

APPENDIX 5 – ROOM SCHEDULES ADOPTED

In this appendix is listed the room schedule used for each school. The room schedule provides information about types of spaces and areas. This tool allowed us to identified the total area for individual area type as requested by BBI03.

APPENDIX 5.1 – Les Beaucamps Room Schedule

Table A5.1 - Les Beaucamps Room Schedule

Table					
Department	Room name	Room type	Room number	Area in m2	
basic teaching	CLASSROOM	religious education 1	Classroom	A3-01	70
	CLASSROOM	religious education 2	Classroom	A3-04	61
	CLASSROOM	english 1	Classroom	A3-05	61
	CLASSROOM	english 2	Classroom	A3-09	61
	CLASSROOM	english 3	Classroom	A3-10	61
	CLASSROOM	english 4	Classroom	A3-11	61
	CLASSROOM	geography 1	Classroom	A2-01	61
	CLASSROOM	geography 2	Classroom	A2-02	61
	CLASSROOM	mfl 1	Classroom	A2-06	61
	CLASSROOM	mfl 2	Classroom	A2-09	61
	CLASSROOM	mfl 3	Classroom	A2-10	61
	CLASSROOM	mfl 4	Classroom	A2-11	61
	CLASSROOM	math 1	Classroom	A2-05	61
	CLASSROOM	math 2	Classroom	A2-51	61
	CLASSROOM	math 3	Classroom	A2-52	61
	CLASSROOM	math 4	Classroom	A2-53	61
	SCIENCE	science 1	Science Laboratory	A2-42	91
	SCIENCE	science 2	Science Laboratory	A2-40	91
	SCIENCE	science 3	Science Laboratory	A2-39	97
	SCIENCE	science 4	Science Laboratory	A2-34	85
	CLASSROOM	lecture room	Classroom	A2-33	83
	IT	Business Studies	IT room	A2-28	90
	IT	ICT 1	IT room	A2-27	86
	IT	ICT 2	IT room	A2-25	75
	DT	workshop 1	Workshop	A1-25	105
	DT	workshop 2	Workshop	A1-21	124
	DT - food	food technology	Food Room	A1-01	116
	DT	CDT hub space	Classroom	A1-19	92
	DT	graphics room	Graphics room	A1-16	91
	ART	2d art	2D Art studio	A3-68	103
	ART	3d art	3D Art studio	A3-64	99
	MUSIC / DRAMA	recital	Music recital	A3-25	89
	MUSIC / DRAMA	classroom	Music classroom	A3-26	69
	MUSIC / DRAMA	drama studio	drama studio	A3-34	118
teaching area				2,689	
halls	HALLS	assembly hall	A3-36	219	
	HALLS	gymnasium	B4-27	241	
	HALLS	sports hall	B4-33	592	
	total halls				1,052
learning resource	LR	control room	A4-02	9	
	LR	kālin room	A3-65	10	
	LR	media studies	A3-48	70	
	LR	library	A3-51	102	
	LR	music group	music practice room 1	A3-23	7
	LR	music group	music practice room 2	A3-24	9
	LR	music group	music practice room 3	A3-31	8
	LR	music group	music practice room 4	A3-27	7
	LR	music group	music practice room 5	A3-30	7
	LR	music group	music practice room 6	A3-29	7
	LR	SEN office	A2-16	20	
	LR	SEN group room	A2-17	46	
	LR	group room	A2-18	16	
	LR	beco	A2-19	9	
	LR	careers area	A2-32	10	
	LR	break out	A2-12	11	
	LR	break out	A2-21	16	
	LR	break out	A2-41	3	
	LR	break out	A2-43	2	
	LR	niche + display area		8	
	total learning resource				377

D+S	dining area / canteen	Dining Area	A3-37	160
total dining and social				160
SUPPL. SPORTS.	swimming pool - 4 lane		B4-37	407
ADD. AREA SCHOOL	reception waiting area		A4-16	16
ADD. AREA SCHOOL	display box reception			6
ADD. AREA SCHOOL	art mezzanine (digi.photo.)		A3M-01	48
ADD. AREA SCHOOL	staff mezzanine		A3M-02	26
ADD. AREA SCHOOL	assembly hall gallery		A4-02	50
ADD. AREA SPORT.	viewing gallery		B5-01	48
ADD. AREA SPORT.	group room		B5-02	41
other net area				642
NET AREA				6,016
WC+P.CARE POOL	external changing room 1		B4-13	39
WC+P.CARE POOL	showers 1		B4-18	12
WC+P.CARE POOL	toilets 1		B4-16	9
WC+P.CARE POOL	dis.wc 1		B4-14	3
WC+P.CARE POOL	external changing room 2		B4-26	39
WC+P.CARE POOL	showers 2		B4-21	12
WC+P.CARE POOL	toilets 2		B4-23	9
WC+P.CARE POOL	dis.wc 2		B4-25	3
WC+P.CARE SCHOOL	pupil toilets		A3-14	15
WC+P.CARE SCHOOL	pupil toilets		A3-17	15
WC+P.CARE SCHOOL	pupil toilets		A3-52	9
WC+P.CARE SCHOOL	pupil toilets		A3-54	9
WC+P.CARE SCHOOL	pupil toilets		A2-47	11
WC+P.CARE SCHOOL	pupil toilets		A2-49	11
WC+P.CARE SCHOOL	pupil toilets		A2-23	8
WC+P.CARE SCHOOL	pupil toilets		A2-24	8
WC+P.CARE SCHOOL	pupil toilets		A1-09	9
WC+P.CARE SCHOOL	pupil toilets		A1-11	9
WC+P.CARE SCHOOL	dis. toilet		A3-16	4
WC+P.CARE SCHOOL	dis. toilet		A3-53	4
WC+P.CARE SCHOOL	dis. toilet		A2-48	4
WC+P.CARE SCHOOL	dis. toilet		A2-15	5
WC+P.CARE SCHOOL	dis. toilet		A2-22	5
WC+P.CARE SCHOOL	dis. toilet		A1-10	4
WC+P.CARE SCHOOL	staff toilet		A4-10	2
WC+P.CARE SCHOOL	staff toilet		A4-11	2
WC+P.CARE SCHOOL	staff toilet		A3-28	3
WC+P.CARE SCHOOL	staff toilet		A3-58	11
WC+P.CARE SCHOOL	staff toilet		A3-59	9
WC+P.CARE SCHOOL	staff toilet		A1-14	3
WC+P.CARE SCHOOL	staff change 1		A3-55	6
WC+P.CARE SCHOOL	staff change 2		A3-56	8
WC+P.CARE SCHOOL	visitors/dis. toilet		A4-15	4
total toilets & personal care				304
CATERING	kitchen area		A3-41	70
CATERING	service area		A3-38	54
total catering facilities				124
PLANT	server room		A3-47	20
PLANT	plant		A3-45	77
PLANT	risers/vents			30
PLANT	it hub		A1-07	7
PLANT	kitchen plant		A3-44	20
PLANT	sports building ict hub		A3-49	6
total plant				160

CIRC. SCHOOL	stairs	A4-01	4
CIRC. SCHOOL	lobby	A4-03	9
CIRC. SCHOOL	corridor	A4-09	17
CIRC. SCHOOL	corridor	A4-17	88
CIRC. SCHOOL	lift 1		3
CIRC. SCHOOL	stairs	A3-02	26
CIRC. SCHOOL	corridor	A3-03	90
CIRC. SCHOOL	corridor	A3-12	33
CIRC. SCHOOL	lobby	A3-15	17
CIRC. SCHOOL	corridor	A3-21	54
CIRC. SCHOOL	lobby	A3-32	20
CIRC. SCHOOL	stairs	A3-33	8
CIRC. SCHOOL	lobby	A3-49	8
CIRC. SCHOOL	corridor	A3-52	146
CIRC. SCHOOL	corridor staff	A3-57	5
CIRC. SCHOOL	stairs	A3-69	26
CIRC. SCHOOL	corridor stairs corridor		
CIRC. SCHOOL	corridor stairs lift 2	A3-70	84
CIRC. SCHOOL	corridor		
CIRC. SCHOOL	stairs	A2-03	26
CIRC. SCHOOL	corridor	A2-04	216
CIRC. SCHOOL	corridor	A2-29	241
CIRC. SCHOOL	stairs	A2-35	27
CIRC. SCHOOL	lift 2		3
CIRC. SCHOOL	corridor	A1-08	71
CIRC. SPORTSHALL	lobby	B4-01	10
CIRC. SPORTSHALL	corridor	B4-02	75
CIRC. SPORTSHALL	lobby	B4-07	7
CIRC. SPORTSHALL	lobby	B4-08	7
CIRC. SPORTSHALL	lobby	B4-15	6
CIRC. SPORTSHALL	lobby	B4-17	4
CIRC. SPORTSHALL	lobby	B4-22	4
CIRC. SPORTSHALL	lobby	B4-24	6
CIRC. SPORTSHALL	corridor	B4-28	13
CIRC. SPORTSHALL	corridor	B4-29	5
CIRC. SPORTSHALL	corridor	B4-44	15
CIRC. SPORTSHALL	corridor	B4-45	3
PARTITIONS	partitions school		250
PARTITIONS	partitions sportshall		100
total circ. & partitions			1,727
TOTAL NON NET AREA			2,315
SUPPL. SPORTS.	internal changing 1	B4-03	41
SUPPL. SPORTS.	showers 1	B4-04	11
SUPPL. SPORTS.	toilets 1	B4-05	11
SUPPL. SPORTS.	dis.change 1	B4-06	6
SUPPL. SPORTS.	internal changing 2	B4-12	41
SUPPL. SPORTS.	showers 2	B4-11	11
SUPPL. SPORTS.	toilets 2	B4-10	11
SUPPL. SPORTS.	dis.change 2	B4-09	6
SUPPL. SPORTS.	ict hub	B4-49	6
SUPPL. SPORTS.	pool change	B4-39	93
SUPPL. SPORTS.	pool group change	B4-40	24
SUPPL. SPORTS.	pool toilets	B4-41	9
SUPPL. SPORTS.	pool dis.change	B4-42	8
SUPPL. SPORTS.	pool toilets	B4-43	11
SUPPL. SPORTS.	pool plant	B4-36	155
SUPPL. SCHOOL	sprinkler plant, pump room	A3-46	31
total supplementary			475
GROSS AREA			8,806
ADDITIONAL AREAS	care taker store	A3-42	21
ADDITIONAL AREAS	kitchen plant area		12
ADDITIONAL AREAS	plant area		19
total additional areas			52
TOTAL GROSS AREA			8,858

