



MANAGING SCHOOLS DURING CONSTRUCTION PROJECTS

BUILDING OUR FUTURE: SCOTLAND'S SCHOOL ESTATE



SCOTTISH EXECUTIVE



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ISBN: 0-7559-4334-1

Scottish Executive
St Andrew's House
Edinburgh
EH1 3DG

Produced for the Scottish Executive by Astron B37419 11/04

Published by the Scottish Executive, November, 2004

Further copies are available from
Blackwell's Bookshop
53 South Bridge
Edinburgh
EH1 1YS

The text pages of this document are printed on recycled paper and are 100% recyclable.

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1 | INTRODUCTION

1. This guidance on Managing Schools during Construction Projects has been developed as part of the school estate strategy *Building Our future: Scotland's School Estate*¹. It is aimed principally at Head Teachers (HTs) and school management teams to assist them in planning and managing the tasks they are likely to face during a major construction project at their school. It will also be of general interest to local authority project managers, design teams and contractors who are involved in school building projects.
2. The guidance is in 4 parts:

Section 1	Introduction
Section 2	Planning and Preparation
Section 3	During the Construction Period
Section 4	Further Information.
3. The guidance has been developed following discussion with a number of HTs and other senior school staff who have recent experience in managing a school through a major construction project. The exercise covered a range of new-build and refurbishment projects from both the primary and secondary sectors in 11 local authorities across Scotland. Experience was drawn from both Public Private Partnerships (PPPs) and projects carried out through traditional procurement routes.
4. The information presented in this document is intended to be as generic as possible. However, some issues will clearly be more relevant than others, depending on the procurement route adopted and the nature of the works to be undertaken for any particular project. Schools should consult their local authority project manager if they are unsure about any aspect of the construction process affecting their own school project.
5. Consultation with stakeholders throughout a project is a central part of the school estate strategy. The scope of this guidance is only intended to cover the period from the appointment of the contractor through to the point at which the school takes ownership of the new or refurbished facilities. The involvement of the school in the design process is therefore outwith the scope of this document². However the need for the school to be consulted on how the construction works are carried out on site is covered in some detail.

¹ Scottish Executive/COSLA, 2003, www.scotland.gov.uk/library5/education/bofs-00.asp

² Previous guidance in this series on School Design sets out the importance of consultation with users at the design stage of projects. See: *School Design*, Scottish Executive, 2003 www.scotland.gov.uk/library5/education/sesd-00.asp and *Being Involved in School Design*, Commission for Architecture and the Built Environment (CABE), 2004 www.cabe.org.uk/data/pdfs/Being_involved_school_design_sept_2004.pdf



2 | PLANNING AND PREPARATION

10 key points for schools to consider

1. The appointment of a school co-ordinator should be made as early in the project process as possible.
2. The construction stage of a major school project may offer opportunities which could benefit the school.
3. The HT, together with the local authority and the contractor, will have a key role in managing the expectations of school users and neighbours throughout the project.
4. The school and the construction site must be clearly and safely separated at all times during the project.
5. It is important for the school to establish a good working relationship with the contractor's site manager during the construction period.
6. The school should liaise closely with the local authority project manager throughout the project.
7. A certain degree of disruption is inevitable in major construction projects – staff and pupils have to be prepared for inconvenience.
8. Good consultation and communication are key to ensuring that pupils and staff develop a sense of ownership of the project.
9. It is important to celebrate the completion of the project with some form of event.
10. A post occupancy evaluation should be carried out on the building project about one year after completion.

STAFFING

School co-ordinator post

1. While the HT will of course retain overall management responsibility for the school during the project, one of her/his key responsibilities will be to appoint a person to represent the school in the day to day management of the project. This appointment, often called a 'school co-ordinator' post, should be made as early in the project process as possible to allow for continuity through the design and planning phases into the construction phase.
2. The school co-ordinator is almost always a member of the school staff, and evidence suggests that an additional staffing allowance is often provided by the local authority to free the member of staff from their substantive post to undertake the project-related tasks. The capacity of the school co-ordinator's post will vary depending on the size and type of school and the nature and stage of the project.
3. The appointment is typically made at Depute Head Teacher (DHT) level, or within the senior management team. Time commitment may vary from 20% (of full time equivalent) during the pre-construction stages increasing to, in some cases, 100% during the construction stage of a large scale refurbishment project in an occupied secondary school.
4. For smaller projects, the role is sometimes taken on by the HT her/himself. Whatever arrangements are put in place, it is essential that during the construction period a single point of contact is established within the school for project communications.
5. School co-ordinator posts require someone with the core skills necessary to be effective from the outset. The main skills required for the post are summarised later in this document. Such posts could offer development opportunities.

