

# Picturing school design

A visual guide to secondary school  
buildings and their surroundings  
using the Design Quality Indicator  
for Schools



department for  
**education and skills**





### CD presentation operating instructions

Insert the CD and run the application 'Start.exe'. For optimal performance, copy the entire CD by pressing 'Shift' while dragging the CD icon to your desktop. Run 'Start.exe' from within the duplicated folder. Do not alter the structure of this copied folder.

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#### Key Function

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→	Next slide
←	Previous slide
H	Return to DQI structure
1	Go to 'Functionality'
2	Go to 'Build quality'
3	Go to 'Impact'
/	Hide cursor
*	Show cursor
F	View fullscreen
S	View with border

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Graphic design: mascot

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CABE is the government's advisor on architecture,  
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work for people. We help local planners apply  
national design policy and advise developers  
and architects, persuading them to put people's  
needs first. We show public sector clients how to  
commission buildings that meet the needs of their  
users. And we seek to inspire the public to demand  
more from their buildings and spaces. Advising,  
influencing and inspiring, we work to create well-  
designed, welcoming places.



# Foreword



The government is committed to improving schools. We believe that school buildings and grounds are central to the transformation of teaching and learning in schools. This ambition to raise the standards of the built environment in schools is demonstrated by the massive current investment in the Building Schools for the Future programme. This capital investment is establishing an exciting and challenging climate of innovation in school building.

Our task is to ensure that the vision and ambitions of pupils, staff, governors, parents and communities are reflected in new and refurbished school buildings, and to see that the transformation is achieved in a sustainable way.

*Picturing school design* has drawn on the extensive experience of the Department for Education and Skills (DfES) and CABE's enabling programme to develop an essential tool designed to inform stakeholders and assist project teams in the creation of new 21st century learning environments. It uses the structure of the Design Quality Indicator (DQI) for Schools, which was developed by the DfES in partnership with the Construction Industry Council (CIC). The publication illustrates various approaches to key design issues within the school site and building, and shares best practice as well as identifying common problem areas.

By creating high-quality educational buildings and grounds, we have the opportunity to make a real difference to young people, their families and communities. Secure, comfortable, inspiring, adaptable and innovative architecture will enhance learning experiences and serve generations to come. Working together with communities and construction professionals, we must continue to raise aspirations and embrace the challenge of creating successful schools for the future.

A handwritten signature in black ink that reads "Jacqui Smith". The signature is written in a cursive style with a long, sweeping underline that extends to the right.

**Jacqui Smith**

Minister of state for schools  
Department for Education and Skills

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# Introduction

## **What are this CD and booklet about?**

*Picturing school design* is an illustrated guide to help create better education buildings. It includes some of the common pitfalls in school design and shows some suggested solutions to overcoming these recurring problems, using sound design principles. The content is based on the Design Quality Indicator (DQI) for Schools, a tool especially formulated by the CIC and the DfES to help everyone involved in creating new schools and refurbishing existing ones.

## **Who is it aimed at?**

The presentation and booklet will be useful to headteachers, school staff, pupils, local authority and diocesan clients, building professionals, school governors, members of the community and parents – the entire school stakeholder community, in fact.

## **How do I use it?**

*Picturing school design* has two elements. The presentation on the enclosed disc can be presented to a group or viewed independently. The booklet includes seven case studies where sound design principles have been successfully put into practice. It has been designed to be read on its own or as a support to the presentation.

## **Where do I go for further information?**

The further information page at the back of this document lists a series of organisations, web addresses and publications where you can find out more.





# DQI for schools

The Design Quality Indicator (DQI) for Schools is a tool which provides a framework for the assessment of school design.

It is used to assist teachers, parents, school governors, pupils, people from the community, local authority clients and building professionals achieve design excellence in new or refurbished school buildings and grounds.

At the initial stage, it is used to help a group of key stakeholders to form a consensus about priorities and ambitions for the design brief.

During the design phase, the DQI can be used by the same stakeholder group to assess how well the plans for building work meet the objectives that were set out at the initial stage.

Then, once the building work is completed and the school is in use, the DQI tool can be used to assess how well it functions in relation to the ambitions of the stakeholder group that were set out at the start of the process.

A trained DQI facilitator will help manage the use of the DQI for Schools tool throughout the consultation and design process and once the building is complete.

