

RIBA Better Spaces for Learning

RIBA Better Spaces for Learning Structure

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About the RIBA

The Royal Institute of British Architects champions better buildings, communities and the environment through architecture and our 40,000 members. We provide the standards, training, support and recognition that put our members – in the UK and overseas – at the peak of their profession. With government and our partners, we work to improve the design quality of public buildings, new homes and new communities.

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About the report

How better design can deliver better outcomes for existing public money for delivering new and refurbished primary and secondary school buildings.



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Core elements of the report

- Value of good school design research
- Nationwide poll of teachers
- Discussions with experts in the built environment

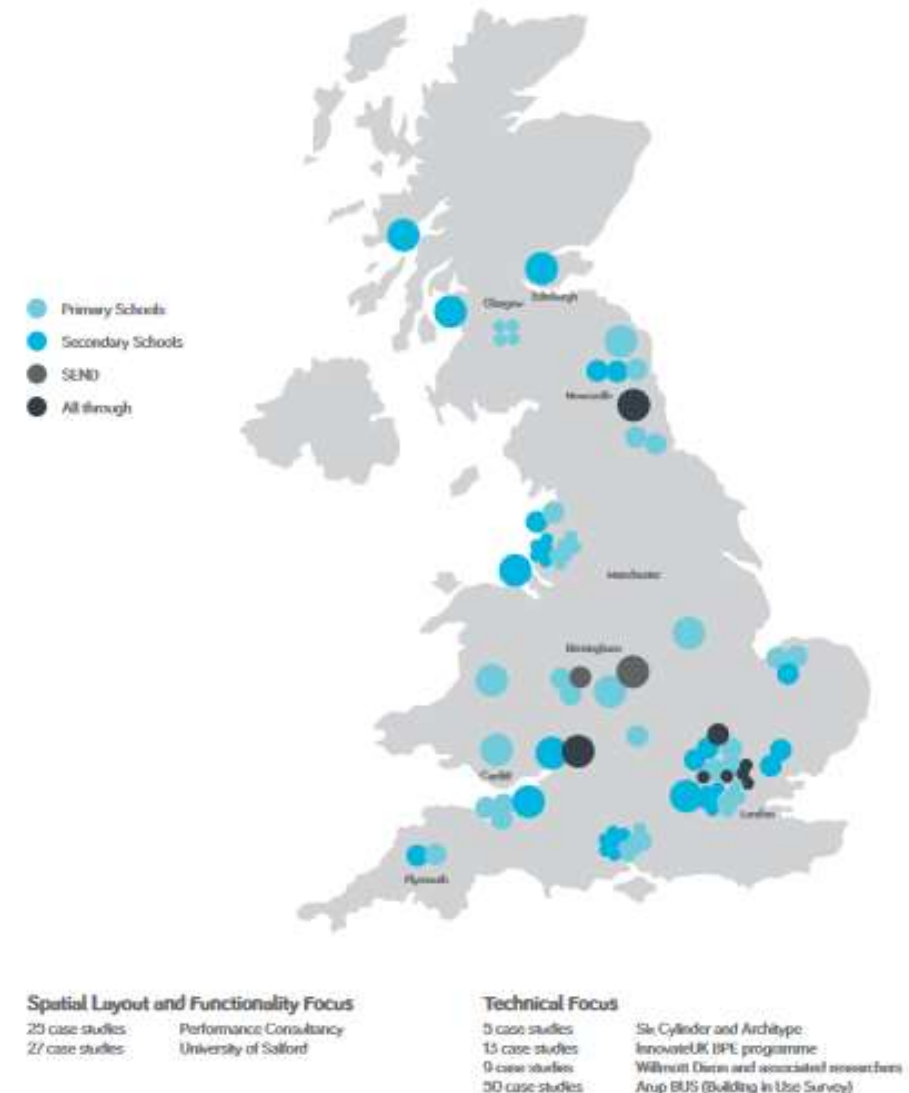


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Value of good school design research

- Performance Consultancy & Six Cylinder Ltd.
- Largest analysis of Post Occupancy Evaluations in the UK:
 - 129 POEs across England, Scotland, and Wales.
 - Primary, Secondary, SEND, and All Through primary and secondary school buildings
 - Various procurement and delivery routes
- Only robust data was used in the POE