Support and Training

6. The school co-ordinator, and support staff in the school may find their job descriptions and workloads change throughout the life of the project. It is important that janitorial, administrative and technical support staff are fully informed of the project proposals and the demands which might be placed upon them at the various stages. Depending upon the project, a requirement for additional staffing may be considered appropriate in some of these areas, and this may need to be discussed with the local authority.
7. Additional training may be considered necessary for the school co-ordinator and other staff to assist them in dealing with specific project tasks. This could include health and safety courses such as fire safety and manual handling, or administrative skills such as timetabling and project management. Specialist training may also be required to manage the new building in areas such as facilities management. Teaching staff may also benefit from an in-service event on project-related issues. All these requirements will need to be reflected in the training budget.

A successful school co-ordinator will:

- › Have commitment (continuity of the role throughout the project is very important)
- › Know the school and its users well
- › Command respect (for their professionalism, consistency and fairness)
- › Have a practical attitude to problem solving
- › Be a good communicator
- › Have efficient organisational and administrative skills to gather, collate and share information quickly and effectively
- › Be a good listener, negotiator and team player
- › Have an appetite for demanding work with quick turn round time
- › Embrace change
- › Have a sense of humour!

CONSULTATION ON THE CONSTRUCTION PLAN

8. Prior to the construction stage it is essential that the school is consulted by the design team / contractor on their construction method statement and programme for carrying out the works on site. In particular, the school should be briefed on:

- › health and safety procedures
- › programming and timing
- › zoning and phasing arrangements
- › decanting of pupils and staff
- › arrangements for moving into and commissioning new buildings

Every effort should be made at this planning stage to ensure the health and safety of school users, and to anticipate and minimise disruptions to the normal running of the school during the construction period. The contractor may be a member of the considerate constructors' scheme³, in which case they will be committed to a code of good practice affecting the manner in which works are conducted on site.

Health and safety

9. Responsibility for the Health and Safety of all school users throughout the construction process remains with both the local authority (through the school management) and the contractor.

10. The HT / school co-ordinator should contribute to the project's Health and Safety Plan⁴ through discussion with the Planning Supervisor⁵ and the local authority project manager.

11. Factors to consider for the plan include:

- › the methods proposed to separate the school from the construction works – the complexity of this will vary depending upon the nature of the work and whether it is carried out in phases.
- › pupil, staff, parent and community movement around, through and beyond the school buildings and site, including periods outwith normal school hours.
- › any temporary and permanent alterations to fire escape routes, vehicle access and drop-off points.
- › limitations on the contractor affecting the health and safety of school users during construction works.

³ www.considerateconstructorsscheme.org.uk

⁴ Health and Safety Plan – a hazard mitigation document required under the Construction Design and Management regulations for construction works. For further information refer to HSE Guidance in Section 4.

⁵ Planning Supervisor – the person responsible to ensure that the Health and Safety Plan is adequately in place.

Any further changes in operational arrangements affecting the school during the project should be brought to the attention of the Planning Supervisor for inclusion in the Health and Safety Plan.

Project programme, phasing and decanting

- 12.** The way in which construction works are planned and undertaken can make a significant difference to the level of inconvenience experienced by the school.
- 13.** The school should advise the design team / contractor of key periods throughout the academic year so the construction programme can be planned appropriately to accommodate these. Particularly sensitive times such as examinations and the start of session should be highlighted. Equally, times such as school holidays should also be highlighted. However, attention should be drawn to where non-teaching staff and other school users will continue to use the school throughout holiday periods.
- 14.** For projects in occupied buildings, it is often necessary to carry out the construction work in a series of phases, with each phase covering a limited area, or 'zone', of the school building. The school, in consultation with the local planning authority project manager, may well be able to influence the zoning and sequence of phases to minimise disruption.
- 15.** The programme and phasing arrangements may require parts of the school to be decanted during the works. This could involve the use of classrooms elsewhere in the school or temporary accommodation located on the site. The time taken to arrange decants and to establish working procedures in new and unfamiliar areas should not be underestimated. The requirement to decant a group of staff more than once throughout the project should be avoided wherever possible.
- 16.** Construction programmes can slip during the project and the need to adapt arrangements at short notice is very common. To accommodate this, phasing and decanting strategies should not be overly complex.
- 17.** In some cases there may be no alternative but to carry out construction activities very close to operational parts of the school. In these situations it may be necessary to place restrictions on the contractor regarding which activities can be carried out at certain times, or to allow the school to stop the contractor carrying out particularly disruptive works from time to time. In such cases flexibility is required by both the school and the contractor, and the detailed procedures and arrangements governing these agreements should be written into the contract.