The DQI for Schools tool is made up of a number of specific statements about school design, listed under 10 headings. Some of the statements are illustrated in this presentation with recent pictures of school buildings.



## Functionality

Access

Space

Uses

## Build quality

Performance

Engineering services

Construction

## Impact

The school in its community

Within the school

Form and materials

Character and innovation

# Case study

# 1

## Caroline Chisholm School, Northampton

### Description

The Centre for Learning at Wooldale, Northampton, addresses the agendas for inclusive education, a community hub and lifelong learning. The greenfield site adjoins a large area of new residential development to the south of the city centre. The accommodation includes a 50-place nursery, a 210-place primary school and a 1,460-place secondary school with 260-place sixth form. It includes a public learning resource centre, two cafés and extensive indoor and outdoor sports facilities.

The secondary school comprises five blocks, linked by a fabric-covered but open 'street'. The first block has a library on the lower level (shared by the public and the school), and the school administration above. The dining, hall and sports facilities are all in one large rectangular block, and the classrooms and practical teaching spaces are in three separate triangular-shaped blocks on the opposite side of the street. The primary school is in a detached, single-storey block.

The whole campus provides a barrier-free environment, and the individual blocks can be opened independently to provide for out-of-hours community use. The teaching blocks each have glazed, double-height stairwells which bring daylight into the centre of the blocks and act as social areas. The central area in each of these blocks can be used for a variety of uses, including breakout areas, space for lockers and a lecture theatre.

1





## FUNCTIONALITY – SPACE

The dining hall, looking out onto the street, is furnished informally and enlivened by coloured glazing. The high ceiling with rooflights creates a well-lit area with good air quality.



## FUNCTIONALITY – USES

The library/resource area is shared by the school and the public. The public entrance faces the site entrance, while the school access is from a balcony adjacent to the senior staff offices, enabling informal supervision of the area.



## FUNCTIONALITY – USES

The core areas in the triangular teaching blocks are flexible spaces that can allow for a variety of different uses. They can provide break-out areas for group work or personalised learning. In one location, the area has been fitted out as a lecture theatre.



## BUILD QUALITY – ENGINEERING SERVICES

The classroom blocks face approximately north-south. Therefore, south-facing classrooms have been provided with external shading in the form of *brises soleil*, as well as trees that, when mature, will provide summer shading when overheating is most likely.



## IMPACT – CHARACTER AND INNOVATION

The covered street linking the different blocks is curved to create interest, and provides a social area in wet weather. Toilets are accessible from the street as well as the teaching blocks, so they can be used for community events in the hall.

# Case study

# 2

## Jo Richardson Community School, London Borough of Barking and Dagenham

### Description

The Jo Richardson Community School is a new school serving communities in Dagenham. The school will eventually accommodate 1,500 pupils, including a 300-place sixth form. As a full-service extended school, it also provides a range of shared and dedicated community facilities, including a public library, nursery, crèche, adult education, coffee shop, and sports and performing arts accommodation.

The site is part of a large area of existing playing fields between residential areas to the north and the A13 to the south. The building is arranged around a three-storey, central circulation 'street' that also provides spaces for dining and informal socialising. Facilities requiring direct community access have been arranged to one side of the 'street', while to the other, four teaching wings project towards the external play areas and playing fields.



1

2



## FUNCTIONALITY – ACCESS

Separate and clearly distinguished community and student entrances are provided. Both are highly visible, generous and welcoming, with large, covered forecourts. Internal circulation is simple and highly legible, with all primary circulation located within the triple-height 'street'. This comprises wide, open balconies at upper levels, which are linked by four separate stairs arranged along its length.

3



## IMPACT – THE SCHOOL IN ITS COMMUNITY

The new school forms part of an integrated community facility which provides a range of new functions in support of the existing local infrastructure. These are shortly to be added to as part of an overall masterplan for the site to include a number of different healthcare services plus family support and a Connexions (youth support) service.

4



## IMPACT – WITHIN THE SCHOOL

Impact within the school centres on the generous, triple-height 'street'. This space, which is well daylit, features the main circulation, dining and internal social spaces. It has been conceived as the heart of the building, where school and community meet.

5



## IMPACT – CHARACTER AND INNOVATION

A range of outdoor spaces is provided of differing scales, character and function, from more intimate, enclosed areas to play spaces. High-quality paving, benches and cladding materials, combined with carefully designed soft planting, make for attractive courtyards between the teaching wings.

