



THE 21ST CENTURY SCHOOL

BUILDING OUR FUTURE: SCOTLAND'S SCHOOL ESTATE



SCOTTISH EXECUTIVE



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1 | INTRODUCTION

- 1.** This guidance provides details on a range of policies that impact on the delivery of better public services through the school estate. It has been developed as part of the school estate strategy, and complements the strategy document *Building our Future: Scotland's School Estate*¹. The strategy recognises the importance of good school buildings in meeting a range of policy objectives and has published this guide to highlight policies which impact upon the school estate.
- 2.** This guide is in three sections:
 - › **Section 1:** Introduction
 - › **Section 2:** Context
 - › **Section 3:** School estate related policies
- 3.** Section 3 sets out a summary of each policy, together with references and a contact for further information. These are organised alphabetically for ease of reference.
- 4.** This guidance is aimed at local authorities and other stakeholders with an interest in creating a school estate suited to the needs of users. This includes pupils, staff, communities, local authorities, architects along with construction and financial professionals.

¹ Scottish Executive/COSLA, 2003, (<http://www.scotland.gov.uk/library5/education/bofs-00.asp>)



2 | CONTEXT

STRATEGY

- 1.** *Building our Future: Scotland's School Estate* sets out the vision and objectives to improve the school estate over the long term.
- 2.** The vision is for:
 - › Well designed, well built and well managed schools that:
 - › support national and local priorities
 - › inspire children and young people and communities.
 - › A future school estate that:
 - › meets our aspirations
 - › responds to evolving needs
 - › is effectively managed and maintained over the long term.
- 3.** The objectives for the 21st century school are:
 - › to deliver better public services through the school environment that focus on:
 - › the child at the centre – meeting the needs of individual children
 - › the school at the heart of the community – meeting the needs of the communities.
 - › to deliver those services, in respect of the school estate, through the right:
 - › condition – a safe, secure environment
 - › sufficiency – schools that match demand
 - › suitability – supporting the delivery of better public services including the provision of the right facilities
 - › life cycle management – taking the long term view
 - › design – turning our objectives into reality.
- 4.** In shaping the future school estate in Scotland to meet the needs of pupils, teachers and the wider community for years to come, local authorities need to take account of a wide range of policies which affect service delivery.
- 5.** This guidance describes a range of policies which impact on the delivery of services through the school estate. They vary from detailed matters of educational policy, such as curriculum developments, to developments in community planning and initiatives in childcare policy.

- 6.** As many of these issues are diverse in nature, there are many points at which they may intersect with the school estate. And as these policies develop the points of intersection will change. This document captures the state of play as it is now, providing a snapshot of the breadth and diversity of policies, which affect the school estate. We know that new issues will arise over time.
- 7.** The school estate strategy recognises that the best local solutions are those which suit local circumstances. The challenge for local authorities in considering the future of their school estate is to build flexibility into their plans. This means the ability to take account of issues on the horizon and to respond to them appropriately. Long term thinking and planning is essential if the school estate is to serve the interests of all its stakeholders over time.
- 8.** In shaping local solutions for local circumstances it is important that the range of issues impacting on the school estate are taken into account. Balancing competing interests and implementing the right balance of solutions locally will be important, as there is no simple answer or definitive answer to suit all circumstances; no single blueprint will fit.
- 9.** As policies are evolving, local authorities and others involved in school estate issues will wish to keep abreast of developments. Information on the range of Scottish Executive policies is available on the Scottish Executive website – www.scotland.gov.uk – while the school estate website – www.scotland.gov.uk/schoolestate – provides information on the school estate and developments with related policies.



3 | SCHOOL ESTATE RELATED POLICIES

ADDITIONAL SUPPORT NEEDS

The *Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002* requires local authorities to prepare accessibility strategies. These strategies must include details of how the authority intends to improve, for pupils with disabilities, physical access to the schools, access to the curriculum, and how it intends to improve communication with pupils. There is a clear imperative to improve physical accessibility to schools through providing, for example, ramps and lifts and by providing better facilities for those who are deaf and blind. Guidance has been published on these requirements. Accessibility strategies have been received from all authorities and the Scottish Executive will be publishing a good practice guide later in 2003.

Linked to the above is section 15 of the *Standards in Scotland's School etc Act 2000* which came into force on 1 August 2003. This requires pupils to be educated in mainstream schools unless one or more of the following conditions holds:

- where education in a school other than a special school would not be suited to the ability or aptitude of the child;
- would be incompatible with the provision of efficient education for the children with whom the child would be educated;
- would result in unreasonable public expenditure being incurred which would not ordinarily be incurred.

Circular 3/2002 gives further details, plus the recent Audit Scotland report *Moving to Mainstream*. There is a clear expectation that schools will become more accessible to pupils with special educational needs.

References

Guidance on Preparation of Accessibility Strategies
<http://www.scotland.gov.uk/library5/education/gpas-00.asp>

Circular 3/2002
<http://www.scotland.gov.uk/library5/education/mainstream.pdf>

Moving to Mainstream Audit Scotland report
<http://www.hmie.gov.uk/documents/publication/Moving%20to%20Mainstream%20Key%20Points.pdf>

Contact

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ARCHITECTURE

Ministers expect that new schools should be first class places to learn and develop and that they should demonstrate a commitment to the highest design and environmental standards.

A central objective of the Executive's *Policy on Architecture for Scotland* is to promote a culture of quality in the procurement of publicly funded buildings that embraces good design as a means of achieving value for money and sustainable development.

A key to achieving high quality design is through a rigorous approach to the building procurement process by clients who specify and demand quality. Through the provision of guidance on aspects of achieving good design in school building procurement, the Executive seeks to have a positive impact on the quality of schools constructed in Scotland.

References

The Development of a Policy on Architecture for Scotland

<http://www.scotland.gov.uk/architecture/framework/default.asp>

The Development of a Policy on Architecture for Scotland: Report on the Public Consultation

<http://www.scotland.gov.uk/library3/heritage/dpas-00.asp>

A Policy on Architecture for Scotland

<http://www.scotland.gov.uk/library3/construction/apoa-00.asp>

Contact

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BEST VALUE

Best value is closely linked with community planning and the power to advance well being, with cross-cutting themes, including joint working, equal opportunities and sustainable development. The duty to secure best value requires authorities to make arrangements which secure continuous improvement in the performance of all of its functions while maintaining an appropriate balance between quality and cost.

All aspects of best value will impact on school estate management, however some of the requirements of particular relevance are:

- An appropriate and systematic approach to consultation and responsiveness to stakeholders.
- Sound governance and management of public resources, which includes risk management, asset management and workforce issues in contracting environments. It also means that reviews and option appraisals challenge current approaches and policies to ensure that services are provided in the most efficient, effective, economic way and have regard to equal opportunities and sustainable development.
- Trading accounts are maintained where services undertake trading operations.
- A contribution to the achievement of sustainable development is made with regard to the social, economic and environmental impacts of activities and decisions.
- Performance is reported to the public in an appropriate, accessible and timely manner.