APPENDIX 5.2 – St Sampson's Room Schedule

Table A5.2 - St Sampson's Room Schedule

Table						
	Department	Room name	Room type	Room number	Area in m ²	
basic teaching	Mathematics	Classroom no. 1	Classroom	1.01	61	
	Mathematics	Classroom no. 2	Classroom	1.02	60	
	Mathematics	Classroom no.3	Classroom	1.03	57	
	Mathematics	Classroom no. 4	Classroom	1.04	56	
	Mathematics	Classroom no. 5	Classroom	1.05	59	
	Mathematics	Classroom no. 6	Classroom	1.06	55	
	English	Classroom no. 1	Classroom	1.10	61	
	English	Classroom no. 2	Classroom	1.11	60	
	English	Classroom no. 3	Classroom	1.12	57	
	English	Classroom no. 4	Classroom	1.13	55	
	English	Classroom no. 5	Classroom	1.14	56	
	English	Classroom no. 6	Classroom	1.15	60	
	MFL	Classroom no. 1	Classroom	3.01	57	
	MFL	Classroom no. 2	Classroom	3.02	56	
	MFL	Classroom no. 3	Classroom	3.03	56	
	Hum/ RE	Classroom no. 1	Classroom	3.09	60	
	Hum/ RE	Classroom no. 2	Classroom	3.1	60	
	Hum/ RE	Classroom no. 3	Classroom	3.11	54	
	Hum/ RE	Classroom no. 4	Classroom	3.12	56	
	Hum/ RE	Classroom no. 5	Classroom	3.13	56	
	Science	Laboratory No.1	Science Laboratory	5.14	90	
	Science	Laboratory No.2	Science Laboratory	5.15	90	
	Science	Laboratory No.3	Science Laboratory	5.16	90	
	Science	Laboratory No.4	Science Laboratory	5.17	90	
	Science	Laboratory No.5	Science Laboratory	5.18	90	
	Science	Laboratory No.6	Science Laboratory	5.19	79	
	ICT	ICT Classroom No.1	IT room	5.01	90	
	ICT	Business Studies Classroo	IT room	5.02	90	
	ICT	ICT Classroom No.2	IT room	5.03	67	
	Design Tech	Workshop No.1	Workshop	4.06	102	
	Design Tech	Workshop No.2	Workshop	4.07	102	
	Design Tech	Food Room	Food Room	4.01A	102	
	Design Tech	Textiles Classroom	Studio	4.24	90	
	Design Tech	Graphics Classroom	Graphics room	4.23	86	
	ART	3D Art Room	3D Art studio	4.14	102	
	ART	2D Art Room	2D Art studio	4.15	91	
	MUSIC / DRAMA	Music Recital	Music recital	6.13A	90	
	MUSIC / DRAMA	Music Classroom	Music classroom	6.14	62	
	MUSIC / DRAMA	Drama Studio	drama studio	6.06	98	
	Teaching area					2,853
halls	HALLS	Assembly Hall		6.01	236	
	HALLS	Sports Hall		SPT 09.02	595	
	HALLS	Gymnasium		SPT 09.11	201	
	total halls					1,032
Learning Resource	LR	English Study Area		1.16	8	
	LR	Clay & Prep / Kiln		4.16	17	
	LR	Group Room		1.19	15	
	LR	Library		2.01	192	
	LR	MFL Study Area		3.05	6	
	LR	Shared Machinery		4.08	26	
	LR	Heat Bay		4.09	31	
	LR	SEN Group Room		5.08	59	
	LR	SEN Group Room		5.09	26	
	LR	Careers Base		5.13	16	
	LR	Control Room		6.11	10	
	LR	Music group	Music Practice Room No.1	6.15	7	
	LR	Music group	Music Practice Room No.2	6.16	7	
	LR	Music group	Music Practice Room No.3	6.17	7	
	LR	Music group	Music Practice Room No.4	6.18	7	
	LR	Music group	Music Practice Room No.5	6.19	7	
	LR	Recording Studio		6.21	13	
	total learning resource					454
					current number of rooms	current area for teaching space type
					Classroom	20 1152
				Science Laboratory	6 529	
				IT room	3 247	
				2D Art studio	1 91	
				3D Art studio	1 102	
				Workshop	2 204	
				Food room	1 102	
				Studio	1 90	
				Graphics room	1 86	
				Music recital	1 90	
				Music classroom	1 62	
				Drama studio	1 98	
					39 2853	
				area		
				Gross Area	9,500	
				Net Area	6,343	
				Other net area	801	
				Halls, Dining and PE	1,198	
				Storage	596	
				Staff and Admin.	441	
				Learning Resources	454	
				Teaching Area*	2,853	
staff administration	SA	Math Staff Base/ Store		1.08A	10	
	SA	English Staff Base		1.18	9	
	SA	HUM/RE Staff Base/ Store		3.15A	10	
	SA	ICT Technicians Office		5.06	13	
	SA	Science Office		5.21	15	
	SA	Music Staff Base		6.22	11	
	SA	Reception		8.01	22	
	SA	Main Office / Secretaries		8.02	30	
	SA	Headteacher's Office		8.05	20	
	SA	Deputy's Office		8.06	12	
	SA	Referral Room		8.1	19	
	SA	Medical / First Aid Room		8.15	9	
	SA	Year Head's Office No.2		8.21	10	
	SA	Year Head's Office No.3		8.22	9	
	SA	SMT office		8.03	12	
	SA	Deputy's Office		8.07	12	
	SA	Meeting Room		8.09	28	
	SA	Interview Room No.2		8.11	11	
	SA	Staffroom		8.16	94	
	SA	Year Head's Office No.1		8.2	11	
	SA	Year Head's Office No.4		8.23	9	
	SA	Year Head's Office No.5		8.24	10	
	SA	SMT Office No.1		8.25	11	
	SA	SMT Office No.2		8.26	12	
	SA	Staff Work Room		8.32	22	
	SA	Sports Staff Base/ Store		SPT 9.35A	10	
total staff administration					441	
storage (teaching)	STORAGE	Maths Store		1.09	16	
	STORAGE	Maths Staff Base / Store		1.08B	6	
	STORAGE	English Store		1.17	19	
	STORAGE	MFL Store		3.06	10	
	STORAGE	HUM/RE Staff Base/ Store		3.15B	7	
	STORAGE	Graphics Store		4.25	10	
		Food Room Cloaks		4.01B	5	
		Food Store		4.04	10	
		Design Tech Prep Room		4.12	58	
		Art Store No.1		4.17	17	
		Art Store No.2		4.18	21	
		Textiles Store		4.26	14	
		Science Prep Room		5.2	52	
		Chemical Store		5.23	20	
		Props/Studio Store		6.09	43	
		Music Room Store		6.13B	5	
		Instrumental Store		6.23	25	
	STORAGE	Sports Hall Store		SPT 9.03	42	
	STORAGE	Gym Store No. 1		SPT 9.13	9	
	STORAGE	Sports Staff Base / Store		SPT 9.35A	12	
	STORAGE	Gym Store No.2		SPT 9.22	9	
	total storage (teaching)					410
	Storage (non-teaching)	STORAGE n/t	Gas bottle store		4.11	3
		STORAGE n/t	Pupil Storage (lockers)		10.2	43
		STORAGE n/t	Assembly Hall Store No. 1		6.02a+b	27
		STORAGE n/t	Exam Desk Store		6.03	30
STORAGE n/t		Hall Store No.2		6.27	7	
STORAGE n/t		Hall Store No.3		6.28	7	
STORAGE n/t		Hall Store No.4		6.29	7	
STORAGE n/t		Cleaners' Cupboard		MSS 09.25	3	
STORAGE n/t		Cleaners' Cupboard		SPT 09.23	3	
STORAGE n/t		Admin store		8.31	3	
STORAGE n/t		Exam Store		8.12	10	
STORAGE n/t		Reprographics		8.17	20	
		Pool Office		SPT 09.34	7	
		Pool Store		SPT 09.26	3	
		Pool Store		SPT 09.27	13	
total storage (non-teaching)					186	

D+S	dining area / canteen	Dining Area	7.01	166
total dining and social				166
Supplementary	Language and Communications Room		5.29	49
	L+C office		5.12	15
	Community Room		6.04	60
	Swimming Pool - 6 Lane	SPT 09.08		600
	Medical / First Aid Room	SPT 09.19		7
	Spectator seating	SPT 09.29		70
Other net area				801
NET AREA				6,343
toilets & personal care	WC+P.CARE	External Changing Room No.1	MSS 09.09	61
	WC+P.CARE	External Changing Room No.2	MSS 09.10	61
	WC+P.CARE	Disabled Male Change	MSS 09.06	6
	WC+P.CARE	Disabled Female Change	MSS 09.07	6
	WC+P.CARE	Visitors' WC	8.13	3
	WC+P.CARE	Staff Changing Rooms No.3	SPT 09.14	9
	WC+P.CARE	Staff Changing Rooms No.4	SPT 09.15	9
	WC+P.CARE	Pupil Toilets	10.1	143
	WC+P.CARE	Staff Toilets	10.3+10.04	32
	total toilets & personal care			
catering	CATERING	kitchen area	7.02	55
	total catering facilities			55
plant	PLANT	Server	5.05	12
	PLANT	Server	6.38	16
	PLANT	Plant	11.1	138
	total plant			166
Circ & partitions	Partition	Internal Partition	11.3	393
	CIRC. SCHOOL		11.2	1,692
	total circ. & partitions			2,085
TOTAL NON NET AREA				2,636
	Disabled wc (L+C)		4.35	3
	Community WC		6.05	5
	Pool Changing No.1	SPT 09.17		121
	Pool Changing No.2	SPT 09.18		121
	Dis shower and change	SPT 09.32		6
	Dis shower and change	SPT 09.33		6
	Spectator WC	SPT 09.31		6
	Staff Changing Rooms No.1	SPT 09.04		4
	Staff Changing Rooms No.2	SPT 09.05		4
	Swimming Pool Plant	SPT 09.01		245
	total supplementary			521
Total GROSS AREA				9,500
covered courtyard				221