# Case study

# 3

## Lambeth Academy, London Borough of Lambeth

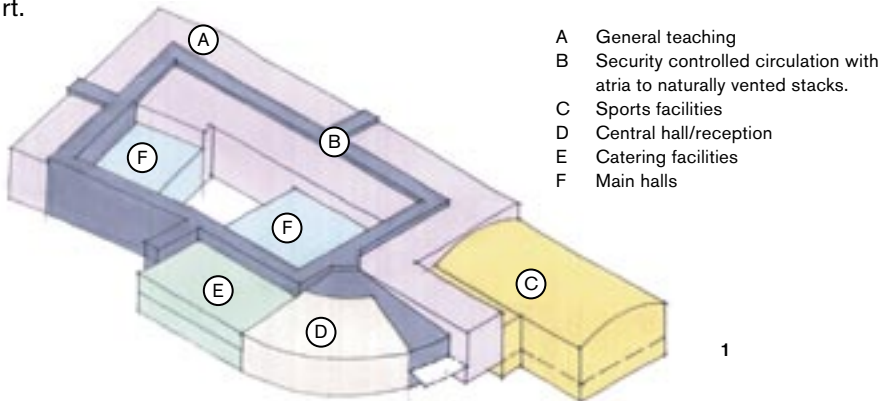
### Description

Lambeth Academy is a new school on an inner-city site in Clapham, south London, which has been designed to accommodate 1,200 including a 300-place sixth form. It opened in September 2004 and is growing incrementally with year groups of 180 pupils.

The site is restricted, and to maximise the amount of open space, it is planned as a three-storey building around a small courtyard. The slope of the site has allowed an open-sided, covered playground to be created beneath the hall, providing a useful play area in periods of bad weather. Circulation is through corridors with accommodation on both sides, but where possible natural daylight has been brought into them via rooflights or glass walls.

One of the main features of the design is a three-storey entrance atrium with clerestory windows, which provides vertical circulation and a heart to the school. The shape is based on the 'Fibonacci' spiral. The reception desk, adjacent to the entrance doors, overlooks the atrium and staircases, which allows for easy supervision.

The building construction is a steel frame with a lightweight metal stud external wall, clad in coloured render, cedar and, on the front elevation, natural limestone panels. The building is naturally ventilated via openable windows and natural stack-ventilation shafts. To ease circulation, dining is divided between two halls on different floors. Two multi-functional halls are provided adjacent to the central court.





2



## FUNCTIONALITY – SPACE

The three-storey entrance atrium has a feeling of space and light, and the cantilevered staircases clearly indicate the circulation routes to the teaching accommodation. The space represents the heart of the school and can also be used for displays and exhibitions.

3



The corridors leading off this space are generous and illuminated by rooflights and glazed walls. The carpets provide interest, with coloured patterns creating a non-institutional feel.

4



## FUNCTIONALITY – SPACE

Toilets with durable finishes and coloured detailing provide an attractive and easy-to-maintain space.

5



## IMPACT – THE SCHOOL IN ITS COMMUNITY

The school has an attractive elevation to the street, creating a welcoming appearance. The use of natural stone on the front elevation creates an impression of quality.

6



## IMPACT – WITHIN THE SCHOOL

The central court provides daylight and ventilation to the surrounding classrooms. The use of coloured render and cedar panelling, together with a high-quality landscape scheme, make it an attractive area to sit in or look out onto.