References

The Local Government in Scotland Act 2003

<http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/acts2003/20030001.htm>

Best Value and the Best Value Task Force

<http://www.scotland.gov.uk/about/FCSD/LG-PERF4/00014838/Home.aspx>

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CENTRES OF EXCELLENCE

The specialist provision programme was introduced to help support Scotland's talented and gifted children by allowing them access to the following schools of excellence across Scotland:

- › Douglas Academy (music) in East Dunbartonshire
- › Broughton High (music) in Edinburgh
- › Knightswood Academy (dance) in Glasgow
- › Aberdeen City Music School (based at Dyce Academy)
- › Scottish Traditional Music School (based at Plockton High School)
- › Fife Music Project
- › The School of Sport (based at Bellahouston Academy)
- › Ayrshire Modern Languages Project
- › International Language School (based at Shawlands Academy).

Pupils attending each centre receive tuition in standard curriculum subjects and additional tuition in their chosen field. As the centres have pupils from all over Scotland each centre has its own boarding accommodation facilities. Each centre was given capital funding from the Executive to either establish new accommodation in the school or refurbish existing facilities. Funding for the centres of excellence is currently under review. The review will be completed in 2003. As part of the review HMIE will be inspecting the facilities to ensure that current pupil accommodation is adequate.

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CHILDCARE STRATEGY

The Scottish childcare strategy aims to provide affordable, accessible, quality childcare for children aged 0-14 in all neighbourhoods.

One of the stated aims of the partnership agreement is to create flexible childcare provision accessible to all, expanding facilities in the public, private and voluntary sectors and through co-operative arrangements.

Out of school childcare provision is important in helping parents remain in work or training. *School's Out*, a framework document for the development of out of school care was launched in February 2003 and guidance was issued in June to local authorities on the recommendations. *School's Out* includes the following recommendation:

- During 2003-2004, local authorities working with childcare partnerships should examine the scope for using local authority premises, taking account of the main messages in the school estate strategy.

Schools can help in the provision of quality sustainable out of school care.

References

Meeting the Childcare Challenge: A Childcare Strategy for Scotland
<http://www.archive.official-documents.co.uk/document/cm39/3958/3958.htm>

School's Out Framework for Out of School Care
<http://www.scotland.gov.uk/library5/education/sofd-00.asp>

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CLASS SIZES

Current maxima for mainstream classes are set out in teachers' conditions of service for P4 to S6 and in the *Education (Lower Primary Class sizes) Scotland Regulations 1999* for P1 to P3. Current maxima are:

P1-P3	30
P4-P7	a normal maximum of 33 with an upper limit of 39
S1-S2	a normal maximum of 33 with an upper limit of 39
S3-S4	a normal maximum of 30 with an upper limit of 34
S5-S6	A normal maximum of 30
Composite classes	25
Practical classes	20

The Partnership Agreement has a commitment to increase the number of teachers to 53,000 by 2007. The additional teachers will be used to reduce class sizes in P1 to a maximum of 25, S1 and S2 English and Maths classes to 20 and to increase the number of visiting specialists working across the primary/secondary divide.

Despite falling school rolls, particularly in primary, the reductions in class sizes envisaged can only be achieved through an increase in the number of classes. The numbers of teachers required for each commitment are currently being assessed.

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COMMUNITY PLANNING

The Executive is committed to improving public services, in partnership with local authorities, by encouraging them to ensure that community planning works effectively. This includes finding new and innovative ways of involving their local communities, protecting public services in rural and urban areas and developing new multi-function facilities.

In the *Local Government in Scotland Act 2003*, local authorities are given a key role in initiating, facilitating and maintaining the community planning process. During this process a number of key public sector agencies come together to plan the services for a local authority area in consultation with the local community and the voluntary sector. Community planning partnerships agree a strategy for services in their area. There are many themes in community plans but most include themes related to education – for example lifelong learning.

References

Community planning website
www.communityplanning.org.uk

Contact

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DENOMINATIONAL SCHOOLS

Denominational schools have been an important part of the state school system in Scotland since 1918 when, under the *Education (Scotland) Act*, these schools were transferred to local authority management. There are currently 418 publicly funded Catholic schools in Scotland – accounting for approximately 15% of all publicly funded schools.

Several local authorities have chosen to develop joint campuses between denominational and non-denominational schools. Joint campuses allow denominational schools to maintain their religious ethos while taking advantage of the benefits of shared facilities. It is for local authorities to reach conclusions about which strategies best meet needs of pupils, parents, teachers and local communities.

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DISCIPLINE AND ANTI-BULLYING STRATEGIES

The Scottish Executive is committed to tackling bullying in schools and promoting positive behaviour. The school environment is an important aspect of the positive ethos of a school. In 2001, the Discipline Task Group report *Better Behaviour – Better Learning* recommended that schools should develop systems and levels of responsibility for the conduct of pupils in corridors, playgrounds and public areas within the school.

Many authorities have responded positively to this recommendation by developing their school playgrounds in ways which help prevent bullying. A task group is being established in 2003 to examine further the links between playground and building design and the reduction of opportunities for bullying to take place, as well as ways in which a positive ethos can be supported by features in the design of schools and school grounds.

References

Better Behaviour – Better Learning
<http://www.scotland.gov.uk/library3/education/rdtg-00.asp>

Contact

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EQUALITY

The Scottish Executive Equality Strategy was published in November 2000. At the centre of the strategy is the integration of equality into all aspects of the Executive's work. This approach, which is called 'mainstreaming', demands that policy makers and those delivering services take account of and reflect the diverse needs of the population.

'Mainstreaming equality is the systematic integration of an equality perspective into the everyday work of government, involving policy makers across all government departments, as well as equality specialists and external partners.'

The Executive has focused its mainstreaming approach in two areas – housing and school education.

References

Scottish Executive Equality Strategy

<http://www.scotland.gov.uk/library3/social/wtem-00.asp>

Annual Report on the Equality Strategy

<http://www.scotland.gov.uk/library5/social/mper-00.asp>

Equality in Scotland – Guide to Data Sources

<http://www.scotland.gov.uk/stats/gtds-00.asp>

Good Practice Guidance on Consultation

<http://intranet/content/corporate/guidance/se/gpg/gpg-00.asp>

Scottish Executive's Race Equality Scheme

<http://www.scotland.gov.uk/library5/society/wtre-00.asp>

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FIRE

The Scottish Executive is committed to the effective use of community fire safety partnerships, the reform of fire safety legislation, and to tackling the problem of wilful fire raising. There are no specific policies which relate directly to the fire safety design of schools. Consequently, schools should provide the exemplar of a fire safe environment whilst promoting fire safe behaviour to young persons. Whilst schools are a focal point within the local community they have historically been a target for wilful fire raising. The challenge presented is to provide school buildings that are fully accessible, yet safe and secure, and to prevent fires whilst planning for their consequences.