APPENDIX 5.3 – Le Murier Room Schedule

Table A5.3 - Le Murier Room Schedule

Table					
Department	Room name	Room type	Room number	Area in m²	
basic teaching	Post 16 Classroom	Classroom	1.01	63	
	Complex Needs Classroom No.1	Classroom	2.01	71	
	Complex Needs Classroom No.2	Classroom	2.08	69	
	KS3 Classroom No.1	Classroom	4.01	65	
	KS3 Classroom No.3	Classroom	4.03	55	
	KS3 Classroom No.4	Classroom	4.04	65	
	KS3 Classroom No.5	Classroom	4.05	54	
	KS3 Classroom No.6	Classroom	4.06	66	
	KS3 Classroom No.7	Classroom	4.07	65	
	KS4 Classroom No.1	Classroom	10.01	65	
	KS4 Classroom No.2	Classroom	10.02	54	
	KS4 Classroom No.3	Classroom	10.03	64	
	KS4 Classroom No.4	Classroom	10.04	54	
	KS4 Classroom No.5	Classroom	10.05	64	
	Science Laboratory	Science Laboratory	6.08	62	
	ICT Suite	ICT Classroom No.1	5.02	35	
	ICT Suite	Business Studies Classroom	5.03	35	
	Design Tech	resistant material	6.03	78	
	Design Tech	Food Tech Room	7.01	69	
	ART	Art Room	6.01	78	
	MUSIC / DRAMA	Music Drama	6.05	62	
	total basic teaching			1,293	
halls	HALLS	School Hall	8.02	110	
	total halls			110	
learning resource	LR	Education Support	1.05	12	
	LR	Resource Area	4.15	25	
	LR	Library Resource Centre	5.01	65	
	LR	Nurse Room	9.13	11	
	LR	Resource Area	10.07	25	
	LR	KS3 Group Room No.1	4.08	12	
	LR	KS3 Group Room No.2	4.09	12	
	LR	KS3 Group Room No.3	4.1	12	
	LR	KS3/complex Needs Group Room	4.18	12	
	LR	Interview Room	9.03	33	
	LR	Group Room	9.05	24	
	LR	Group Room	10.06	14	
	LR	Group Room	10.11	14	
	total learning resource			271	
staff administration	SA	Reception Area	9.01	30	
	SA	Head Teacher's Office	9.02	16	
	SA	Secretaries and Reprographics	9.06	26	
	SA	Staff Room (social)	9.08	83	
	SA	Caretaker's office/maintenance store	9.1	21	
	total staff administration			176	

	current number of rooms	current area for teaching space type
Classroom	14	874
Science Laboratory	1	62
IT room	2	70
2D Art studio	1	78
3D Art studio	0	0
Workshop	1	78
Food room	1	69
Studio	0	0
Graphics room	0	0
Music recital	0	0
Music classroom	1	62
Drama studio	0	0

	area
Gross Area	3,630
Net Area	2,378
Other net area	163
Halls, Dining and F	202
Storage	273
Staff and Admin.	176
Learning Resource	271
Teaching Area*	1,293

STORAGE	Store Room A + B	2.03	11
STORAGE	Hygiene Area	2.05	21
STORAGE	Hygiene Storage	2.06	7
STORAGE	Light and Sound Sensory Room	2.07	15
STORAGE	Store No.2	4.12	18
STORAGE	Art Store	6.02	27
STORAGE	Materials Store No.1	6.04	27
STORAGE	Store Room	6.07	17
STORAGE	Science Prep Room	6.09	17
STORAGE	Food Store	7.02	9
STORAGE	Appliance Store	8.11	9
STORAGE	Wheelchair & App. Store	8.14	6
STORAGE	Cleaners Cupboard	8.15	3
STORAGE	Wheelchair Store	8.19	9
STORAGE	Hall Store	8.2	6
STORAGE	Hall Store	8.21	8
STORAGE	Hall Store	8.22	8
STORAGE	Hall Store	8.23	2
STORAGE	Central stores No.1	9.07	10
STORAGE	Cleaners Stores	10.13	3
STORAGE	Store No.1	10.14	31
STORAGE	Store	10.16	9
total storage (teaching)			273

	Hydrotherapy Pool		3.01	61
	Hydrotheraphy Store		3.02	17
	Hygiene Area		3.04	22
	Hygiene Storage		3.05	6
	Physiotherapy		3.07	19
	Physiotherapy Store		3.08	12
	Medical Inspection Room		3.11	14
	Senior Staff Office		3.12	12
other net area				163

D+S	Dining Hall	Dining Area	8.03	52
D+S	additional dining area	Dining Area	8.17	40
total dining and social				92

TOTAL NET AREA				2,378
TOTAL NON NET AREA				1,252
TOTAL GROSS AREA				3,630

	Kitchen	8.08	21
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ANNEX I – BACKGROUND RESEARCH PAPER ON THE POSSIBLE LINK BETWEEN CLASS SIZE AND ACHIEVEMENT

Annex 1 –

Background research paper on the possible link between class size and achievement

Date: 19 November 2018

Dr Grace Kenny BA(PPE) LèsL(Ling Lit Hist) MA(Fr) PhD(Arch) DipTrans MIL
Dr Robert Rees EdD, MProf, MSc, CertEd, Cert HE, FSTL, FRSA, FCMI

1.0 Introduction

"Class size is an extremely popular education reform among many stakeholders, including students, parents, teachers, school administrators, and educationalists. With such broad appeal, reducing class size is also popular among policymakers" (Jepsen 2015). However, popularity should not be a motive for substantive and potentially expensive policies.

The research on the link between class size and achievement is huge, and often self-contradictory. However, it would appear that class size in itself has little direct effect either way. Rather it is other circumstances which can affect the individual and average levels of achievement in a school.

None of the many many studies is conclusive, mainly because the range of concomitant, unknown and possibly important variables is so wide. No results can be taken at their face value. Some writers may have on-their-sleeve policy motives, others may be less overt.

This summary is based on examining the seven papers cited below, some of which are multi-authored surveys of numerous earlier studies.

2.0 The Difficulty of Finding Reliable Data

In the field of education, it will never be possible to cover all possible relevant variables in studying different levels of achievement. This is the often cited problem of endogeneity, whereby there are other explanatory variables that are not in the relevant model, which we cannot identify or measure (Borland et al, 2005).

Even keen proponents of reducing class sizes state "*All else being equal*, increasing class sizes will harm student outcomes" (Schanzenbach, 2014). There are other factors which have the potential to impact on student achievement/progress. They include:

- style of teaching;
- experience of teachers;
- prior student achievement;
- demographic of intake;
- wealth of parents;
- wealth of school;
- peer pressure; and/or,
- national and/or regional culture.

In addition it is impossible to control for the level of aggregation, e.g. by class, subject, school, age, district etc. Most studies are also limited in time, and do not follow their data points across their academic career, let alone into their adult life. "Our overall conclusion is that the literature on the effect of class size on subsequent labor market earnings suffers from many of the same problems as the literature on class size effects on test scores and schooling levels. There are simply too many statistical problems relating to measurement error and omitted variables problems in these nonexperimental studies to place great faith in any of the findings." (Erherberg, 2001).

A lot of the work in this field uses data collected for other purposes, always a risky procedure. ("Using administrative registry data, we find statistically significant negative effects of class size on academic achievement." (Krassel, 2014)).

Even the huge study undertaken in Tennessee in the 80s, the Project STAR (Pupil/Teacher Achievement Ratio) has critics; however, overall one can say "although the results of one experiment must be treated cautiously, the STAR study results do appear to be reasonably robust in the sense that there is a statistically significant effect of being in a class of 14–17 rather than a class of 23 in an environment of *ample teachers and facilities*, and this advantage appears to persist well into upper grades after students have returned to larger classes. Although the advantage is persistent, it is not cumulative." (Erherberg, 2001) PMc italics.

If most of the studies cited are based on U.S. data, Jepsen (qv) shows, that "A study of 11 countries, predominantly in Europe, shows substantial cross-country variation in the relationship between class size and student achievement, with most countries having a small or no benefit from smaller class sizes."

3.0 Points of Agreement Across Some Studies

So long as one recognises that these points of agreement do not necessarily rely on the size of class *per se*, there is a slight correlation between size of class and higher achievement in early years and for struggling students, and some evidence that the achievement gap between low and high achievers is narrowed (Erherberg, 2001, Bosworth, 2014). "...we should have a policy to reduce class size in Australia's most disadvantaged schools during the first four years of education specifically when children are developing literacy and numeracy skills. This is more cost effective than an across the board approach." (Zyngier, 2014)

All the studies agree that teaching methods, *inter alia*, are more important than the class size; however, when class sizes reduce, teachers do not necessarily change their style. Intuitively, one thinks that teachers will spend more time with individual pupils in small classes, but there is evidence that this does not happen. "Research suggests that teachers do not change their pedagogy when moving from large classes to smaller ones." (Harfitt, 2012).

4.0 Cost Benefit Ratio

The question must be, "Do the benefits of smaller class sizes outweigh the costs associated with the resources required (extra teachers, extra facilities)?" (Ehrenberg, 2001). Even Schanzenbach (qv) states, "Policymakers should carefully weigh the efficacy of class-size policy against other potential uses of funds."

The very useful recent paper by Jepsen states, "...empirical research on the costs and benefits of smaller classes concludes that other education policies, such as tutoring, early childhood programs, or improving teacher quality would be better investments." and "Reducing class size is a very expensive policy reform relative to other reforms, which may also provide better value." (Jepsen, 2015).

To take a simple example from Jepsen's paper, "Thus, the two primary costs of reducing class sizes are the cost of additional teachers and the cost of creating additional classroom space. On this basis, studies from the US suggest that each "one-student" reduction in class size has a cost of \$200–250 per pupil. However, it is important to consider that there may also be additional costs involved, such as electricity and other costs of operation."

5.0 Conclusion

At the present level of knowledge there is no consensus on whether smaller class sizes result in higher achievement, all things being equal, simply because all things are never equal.

"Despite the existence of a considerable and current educational literature concerned with the effect of class size on student achievement, the results of attempts to empirically identify the relationship between the variables class size and student achievement are mixed at best." (Borland, 2005)

Despite some evidence that smaller classes may help some younger and some disadvantaged children, in terms of the increased staff and capital and operational costs involved in reducing class sizes, there is no conclusive evidence that this is a good policy choice when compared to other interventions which have been clearly shown to be more effective.