OPPORTUNITIES AND BENEFITS

- 18.** The construction project may also offer the school opportunities to examine and in some cases improve existing practices. The following examples were gathered from interviews:

Operational benefits

- 19.** *In one example, it was decided at the outset of the project that the new school building would have interactive whiteboards and data projectors in all the classrooms. Teachers would use laptops for delivering lessons as well as administrative purposes. Knowing the project completion date gave the school the impetus to provide a clear programme for implementing the change, including the training and familiarisation time necessary to ensure all staff used all of the new kit from day one in the new accommodation.*
- 20.** *In another example, the new school project provided an opportunity to rearrange the school management structure along 'faculty' lines. The new accommodation layout allowed related subject departments to be located together and staff bases to be established to support these new arrangements.*
- 21.** One benefit of a school building project is the opportunity it offers individual members of staff or departments to re-appraise their existing methods of working and their management of teaching materials and equipment.
- 22.** *For example, a number of schools reported the benefits of encouraging staff to 'declutter' as part of the arrangements for moving into the new facilities. In one project, this approach was linked to a major exercise to examine existing storage methods. It was found that resources had been stored inefficiently, using inappropriate storage systems and making poor use of the space available. When the need for resources and how best to store them was worked through in detail by the design team with each department, a significant reduction in the school's overall storage requirements was agreed.*

Curricular benefits

- 23.** The presence of construction works on or adjacent to a school site can provide a considerable amount of source material for teaching and learning. A number of websites provide ideas and information on exploring such opportunities.⁶

⁶ www.scottisharchitecture.com/education-home.html
www.buildingconnections.co.uk
www.cabe-education.org.uk

24. *For example, at one school, pupils got involved in an ecological survey of the site as part of an environmental studies project. In another, they explored how the elements impact on building aspect and design, with examples drawn from wind and rainwater management projects and from the effects of sunlight as a natural light and heat source. Many aspects of sustainable development offer projects which cross-cut a number of curricular areas.*
25. *Other opportunities included the study of topographical surveying equipment and techniques, and projects involving the graphic representation of the new buildings through plans, sections, elevations and 3-dimensional modelling.*
26. *The construction project also provided opportunities for expressive arts projects. There were many examples of collaborations between school users and local artists providing works of art and designs which were incorporated into the finished buildings and landscaping works.*

Staff and pupil development benefits

27. A major construction project will involve a wide range of personnel such as architects, engineers, surveyors, construction managers, specialist contractors, members of various building trades and others. It may be possible for the school to establish links with some of these parties during the project to enhance opportunities for pupils and to market career opportunities for the industries concerned.⁷
28. *For example, in one project, the main contractor encouraged visits by pupils onto site, and provided work experience placements for pupils both on construction sites and in areas of finance and personnel through their head office. In another project, the site manager (a woman) agreed to speak at the school's careers fair, raising the issue of gender in-balance in the construction industry.*
29. It is important in school construction projects to allow pupils to be involved, to see what is going on, and to be able to monitor project progress. This may be possible simply from vantage points provided by upper levels of existing school buildings. Where this is not possible, some other method such as viewing areas in site hoardings or installing a web-cam could be considered⁸. Site visits could be arranged for smaller groups working on a particular project. This requires advance planning with the design team/contractor.