# Case study

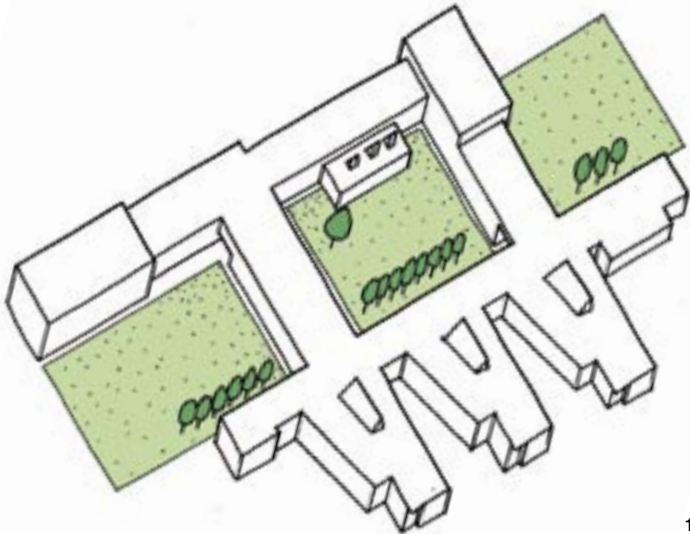
# 4

## Oriel High School, West Sussex

### Description

Oriel High School is a new school serving a new housing development on the edge of Crawley in West Sussex. The school will eventually accommodate 1,200 students aged 11-16 and also features youth and community facilities, which are accessed separately.

The greenfield site slopes gently to the north-west. The building is arranged around a central courtyard, which provides for socialising as well as outdoor teaching and learning. There are additional courtyards for games. The construction includes large pre-cast panels for the walls, clad in white render and red terracotta tiles. The floors and roofs are concrete with membrane finishes, except for the larger spaces, which are steel-framed. This construction provides high thermal mass, helping to stabilise temperatures during periods of extreme hot or cold, thus reducing the need for heating and air conditioning.



2



## FUNCTIONALITY – ACCESS

On entering the generous, double-height reception hall, there are views through into the central courtyard. Many of the corridors look out into the central courtyard. All these features make it easy for people who are new to the school to find their way around.

3



## FUNCTIONALITY – SPACE

The hall is well designed to provide for a variety of uses. It has a stage, balcony and lighting for performances. The seating can be removed to allow exhibitions, parents' evenings or drama.

4



## BUILD QUALITY – ENGINEERING SERVICES

The central atria within the classroom blocks have rooflights that reduce the need for artificial lighting and ventilation, and create a relaxed atmosphere.

5



## IMPACT – THE SCHOOL IN ITS COMMUNITY

Visitors are presented with an attractive view of the classroom blocks across the grounds as they approach from the main road, creating a positive first impression of the school.

6



## IMPACT – CHARACTER AND INNOVATION

The central courtyard is paved in blocks, and is surrounded by terracotta-clad walls, giving it a warm character. The enclosure and the extensive windows overlooking it give it a secure feeling.

# Case study

# 5

## Parliament Hill School, London Borough of Camden

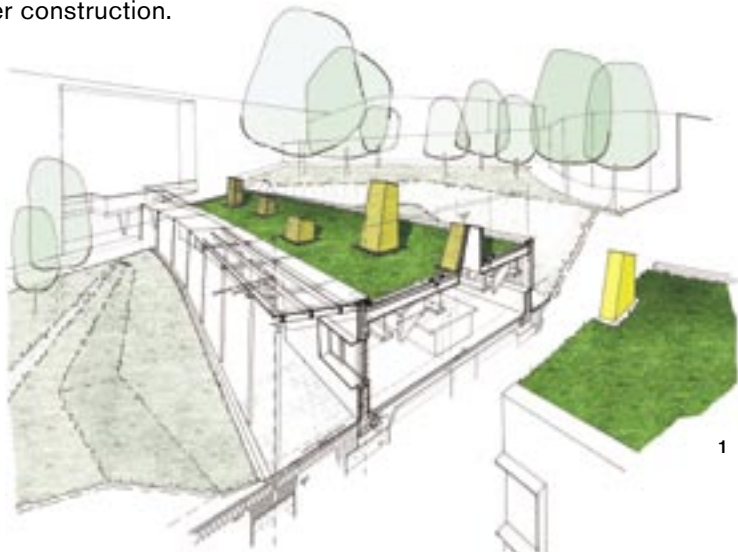
### Description

Parliament Hill School is situated in Highgate, London. The school used the DQI as part of a 'trailblazer' project, and found them to be an important tool for consultation.

The new accommodation provides additional facilities for the school. The first phase of the project consists of a new building containing three design technology studios, a machine section and storage, as well as a section for student services, which is integrated into the school's main entry and security system.

A new covered walkway runs along the length of the new building, forming the school's main external route. The south-facing windows to the design and technology studios are under the canopy which creates a successful interaction between inside and out. Six timber-clad rooflights project from the sedum roof. The building is a high thermal mass structure served by a combination of natural and assisted ventilation with heat recovery.