6.0 References

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ANNEX 2 – NOTES OF PMC SITE VISIT ON 16 & 17 OCTOBER 2018



Annex 2 -

States of Guernsey
11 – 18 Education Space Planning:
Notes from meetings and site visits held on
16 and 17 October 2018

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Attendees

	Meeting 1	Site visit 1	Site visit 2	Site visit 3	Meeting 2	Meeting 3	Site visit 4	Meeting 4
Ashley Dupre (Head of EDP projects) AD	✓	✓	✓	✓	✓	✓	✓	✓
Liz Coffey (Executive Headteacher) LC	✓	✓			✓	✓		
Louisa Aron (Curriculum & Timetable) LA	✓	✓			✓	✓		
Sophie Roughsedge (Headteacher) SR	✓	✓			✓	✓		
Geraint Ap Sion (Portfolio Director) GAS						✓		✓
Matt Fallaize (President of ESC) MF						✓		
Richard Graham (Vice President) RG						✓		
Peter Marsh (Executive Director at PMc) PM	✓	✓	✓	✓	✓	✓	✓	✓
Michael Paltrinieri (Space Analyst at PMc) MP	✓	✓	✓	✓	✓	✓	✓	✓
	Day 1					Day 2		

These notes capture the key points of discussion, constraints on the sites, observations in relation to the existing condition of buildings and the use of space, together with questions to be addressed and additional information required to complete the study that were identified during the course of the two day visit.

1.0 Meeting 1 – Introduction from the Executive Head

At the beginning of the meeting LC briefed PMc about the core aim of the project: to adopt a new system of 11-18 education, in replacement of the current 11+ test and grammar / secondary education model, in order to provide the very best opportunities for all learners throughout their 11-18 year old education irrespective of their academic performance at the age of 11. The new system will replace the current four schools and create a new unified 11 – 18 School across two sites. LC highlighted the following key points:

- the two preferred sites chosen for the new school are: Les Beaucamps High School (LBHS) and St Sampson's High School (SSHS) – the buildings on these sites were completed in 2012 and 2008 respectively;
- on the same site as SSHS there is a Special Education Need (SEN) Centre which operates as a standalone centre, although the two buildings are physically connected;
- the two sites that are proposed to be released are: La Mare High School and the Grammar School;
- the Grammar School is the only site between the four that currently houses both secondary (Year 7 to Year 11) and sixth form provision (Year 12 and 13); and,
- the States of Guernsey aims to complete this project (and therefore have the two sites at full capacity) from the start of the academic year 2023/24 at the latest.

The States of Guernsey (SOG) is seeking support from PMc to answer the following key question:

- What are the additional space requirements which need to be added to the existing buildings on the preferred sites in order to cope with the planned increase in students number?

LC reported some potential constraints within the two preferred sites which are:

- perceptions of low capacity of food technology teaching spaces on both sites;
- N° of science laboratories not adequate to accommodate future students numbers on both sites;
- design technology and art will potentially require additional specialist spaces once the new school is established; and,
- the refectory and dining spaces at the SSHS site is already cramped for the current students number on that site and on both sites there may need to be additional catering provision (to cope with queues and demand) and/or additional food outlets provided.

Before the scheduled site visits, the group discussed the optimal group size for key stage 3, 4 and year 12 and year 13. The four schools have a stated average group size of 24 students with some larger and smaller group sizes especially in key stage 4 and sixth form. LC confirmed that an average group size of 24 students is appropriate for the new school too. PM questioned the adoption of larger average group sizes to better utilise large classrooms such as those on the LBHS site. He also suggested that there was no imperial evidence in the UK to suggest a reduction in group size from 30 to 28 or an increase from 24 to 26 had any impact on the outcomes for learners. LC acknowledged and agreed with PM on this point and AD and LC explained that the 'promise' of maintaining smaller group size was as much an issue for members of the education committee as it was for room size planning.

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2.0 Site Visit 1 – Les Beaucamps High School

We attended a site visit of Les Beaucamps school to better understand how the campus operates, understand the external and internal spaces, observe students' flow, as well as teaching and non-teaching spaces, etc.

The images below capture where we have identified some of the more significant constraints in future space planning and/or assets that can be made to work harder in the context of a new school.

2.1 External Building & Impressions

The site has been developed across four levels down a sloping site. This has the positive impact of limiting the scale of the buildings on the first approach – indeed the main entrance building, at the first, appears to be a small single storey structure; it then reveals itself on its sloping site once visitors progress beyond reception.

Images of the external building (credit Paul Smith)



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2.2 General Purpose (GP) Classroom

We observed that all general purpose classrooms have an area around 60 m². They are very generous rooms for groups of 24 and even for groups of 30 when laid out in rows; the seat count in each GP room was mostly 30 and always greater than 28 chairs. Furthermore, the rooms provide rather generous space for storage which is mostly located at the back of the classroom and/or within the 'teachers wall' at the front of the classroom.

Following discussions it was agreed that for any new teaching rooms an area of 54 or 56 m² would be adequate for a group of 30, and be generous for a group of 24. It was noted and agreed that more space is generally needed if tables are laid out in groups of 3 or in a horseshoe setting.

Example of general purpose classrooms layout and storage space to the edge



2.3 Science Laboratories

We observed that the four science laboratories on site have an area around 90 m². We have observed that 30 students can be easily seated in these specialist spaces even though the perimeter layout of power/water and gas meant that students needed to move from benches located in the middle of the classrooms to those built in around the edge to complete practical experiments. We noted that the number of workstations around the perimeter were limited to around 7 sink areas and a dozen gas/power points which means that students would need to work in groups of 2-4 when carrying out perimeter based experiments. We noted that in all science rooms there was a raised teacher platform which is not found in other teaching spaces and we observed that as well as requiring a doubling up of workstations, the perimeter layout means that when experiments are being conducted most learners will have their backs to the teacher.

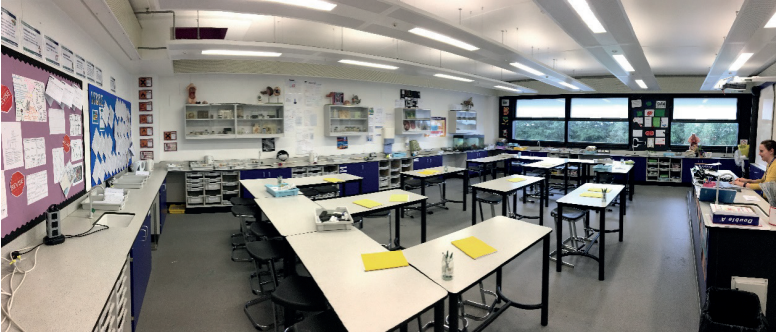
We discussed how, if new science lab's were being built, having fixed pedestals for water, power and data and gas and flexible benches between them could both reduce the need for space (by removing some of the perimeter benching) and improve health and safety by allowing all learners

conducting experiments to be visible by the teacher. We also reviewed three general purpose classrooms located in the same area (across the corridor) as the science labs. Whilst these are not big enough to provide fully serviceable science lab's they could form part of the future science curriculum space either by:

- Reconfiguring the 3 spaces into two labs of 90 metres; or,
- Installing more power and benches to support aspects of science that do not require water or gas for effective teaching and learning.

A preference was expressed by the teaching team for the creation of full additional science lab's but we note that a large part of the science curriculum can be taught in spaces that do not have gas and water and with an increase in the availability of on-line and VR based learning the rooms above may be suitable additions to the science teaching accommodation,

Example of science laboratories



2.4 Music and Performance Rooms

We observed generous and well equipped performance spaces – in the main hall, behind the main hall, in IT music labs, practice studios and general performance spaces. We noted, and it was agreed, that there is currently an excess of music and performance spaces for the number of learners currently on the site with some rooms not currently being used/timetabled and other spaces not being used to capacity.

2.5 Food Technology Room

We observed that the food tech' room is a large space with an area of 115 m². This specialist space currently includes N° 9 workstations that equals to 18 students (two students per station) operating on kitchen equipment at the same time. Through discussion with AD it was noted that two additional stations could probably be accommodated in this room if required via minor adaptations.

Food tech room



2.6 Art Spaces

We observed that there are N° 2 art studios; one for 2D art and one for 3D art which are both around 100 m². The studios accommodate large tables and many storage spaces. These studios have access to a small computer room located upstairs - accessible only from the studio.



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2.7 Design and Technology Workshops

We observed that there are currently two D&T workshops and their areas are 105 and 125 m²; we counted 20 and 25 seating in these two spaces. The rooms are well equipped, benefit from good heating and ventilation, are serviced by a dedicated technician room and appear to be in very good order.

Two workshop used by Design & Technology located on Level 1.



2.8 SEN Room

The school have recently converted a staff room into a room to support learners with Special Education needs. Whilst well equipped and airy this room is perhaps larger than needed, lacks discrete spaces to support particular learning needs and, being located off the main corridor, is not as sensitively located as it might be. This room could be converted into another art or science room if SEN provision was more sensitively designed as part of any additional accommodation that maybe required on the site to support growth.

2.9 Refectory and Dining

We observed that during lesson hours, the performance hall space is open and clear of furniture whilst at lunch time, the refectory and adjacent spaces are set up with chairs and tables to accommodate students eating their meals. We have counted that 150/170 students can be seated at the same time in this area and in the adjacent assembly hall based on the current furniture installed. We believe that the assembly hall, which currently has seating for c100 students, can accommodate circa twice as many students; it has an area of 220 m² and assuming that each student needs c0.90 m² per 'cover' (figure suggest by BB103), we estimate a capacity over 230 seats; this is in addition to the area of seating in the refectory café area which is located between the assembly hall and the library.

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We discussed how the current counter operation created a long queue along the corridor and options to address this via better queue management arrangements and/or opening a satellite or temporary server area (salad bar, etc.) elsewhere in the space may help to alleviate the sense of queuing at lunch time.

Refectory, dining space and assembly hall layout on lunch time – note spare space not currently used for seating



2.10 Courtyard

We observed that this space is well used by students during the lunch and other breaks and it provides functional links between buildings during room transition that help to alleviate the pressure on the corridors. The general arrangement of having classrooms on one side of the corridor and the corridors facing into the courtyard was admired but noted also as a more expensive building design option than a traditional double classroom layout.