Compliance with the relevant building standards and fire safety legislation is mandatory. Additional measures will generally be needed to safeguard the building and contents. The statutory requirements include measures for:

- securing an adequate number and width of escape routes
- ensuring that these can be safely and effectively used at the time of a fire
- warning the occupants in the event of fire
- segregating areas of higher risk, e.g. main kitchens or laboratories
- ensuring an adequate provision of suitable fire fighting equipment
- establishing effective systems of fire safety management
- properly checking and maintaining all the above measures.

Increased community use and the integration of those with special needs mean consideration must be given at the planning stage to those less able to respond to a fire situation. The design process should also utilise suitable risk management techniques, to minimise the opportunity for wilful fire raising and to limit the extent of any damage if a fire does occur. Appropriate measures may include:

- providing fire resisting construction to limit the spread of fire and smoke
- avoiding the use of combustible materials in the structure and surface finishes
- ensuring sufficient and secure provision for the storage of goods and waste
- controlling access by providing good perimeter security and restricting access to roofs
- designing external lighting, CCTV systems and sight lines to allow good surveillance
- fitting automatic sprinkler systems for sites deemed to be at high risk.

References

- The Scottish Fire Service of the Future* (Scottish Executive 2002)
A Guide to Fire Safety in Schools (Scottish Education Department 1982)
The Design and Protection of New School Buildings and Sites (Zurich Mutual 2003)
How to Combat Arson in Schools (Arson Prevention Bureau 1998)

HM Fire Service Inspectorate website

http://www.scotland.gov.uk/about/JD/HMIFS/00015130/About_HMFSI.aspx

Contact

Advice should be sought from the fire safety department of the local fire service or from architectural liaison officers from the local police service.

FLEXIBLE CURRICULUM AND SUPPORT SERVICES

The Discipline Task Group in its report *Better Behaviour – Better Learning* recommended that local authorities should seek to ensure that suitable accommodation is made available in refurbished and new school buildings, to support pupils who need to receive support, or teaching, outwith the normal classroom environment.

Flexible accommodation to provide curricular flexibility when required, or services in relation to pastoral care, are felt to be important features of a school designed to meet the needs of all pupils and promote a school ethos in which all pupils are purposefully engaged in their learning and personal development.

References

Better Behaviour – Better Learning

<http://www.scotland.gov.uk/library3/education/rdtg-00.asp>

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HEALTH: COMMUNITY HEALTH PARTNERSHIPS – 'PARTNERSHIP FOR CARE'

Partnership for Care – Scotland's Health White Paper, published in March 2003, underlines that health care should be delivered as close to home as possible, and that frontline staff should have the opportunity and resources to support the delivery of that objective. The vast majority of care is delivered by community based professionals. It is also the case that these staff have an expanding role in health improvement. Local health care co-operatives have played a key role in the planning and provision of health and health care services; and in working with partner agencies such as local authorities, integrated and community schools. The aim is to ensure that the health of communities is improved, and inequalities in health reduced, through a range of strategic and service developments.

It is expected that local health care co-operatives will evolve into community health partnerships to reflect a new and enhanced role in service planning and delivery. In particular community health partnerships will:

- ensure patients and a broad range of healthcare professionals are fully involved
- establish a substantive partnership with local authority services
- have greater responsibility and influence in the deployment of resources by NHS Boards;
- play a central role in service redesign locally
- act as a focus for integrating health services – both primary and secondary, at local level
- play a pivotal role in delivering health improvement for their local communities.

All of these activities are relevant for the health and wellbeing of those in, and connected with schools; as well as the role of schools as a 'health promoting' resource for the wider community – which in turn could have implications for the design and utilisation of the schools' infrastructure and estate.

References

Partnership for Care – Scotland's Health White Paper – A Summary
<http://www.Scotland.gov.uk/library5/health/hwpi-00.asp>

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HEALTH: DENTAL SERVICES

The dental health of children in Scotland is acknowledged to be poor, with no significant improvement in dental decay levels in the last 10 years. Currently only 45% of 5 year old children are free from decay, well short of the national target set out in *Towards a Healthier Scotland* that 60% of this age group should be free from decay by 2010. The bulk of dental decay is found in more deprived communities. Fewer of these children attend a dental practice regularly and therefore do not benefit from the advice and treatment available through regular attendance. It was therefore acknowledged that a multi-agency approach was necessary to reach such children. If dental health was to be improved, children should have teeth brushed twice daily with a fluoride toothpaste and follow a healthy diet.

Infant and nursery toothbrushing: Local co-ordinated community programmes targeted at pre-school children and their parents are in place which encourage registration with a dentist, regular toothbrushing and consumption of low sugar food and drink products. These include free distribution of a toothbrush and toothpaste to all children at the age of eight months and targeted distribution to pre-school children aged 1-3 years in areas of deprivation.

Toothbrushing in primary classes 1-3: This is not officially part of these schemes but the Executive encourages boards to develop this where possible. The target number is 50,000-150,000.

In rural areas where nursery and primary schools are linked/co-located the Scottish Executive has encouraged a whole school approach.

References

Towards a Healthier Scotland
<http://www.scotland.gov.uk/library/documents-27/tahs-00.htm>

A consultation *Towards Better Oral Health in Children* was completed in January 2003.

Responses are currently being considered and analysis is expected to be complete by autumn 2003.

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HEALTH: HEALTH PROMOTING SCHOOLS

Ministers expect authorities to introduce the health promoting schools approach in all their schools by 2007.

Health promoting schools are schools which enable pupils, teaching and non-teaching staff, parents and the community they serve to take action for a healthier life, school and society. More specifically they take action to promote the adoption of lifestyles conducive to good health, provide environments which support and encourage healthy lifestyles and enable pupils to take action for a healthier community and healthier living conditions.

In May 2002 a Scottish Health Promoting Schools Unit was established to take a key national leadership role in championing, facilitating and supporting the implementation of the health promoting school concept throughout Scotland.

As all integrated community schools will be health promoting schools the wider implications referred to for integrated community schools may apply.

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HEALTH: NURSING IN SCHOOLS

The Scottish Executive's policy sets out a series of standards for the provision of the school nursing service in the context of the roll out of the integrated community school approach. It includes a standard on accommodation: 'School nursing teams have access to suitable accommodation at their agreed base and within the school environment.'