⁷ see www.citb.org.uk/careers/ for more information

⁸ see www.buildingsights.org.uk/ for more information

MANAGING EXPECTATIONS

- 34.** The HT, together with the local authority and the contractor, will have a key role in managing the expectations of school users and neighbours throughout the project. Staff, pupils, parents and members of the wider school community are likely to approach the project with varying levels of expectation regarding both the facilities to be provided and the level of disruption and inconvenience the construction process will bring.
- 35.** It is usual for the school to be involved in arranging a number of meetings to inform parents, neighbours and other members of the school community about the project proposals prior to the contractor starting on site.
- 36.** Presentations on the project proposals at these meetings must be appropriate to the needs of the audience and in a format that is not overly technical to avoid discussion being unfocussed and irrelevant. Three-dimensional images, models and perspectives are generally much better received than conventional two dimensional plans. It is also important to outline the programme and project plan at these meetings as members of the community can often have unrealistic expectations about the programme timetable and construction sequence.
- 37.** It can prove beneficial to introduce the contractor at these meetings and for the contractor to provide a direct contact point for neighbours. This will avoid the school office becoming a conduit for any complaints or queries regarding the construction activities.
- 38.** Information about the project may also be distributed to the local press. Any contact with the press should be in line with local authority press contact procedure and is normally conducted via the local authority's press official.
- 39.** It is usual for schools to issue regular newsletters to parents and community groups to keep them informed of progress throughout the project. Information about the project can also be posted on the school website. Schools should be careful in inviting feedback through newsletters and websites unless they are resourced to manage this exercise.

CREATING OWNERSHIP

40. It is important that pupils and staff develop a sense of ownership of the project. Experience has shown that consultation and communication throughout the process is essential in developing and maintaining a positive attitude from all stakeholders. However, in addition to these general aspects, a number of specific methods of engaging staff and pupils emerged from interviews.
41. *For example, in one project, staff had been encouraged to visit other recently completed school projects. These visits provided an opportunity for staff to ask colleagues about how they had coped with the challenges of the construction project, what teaching and learning benefits it may have offered, and their experiences of the new facilities.*
42. *At another school, a joint project between pupils and staff to create a whole-school garden, provided a focus throughout the construction works and helped to raise morale.*
43. *In one primary school project, a particularly good relationship was created with the site manager, who regularly addressed the school assemblies and was invited to present the prizes at the school sports day. It was found that building such a close relationship with the contractor assisted pupils and staff in coping with the disruptions.*
44. The process of consultation and change associated with a major redevelopment project at a school can often engage members of the community for the first time in the life of the school. The process can often help to develop and strengthen community links, assist with capacity building in the community and have a positive impact on school ethos.
45. *For example, there may be benefits in involving community action groups at an early stage in the project consultation. In one project, a community planning group, which consisted mostly of retired locals, was involved in discussions about the school project proposals. When it was discovered that the group were having difficulties finding a daytime meeting venue, the school meeting room was offered for use free of charge. This allowed the group a better insight into the workings of the school and led to greater empathy with, and ownership of, the project and the school in general.*



3 | DURING THE CONSTRUCTION PERIOD

COMMUNICATION ARRANGEMENTS

Liaison with the local authority and the contractor

- 1.** Before construction activities commence on site, it is important for the school to be aware of the project communication arrangements between the local authority project manager and the contractor. Regular site meetings are likely to be held, and it may be appropriate for the school to be represented, or to be briefed on progress.
- 2.** In many projects, day-to-day communication should be encouraged between the school co-ordinator and the contractor's site manager regarding 'housekeeping' matters which will affect the running of the school.
- 3.** As well as having a clear understanding of the design and contract programme, the school should also be aware of what terms and conditions, if any, were included in the contract regarding the contractor's working restrictions, health and safety, security and so on. The school itself will have no authority to enforce the terms of the contract. It is therefore essential to establish a single point of contact with the local authority for all communication regarding the project.

Keeping staff and pupils informed

- 4.** The flow of information to and from school users is very important throughout the project. This is usually an element of the school co-ordinator's role.
- 5.** Existing communication arrangements within the school such as regular departmental and whole staff meetings should be used wherever possible rather than setting up separate project meetings. However, staff should be able to raise individual issues directly with the school co-ordinator.
- 6.** Pupils are usually kept informed about the project through school assemblies and feedback is often provided through the pupil council or through 'house structures' where these operate in secondary schools.
- 7.** The project is also likely to feature heavily on the agenda of any School Board and PTA meetings. The HT and school co-ordinator, as well as the contractor, may well be expected to make regular progress reports at these meetings.
- 8.** *One secondary school undergoing a major refurbishment set up a specific project users group which met monthly throughout the duration of the project. The group consisted of members representing staff, pupils, parents and others from the school community. Meetings were chaired by the HT and were attended by the local authority project manager and the contractor.*

MANAGING HAZARDS AND DISRUPTIONS

9. The contractor will manage the health and safety and security aspects of the construction activities in any project. However, this in itself does not prevent the school from having to consider a number of health and safety matters or having to prepare at certain times for considerable disruption to the normal day-to-day running of the school.