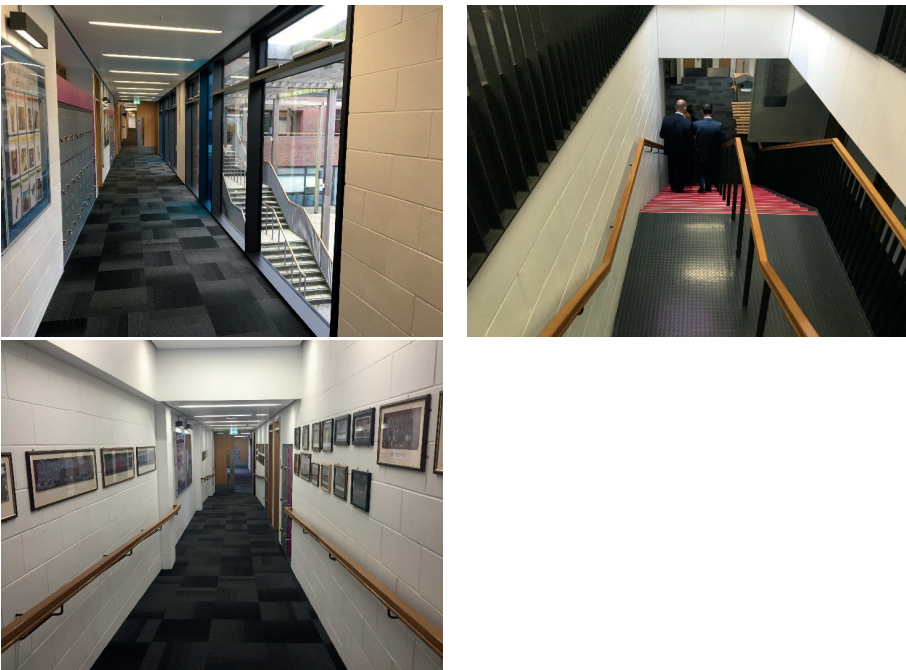
Image of the courtyard during lunch break



2.11 Circulation

We measured the corridor width and observed that they are all between 2.05/2.10 m wide. We observed that students flow in these spaces works well as a result of the building layout - students can reach their next timetabled room by choosing various paths. This arrangement should accommodate larger volumes of learners without feeling tight or cramped. The staircases are also wide and many of them allow four people to walk up or down at the same time; similarly some of the fire escape stair cases appear to be designed for much larger capacities than are currently enrolled at the school.

Example of circulation spaces



2.12 Outdoor Space and Sport Activities

We observed that the campus has a limited footprint and that the buildings sit on a relatively steeply sloping sight with the flat area contained at the top of the site between the main teaching blocks and the Sports Hall building. We did not visit the Sports Hall building but understand that it contains a four lane swimming pool, a gymnasium of c250 m² and the sport hall itself contains N° 4 courts.

- The majority of the non-building area accommodate sport pitches which comprise:
- a large MUGA with two full sized five-a-side pitches;
 - a large tarmac area with a range of sports activities lined up; and,
 - a playing field which contained one full size football pitch.

We understand that the current location of the MUGA pitches is the most pragmatic location for adding additional teaching and learning space on the site and that, if this site is used, the MUGA courts would be relocated to the playing field. This would create a deficit in on-site playing pitches which could be met by either acquiring more land, making use of higher quality pitches managed by the Committee on other nearby sites and/or sharing facilities with Sampson's.

Outdoor spaces for sport provision



2.13 Other Spaces

We observed that there is a significant under used area on the western roof top that potentially could be converted in space required by the future school – for either breakout activities, summer lunch time café space or sculpture, etc.

Roof top



2.14 Parking Spaces

We observed that the car park is located at the front of the site next to the MUGA courts, however, we have not counted the current capacity. We suggest that a parking survey be undertaken and a future travel plan be developed to understand the current capacity of the space for both car and scooter parking as a result of the planned increase in pupil places. We also observed that when sixth form students will be on this site, there is more need for parking spaces - and especially scooter parking due to the overall increase of 14+ learners. It is possible that the current parking area may not be sufficient for future needs and this issue needs to be factored into the future external space planning on the site.

Aerial view of the two parking areas. (source GoogleMap)



3.0 Site Visit 2 – The Grammar School

We visited the site of The Grammar School to understand how the campus operates, understand the external and internal spaces, integration between sixth form students and lower school students, etc.

3.1 External Building

We observed that the building is in mediocre condition and identified examples of significant distress to parts of the concrete fabric in the school building on this campus.

Example of current state of the site (top left & below – credit Bella)



3.2 General Purpose (GP) Classroom

We observed that the general purposes classrooms are of a significantly smaller size (estimated around 45 m²) than at LBHS, although they appeared to be coping with a similar capacity of learners (we counted 28 seats in one of these rooms). The use of single 600mm by 600mm desks makes the

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room seem more cluttered and less flexible than the 1200mm by 600mm desks used in LBHS. We suggest that when class sizes may vary from 12 to 28, the larger desks work adequately for a pair of learners to share in the larger groups and they provide a large single workspace for smaller groups. This helped confirm our view that a 60 m² standard classroom size is bigger than necessary. (We observed that the classrooms in the Sixth Form building were also smaller than at LBHS with a seated capacity of 28.)

Example of secondary general purpose classroom



3.3 Refectory And Dining

We observed that in the Grammar school part of the campus there is a relatively small dining space for students. The space shown below is supplemented by rather unsatisfactory additional eating spaces located in classroom sized rooms elsewhere on this floor with fold-down dining tables. We understand that there are two kitchen facilities; one for the lower school and one for the sixth form.

Lower school dining space



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3.4 Sport Facilities

We observed that within the school there is a sport hall and swimming pool although the latter is now dis-used.

Swimming pool and sports hall



3.5 Outdoor Space

Whilst the site is surrounded by large and well kept playing fields these do not belong to the States of Guernsey; they are the property of the neighbouring private school. There is a modest staff car park and students make use of a car park opposite the school to park cars and mopeds; we understand that this is on an informal basis. As such, the volume of external space supporting the Grammar School is very limited.

3.6 Sixth Form Activity

We observed that the open space within the sixth form area is very well used by students for informal learning and group study purposes. This is an excellent example of making non-teaching spaces work more efficiently to potentially compensate lack of space other zones such as formal library areas. We would encourage this approach to informal café spaces being replicated in the two sites of the new school system.

Informal space within the sixth form centre



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4.0 Site Visit 3 – La Mare High School

We attended a site visit of the La Mare High School to understand how the campus operates, understand the external and internal spaces, classroom layouts, etc.

4.1 External Building

We observed that the buildings are in a generally poor condition; they are original 1960s Scola buildings that have been re-clad in places and re-glazed in the majority of buildings. The layout of the school fails to create a sense of place and does not provide a “warm” welcome to students.

Above - Aerial view of the external sport provision and campus (credit Kevin Lajoje 2012),



above – example of the condition of the original concrete external cladding in the foreground with a more recent rendered elevation with UPVC windows on the three storey building at the rear.

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4.2 General Purpose (GP) Classroom

Due to limited time we did not visit general purpose classrooms on this site but did view the recently completed SEN space which had tables joined together to facilitate small-group learning. We observed that the SEN space was more generously laid out to provide more 1:1 tuition space and that it had a number of smaller rooms for more confidential support. The location of the SEN area – in a discrete and quiet area, was considered more suitable than the current facility at LBHS.

Example of recently completed SEN teaching space



4.3 Circulation and External Space

We observed that corridors were generally adequate and the dispersed nature of the buildings avoided too much crowding. All of the classrooms and corridors have rather low ceilings which does not help to create a sense of space.

We also observed external spaces are in generally poor to utilitarian condition and that whilst the school enjoys large outdoor sports spaces the relationship between these and the main school is unwelcoming – with rather dilapidated gates connecting the two.

There were none of the landscaped features of LBHS on this site to encourage positive use of outside space and generally the campus ‘felt’ like tired secondary school rather than a first class centre for learning.

Gate linking the school with the external swimming pool and courtyard space



5.0 Meeting 2 – Closure of Day 1

PM summarised his observations from the sites visits (reported above) to the group highlighting constraints and opportunities. He observed that LBHS appeared to be substantially under-capacity and that the campus overall is in excellent condition; the main building is very well designed across four levels; the courtyard which is the core of the building, allows good communication between the different zones; and the facilities are generally very good. He noted that the standard of design, generosity of space and the use of courtyards made the school feel like a prestigious UK Independent School rather than a 'standard' secondary school.

LC shared comments about the existing buildings and operation (some which are already referred to in the sections above) as follows:

- the main building at the Beaucamps site was designed and sized based on "Guernsey standards". This means that the school capacity is lower than a same-size-school designed with UK standards. The school has a capacity of 660 students and currently there are 470 students on site. If sized under UK standards, the capacity is understood to be over 800 students;
- there are currently 675 students at the St Sampson's High School (excluding the SEN centre);
- in the four schools, the average student group size is generally 24 students especially in key stage 3 and in a few occasions up to 30 student in a group. Key stage 4 has larger "float" and can have very small student groups (6/7 students in a class) in some subjects;
- the four schools combined currently comprise 17 forms of entry;
- the teaching space, especially classrooms, at the Beaucamps site, is under occupied mainly due to the generous classrooms size and smaller student groups;
- the refectory area in both LBHS and SSHS sites is undersized and there is shortage of seating. At LBHS the assembly hall is used to accommodate additional learners at lunchtime;
- the refectory is also limited in its ability to cope with longer queues as there is only one station that serves food. This causes long queues and a very busy environment during lunch break.
- the food tech curriculum is a potential constraint to the new school activity due to the limited capacity of the food tech room in both sites.
- the small number of science laboratories is a potential constraint to the new school activity in both sites and would need addressing in the two-school model.

LA introduced the draft "Curriculum and Design brief" for the new school system which she stressed is still an early draft document. The document was used during the meeting to move the discussion towards the potential specialist spaces required and the new timetable that will be adopted in the new school system.

LA reported key changes of the timetable as follows:

- lesson duration increase from 50 to 60 minutes;
- number of lessons per day decrease from 6 to 5 slots;
- the overall taught time is not affected and the students will still attend 300 minutes of lessons each day;

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- introduction of a staggered lunch break. Total break 1h 20min split in 40min for lunch and 40min for tutor sessions; and,
- introduction of compulsory enrichment sessions at the end of each day.

