20 = A</p>	B	15

Comments:	<p>Please comment on any issues of particular concern including any aspect which you have rated as "D" .</p> <p>1.0 Functionality:</p> <p>1.1 Classroom Size - for a single classroom school the classroom floor area (72m²) is well above the target of 55m² for composite classes of 25 pupils. The classroom is an excellent learning and teaching space with plenty of flexibility and natural light.</p>
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1.2 Indoor P.E. - there is no gymnasium on campus or space which has been designed specifically for P.E. . There is a reasonable sized dining room (28m²) which is suitable for small groups but could not cope with pupil numbers if the school were to be operating at full capacity (25).

Currently for P.E., children either have to use the classroom, walk to Lethnot village hall, which is approx. 120m away or are transported to Edzell Primary which is approx. 5.5 miles east along a narrow unclassified road. (Pupils currently attend Edzell PS once a fortnight where they attend a P.E. class with the visiting specialist in conjunction with pupils from Stracathro and Tarfside primaries)

1.3 G.P. Room - there is a G.P. room which is also used for dining and flexibility is restricted due to size and the need to store dining furniture. However, the lack of a G.P room is compensated by the fact there is a larger than average classroom and breakout space outside the pupil toilets which is used as a library.

Note: There would be scope to improve the dining/g.p room by removing the partitions which form the servery since the servery is no longer used for serving school lunches, this would increase the floor area to approx. 38m².

1.4 External P.E. - There is a grass playing field which is used for P.E it is quite small but is satisfactory for the capacity of the school.

2.0 Accessibility:

2.1 Accessibility generally throughout the learning and teaching areas / G.P room is good.

2.2 Access to outdoor P.E. facilities due to the sloping nature of the entrance / route to the grass playing field is poor and would be inconvenient for mobility impaired users.

2.3 The adjacency of the nursery in relation to the classroom is not ideal.

2.4 There is ramped access to the main school but there is a small step at the nursery entrance which is within the acceptable tolerance for wheelchair users.

3.0 Environmental Conditions:

The internal environment is generally satisfactory. However, there are sometimes issues with controlling room temperatures. The space heating is provided by electric storage/convactor heaters and there is a mixture new double glazed windows and original single glazed sash and case windows; all windows in the main learning and teaching spaces are double glazed and function well.

3.1 Ventilation - There is a lack of natural ventilation in the rooms which still have the original windows where the sashes have been painted shut and cannot be opened.

3.2 Temperature Control - heating is supplied by a mixture of electric storage / convactor heaters. There are some temperature fluctuations throughout the school due to limitations on control of this type of heating system and the variation in heat loss from the different types of windows and fabric of the building. There have been issues in the past with having the heating turned on after school holidays and the time it takes to heat the building when it has been off for sustained periods of time.

3.3 The remote rural location of the school is such that in severe weather road conditions can be hazardous and the school is prone to closure.

4.0 Safety & Security:

4.1 Perimeter Security - the external playing field which is used for P.E. is exposed. It is bounded by low stone walls which are very easy to access/egress from.

4.2 General Security - is satisfactory although the proximity of the school office from the main entrance is not ideal.

5.0 Fixed Furniture & Fittings:

5.1 All Weather Facilities - there are no all weather sports surfaces. Given the lack of indoor P.E. facilities consideration should be given to providing one.

5.2 ICT - There are restrictions on ICT provision. Due to the rural location of the school the broadband infrastructure (BT IP Converge), which does not support fast broadband, prevents the school from having WIFI installed which restricts flexibility and the use of tablets and laptops. This also prevents the school from being equipped with the VoIP (voice over Internet

Suitability Assessment - Primary Schools

School: **Lethnot Primary**

Area: **Internal Social Spaces** (e.g pupil social areas, dining, common rooms, staffrooms)

Weight: 15%

Method: **Assess the fitness for purpose of the area by assigning a rating from A to D to each factor, taking account of the illustrations below. The ratings will be aggregated automatically by the electronic spreadsheet to give an overall suitability assessment for the area.**

Illustrations:	Category A:
	There are a good range of internal social spaces allowing all to engage in individual or group activities, in out-of-class time.
	Social spaces are available throughout the school and the allocation of these takes account of age, stage and disability issues
	Internal social spaces are maintained at an appropriate temperature, are well ventilated and benefit from natural light
	Social spaces are safe and reasonably risk-free, with secure areas as required.
	Fixed furnishings and equipment help facilitate socialising and relaxation
	Category C:
	Internal Social Spaces exist but are limited in number and range
	Internal Social Spaces are concentrated in one area of the school and tend to be crowded at break times. Disabled access is possible but difficult.
	Internal social spaces would benefit from better temperature control, better ventilation and more natural light.
While generally safe and reasonably risk-free, some social areas are secluded.	
The internal social areas have little appropriate fixed furniture and equipment.	