Criteria

- › The school nursing team are based in the most appropriate location to meet the needs of the school population. This may be in either NHS or education premises.
- › Base accommodation reflects the needs of the individual or team using them and provides a safe working environment with access to a telephone, answer-phone, fax, adequate storage facilities and ICT
- › Accommodation provided within schools for provision of school nursing services meets the following standards:
 - › Privacy, dignity and confidentiality of children and young people is ensured
 - › Accommodation is adequately heated, lit and ventilated
 - › There are facilities for hand washing
 - › There is adequate space for any specialist equipment to be safely used
 - › There is access to a telephone (particularly when immunisations are being given)
 - › Provision of appropriate accommodation forms part of a service level agreement with the school.

An audit of current service delivery found that provision within schools was widely varied, in great demand and in some instances wholly unacceptable.

Developing appropriate accommodation for school nursing teams and the wider multi-disciplinary health team who may visit schools would greatly enhance joint working and improve integrated services for school aged children and young people.

References

A Scottish Framework for Nursing in Schools
<http://www.scotland.gov.uk/library5/education/sfns-00.asp>

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INTEGRATED (FORMERLY NEW) COMMUNITY SCHOOLS

Ministers expect local authorities to introduce the integrated community schools approach in all their schools by 2007.

The approach requires schools to deliver integrated education, social work, family support and health improvement services. It is for local authorities and their partner agencies to determine how this should be achieved in the light of local needs and circumstances, but experience indicates that co-location of services can facilitate integrated delivery.

Another requirement of the approach is engagement with the communities which the schools serve. This can be achieved by promoting the schools as a natural focus for community activity, perhaps by offering learning opportunities for individual members of the community, sharing sports and other facilities with local clubs, or making available accommodation and equipment to voluntary organisations providing local services.

These aspects of the integrated community schools approach have implications for school planning and design in terms of space and facilities to accommodate new ways of working and new activities outside the classroom.

References

Integrated Community Schools website
www.scotland.gov.uk/education/newcommunityschools

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LANGUAGE: GAELIC MEDIUM EDUCATION

The Partnership Agreement states, 'We will continue to invest in Gaelic medium Education.'

Gaelic education is included in the National Priorities and in the Partnership Agreement. In the Annual Statement of Improvement Objectives local authorities have been asked to include an account of the ways in which, or the circumstances in which, they will provide Gaelic medium education, and where they do, the ways in which they will seek to develop their provision.

There are encouraging signs. Numbers are going up, attainment is very good, there is a committed teaching force, resources are improving and more teachers are being trained. There are school estate implications in this. Mostly Gaelic medium classes are located in primary schools with English/mainstream classes. There is a dedicated Gaelic school in Glasgow and Highland Council is also considering Gaelic schools. It is possible that this might require adaptations to school buildings for Gaelic medium education classes and nurseries and/or suitable buildings for Gaelic medium education schools.

References

Standards in Scotland's Schools Act 2000

<http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/acts2000/20000006.htm>

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LANGUAGE: MODERN LANGUAGES (INCLUDING COMMUNITY LANGUAGES)

In 2000 an Action Group on Languages published their report *Citizens of a Multilingual World*. This made a number of recommendations for modern languages, two of which concerned diversification of languages. The report states that, 'at national level, a variety of languages rather than French alone, and including heritage or community languages such as Scottish Gaelic and Urdu, should be taught as first modern language', and that 'local authorities should generally be responsible for ensuring a diversified provision of first modern language within the authority if not within each school'. This means that local authorities have a responsibility to manage their school curriculum in such a way as to provide these community languages where there is sufficient demand for them. Evidence gathered during preparation of the report indicated that the majority of support for community languages is delivered in community and/or religious settings rather than in schools.

The funding for modern language education (approximately £13.6 million from 2001-03) can be used for teaching community languages and not just French, German, Spanish and Italian. It is for local authorities to identify the language needs in their areas.

This policy impacts on relations between schools and their local communities by acknowledging cultural and linguistic diversity and encouraging schools and authorities to do the same.

References

Ministerial Action Group on Languages Report, *Citizens of a Multilingual World*
<http://www.scotland.gov.uk/library3/education/mwki-00.asp>

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MEALS: BREAKFAST SERVICES

Breakfast services provide children with free or subsidised food through schools or community based settings. They are run before school hours. The provision of breakfast services has been linked to improved educational attainment and behaviour by benefiting children's concentration levels, school attendance and punctuality. Breakfast services can also help parents sustain employment or training in forming a core component of wrap-around care. By targeting provision at areas of greatest need, breakfast services are potential vehicles for tackling social disadvantage. They can ensure vulnerable children and those living in low-income households have access to a nutritious breakfast and encourage school attendance.

There has been a steady growth in breakfast service provision since the mid-1990s, with most rapid growth in activity being observed in the year 2000. The Scottish Executive has made £300,000 available to local authorities for setting up or expanding breakfast services, with grants being awarded in summer 2003.

The premises used to house breakfast service provisions are mainly school buildings (78%), therefore the policy has some implications for the school estate.

References

Breakfast Service Provision for School Age Children: a mapping exercise
<http://www.hebs.com/research/cr>

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MEALS: DRINKING WATER

One of the Scottish Executive's objectives is to ensure that all those who use drinking water in public buildings should do so with safety. Unfortunately the existing regulatory framework governing the quality of drinking water in public buildings such as schools, hospitals and restaurants is inconsistent and the Executive considers that it affords inadequate protection to the public's health.

Given the weak regulatory framework the Scottish Executive is preparing new Regulations that will address these problems and also comply with EC Directive 98/83/EC (the Drinking Water Directive). The resulting improved regulatory framework will help to ensure protection in schools of pupils and teachers alike.

References

Water Supplies in Public Buildings: A Consultation
www.scotland.gov.uk/consultations/environment/wsipb-01.asp

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MEALS: SCHOOL MEALS

Ministers accepted all of the recommendations made in *Hungry for Success* in February 2003, which should be implemented in all primary and special schools by 2004 and all Secondary schools by 2006.

£57.5 million will be provided to local authorities through the National Priorities Action Fund over three years to support implementation of the recommendations.

Measures include:

- new nutrient standards for school meals and detailed mechanisms for monitoring them
- larger portions of more nutritious food at no additional cost to parents
- fresh, chilled drinking water available free in school dining halls
- raising awareness of the entitlement to free school meals, and eliminating stigma
- improved atmosphere and ambient facilities in dining halls
- connecting school meals with the curriculum as a key aspect of health education and health promotion.

In February 2003 Ministers announced the additional measure of a free fruit scheme. £2 million a year for three years is being provided through the National Priorities Action Fund to provide one piece of fruit three times a week to all pupils in local authority managed schools in primaries 1 and 2.

The main implication for school planning and design will be in terms of space and facilities to accommodate the improvements to school lunch halls.