The new timetable should bring a series of benefits including:

- less movement for the students (fewer transitions between sessions);
- improved teaching quality as there will be more time to engage learners in deeper learning;
- improved use of common areas such as the dining and refectory spaces – reducing the need to add substantially to these areas in the future.

PM asked the team why an extension to the school day had not been proposed – as having six slots of 60 minutes would be the same as an extra day of teaching time which would allow the buildings to work more efficiently. LC replied that adding one extra hour to the timetable would be too extreme a change that would be unpopular with teaching staff and could lead to a hostile response from the local community.

LA also shared the draft planned rooming and staffing requirements for the new school and reported that N° 12 science laboratories would be needed in each of the two sites (there are currently N° 4 labs at the LBHS and N° 6 labs at the SSHS site). She reported that more space is also needed to accommodate the future students numbers in food tech, music and drama activities. Higher number of general purpose rooms are also needed to accommodate classroom-based activities. As a consequence, there is a higher need of additional staffing which was estimated at over 50 additional FTE. LC explained that some of this increase in staff was a result of use of unqualified staff in some areas at present and that the team had been unable to get reliable baseline data so the comparisons may not be accurate.

PM questioned the group on the preferred class group size for the new school and the group confirmed their preference of maintaining the current group size of 24 students and potentially testing a group size of 26 students.

PM attempted to understand which areas of teaching were likely to reduce if some areas (such as science) were forecast to grow so rapidly. It was not evident that any areas were planning to shrink and it became apparent that because the team were planning for two schools of 10 form entry vs the current 17 form entry there would need to be an increase in staff to cope with the higher numbers of taught groups.

The group discussed further the current and future forms of entry that will be required for the two schools to be fit for purpose for the future requirements of the new school. The school team reported that the preferred option is to have 20 forms entry (or eventually 18) equally split between the two sites. PM raised the questions as to how the current combination of four schools with 17 forms of entry when brought together is leading to a larger form of entry requirement; he suggested that combining groups should generate an equal or lower number of forms of entry required across two

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sites. He further suggested that if the school adopted marginally larger student group sizes, the number of forms entry needed may decrease further.

PM asked what the relationship between the lower school and the sixth form will be in the new school. LC responded that the sixth form activity should be integrated with the lower school rather than create a standalone centre within the buildings. LC stated that she believed that integrating the sixth form learners with the rest of the school should enable them to provide good examples of role models to younger students and that that would be especially helpful in managing behaviour across the larger schools.

PM asked to what extent, in addition to the growth in students based on population growth, the team had factored in the potential for there to be a growth in sixth form students retained on site once the new school system is established. A discussion took place on the likely post 16 offer and the need not to compete with the GFE. It was, however, noted that demand for L2 and L3 classroom based subjects such as business could grow in the school and the number of learners leaving the school to go to the GFE may reduce. For this reason it was agreed that a retention factor should be modelled into the future students numbers for space planning reasons. Also, with the introduction of a new system more students are likely to pass the level 2 exams and be able to study A levels or other Level 3 qualifications at the age of 16 and that this should also factored in the student number forecasts.

PM asked what the current scholarship numbers across the school and LA reported that there are 52 places for each year group from Year 7 to Year 11 which totals circa 250 places. We understand that in the future these students will not receive scholarships support but would instead enrol into the new school. We would appreciate confirmation of this assumption.

Throughout the meeting, the school's team raised a series of questions that are listed here:

- Does the Beaucamps site comply with BB103 at the current time for internal and for external space requirements?
- Will the Beaucamps site comply with BB103 when the new school system is in place (with more students from existing schools) and if not, how much extra space is needed?
- What estate interventions need to take place at the Beaucamps site to accommodate future numbers and requirements?
- Does the St Sampson's site comply with BB103 at the current time for internal and for external space requirements?
- Will the St Sampson's site comply with BB103 when the new school system is in place?
- What estate interventions need to take place at the St Sampson's site to accommodate future numbers and requirements?
- What is the "right" group size and number of forms of entry in order to balance creating an efficient and effective school with the desire to improve the school utilisation, minimise (and optimise) physical interventions, without affecting the quality of students' experience and the quality of the staff working environment?
- How can the spare space in some teaching rooms be better utilised?

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- What will be the effect of offering sixth form activities on site? Will the number of sixth form entries rise due to retention of more students in school and fewer moving to the GFE college?
- Can the SEN activity be relocated elsewhere or be integrated into mainstream education to accommodate a future growth in student numbers at the St Sampson's site?

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6.0 Meeting 3 – Briefing with the members of Education Committee

6.1 Part 1 – Pre-meeting with the Portfolio Director

Day 2 started with a pre-meeting with PMc, AD and Geraint Ap Sion (Portfolio Director) GAS.

GAS reported that the current school system is expensive to run and furthermore it has not achieved the results expected of it. More money was spent per student class sizes were smaller and yet results were not as good as mainland UK schools with similar catchments. For these reasons GAS stated that the new school system needs to be better tailored to deliver what works for learners.

PMc were informed that, although the Beaucamps and St Sampson's are the two proposed sites for the new school, there has not been an unanimous agreement between the members of Education Committee about the preferred sites, it was noted that one member's preference was to retain the current Grammar School. PM supported the choice made by the majority of the members for a set of reason such as:

- buildings of recent construction;
- newer and fresh learning spaces;
- larger teaching spaces;
- larger external area covered by the two sites, etc.

PM reported some observations from the site visits especially highlighting the following:

- The Main Building at the Les Beaucamps campus has a very welcoming and inclusive design across four levels. The courtyard which is the core of the building, allows good communication between the different zones;
- The general-purpose classrooms at LBSH are very generous and it is difficult to reuse the excess internal space differently. However, when assessing spaces against BB103 guidelines the excess of space within classrooms could theoretically be compensated by better-than-standard use of non-teaching areas; and,
- The average students' group size could theoretically be extended from 24 to 28 or 30 to increase the occupancy of these classrooms and reducing the number of additional rooms needed.

PM was informed that the President of Education Committee's preference is to have smaller student class sizes and PM noted that student's outcomes are not generally impacted by difference in group sizes of 24, 28 or 30. For this reason the quality of teaching should not change by adopting larger group sizes; indeed a group of 30 being taught by a very good teacher than a smaller group being taught by a less experienced teacher.

Finally, the need to establish the extent to which the two school sites meet the requirements set out in BB103 for outdoor facilities for the sport curriculum was briefly discussed. The potential to use other locations for sport under the management of the SOG committee was also noted.

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6.2 Part 2 – Meeting with the members of Education Committee

The members of the Education Committee Matt Fallaize (President of ESC) MF and Richard Graham (Vice President) RG along with Executive Head's team joined the meeting.

The first discussion led by GAS focused on the figures from the "Curriculum and Design brief" report discussed on the meeting 2 (day 1). PM asked for further clarifications about the number of additional staff (teachers) required and LA responded that the draft figures do not include some teachers that are not currently on the curriculum list and as a result, the number of required additional staff for the new system should decrease significantly once these numbers are finalised. LC also commented that current staff is underperforming especially in core subjects such as english and maths and new or additional staff would be needed to address this concern. The new school will not only require more efficiency in the use of teachers but also in other staff such as care takers, cleaners, lunch supervisors, etc. GAS stressed the need for the revenue implications of the new school model to be affordable.

PM noted a number of the positives from the discussions held on Day 1 and reported his support on the staggered lunch proposed in the new timetable option which will bring a set of benefits such as: less space required for refectory and dining provision, less time wasted by students queuing, softer peak demand for staff working at the refectory, etc.

The group also agreed that the shortage of refectory and dining space will partially be solved by the staggered lunch break, partially solved by creating additional flexible spaces that could be used for informal study and dining, and partially offering some other food stations where the students can purchase the meal from dislocated in the campus.

PM also recapped observations from previous discussions and the site visits conducted on the prior day especially the site constraints and the generous classrooms at the LBHS site.

A discussion took place on the relationship between the number of forms of entry and the average class size. The potential costs and benefits of moving from 17 FE to 20 FE were debated and the teaching team and PM agreed that the education evidence for groups of 24 versus 26 or 28 were limited. MF suggested that the team should come up with the best proposals for young people and that if maintaining a smaller average group of 24 did not lead to better outcomes then the committee should hear the evidence and an alternative average size could be adopted.

The potential future shortage of outdoor spaces was also discussed and member's views was sought about this constrain. It was acknowledged that on Beaucamps and potentially at the St Sampson's site there will be greater need of outdoor sports facility when the new system is established. GAS mentioned that at the Beaucamps site there is already a plan to purchase some nearby land to enlarge the sport provision. PM expressed that the purchase of additional land to be used for sport provision was a good idea which the school will benefit from. In addition, he suggested that a further option was to share nearby sport facilities with the community. He cited a number of UK examples

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where colleges use excellent local club facilities where these are of a higher quality than on site provision.

PM asked the President of Education Committee what physical changes, apart from more teaching accommodation, he expected to be delivered as part of the one school two site vision. MF responded that the new school must improve the quality of students' experience – he noted that this was one key concern of pupils from SS school. The community must see a new school on two sites rather than two mergers from four schools to two. He noted that the difficult snagging issues at SS had now largely been overcome but that the site did not appear to perform as well as LBHS. The need to create more smaller clusters of space to break up the SS site was noted. The need for good social spaces was also noted. The need at LBHS not to damage what is working well at that site was noted and achieving the right balance of new classroom sizes and types was considered important.

SR reported to the group that new school should offer social spaces of which the two sites are already short of. The group agreed that social spaces should give students a better experience in the school. Short term wins at SS were discussed – opening the performance/assembly hall for learners at break-time; MF asked why this could not be done now?

PM asked what the interface will be between the 11-18 school and the SEN centre at the St Sampson's site. MF replied that there is a need to maintain a relationship between the two schools and his preference was for the SEN centre not be relocated elsewhere but to remain on the site as part of the wider education offer to young people.

7.0 Site Visit 4 – St Sampson’s High School

We attended a site visit of St Sampson's High School site to better understand how the campus operates, understand the external and internal spaces, observe students' flow, teaching and review non-teaching spaces.