Factor:	Functionality e.g. shape, size and range, lighting	B	3
	Accessibility e.g. ease of access for all, age/stage appropriate space	B	3
	Environmental Conditions e.g. temperature, acoustics, ventilation, natural light, controllability	B	3
	Safety & Security e.g. observed areas, age/stage separation, windows, fire doors, CCTV	B	3
	Fixed Furniture & Fittings e.g. Fixed equipment/ fittings for leisure activities/ private study, rubbish bins.	B	3
	Overall Rating: 5-7 = D, 8-12 = C, 13-17 = B, 18-20 = A	B	15

Comments:	Please comment on any issues of particular concern including any aspect which you have rated as "D" .
	<p>1.0 Functionality:</p> <p>1.1 Dining Room - at 28m² the dining room is a satisfactory size for the capacity of the school (25). However, as the room serves a circulation between the main entrance / school office it is essential that a clear space is maintained and therefore accommodating the appropriate amount of tables for full capacity would be difficult.</p>

1.2 Staffroom - The staffroom is adequate for the number of staff. However, the fact it is combined with the school office is not ideal from a privacy perspective.

2.0 Accessibility:

2.1 Circulation - Some door widths are quite narrow and the way in which some of the doors are recessed into the thick walls with no unobstructed space on the pull side of the door would be awkward for mobility impaired/ wheelchair users.

3.0 Environmental Conditions:

No Comments

4.0 Safety & Security:

No Comments

5.0 Fixed Furniture & Fittings:

No Comments

Suitability Assessment - Primary Schools

School: Lethnot Primary

Area: Internal Facilities (e.g. reception/ administration/ office/ meeting/ circulation space, resource/ staff bases, library, toilets)

Weight: 15%

Method: *Assess the fitness for purpose of the area by assigning a rating from A to D to each factor, taking account of the illustrations below. The ratings will be aggregated automatically by the electronic spreadsheet to give an overall suitability assessment for the area.*

Illustrations:

Category A:
Reception area, administrative and office accommodation are appropriate. Toilets are user friendly, offering dignity and privacy.
The location of these facilities within the building offers easy access to all including those with disabilities.
Internal facilities are maintained at an appropriate temperature and are well ventilated. Noisy equipment e.g. photocopiers are housed separately
Areas are safe and reasonably risk-free.
Fittings in all areas are of good quality
Category C:
The number of toilets, while adequate, is not ideal. The number of offices, while adequate, is not ideal.
Office/administrative space is often unavailable. Toilets are in blocks and not on each level nor adjacent to each teaching area.
These facilities would benefit from better temperature control, better ventilation. A significant number have no natural light.
The design of the toilet blocks creates some insecurity among the users.
Fixed furniture and fittings are dated and would benefit from upgrading

Factor:

Functionality <i>e.g. number, shape, size, range, privacy, lighting</i>	C	2
Accessibility <i>e.g. Ease of access for all</i>	B	3
Environmental Conditions <i>e.g. temperature, acoustics, ventilation, natural light, controllability</i>	B	3
Safety & Security <i>e.g. secure access control, observed areas, age/stage separation, CCTV</i>	B	3
Fixed Furniture & Fittings <i>e.g. reception window/desk, sanitary ware, fixed office equipment</i>	B	3
Overall Rating: <i>5-7 = D, 8-12 = C, 13-17 = B, 18-20 = A</i>	B	14

Comments: Please comment on any issues of particular concern including any aspect which you have rated as "D" .

1.0 Functionality:

1.1 The school office and staffroom are combined into one space which from a privacy perspective is not an ideal.

1.2 There is no HT Office or designated room for private meetings.

1.3 The reception area / access control is not designed in accordance with preferred model for schools with open outer door incorporating a secure holding area / reception hatch to school office.

1.4 The school office is situated remotely from the main entrance which is not ideal as there is not a direct line of sight. However, there is a video intercom system in operation which monitors the front entrance.