The creation of the new design and technology studios has released classrooms in the existing school building, which will be refurbished to form comfortable and spacious general teaching spaces. A second block for drama and media studies is currently under construction.





### **FUNCTIONALITY – ACCESS**

Student movement has been rationalised to the single covered walkway, forming a unifying, fully accessible element between the school's mixed age buildings.



### **FUNCTIONALITY – USES**

The new building structure allows for flexibility of the internal accommodation as the needs of the curriculum change in the future. The absence of internal columns affords flexibility in the configuration of the walls and division of space.



### **BUILD QUALITY – PERFORMANCE**

A limited palette of hard-wearing materials gives an uncluttered, industrial feel to the design and technology studios. Painted blockwork walls, exposed concrete soffits and industrial floors offer easily maintained, durable surfaces.



### **IMPACT – WITHIN THE SCHOOL**

Care has been taken to ensure that the building performs well acoustically. The innovative use of baffles, supported from the concrete soffits, allows for acoustic absorption within each studio.



### **IMPACT – WITHIN THE SCHOOL**

The desire for large, flexible, square studios has resulted in a relatively deep plan building. Windows and chimney-shaped rooflights provide the required natural lighting.

# Case study

# 6

## The Liverpool Blue Coat School, Liverpool

### Description

The Liverpool Blue Coat School was founded in the early 18th century, and is now a voluntary aided co-educational grammar school of 900 pupils, including a sixth form of 300. The school has been in a Grade II\* listed building since 1906, comprising two courts either side of an imposing clock tower. The school has now sold the buildings around one court and remodelled and refurbished those around the other court. A set of new buildings around a new court accommodate mainly specialist teaching rooms, a sports hall, dining hall and new entrance.

One feature of the completed project is the wide corridors at first-floor level, with full-height glazing facing out into the courts. These give dramatic views of the old and new buildings, and are pleasant areas in which to socialise as well as circulate.

A number of attractive spaces have been refurbished in the original building, including a very fine assembly hall, the art rooms and sixth form study areas. A new library has been created with a mezzanine level over the book stacks for private study. The scale and proportions of the new buildings fit well with the grand scale of the original, and a limited palette of high-quality materials have been used to reflect the quality of the 1906 building.



1



2



## FUNCTIONALITY – SPACE

The elegant window in the original building has been used to create an attractive study area with good daylighting. The change of levels inside the building shows off the space to good effect, and provides good views into the adjacent park.

3



## FUNCTIONALITY – USES

The refurbished art room has good daylighting from tall windows, while high, collared roof trusses create an interesting space for creative activity. Bright colours have been used to emphasise the structure.

4



## BUILD QUALITY – CONSTRUCTION

The new extension uses four main building materials: brickwork to the ground floor, cedar boarding, pre-patinated copper sheet and aluminium windows. All are long lasting and require little maintenance. Because the copper is pre-patinated, it will retain its turquoise colour over time.

5



## IMPACT – THE SCHOOL IN ITS COMMUNITY

The new entrance has an imposing scale, helping to harmonise with the original buildings. The large glass windows make it appear accessible and welcoming from the street, and the new engraved stone walls help it to fit well within the street scene.

6



## IMPACT – WITHIN THE SCHOOL

On entering the school from the entrance block, the use of full-height glazing and rooflights creates bright, attractive spaces which provide views into the courts to assist orientation.



2



## FUNCTIONALITY – SPACE

The hall and dining room respond to the school's specialism in the performing arts. The hall can be arranged facing a curved feature wall at one end for collective worship. At the other end, full-height sliding doors connect to the dining room, which has a fully equipped stage on the opposite wall. The seating can thus be reversed to face the stage, which is served by a lighting gantry and sound control booth above the sliding partition.

3



## BUILD QUALITY – PERFORMANCE

The well-detailed staircase is constructed from durable materials that are appropriate to its heavy use. The glass balustrade is easy to keep clean, allows daylighting to reach the lower-floor level, and aids the supervision of students.

4



## IMPACT – THE SCHOOL IN ITS COMMUNITY

The bold design on top of a hill overlooking the North Sea has created a powerful local landmark. This has helped the school make a strong, positive impact on the local community.

5



## IMPACT – WITHIN THE SCHOOL

Daylight has been used very effectively throughout the circulation spaces to create a pleasant environment which, in turn, can promote good behaviour. The daylight also helps to reduce the need for artificial lighting and reduces energy costs. The rooflighting above the entrance hall creates a welcoming arrival to the school.