We observed that the Baubigny building contains the secondary school and the SEN centre. The building is divided into sectors ranging from A to J.

7.1 External Building

We observed that the building externally is generally in very good condition although there was staining on the yellow sto-render over the main entrance area. It was also noted that the main double-entrance doors were not working, that the blockwork at the rear of the building appeared to absorb moisture and that paint was flaking off a large number of steel columns.



We visited also the SEN centre (Le Murier School) which is located to the east far end of the Baubigny building and it occupies sector G, H and J. Here below some examples of spaces within the SEN centre.

Top left – SEN refectory and dining area, top right – example of SEN classroom, bottom left – circulation space, bottom right – SEN learning resource centre



Key considerations from this part of the visit are:

- based on albeit limited first observations, there appear to be a large proportion of the learners studying at Le Murier who could, with appropriate support, be taught at one of the new school sites in a mainstream setting;
- there will always be a need for some specialist facilities for learners with the most acute physical or learning needs – whether these could be accommodated at one of the other school sites needs to be confirmed;
- there are large numbers of spaces at the Le Murier site that could be easily converted to accommodate an expansion on mainstream school numbers;
- Le Murier school is connected via a corridor to the main SS school building and could easily convert to being a part of the main school – potentially as a Sixth Form wing.

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7.2 General Purpose (GP) Classroom

We observed that all general purpose classrooms have an area between 55 m² and 60 m². They are generous rooms and we observed that are laid out in a mixture of rows or small groups and the seats count was around 26-28 chairs in each room. Furthermore, the rooms provide generous space for storage too which is located at the back and/or at the front of the classroom. The use of single desks and the choice of seating furniture made the rooms appear more primary like and less mature than the double table and black seats at the LBHS school site.

Example of general purpose classrooms layout and storage space to the edge



7.3 Science Laboratories

We observed that the five science laboratories on site have an area of 90 m² and one is 80 m². We have observed that 30 students can seat in this specialist spaces at all times however, the perimeter workstations allow for 22-24 learners to complete practical work (we understand two pupils per station) and therefore these are not sufficient for all 30 students to be working at the same time. The comments made above in respect of LBHS science spaces and their layout also apply here.

Example of science laboratories



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7.4 Food Technology Room

We observed that the food room is a large space and it has an area of 107 m². This specialist space currently includes N° 8 workstations that allows it to accommodate 16 students (two students per station) operating on kitchen equipment at the same time. Options to extend that space to 18 or 20 learners were identified on site.

Food tech room



7.5 Design and Technology Workshops

We observed two D&T workshops (called multi-materials rooms) both with an area of 102 m². In one workshop we counted N° 4 benches that can accommodate N° 4 students each and therefore we assume that only 16 students can undertake specialist activities at the same time. One room had its own discrete IT area off the workshop which appeared a poor use of space; across the corridor a similarly sized IT room was accessible from the workshop or the corridor.

Example of D&T workshop



7.6 Refectory and Dining

We observed a relatively small space allocated for dining space within the refectory. We have estimated that c100 students can be seated within the refectory area at the same time and, when the covered courtyard area is included, the number rises to c200 students. We noticed that the shape of the counter creates congestion and a long queue along the corridor.

Unlike LBHS the assembly hall is not used at lunch time; its use is reserved for performing arts. This creates a large under-used space at the centre of the campus which do not consider to the most optimal use of this space.

Refectory, dining space and covered courtyard layout on lunch time



7.7 Circulation

We observed that the width of the corridor ranges from a minimum of 1.80m at its smallest to greater than 4.00m at its widest. As result of the comb-shaped building, there is only one corridor between running along the length of the building with teaching wings with circulation off this. This means that all learners are moving up and down the one corridor space at break and lunch times which makes it feel busier and at times cramped space (even though the corridor is wide). At 4.0 metres the width is not sufficient to be used for informal teaching but we noted many students sitting on the floors in the corridors and a the bottom of stairs eating their lunch. If learner numbers are to increase further, there is a pressing need to provide more appropriate lunch time and break time space.

Examples of circulation spaces (top left – large corridor >4m on the first floor of block A, top right – corridor in Block G, bottom right - narrowest corridor in the building located in Block B, bottom left – staircases in Block B)



7.8 External Space

We observed that the site is on a larger and flatter footprint than the Beaucamps site. There is more external space and due to the comb-shaped building there are a number of small three sided courtyards between the buildings which further open out to the MUGA pitch areas. We also observed on the rear of the building large external sport facilities and playing fields. The image below shows, however, that the extent of landscaping of these spaces is limited; we consider that there is a strong potential to introduce LBHS style landscaping into these spaces. The option of creating a covered cloister at the back of the building to help disburse the flow of learners is also worthy of further consideration.

Rear of the building, sport facility and greenfield (below)



7.9 Parking Spaces

We observed that there are two car parks both located at the front of the site. One is dedicated to the secondary school and the second one to the SEN centre, however, we have not counted the current capacity. We suggest that a parking survey be undertaken and a future travel plan be

developed to understand the current capacity of the space for both car and scooter parking as a result of the planned increase in pupil places. We also observed that when sixth form students will be on this site, there is more need for parking spaces - and especially scooter parking due to the overall increase of 14+ learners. It is possible that the current parking area may not be sufficient for future needs and this issue needs to be factored into the future external space planning on the site.

Aerial view of the two parking areas. (source GoogleMap)



8.0 Meeting 4 – Closure of Day 2

PMc met with AD and GAS to report observations from the last site visit, final comments and to confirm the PMc’s scope of work and next steps.

PM confirmed that the constraints previously discussed in relation to LBHS also apply to the St Sampson’s site. He noted that the availability of quality social space at SS was of a greater concern than at LBHS (although AD added that he considered that this is in part due to local management issues). In addition, PM noted that the shape of the building does not allow for dispersed student circulation: all students moving to different rooms use the same central circulation space which creates more of a sense of a larger institution. PM noted that the flow of learners in a larger school configuration was a key consideration for the future expansion brief; he expressed concern that the current building design needed more significant intervention to make it work for a larger cohort.

It was observed that between the lower school and the SEN centre there is some duplication of spaces such as reception, canteen, library, etc. PM highlighted that if the SEN centre could be located elsewhere, this could allow the duplicate spaces to be converted into spaces that would be required by the new school.

Within the SEN centre we also noticed some specialist spaces that will be required with future students number such as N° 1 science laboratory, N° 1 art studio, N° 1 food technology room, etc. which could easily be adapted for mainstream education purposes.

PM reported that at the St Sampson’s site some building issues can be addressed through interventions on the building or in adaptations to the available external space - such as creating a link between the wings to improve flow and re-create more of the cloister feel of LBHS.

In the Les Beaucamps site is more difficult to address the shortage of outdoor space due to the lack of spare space on site - the outdoor space must be found via land purchase or through sharing facilities elsewhere).

Finally, the meeting’s outcomes were summarised as set out in the next section.

9.0 Meeting outcomes

9.1 Key Points:

The vision is:

- to create “One School – two sites” to replace the current three 11-16 schools and one grammar school;
- both sites will offer 11-18 teaching as discrete on-site provision;
- an improvement in the quality of students experience is fundamental;
- the two sites must appear to be equal even if they are different in physical form;
- integration of the sixth form activities with lower school is desired; and
- the need to address potential constraints in both sites to accommodate a growth in the students number is required.

9.2 Questions to address:

- a) Number of Forms Entry and sub-division across the two sites – 16 (8+8 OR 9+7); 17 (9+8); 18 (9+9, 10+8), 19 (10+9), 20 (10+10, 11+9) form entry & cost implication;
- b) Group size: average vs maximum – 24 & 30 max, 26 & 30 max, 28 & 30 max: there are efficiency & cost implications of these choices;
- c) What is the “right” group size and number of forms of entry in order to balance creating an efficient and effective school with the desire to improve the school utilisation, minimise (and optimise) physical interventions, without affecting the quality of students’ experience and the quality of the staff working environment?
- d) How can the spare space in some teaching rooms be better utilised?
- e) Does the Beaucamps site comply with BB103 at the current time for internal and for external space requirements – there is a need to complete a space analysis (BB103 based top-down) of the Les Beaucamps site;
- f) Will the Beaucamps site comply with BB103 when the new school system is in place (with more students from existing schools) and if not, how much extra space is needed?
- g) Does the St Sampson’s site comply with BB103 at the current time for internal and for external space requirements? This question can be answered via a space analysis (BB103 based top-down) of the St Sampson’s High School only, AND a space analysis (BB103 based top-down) of the whole Baubigny site (St Sampson’s + SEN) with the assumption that SEN activities are relocated elsewhere.
- h) The potential number of specialist spaces needed (science labs, art rooms, kitchens) based on future student numbers and timetable needs to be determined and agreed. We will do this by comparing BB103 requirements against the two chosen sites (Les Beaucamps and St Sampson’s) at current and future student numbers forecast and to establish a resultant space brief and a space-type growth accommodation schedule.

- i) What estate interventions need to take place at the St Sampson’s site to accommodate future numbers and requirements e.g. we know intervention is required at the St Sampson’s site to improve and increase circulation spaces to cope with future increase in student numbers?
- j) What estate interventions need to take place at the Beaucamps site to accommodate future numbers and requirements?
- k) What will be the effect of offering sixth form activities on site? Will the number of sixth form entries rise due to retention of more students in school and fewer moving to the GFE college?
- l) Is there an option to have an unequal form of entry between the two sites based on current capacity (SEN and SS combined offer c9,000 m² of net area. LBHS net area equal to c5,000 m²) with a higher number of form entry in SSHS rather than an equal split to minimise intervention?
- m) How much space does all SEN need based on special needs students requirements?
- n) How much space do higher needs SEN learners need based on high needs special needs students requirements?
- o) Can SEN be relocated based on scenario (i) or (j)?
- p) Could SEN learners with less complex needs be accommodated in the two mainstream school sites in the future?
- q) What additional external space is needed to accommodate outdoor activities offered by the School if BB103 requirements are not likely to be met? Are alternative community use spaces located near to the schools a more suitable option to plug any external space need gap?