Note: While the above design / functionality arrangements are bespoke / not ideal and would not be repeated in new build schools, given the capacity of the school (25) and the potential number of staff this arrangement is deemed to be satisfactory

2.0 Accessibility:

2.1 The school office is located at an inconvenient distance from the main entrance.

3.0 Environmental Conditions:

No Comments

4.0 Safety & Security:

4.1 The security / access arrangements and design at the main entrance is not in line with the preferred arrangements for Angus schools.

4.2 Reception - while there is a video access control system in place this is not ideal as there is no secure holding area.

5.0 Fixed Furniture & Fittings:

No Comments

Suitability Assessment - Primary Schools

School: **Lethnot Primary**

Area: **External Social Spaces (e.g. play, covered, seated areas)** Weight: 10%

Method: *Assess the fitness for purpose of the area by assigning a rating from A to D to each factor, taking account of the illustrations below. The ratings will be aggregated automatically by the electronic spreadsheet to give an overall suitability assessment for the area.*

Illustrations:

Category A:
There are a good range of open and covered external social spaces allowing all to engage in individual or group games/activities, in out-of-class time.
These spaces are adjacent to the school and offer easy access to all. There is adequate room for appropriate age/stage separation
The location of these facilities is not compromised by particular external environmental factors.
These spaces are secure and easily observed.
Appropriate fixed furniture and equipment is provided. Toilet access is adjacent.
Category C:
External Social Spaces exist but are limited in number and range
External Social Spaces are concentrated in one are of the school and tend to be crowded at break times. Disabled access is possible but not convenient.
The adjacency of e.g. a main road, railway, flight path affects this area.
While generally safe and reasonably risk-free, the perimeter fencing is not entirely secure. Some areas are not easily observed.
The external social areas have limited fixed furniture or equipment. Toilet access is at a distance.

Factor:	Functionality <i>e.g. size, shape, number</i>	B	3
	Accessibility <i>e.g. ease of access for all, space age/stage appropriate</i>	C	2
	Environmental Conditions <i>e.g. reference to any external factors affecting the area</i>	A	4
	Safety & Security <i>e.g. surfaces, perimeter fencing, ease of observation, CCTV</i>	C	2
	Fixed Furniture & Fittings <i>e.g. benches, play equipment, toilets, rubbish bins</i>	B	3
	Overall Rating: <i>5-7 = D, 8-12 = C, 13-17 = B, 18-20 = A</i>	B	14

Comments:	Please comment on any issues of particular concern including any aspect which you have rated as "D" .
	<p>1.0 Functionality:</p> <p>1.1 The size and shape of the lower playing field is not ideal for all games but is satisfactory.</p> <p>1.2 There is a good range of play areas within the campus which includes a sheltered area to the rear of the school.</p>

2.0 Accessibility:

2.1 Due to the sloping nature of the site, access from the school to the grass playing field would be difficult for mobility impaired / wheelchair users.

2.2 There are several level changes pertaining to the rear play areas.

3.0 Environmental Conditions:

No Comments

4.0 Safety & Security:

4.1 Perimeter Fencing - the boundary of the school is walled. The walls are quite low and very easy to access/egress from. There are gates to the main entrances but these are usually left open. The height of all boundaries is less than the preferred 1.8m height.

4.2 Observation - due to the complex shape of the building / campus and small number of staff observation can be difficult.

4.3 Surfaces - there are problems with rabbit holes in the grass play area which can be difficult to monitor and cause of injury from slips, trips and falls.

4.4 The rear playground / hardplay area is badly affected by moss growth which constitutes a trip hazard.

4.5 The steps which are made from railway sleepers that lead up to the rear playground are not suitable for some users.

5.0 Fixed Furniture & Fittings:

No Comments

Suitability Assessment - Primary Schools

School: **Lethnot Primary**

Area: **External Facilities (e.g. car parks, bike sheds, drop-off areas, storage facilities)**
Weight: 10%

Method: **Assess the fitness for purpose of the area by assigning a rating from A to D to each factor, taking account of the illustrations below. The ratings will be aggregated automatically by the electronic spreadsheet to give an overall suitability assessment for the area.**

Illustrations:	Category A:
	Areas are suitable for all functions/activities that are conducted within them.
	Areas are easily accessed by all users.
	The location of these facilities is not compromised by particular external environmental factors.
	Spaces are safe and reasonably risk-free, there is an effective traffic management system and there is appropriate perimeter fencing.
	Spaces are fitted out appropriately for activities conducted within them.
	Category C:
	Some areas are unsuitable for some of the functions/activities that are conducted within them on a regular basis.
	Some areas are located at an inconvenient distance from each other. Some facilities are off-campus.
	The adjacency of e.g. a main road, railway, flight path affects this area.
While generally safe and reasonably risk-free, the perimeter fencing is not entirely secure.	
Spaces are lacking in equipment	