References

Expert panel on School Meals web site
<http://www.scotland.gov.uk/education/schoolmeals>

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NATIONAL DEBATE ON EDUCATION

Educating for Excellence: Choice and Opportunity was published in January 2003 as the Executive's response to the key themes of the National Debate and it identifies our key priorities for the future of education in Scotland. As an action plan, this document sets out many of the requirements which will contribute to meeting each child's individual needs for education. One of the key priorities is to:

- **Improve school buildings** to create a school estate in which all schools have the right facilities, are well designed, well built and provide a flexible environment which continues to meet future needs.

The document also sets out the following policies which may impact upon the school estate:

- Complete the programme to build or substantially refurbish 300 schools by 2009.
- Work with education authorities and other stakeholders to plan how to make further improvements to school buildings, and make sure that they are well maintained.
- Produce revised guidelines on devolved school management, with greater control over budgets to headteachers. Introduce greater flexibility for schools and education authorities through local agreements for excellence.
- Maximise the potential of broadband and other modern communications technology to enhance learning in schools. Build a single Scottish Intranet for all schools to provide on-line services to pupils and teachers.
- Use the Scottish intranet to extend availability of distance learning packages.
- Every school to become a health promoting and integrated community school.
- Focus on delivering new and improved schools with a high quality learning environment, including excellent sports, art, drama and music facilities.
- Set plans and targets locally against all the National Priorities in Education.
- Promote more effective sharing of good practice in learning and teaching, building on Future Learning and Teaching projects.

References

Educating for Excellence: Choice and Opportunity
<http://www.scotland.gov.uk/library5/education/ndser-00.asp>

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NATIONAL PRIORITIES IN EDUCATION

The National Priorities in Education are an integral part of the school improvement framework set out under the *Standards in Scotland's Schools etc Act 2000*. They define the high-level outcomes which education authorities and their schools have to deliver for young people. There is local flexibility in delivery, so local needs can be reflected.

All of the Priorities have equal status and are defined as follows:

Achievement and Attainment: To raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results;

Framework for Learning: To support and develop the skills of teachers, the self discipline of pupils and enhance school environments so that they are conducive to teaching and learning;

Inclusion and Equality: To promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser used languages;

Values and Citizenship: To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society and to teach them the duties and responsibilities of citizenship in a democratic society; and

Learning for Life: To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition.

Performance measures and quality indicators to measure progress have been developed in partnership with stakeholders in the education service, some of which have been adopted from *How good is our school?* published by HM Inspectorate of Education in 2002. One of the measures in Framework for Learning, one of the elements in the National Priorities, asks schools to make an evaluation of their accommodation and facilities.

References

National Priorities website
www.nationalpriorities.org.uk

How good is our school?
<http://www.hmie.gov.uk/documents/publication/index.htm>

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NEW WAYS OF WORKING: FUTURE LEARNING AND TEACHING (FLaT) PROGRAMME

In 2001 the Scottish Executive launched the Future Learning and Teaching Programme. This programme aims to encourage schools and education authorities to create a learning and teaching environment for the future, which is sensitive to individual needs, which will promote attainment, and which tackles the barriers to inclusive learning and teaching in the community. This programme is attempting to create a system, whereby the people who know best about children's learning needs – teachers and school managers – are encouraged to put their own innovative ideas into practice with the support of local authorities.

Given the importance of creating the appropriate environment for future approaches to learning and teaching we have, to date, supported two pilot projects linked to school design:

Highland Future Schools project: piloting new ways of using ICT in learning, teaching and schools' administration at Glen Urquhart High and Ardnamurchan High where the environment has been purpose-built for 21st century learning and teaching.

Designing Scotland's Sustainable School of the Future: workshops which considered the sustainable building types required in the future to provide the flexibility, accessibility and adaptability required to accommodate ICT developments, new ways of learning and teaching, community use etc. whilst also creating a positive learning environment for all pupils, including those with special educational needs.

References

Future Learning and Teaching Programme website
www.flatprojects.org.uk

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NEW WAYS OF WORKING: NATIONAL GRID FOR LEARNING AND SPARK (ICT)

The National Grid for Learning is a project that has been running since 1999 to make sure that Scottish schools are able to take full advantage of modern information and communications technology (ICT) to enhance teaching and learning. As a result of the programme, access to computers, the internet and e-mail have increased enormously in schools. Staff and pupil ICT skills have grown, and there is a wide range of educational software and digital resources available to Scottish schools.

Spark will be a national intranet, providing an enclosed, online environment for all Scottish schools and delivering a range of educational services at national and local levels. The project includes the provision of a broadband interconnect, providing every education authority with a high-capacity link to every other authority and out to agencies, such as Learning Teaching Scotland and the Scottish Qualifications Authority and to systems such as the Scottish Exchange of Educational Data (ScotXed). Once every education authority has their own internal broadband network, this will also give every school a high-capacity link to every other school.

School buildings will need to be able to cope with the physical demands of IT equipment for space, power and data communications. There will be a need for buildings in which IT networks and equipment can be deployed in a flexible manner. Wireless technologies are likely to feature more in the future.

Alongside these demands, the increased use of ICT is likely to combine with developments in the curriculum and in teaching to alter the way in which space is used. For example, the ability to access resources outwith the school through the use of broadband is likely to lead to a growth in individualised learning or small group work, which implies a need for a range of flexible accommodation going beyond the traditional classroom. Teachers and learners will expect to be able to use appropriate ICT facilities wherever they happen to be, and not just at times when they can get access to an ICT suite.

References

National Grid for Learning Scotland Progress Report
<http://www.scotland.gov.uk/library5/education/nglm-00.asp>

Spark website
<http://www.spark.gov.uk/>

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NEW WAYS OF WORKING: SMARTCARD TECHNOLOGY

The commitment in *Building a Better Scotland* is, by 2006, to develop a Scottish electronic citizen's card available to all citizens, which will give them faster and more convenient access to public information and services.

- An 11-strong local authority consortium is receiving approximately £6 million Modernising Government Fund support to develop public sector smartcard (also referred to as an entitlement card) that will underpin the Citizen's Account.
- All 32 local authorities have formed a consortium to roll out Dialogue Youth initiative, which will include converting the Young Scot Card into a public sector smartcard for young people.
- The smartcard will initially be used for bus travel, school meals and registration, access to some leisure services and as a library card, though other services can be added as required.
- The smartcard programme will explore the business model and develop by 2004/05 the infrastructure and card management system to ensure a consistent approach across local authorities who wish to introduce e-registration and cashless catering in schools.

References

National Citizen Account Smartcard Consortium – Modernising Government Fund 2

<http://www.scotland.gov.uk/government/c21g/smartcard.pdf>

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OUT OF SCHOOL HOURS LEARNING

Education authorities and schools are increasingly providing opportunities for pupils to participate in learning activities outside the classroom and these initiatives are supported by the Scottish Executive and the New Opportunities Fund. Some of these activities take place in the wider community or through weekend and holiday programmes. Others, such as homework and study clubs, help with key skills, support for coursework, examination preparation, and some sports and ventures in the arts field, can be provided effectively on school premises.