# Further information

## CABE

[www.cabe.org.uk](http://www.cabe.org.uk)

*Being involved in school design: a guide for school communities, local authorities, funders and design and construction teams*

*Building schools for the future: the client design advisor*

*Creating excellent buildings*

*360° magazine*

CABE also co-ordinates an education network and provides teaching resources

## Department for Education and Skills

[www.dfes.gov.uk](http://www.dfes.gov.uk)

[www.teachernet.gov.uk](http://www.teachernet.gov.uk)

*Classrooms of the future*

*Schools for the future: exemplar designs*

*Schools for the future: transforming schools*

## Design Quality Indicator for Schools

[www.dqi.org.uk/schools](http://www.dqi.org.uk/schools)

## Groundwork

[www.groundwork.org.uk](http://www.groundwork.org.uk)

## Joinedupdesignforschools, Sorrell Foundation

[www.joinedupdesignforschools.com](http://www.joinedupdesignforschools.com)

## Learning through Landscapes

[www.ltl.org.uk](http://www.ltl.org.uk)

## London Open House

[www.londonopenhouse.org/](http://www.londonopenhouse.org/)

*Learning by design*

## School Works

[www.school-works.org](http://www.school-works.org)

*A-Z sketchbook of school build and design*

*The school works toolkit*

[www.buildingfutures.org.uk](http://www.buildingfutures.org.uk)

*21st century schools: learning environments of the future*

# Credits

## 1 Caroline Chisholm School

Client: Northamptonshire County Council  
Architect: Building Design Partnership  
Engineer: Building Design Partnership  
Landscape architect: Building Design Partnership  
Quantity surveyor: Thornton Firkin  
PFI contractor: Kajima Partnerships  
Building contractor: Kajima Construction

## 2 Jo Richardson Community School

Client: London Borough of Barking & Dagenham  
Architect: architecture plb  
Structural engineer: Terrell International  
Services engineer: Briggs and Forrester Group  
Landscape architect: Plincke Landscape  
PFI contractor: Bouygues UK  
Building contractor: Bouygues UK

## 3 Lambeth Academy

Client: United Learning Trust  
Architect: Howarth Litchfield Partnership  
Engineer: Cundall  
Landscape architect: Anthony Walker and Partners  
Building contractor: MJ Gleeson  
(traditional funding)

## 4 Oriel High School

Client: West Sussex County Council  
Architect: Feilden Clegg Bradley Architects  
Engineer: Arup  
Landscape architect: Tyton Design  
PFI contractor: HBG Projects  
Building contractor: HBG Construction

## 5 Parliament Hill School

Client: Camden Local Education Authority  
Architect: Haverstock Associates  
Quantity surveyor: Nigel Rose & Partner  
Structural engineer: Jenkins & Potter  
Services engineer: CBG Consultants  
Acoustic consultant: Hoare Lea Acoustics  
Building contractor: Gee Construction  
(traditional funding)

## 6 The Liverpool Blue Coat School

Client: The Liverpool Blue Coat Foundation Services  
Architect: Nightingale Associates (formerly Derek Hicks and Thew)  
Initial design to stage D: Aquila Consulting Services  
Structural engineer: Curtins Consulting  
Building services engineer: Walker Kelly Dixon  
Quantity surveyor: Todd and Ledson  
Building contractor: Eric Wright  
Construction (traditional funding)

## 7 Venerable Bede School

Architect: Napper Architects  
Structural engineer: Mott MacDonald  
Services engineer: R W Gregory and Partners  
Landscape architect: Kent Design  
Quantity surveyor: Gardiner and Theobald  
Main contractor: Allenbuild North East  
(traditional funding)

# Acknowledgements

This guide was written by Andrew Beard (Andrew Beard Architect Ltd) and production was managed by Mima Bone (CABE) with input from Tony Butler (DfES), Hugh Dames (School Works), William Hawkins (CIC), Mairi Johnson (CABE) and Beech Williamson (Partnerships for Schools). Additional input was given by Claire Barton (Haverstock Associates), Darren Brittles (Nightingale Associates), Eric Carter (Napper Architects), Stephanie Laslett (Feilden Clegg Bradley Architects), Nick Mirchandani (architecture plb), Ken Moth (Building Design Partnership), Dave Pickersgill (Howarth Litchfield Partnership).