Factor:	Functionality <i>e.g. size, layout, lighting</i>	A	4
	Accessibility <i>e.g. ease of access for all</i>	C	2
	Environmental Conditions <i>e.g. reference to any external factors affecting the area</i>	A	4
	Safety & Security <i>e.g. surfaces, perimeter fencing, ease of observation, security lighting, CCTV</i>	A	4
	Fixed Furniture & Fittings <i>e.g. signage, marked parking bays, bike racks, bin stores</i>	B	3
	Overall Rating: <i>5-7 = D, 8-12 = C, 13-17 = B, 18-20 = A</i>	B	17

Comments: **Please comment on any issues of particular concern including any aspect which you have rated as "D".**

1.0 Functionality:

1.1 There is ample space for staff to park on site and there is an overspill car park nearby the school for use by parents etc. when necessary.

2.0 Accessibility:

2.1 Due to the steep sloping access road leading up to the main entrance unassisted access by mobility impaired users from vehicles into the school entrance would not be possible. Hence there is no accessible parking bay in close proximity to the main entrance.

3.0 Environmental Conditions:

No Comments

4.0 Safety & Security:

4.1 The car park surface (stone chippings) is not ideal , paerticulary in the winter months.

4.2 The external lighting does not cover the full area of the car park.

5.0 Fixed Furniture & Fittings:

5.1 There are no marked parking bays in the car park

5.2 Way finding signage to the school office is not sufficient.

Suitability Assessment - Collated Factors

This sheet is for authority use, to allow the identification of themes across the school.

School: **Lethnot Primary**

Overall Suitability rating: **B**

Functionality					
	Rating	Number	Weighting	Total	
Learning & Teaching Spaces	B	3	0.50	1.50	
Internal Social Spaces	B	3	0.15	0.45	
Internal Facilities	C	2	0.15	0.30	
External Social Spaces	B	3	0.10	0.30	
External Facilities	A	4	0.10	0.40	
Overall Rating:				2.95	B

Accessibility					
	Rating	Number	Weighting	Total	
Learning & Teaching Spaces	B	3	0.50	1.50	
Internal Social Spaces	B	3	0.15	0.45	
Internal Facilities	B	3	0.15	0.45	
External Social Spaces	C	2	0.10	0.20	
External Facilities	C	2	0.10	0.20	
Overall Rating:				2.80	B

Environmental Conditions					
	Rating	Number	Weighting	Total	
Learning & Teaching Spaces	B	3	0.50	1.50	
Internal Social Spaces	B	3	0.15	0.45	
Internal Facilities	B	3	0.15	0.45	
External Social Spaces	A	4	0.10	0.40	
External Facilities	A	4	0.10	0.40	
Overall Rating:				3.20	B

Safety & Security

	Rating	Number	Weighting	Total	
Learning & Teaching Spaces	B	3	0.50	1.50	
Internal Social Spaces	B	3	0.15	0.45	
Internal Facilities	B	3	0.15	0.45	
External Social Spaces	C	2	0.10	0.20	
External Facilities	A	4	0.10	0.40	
Overall Rating:				3.00	B

Fixed Furniture & Fittings

	Rating	Number	Weighting	Total	
Learning & Teaching Spaces	B	3	0.50	1.50	
Internal Social Spaces	B	3	0.15	0.45	
Internal Facilities	B	3	0.15	0.45	
External Social Spaces	B	3	0.10	0.30	
External Facilities	B	3	0.10	0.30	
Overall Rating:				3.00	B

Suitability Assessment - Overall Rating Matrix

This sheet is intended to allow authorities to look at the significance of factors across the whole school, and therefore to make troubleshooting more straightforward.

School:

Weighting	50%	15%	15%	10%	10%
Score out of 20	15	15	14	14	17
					15

	General Learning & Teaching	Internal Social Areas	Internal Facilities	External Social Areas	External Facilities	Total:
Functionality	B	B	C	B	A	B
Accessibility	B	B	B	C	C	B
Environmental Conditions	B	B	B	A	A	B
Safety & Security	B	B	B	C	A	B
Fixed Furniture & Fittings	B	B	B	B	B	B
Total:	B	B	B	B	B	B

Overall Suitability Rating = **B**