It is important that, in planning and designing new or refurbished schools, the need for space and facilities for out of school hours learning activities are taken into account.

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PARENTS

The Scottish Executive makes available to education authorities support for measures to encourage parents to become involved with their children's learning, but there are many parents who are reluctant to come into their children's school.

Schools therefore need to provide a welcoming environment in which parents can 'drop in' to meet school staff and each other in an informal way. This includes providing facilities which the staff can use to offer support and encouragement through learning or counselling experiences to parents who still remember bad experiences from their own schooldays, or who lack the confidence to talk to teachers about how they can help their children to learn.

Good school design can make an important contribution to the creation of this welcoming environment.

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PLANNING: DEVELOPMENT IN URBAN AND RURAL SCOTLAND

The Scottish Executive is committed to improving the design and quality of urban and rural development. A policy statement called *Designing Places* was published in November 2001 and is being augmented with planning advice notes on design issues.

Designing Places set out the role of the planning system and others in working to help improve urban and rural development. This is relevant for the school estate strategy as it is important that public buildings such as schools set an example in terms of standards of design, quality and accessibility.

References

Designing Places: A Policy Statement for Scotland
<http://www.scotland.gov.uk/library3/planning/dpps-00.asp>

Planning Advice Note: PAN 65 Planning and Open Space
<http://www.scotland.gov.uk/library5/planning/pan65-00.asp>

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PLANNING: LAND USE

Day-to-day delivery of the planning service is carried out by 32 local authorities acting as planning authorities in Scotland. The Executive, which sets the legislative and policy framework, is engaged in a programme to modernise the system. There are three key planks to that work – the *Review of Strategic Planning Conclusions and Next Steps* Report published in July 2002; consulting on better ways to engage the public, *Your place, your plan: A White Paper on Public Involvement in Planning* published in March 2003; and the publication of a statement on improving design, *Designing Places: A Policy Statement for Scotland*.

The 2003 Partnership Agreement includes a high level commitment on planning: 'We will improve the planning system to strengthen involvement of communities, speed up decisions, reflect local views better, and allow quicker investment decisions.' All elements of the modernisation programme are potentially relevant to the school estate. But the follow-up to the Review of Strategic Planning and the efforts to improve the development planning system could be significant. This work results from concerns that the development planning system is too slow, inflexible and not proactive enough in promoting change. A pilot project with Highland and South Lanarkshire Councils is examining the barriers to more effective local planning and innovative ways of increasing the speed and relevance of plan making. This is relevant to the school estate because up-to-date local plans are where the land use implications of school developments would be explored. Consultation on draft local plans gives local communities the chance to express their views over proposals for the use of land in their communities. Such discussions can also take account of important associated developments such as the proximity of new schools to housing and the need for effective transport links.

It is intended that there will be a consultation on new arrangements for development planning including city region plans and local development plans, during 2003.

References

Review of Strategic Planning – Conclusions and Next Steps

<http://www.scotland.gov.uk/library5/planning/rospsc-00.asp>

Designing Places: A Policy Statement for Scotland

<http://www.scotland.gov.uk/library3/planning/dpps-00.asp>

Your place, your plan: A White Paper on Public Involvement in Planning

<http://www.scotland.gov.uk/library5/planning/ypyp-00.asp>

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PLANNING: HOUSING

Following a review of the policy, *Scottish Planning Policy SPP 3: Planning for Housing* was published in February 2003 along with Planning Advice Notes 38 (Housing Land) and 67 (Housing Quality).

SPP 3 makes clear that planning authorities need to guide development to the right places and take a long-term view of where growth needs to be focused. The policy also encourages more diverse, attractive, mixed residential communities, both in terms of tenure and land use. As well as housing, mixed use developments could include commercial, retail, leisure, additional to appropriate social infrastructure including school provision.

References

Scottish Planning Policy SPP3: Planning for Housing
<http://www.scotland.gov.uk/library5/planning/spp3-00.asp>

Planning Advice Note PAN 38 (Revised 2003) Housing Land
<http://www.scotland.gov.uk/library5/planning/pan38-00.asp>

Planning Advice Note PAN 67 Housing Quality
<http://www.scotland.gov.uk/library5/planning/pan67-00.asp>

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PLANNING: OPEN SPACE

The Partnership Agreement states that the Scottish Executive will review planning guidance to set strong minimum standards for including public open space in new developments. The Executive is committed to review planning policy on open space in 2005.

Robust planning policies are required to safeguard established open spaces, playing fields and access routes where they contribute to local community needs and enjoyment. Primary responsibility for the protection lies with local authorities but the Executive sets the policy framework and the most relevant document is *National Planning Policy Guideline (NPPG 11): Sport, Physical Recreation and Open Space* which was published in 1996. It encourages local authorities to safeguard playing fields and sports pitches by discouraging redevelopment where it is likely to conflict with local needs (see also the entry on Playing Fields and Sports Pitches). The policy is complemented by *Planning Advice Note (PAN) 65: Planning and Open Space*, published in February 2003, which gives advice on the role of the planning in delivering high quality open space.

The relevance to the school estate is the link between schools and their grounds/ playing fields/exercise spaces.

References

NPPG 11: Sport, Physical Recreation And Open Space
http://www.scotland.gov.uk/about/Planning/nppg_11_sportphysica.aspx

Planning Advice Note: PAN 65 Planning and Open Space
<http://www.scotland.gov.uk/library5/planning/pan65-00.asp>

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ROAD SAFETY: ROAD SAFETY

The Scottish Executive is committed to achieving a 40% reduction in all deaths and serious injuries on Scotland's roads by 2010, and a 50% reduction in those figures for children compared with the average for 1994 - 98. The casualty reduction targets were set in the Road Safety Strategy, *Tomorrow's Roads – Safer for Everyone*, published in 2000. The strategy includes a range of measures designed to achieve the targets. Many issues are reserved but the Executive shares with the UK Government responsibility for road safety education and publicity.

The Executive provides funding to the Scottish road safety campaign to improve education and publicity on road safety. In implementing road safety education within Scottish schools all road safety education resources link to national education guidelines, such as health education. Resources include:

- the Scottish Cycle Training Scheme, designed for P6 or P7 pupils to gain the skills and knowledge to cycle safely and responsibly on the roads;
- the 'Streetwise Guys' website, with interactive road safety games for pupils in the 8 - 14 age group; and
- the National Junior Road Safety Officer scheme and web site aimed at pupils in P6 or P7, focusing on peer education on road safety issues.

The Scottish Executive wishes to see the introduction of 20 mph speed limits around schools in Scotland and is considering how to implement this with local authorities and the police. The Executive is providing £1,080,000 over 5 years for pilot child pedestrian training schemes in selected areas for 5 and 6 year old children. The co-operation of headteachers is essential as training is normally carried out in school hours. It is envisaged that the pilot schemes will lead to the wider introduction of similar schemes throughout Scotland.