Edited by David Taylor

## Image credits

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Andrew Beard, unless otherwise stated here.

Front cover, page 3 and 6 by Dennis Gilbert/  
VIEW.

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### 1 Caroline Chisholm School

- 1 Aerial shot – ©David Barbour
- 4 Signage – ©Edmund Sumner/VIEW
- 5 Exterior – ©Edmund Sumner/VIEW

### 2 Jo Richardson Community School

- 1 Diagram/drawing – Courtesy of architecture plb.
- 2 View of student entrance – architecture plb/  
Bouygues UK/constructionphotography.  
Library interior – architecture plb/Bouygues  
UK/constructionphotography.
- 4 Street with dining – architecture plb/Bouygues  
UK/constructionphotography.
- 5 Courtyard outside – Courtesy of Stephen Pacey/  
architecture plb.

### 3 Lambeth Academy

- 1 Diagram/drawing – Courtesy of Howarth  
Litchfield Partnership.

### 4 Oriel High School

- 1 Diagram/drawing – Courtesy of Feilden Clegg  
Bradley Architects.
- 5 Exterior shot of school – Courtesy of Feilden  
Clegg Bradley Architects.

### 5 Parliament Hill School

- 1 Diagram/drawing – Courtesy of Haverstock  
Associates.
- 2 Outside walkway – ©Dennis Gilbert/VIEW.
- 3 Storage – Photography by Andy Hendry, New  
Century Pictures.
- 4 Classroom shot (wider view) – Photography by  
Andy Hendry, New Century Pictures.
- 5 Classroom shot (closer) – ©Dennis Gilbert/VIEW.
- 6 Windows outside – Courtesy of Haverstock  
Associates.

### 6 The Liverpool Blue Coat

- 1 Diagram/drawing – Courtesy of Nightingale  
Associates.
- 4 External view – Courtesy of Nightingale  
Associates.
- 5 Entrance – Courtesy of Nightingale Associates.
- 6 Corridor corner looking out – Courtesy of  
Nightingale Associates.

### 7 Venerable Bede School

- 1 Diagram/drawing – Courtesy of Napper Architects.
- 4 External view of school – Courtesy of Sally Ann  
Norman.
- 5 Internal corridor – Courtesy of Sally Ann Norman.



# Notes

## **DQI for schools statements illustrated in the presentation:**

### **Functionality: Access**

- The building should provide good access for all
- It should be easy to find your way around school

### **Functionality: Space**

- Teaching spaces should be adequate and appropriate for the curriculum and organisation of the school
- Halls should be of an appropriate size and design for their intended purpose
- Staff and administration areas should be suitable for the needs of the school workforce
- There should be adequate and appropriately located storage space
- Dining and social areas should be sufficient to allow for healthy eating, relaxation and recreation
- Toilets should be of high standard and appropriately located
- The grounds should provide for all formal and informal curriculum needs of pupils, and for the needs of the wider school community

### **Functionality: Uses**

- The building should be adaptable to changing needs

### **Build quality: Performance**

- The building's finishes should be durable

### **Build quality: Engineering services**

- The design should minimise the requirement for mechanical ventilation/cooling/heating

### **Build quality: Construction**

- The layout, structure and engineering systems should be well integrated
- The building should use sustainable and renewable systems and materials, which have low embodied energy

### **Impact: The school in its community**

- The building should be sited well in relation to its context

### **Impact: Within the school**

- The circulation spaces and common areas should be enjoyable
- The natural light in the building should be of high quality

### **Impact: Form and materials**

- The form and materials should be well detailed

### **Impact: Character and innovation**

- The building and its grounds should lift the spirits and raise aspirations

## Functionality

Access

Space

Uses

## Build quality

Performance

Engineering services

Construction

## Impact

The school in its community

Within the school

Form and materials

Character and innovation

A major programme of school construction and refurbishment is under way in England – so getting school design right is more important than ever.

*Picturing school design*, a CD presentation and booklet based on the Design Quality Indicator for Schools, aims to help professionals make the right choices.

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Commission for Architecture  
and the Built Environment

The government's advisor  
on architecture, urban design  
and public space



Construction Industry Council

department for

**education and skills**