Health and safety / security

10. The school will need to monitor its health and safety management procedures throughout the project and carry out additional risk assessments where appropriate. In particular, any alterations to fire escape routes and gathering points, access arrangements and site boundaries should be clearly identified. Arrangements should be clearly displayed in the school with signage amended as appropriate. Fire drills should be undertaken each time escape routes are changed.
11. Prior to construction commencing on site, all school users should be briefed on the health and safety arrangements for the project. Presentations to school assemblies by the contractor, often incorporating protective clothing and some basic statistics about construction site safety, are generally considered to have more impact than if these were delivered by the school management team.
12. As school holidays approach further advice should be issued to pupils regarding the hazards of building sites. Security monitoring will be provided by the contractor but in some instances it may also be appropriate to alert the local police who may patrol the site at high risk periods.
13. Where work needs to be carried out in occupied buildings, contractor's staff may require to gain access to parts of the construction site through operational parts of the school. These situations generally place greater responsibilities on the contractor's staff and school users. These responsibilities need to be understood by all.
14. It may be considered appropriate in these situations for the contractor's staff to wear agreed forms of identification and to be prepared to be challenged by staff on school premises. It may also be considered necessary to caution contractor's staff to avoid initiating contact with pupils. It has also been known for school pupils to abuse construction workers, so the conduct of school users must also be considered and managed.
15. Despite contractual agreements, breaches in health and safety procedures can still occur in these situations. For example contractor's staff may leave doors unlocked or materials and equipment unattended in circulation routes. School users should be particularly vigilant about possible hazards and procedures should be in place to report such incidents.

Managing disruptions

- 16.** A certain degree of inconvenience is unavoidable during a major construction project. The level of disruption likely to be experienced by the school will depend upon a variety of factors such as the scale and type of building operations, their proximity to the school activities, the time at which the works are carried out, and the constraints of the existing buildings and site.
- 17.** The following examples are the most common disruptions reported by schools during construction projects:
- › **Dust and dirt:** *Apart from being particularly uncomfortable, airborne dust and dirt can give rise to medical complaints leading to staff and pupil absences. Locating classrooms which require natural ventilation away from construction activities, and insisting on the constructing and maintaining of seals in affected areas can help to minimise the ingress of dust and dirt. In some cases, it may be appropriate to arrange additional cleaning for the school during the project.*
 - › **Noise:** *Health and Safety regulations ensure that noise levels will not be hazardous to health, but they may still be extremely distracting. Where construction works are in close proximity to the school, the contractor may be excluded from undertaking certain noisy activities during particular periods such as exams. It may also be possible for the school to request the contractor, on an informal basis, to reduce noise levels for short periods from time to time.*
 - › **Distractions from increased traffic, both vehicular and personnel:** *In order to avoid continuing distraction it may be possible to locate particularly sensitive school classes and activities away from the main site access and construction works. Ensure site activities are appropriately screened and avoid allowing contractor's staff access through pupil areas.*
 - › **Frequent changes to access points and circulation routes:** *the need to advise school users of continuing changes in access arrangements can be disruptive and resource intensive. This should be considered when agreeing the sequence of phasing of the construction works.*
 - › **Planned and unplanned interruptions to water, gas, power, ICT services:** *prior consultation and contingency planning with staff about the consequences of a particular service failure or disconnection will allow the school to better manage these situations when they occur.*
 - › **Reduced playground space, loss of playing fields and car parking:** *The loss of amenities during the construction process is often an unavoidable source of inconvenience to school users. However, early consultation with those affected, provides the opportunity to investigate and implement alternatives.*