References

Tomorrow's Roads – Safer for Everyone
http://www.dft.gov.uk/stellent/groups/dft_rdsafety/documents/page/dft_rdsafety_504644.hcsp

Scottish Road Safety Campaign
www.srsc.org.uk

The Children's Traffic Club in Scotland
<http://www.srsc.org.uk/education/preschool/ctcs.asp>

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ROAD SAFETY: SAFER ROUTES TO SCHOOL

The Scottish Executive published *How to Run a Safer Route to School Scheme* in December 1999. The guidance provides practical advice to everyone involved in school travel on how to set up safe and environmentally friendly routes to school that will encourage children to walk, cycle or use public transport to travel to school.

Resources were allocated from the Public Transport Fund over the period 2001-04 and were ring-fenced for cycling, walking and safer streets projects, including Safer Routes to School. Allocations over this period total nearly £21 million.

Ring-fenced support at least at this level is expected to be continued through the Integrated Transport Fund from 2004-05. Resources for cycling, walking and safer streets have allowed councils to provide, for example: traffic calmed areas, crossings for cyclists and pedestrians, cycle lanes, pedestrian footpaths, traffic free entrances at schools, secure cycle storage and locker facilities at schools.

The Scottish Executive is committed to reducing road deaths and injuries. The Executive aims to specifically reduce child injuries and deaths from road accident by 50% by 2010.

The Scottish School Travel Advisory Group report was published in February 2003. The report considered all aspects of school travel with a view to increasing the numbers of children who walk, cycle or use public transport for this journey. This group made several recommendations for action by local authorities, the key one being the employment of school travel co-ordinators within each authority. The Executive has committed funding from July 2003 (initially to March 2006), of £1 million per full financial year to implement this.

References

How to Run a Safer Route to School Scheme

<http://www.scotland.gov.uk/library2/doc08/srs-00.htm>

The Scottish School Travel Advisory Group Report

<http://www.scotland.gov.uk/library5/education/sstag-00.asp>

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SCIENCE

Science education in schools is one of our priorities and an important issue across departments included in *A Science Strategy for Scotland*.

Scotland has in many ways led the way in terms of curriculum innovation, levels of pupil participation and attainment in science courses and, in secondary schools, the use of a well-qualified teaching force. However a number of issues continue to cause concern. Science should be taught in a safe, modern environment that promotes effective learning. In many schools, there has been relatively little investment in science equipment and accommodation in recent years.

A commitment within the Strategy states the Executive will work with local authorities to consider how to secure the provision of modern accommodation and resources for science education.

References

A Science Strategy for Scotland

<http://www.scotland.gov.uk/library3/education/ssfs-00.asp>

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SPORT: ACTIVE SCHOOLS

The Executive is making a major investment in the Active Schools Programme (£24 million in 2003-06). Ministers are committed to increasing levels of participation in sport and of physical activity more generally among the population as a whole including children and young people.

The Active Schools Programme will involve the extension, development and merging of the existing school sport co-ordinator and active primary schools programmes. The provision of high-quality school sports facilities is essential for encouraging participation in sport as part of a structured programme of physical education. Ensuring that school-based sports facilities both in primary school and secondary school are available for community use is essential not only in best value terms but also for the benefits to pupils and schools through forging links with local sports clubs. This gives easier access to coaching, talent identification and competition and provides pathways which facilitate ongoing participation in sport and community involvement as pupils leave school and progress through adulthood.

References

Sport 21 2003-07: Shaping Scotland's Future
www.sportscotland.org.uk

Let's Make Scotland More Active: A Strategy for Physical Activity
www.scotland.gov.uk/library5/culture/lmsa-00.asp

Guide to Community Use of School Sports Facilities **sportscotland**

Secondary School Sports Facilities: Designing for School and Community Use **sportscotland**

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SPORT: NATIONAL STRATEGY – SPORT 21

Published in March 2003 following extensive consultations, Sport 21 is a strategy produced by all the key stakeholders in Scottish sport. It sets out a long-term objective that by 2020 60% of adult Scots will take part in sport at least once a week, and 11 key targets for 2007. Four of these targets relate to physical activity, PE and sports participation among school-aged children and young people.

One of these targets is that by 2007 we will have made progress towards all school children taking part in at least two hours of high quality physical education classes a week. A more precise target will be set for achievement by 2007 when the report of the PE Review Group has been received and considered. Sport 21 recognises the practical obstacles in the short term to enabling schools to deliver at least two hours of quality PE per week to their pupils. One of these is that there are insufficient quality indoor facilities available. Another target – that by 2007 85% of those aged 13-17 will be taking part in sport, in addition to the school curriculum, more than once a week, this will require school sports facilities to be opened up outside the curriculum.

Another Sport 21 target is that Scotland will have over 500 sports halls available to the public so that 70% of Scots have access to a hall within 20 minutes' walk. It is unlikely that this target can be achieved without increasing community access to existing school-based sports facilities.

A series of implementation groups will be formed in the autumn of 2003 to drive the process for validating and delivering the 11 key targets.

References

Sport 21 2003-2007 The National Strategy for Sport
<http://www.sportscotland.org.uk/contents/sportspolicy/sport21intro.htm>

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SPORT: NEW OPPORTUNITIES FUND

The New Opportunities PE and Sport Programme is the largest single New Opportunities Fund programme in Scotland. The £87 million committed to Scotland is part of a £750 million programme across the UK. It aims to make a step change in the provision of school-based sports facilities for young people and for the community in general. In Scotland the programme will also fund out of school hours sporting and cultural activities and projects aimed at diverting young people away from criminal activity or behaviours likely to lead to this type of activity.

Of the £87 million total, a minimum of £52 million will be spent on facilities – refurbishing existing or building new indoor or outdoor sports facilities for school and community use, providing initial revenue funding to support the promotion and development of these facilities, and building or refurbishing outdoor adventure facilities.

The money has to be committed by the New Opportunities Fund by 2005. Allocations have been notified to local authorities but the New Opportunities Fund approval to detailed proposals, developed after appropriate local consultation, is required. Allocations were based on school population weighted for social deprivation.

Reference

New Opportunities Fund website
www.nof.org.uk

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SPORT: PHYSICAL EDUCATION IN SCHOOLS

Following the publication of the *Physical Activity Strategy for Scotland*, which made recommendations for improving the levels of physical activity for school-aged children, Ministers established a group to review the physical education curriculum in Scotland. One of the recommendations of the above report was that all pupils should receive a minimum of two hours PE per week, a recommendation supported by the Sport 21 National Strategy for Sport. Schools have the freedom to take up this recommendation if they choose, and the PE review group will consider whether it too will support this approach.