ANNEX 3 – NOTES OF MID PROJECT REVIEW MEETING ON 6 NOVEMBER 2018



Annex 3 -
States of Guernsey – New School 11-18

DATE Tuesday 6 November 2018
TIME 09:30 – 11:30
VENUE PMc office, 12 Southgate Street, Winchester

Attendees
Ashley Dupre, (AD) (Head of EDP projects)
Peter Marsh, (PM) Client Director
Michael Paltrinieri (MP), Space Analyst

1	Introduction	PM
2	<p>Meeting Objectives</p> <p>In addition to the presentation of the emerging findings, AD asked if the meeting could include some discussion about Les Murier School to follow on from the school visit and discussion between PMc and GapS. AD asked PMc to assess Les Murier space requirement because this centre is oversized, the space is underused and there are currently 86 students using over 1,000 m2 of teaching space. The current teacher/students ratio is 1:4.</p> <p>It was also identified that circa 2/3 of the total number of students from Year 7 to Year 14 could possibly be educated in the mainstream school and would receive a more inclusive education as a result.</p> <p>As a result, the current SEN centre would be further oversized and under utilised if up to 60 students were included in the mainstream system. For the purposes of this study 60 students will be included in the forecast student number split across the two sites (hence 30 students each).</p> <p>If the same or similar numbers of the Le Rondin students could be educated in the primary mainstream system, then Le Rondin could also become over-sized and under-utilised.</p> <p>It was agreed that PMc should model numbers and space on both basis (Les Murier as SEN centre or used by the new 11-18 school) to provide options for the Committee group as part of the conclusion of this work.</p>	AD

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3	<p>Minutes and Matters Arising</p> <p>The notes that PMc circulated after the prior two day site visit to Guernsey were discussed.</p> <p>It was agreed that in both schools (LB and SS), SEN rooms must be provided as highlighted in BB103 guidelines in order to accommodate potential students with higher needs that will be in the new school system.</p> <p>PM highlighted that the current dedicated kitchen space in both sites may not be appropriate for future planned numbers due to the small size. Both kitchens in the two sites are small however AD confirmed that Guernsey has no obligation for full hot meal provision as in the UK and that some food is prepared offsite and the kitchens are mainly used to heat the food and/or to unpacking already prepared food. Larger kitchens may not be needed if cold food service (baguette cart etc) were provided for use in other areas – this theoretical space requirement could therefore be saved.</p> <p>PM also observed that if the staggered lunch model is adopted and, other spaces such as assembly hall (as designed) are used, there may not be a need to create additional dining space at LBHS.</p> <p>SSHS is more complicated because the refectory and assembly hall are dislocated to each other and therefore the relationship between and the management of these two spaces needs to be improved.</p> <p>PM asked for an update about the required number of staff which was discussed in the previous meeting which seemed far too high for future students numbers. AD explained that these were still being worked on but that the baseline numbers (current teaching staff) were incorrect which made the new numbers look much higher in comparison. He agreed to seek advice from the curriculum team and update PM.</p> <p>PM asked if the committee members are still supportive of the idea of testing different group sizes as was discussed and agreed during the Guernsey visit and meeting with the President. The numbers that PMc have modelled are 24, 26 and 28 students. AD confirmed that the President of the committee had confirmed that PMc should look at class sizes if there is no evidence to suggest that larger class sizes has a negative educational impact or lower outcomes due to larger groups. Moving from the current 24 to 28 students in each classroom might be seen by the Education Committee as too significant a change. AD asked PM if there is evidence confirming that students groups of 28 have equal outcomes to groups of 24. PM recapped the view that the Exec Head had share – the evidence shows that sizes need to go below 18 for there</p>	PM
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	<p>to be an improvement in outcomes. It was then agreed that the baseline scenario to be adopted is a group size of 26 students. The analysis based on the impact of moving to groups of 28 students will be added to the main report as appendix -this could help show further growth capacity for peak years.</p> <p>In the context of the class size modelling (24, 26 and 28) AD asked PM to add in the report a narrative about the evidence around students' results in groups of 28 or 26 compared smaller groups of 24. PM expressed some concern that the PMc commission was focused on space planning and that we should take care to avoid giving broader education policy advice that others appeared competent to provide. It was agreed that the modelling be included in the PMc report to show the impact on room numbers.</p> <p>It was agreed that it will be for the committee to decide which group size would fit for purpose the new school system.</p>	
4	<p>Findings</p> <p>MP asked whether the committee will accept a different number of forms of entry across the two sites? AD confirmed the position is for two schools of the same size and that the Committee had confirmed these to be 2 x 10FE (11-16) schools.</p> <p>AD reported that the committee is keen to take forward site/building intervention on both sites to ensure that both are seen as new schools, he noted that there is the risk that a "light" physical intervention might not be effective in creating the right sense of these being two new schools.</p> <p>AD asked that PMc highlight in their report where the analysis provides evidence for flexible uses of spaces in terms of:</p> <ul style="list-style-type: none"> • capacity - new teaching spaces will be designed following BB103 guidelines suggested for group of 30 students. This will allow float in future students number and will ease timetabling having all spaces with same capacity. They will still be around 10% smaller than existing rooms; and, • uses – some informal spaces can be multi-purpose such as assembly halls used during lunch time for dining which helps to compensate for any existing over supply of teaching space and maintain the overall net area within the suggested range • that as many of the larger specialist rooms (science, art) are being planned to be accommodated in the existing building to ensure faculty suiting and making better use of the current over-sized rooms <p>MP introduced the analysis completed to date and he showed the first-cut findings. MP reported that the model PMc has developed uses the</p>	MP

	<p>Schedule of Accommodation (SoA) that was shared by the curriculum team during the PMc visit dated 23&24 October and that this has been adjusted to allow for a range of scenarios.</p> <p>The results adopting BB103 were discussed and it was agreed to extend the analysis by adding a comparison between the space requirements based on both BB103 and BB98 (the latter was used as guideline for the design of the existing buildings) and informed the current spaces designed for both sites. In line with the way the modelling has been created, AD asked PMc to show what the two guidelines recommend based on:</p> <ul style="list-style-type: none"> • current student numbers on site (470 and 675 students); • capacity designed for the building adjusted to the guernsey factor (660 and 720 students); and, • capacity designed for the building with "UK" standards. <p>AD confirmed that the capacity of the Les Beaucamps site is c800 students based on current area and the UK model (660 with the Guernsey factor) and the capacity of the St Sampson's site is c900 students based on current area and the UK model (720 with the Guernsey factor).</p> <p>PM highlighted to AD that the overall results shown for the required teaching area have been adjusted to take consideration that some GP classrooms and IT suites are oversized due to prior design decisions. AD requested that MP show both "raw" and "adjusted" required areas in an additional column to more clearly state the surplus of existing teaching spaces when compared to the suggested room sizes in BB103.</p> <p>MP showed that some oversized teaching spaces can be converted to accommodate a different space type. MP noted that IT rooms in both sites are oversized. Their area is between 75 and 90 m2 and BB103 suggests an area of 62 m2. General purpose classrooms are also oversized and they are big enough to accommodate IT provision. These considerations suggests that some existing classrooms can be converted into IT suites, the now available IT suites can be converted in science laboratories to accommodate some of the required spaces. Art studios also could be converted into science labs and new art studios can be created elsewhere in a new building. Although very useful, it was agreed that these consideration should not be taken into detailed zoning recommendations in the PMc report as this would be completed during the design stage. The inclusion of a table setting out current use / current areas / alternative uses within the same areas would, however, be very helpful.</p> <p>The space for administration and staff was discussed. MP showed that the model (SoA) is currently assuming GP classrooms use frequency of between 90 and 95%. It was noted that teachers are timetabled for 25 hours per week and therefore they need a preparation room with a</p>	
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capacity around 12 staff at the same time. It was therefore agreed that No 1 PPA room should be provided in each site of 60 m2. It was agreed that at SS there are many spaces for PPA including the large staff room which could easily have additional study/workstations installed. At LB there is only one staff room and it is much smaller than the one in SS because the original staff room had been converted to the SEN room. PM confirmed the need for additional staff break out work space for PPA activities in the LB site.

At the end of the discussion, the model was further reviewed and the following points were agreed to be factored in and/or adjusted in the analysis at the next stage:

- Add to the overall forecast number of students the number of SEN students that can be accommodated in the mainstream school as discussed above;
- Identify and add to the total number of forecast students at y12 and y13 a proportion of GFE students (between 15-25% this is PMc's recommendation for the purposes of the study) that are likely to be retained in the school when sixth form is on site (as a result of improved progression and/or the 6FC offering classroom based BTEC level 2 qualifications);
- Add to the overall forecast number of students a portion of students that will enrol in the new school as the scholarship is no longer provided (starting in 2019/20 for Year 7 only);
- Show the differences in terms of area and number of spaces required at SS assuming Les Murier provision is or is not relocated to another site;
- Run two parallel models: one using the BB103 guidelines referred to planning a secondary school and the other that will consider the secondary school formula for the lower school and the sixth form formula for the 16-18 students based on forecast numbers;
- Express the potential use of other spaces for dining such as assembly hall even if, in SS is more difficult to connect the two spaces without intervention;
- Run a parallel model which uses BB98 guidelines in order to provide a more realistic comparison with the base position (these buildings were designed according BB98 standards and Guernsey factor);
- Run three models of all analysis using group sizes of 24, 26 and 28 but make recommendations/list benefits based on moving to a group size of 26 in the body of the report;
- Add a line to the summary tables which will show the "raw" teaching area required and the "adjusted" teaching area required to take account of larger than necessary rooms (as reported above); and,
- Reconcile the results obtained from the SoA with the suggested area adopting the BB103 guidelines.

5	<p>Next Steps</p> <p>We agreed the following:</p> <ul style="list-style-type: none"> • a summary of significant results obtained from the analysis will be shared by PMc by Friday 16 November; • The first draft of the report will be shared to AD by 12:00 on Monday 26 November; • AD share comments about the draft by CoP Wednesday 28 November; and, • The finalised version of the report will be sent to AD and GapS by CoP Friday 30 November. 	PM
6	<p>Request for Information</p> <p>MP asked AD whether there are site plans of both sites showing the school boundary, external spaces and dimensions of PE facilities. AD reported the Design Engine Architects possess a DigiMAP of the school and he has requested the architect share this information with us.</p>	PM
7	<p>AOB</p> <p>A further discussion took place in relation to numbers of learners that would move from the fee paying schools to the two new schools and also in relation to the levels of likely additional retention post 16 in the new schools (this is also captured in the "next steps" above).</p>	