COMPLETION

Migration management

- 18.** In new-build projects, the actual move into the new building can present a logistical challenge for the school. Where possible, staff (and in some cases pupils) should tour the new building prior to completion. This allows users to get an initial feel for the layout of the new building, and assists staff in taking ownership of the new spaces.
- 19.** In many cases, it has proved worthwhile to employ a specialist 'migration manager' to work with the school to co-ordinate the move. This professional service can be provided by some removal companies, or could be a separate commission to a firm of project managers.
- 20.** It is important to be flexible in providing staffing cover to release teaching and non-teaching staff to undertake tasks associated with the move. Teaching staff are usually given one or two days of non-teaching time to manage the packing of resources and equipment, with the actual moving of materials being carried out by removal staff under the supervision of the migration manager. The unpacking and setting up of new accommodation may also take one or two non-teaching days.
- 21.** *In one school, pupils assisted in preparing for the move. The tasks associated with the exercise, such as making inventories and the management of packing, were incorporated into a module of the Home Economics curriculum.*
- 22.** This process may take much longer for some practical departments, which may have a significant amount of teaching material to move and store. Specialist removal arrangements may be required for particularly bulky, sensitive, hazardous or valuable items such as grand pianos, ICT equipment, toxic chemicals or trophies and art works. In these cases, detailed inventories may be required, and insurance arrangements checked as part of the planning exercise.
- 23.** Where a major move is planned over a summer break period, it may be necessary to temporarily set up two offices at the school site to maintain a continuous communication link for the school during the change-over from one administration set-up to another.
- 24.** The process of introducing students into a completely new building will also require significant planning. In a large secondary school, for example, it may be necessary to provide induction information at an assembly followed by an orientation tour of the building. This could be carried out in year groups on a staggered basis over the course of a whole school day.

Marking the end of the process

25. It is important to celebrate the completion of the school project with some formal ceremony. This should not be arranged for immediately after the school has taken occupation of the new or refurbished building, as it will take some time for the staff and pupils to settle in and to optimise their use of the new accommodation. Equally, the event should not be left so late as to miss capturing the initial enthusiasm and anticipation which is associated with taking ownership of a new facility.

Post completion

26. Once occupied, a new or substantially refurbished building may present teething problems for some time. The role of the school co-ordinator is sometimes at its most demanding during this period, and it may be necessary to continue their remit, as well as enhancing other support staffing, for up to 6 months following 'completion' of the project.
27. The school is likely to receive numerous requests from visitors wishing to view the new building for up to and beyond a year after completion. Guided tours can become a drain on staff resources, and a large number of visitors can prove a disruption to teaching and learning. In many cases, visitors may wish to take photographs of the school and this may not be appropriate in areas used by pupils. Providing information about the school building on a handout or on the school website may reduce the demand for general visits. Including a 'virtual tour' or downloadable images of the building can avoid the need for visitors to take their own photographs.

Post occupancy evaluation

28. Consultation with stakeholders throughout a school building project is an important part of the school estate strategy. Conducting an evaluation on how well the new school has met the needs and expectations of school users is a logical conclusion to this consultation process.
29. Recent guidance on Evaluation published under the school estate strategy⁹ suggests that a post occupancy evaluation should be carried out on every major school building project about one year after completion. This type of evaluation will demonstrate the local authority's progress on improving its school estate, identify issues in the new building which can be addressed through 'fine tuning' and inform the thinking and briefing for future school projects.

⁹ *Evaluation*, Scottish Executive, 2004 www.scotland.gov.uk/library5/education/ebof-00.asp



4 | FURTHER INFORMATION

A Principal's Guide to On-site School Construction

William A Brenner, AIA - National Clearinghouse for Educational Facilities, 2000
www.edfacilities.org/pubs/construction.pdf

Being Involved in School Design

Commission for Architecture and the Built Environment (CABE), 2004
www.cabe.org.uk/data/pdfs/Being_involved_school_design_sept_2004.pdf

Building Connections

www.buildingconnections.co.uk

Building our Future: Scotland's School Estate

Scottish Executive/Convention of Scottish Local Authorities, 2003
www.scotland.gov.uk/library5/education/bofs-00.asp

Considerate Constructors Scheme

www.considerateconstructorsscheme.org.uk

Construction Information Sheets on the CDM Regulations 1994

Health and Safety Executive
www.hse.gov.uk/pubns/conindex.htm

Evaluation

Scottish Executive, 2004
www.scotland.gov.uk/library5/education/ebof-00.asp

Guidance and Schools Pack; Schools Procurement Pack, 4Ps

www.4ps.co.uk/documents/publications/Schools%20Procurement%20Pack%20-%20Summary.doc

Output Specification

Scottish Executive, 2004
www.scotland.gov.uk/library5/education/seos-00.asp

School Design

Scottish Executive, 2003
www.scotland.gov.uk/library5/education/sesd-00.asp

Scottish Architecture

www.scottisharchitecture.com/education-home.html
Commission for Architecture and the Built Environment
www.cabe-education.org.uk/

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Astron B37419 11/04

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Edinburgh
EH1 1YS

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Fax orders
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Email orders
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ISBN 0-7559-4334-1