However, one of the considerations schools will need to face in making a decision on whether they can provide two hours PE per week for all pupils in their charge, is whether they have the capacity to accommodate this level of provision. Many schools have a combined dining, assembly and PE hall and would be unable to free up enough time in the shared hall.

While the PE review group is yet to report to Ministers, it is likely that the inclusion of this issue in the reports of the Physical Activity Task Force and Sport 21 will provide an impetus for expectations of improved provision of physical education in schools from significant sectors of education, health and sport communities.

References

Physical Activity Strategy for Scotland
<http://www.scotland.gov.uk/library5/culture/lmsa-00.asp>

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SPORT: PLAYING FIELDS AND SPORTS PITCHES

The Scottish Executive's policy is to give strict protection to playing fields and sports pitches. Policy is set out in *National Planning Policy Guideline 11: Sport, Physical Recreation and Open Space* published in 1996 (see also the entry on Planning Open Space). It states that planning permission should not be granted for the alternative use of school playing fields unless it has been established that they will not be required in future by the school or community. **Sportscotland** has statutory consultee status which means that it must be consulted on development proposals likely to prejudice or lead to loss of land currently used as a playing field. Ministers must be notified if a local authority is minded to grant planning permission if **sportscotland** has maintained an objection to the application. This enables them to consider calling in the application for their own determination. **Sportscotland** has published a guide for local authorities to help them develop playing field and sports pitch strategies which take account of current and anticipated demand.

Playing fields can effectively be lost through owners' neglect or restrictions on access. The sporting potential of playing fields is only fulfilled when they are properly maintained and managed. This applies to school playing fields as to any others. So controls through the town and country planning system are only one element of the wider approach needed to ensure an adequate number of good quality playing fields are available in the right locations for school and community use.

References

NPPG11: Sport, Physical Recreation and Open Space
http://www.scotland.gov.uk/about/Planning/nppg_11_sportphysica.aspx

Guide to the Preparation of Sports Pitch Strategies **sportscotland**
www.sportscotland.org.uk

Planning Policy for the Protection of Playing Fields **sportscotland**

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SPORT: SPORTS CLUB DEVELOPMENT AROUND SCHOOLS

We envisage that, with successful implementation of the Active Schools Programme and other initiatives to increase levels of physical activity and sport participation, schools will become an increasingly important focus for the development of sports clubs. The Executive's policy of encouraging club development can be achieved in large part by ensuring long-term access to school sport facilities at an affordable price. This is essentially a management issue but there are also planning and design issues which should be taken into account.

Examples of these issues are:

- ▶ the provision of space on school campuses for multi-sport social clubhouses with thought given to ingress and egress for users and supplier vehicles to minimise disturbance of educational use
- ▶ extra, separate and lockable storage for club equipment adjacent to the playing area; electronic swipe card access to playing facilities and associated changing facilities to reduce staffing costs outwith school hours while maintaining security
- ▶ access to a telephone (possibly with restricted call access) to contact emergency services.

References

Sport 21 2003-07: Shaping Scotland's Future
www.sportscotland.org.uk

Let's Make Scotland More Active: A Strategy for Physical Activity
www.scotland.gov.uk/library5/culture/lmsa-00.asp

Guide to Community Use of School Sports Facilities **sportscotland**

Secondary School Sports Facilities: Designing for School and Community Use **sportscotland**

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SUSTAINABLE DEVELOPMENT: SUSTAINABLE DEVELOPMENT

The Scottish Executive's commitment to sustainable development was reaffirmed in *A Partnership for a Better Scotland*, which states 'We want a Scotland that delivers sustainable development; that puts environmental concerns at the heart of public policy and secures environmental justice for all of Scotland's communities'. Our policy on sustainable development is set out in *Meeting the Needs ... Priorities, Actions and Targets for Sustainable Development in Scotland*. Developing sustainably means ensuring that our actions today do not limit our quality of life in the future.

Our vision for a sustainable Scotland is based on three principles: that we should have regard for others without the same access to resources/wealth; that we should minimise the impact of actions on future generations by reducing resource use and environmental impacts; and that we should live within the capacity of the planet to sustain activities and replenish resources.

The breadth of sustainable development issues can make progress difficult. Therefore the Executive has set three key priority areas: resource use, energy and travel. Our vision also recognises the importance of social and environmental justice. The Executive has adopted 24 indicators against these priorities against which progress toward sustainability can be measured and these are set out in *Indicators of Sustainable Development in Scotland*. The Partnership Agreement states that 'New schools should demonstrate commitment to the highest design and environmental standards'. Other relevant policies from the Partnership Agreement include policies on energy efficiency and waste minimisation in the public sector.

In 2002 each Department prepared a statement on how their programmes contribute to sustainable development which were published in *Building a Sustainable Scotland*. The new best value duty in the *Local Government in Scotland Act 2003* requires that a 'local authority shall discharge its duties under this section in a way which contributes to the achievement of sustainable development'. This requires authorities to consider the impact of their activities, from decision making and planning through to service delivery, on sustainable development.

References

Meeting the Needs...Priorities, Actions and Targets for Sustainable Development in Scotland
<http://www.scotland.gov.uk/library5/rural/mtnsd-00.asp>

Indicators of Sustainable Development for Scotland
<http://www.scotland.gov.uk/library5/environment/sdin-00.asp>

Building a Sustainable Scotland
<http://www.scotland.gov.uk/library5/agri/bass-00.asp>

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SUSTAINABLE DEVELOPMENT: SUSTAINABLE DEVELOPMENT EDUCATION

Through *A Partnership for a Better Scotland* the Scottish Executive is committed to developing curriculum materials to promote environmental awareness and emphasise citizenship, community involvement and environmental education. This is expected to have a direct and indirect impact upon the school estate through raising pupils' awareness of the importance of environmental and sustainable development issues through the curriculum.

Already in place is the eco-schools programme (currently 885 schools registered) which gives young people the opportunity to learn about sustainable development in a number of ways including by looking at their local environment, developing links with the community and promoting a cross departmental approach within schools and local authorities. Also the sustainable secondary schools partnership is developing education for sustainable development in secondary schools through a pilot project involving six secondary schools. The aims are to provide advice on the scope of ESD in secondary schools; its place in the secondary curriculum; outline its characteristics by working directly with local authorities and secondary schools to develop and test practical ideas and to demonstrate new ways of making education for sustainable development central to school life and an integral part of all school activities.

The education for sustainable development liaison group comprises a wide range of organisations with environmental interests. The remit of the group is to co-ordinate and facilitate the promotion and development of environmental sustainable development in primary and secondary schools; provide a forum for interested organisations to express ideas and exchange experiences by encouraging networking and aiding communication; build connections between education for sustainable development and other areas of the curriculum and schools management, and to identify good practice.

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