Figure 1. Geographical spread of the case studies used



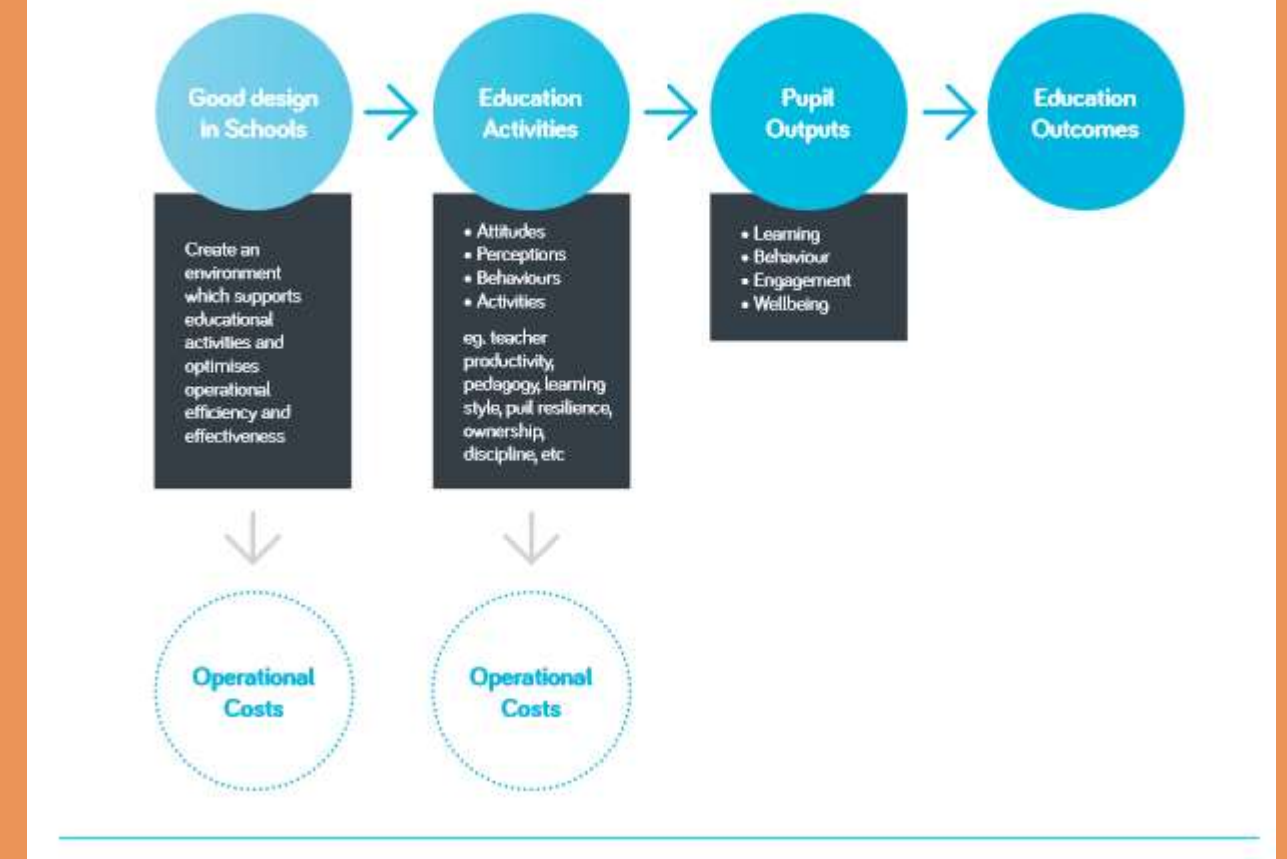
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Value of good school design research

3 steps to defining and quantifying value

- POE analysis to define attributes of good school design
- Key impact identification: educational outcomes and running and maintenance cost savings
- Outcome based model, using HM Treasury guidance for capturing value, used to quantify impact of good design

Figure 2. Outcome-based model for quantifying benefits of good design in schools



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Value of good school design
research

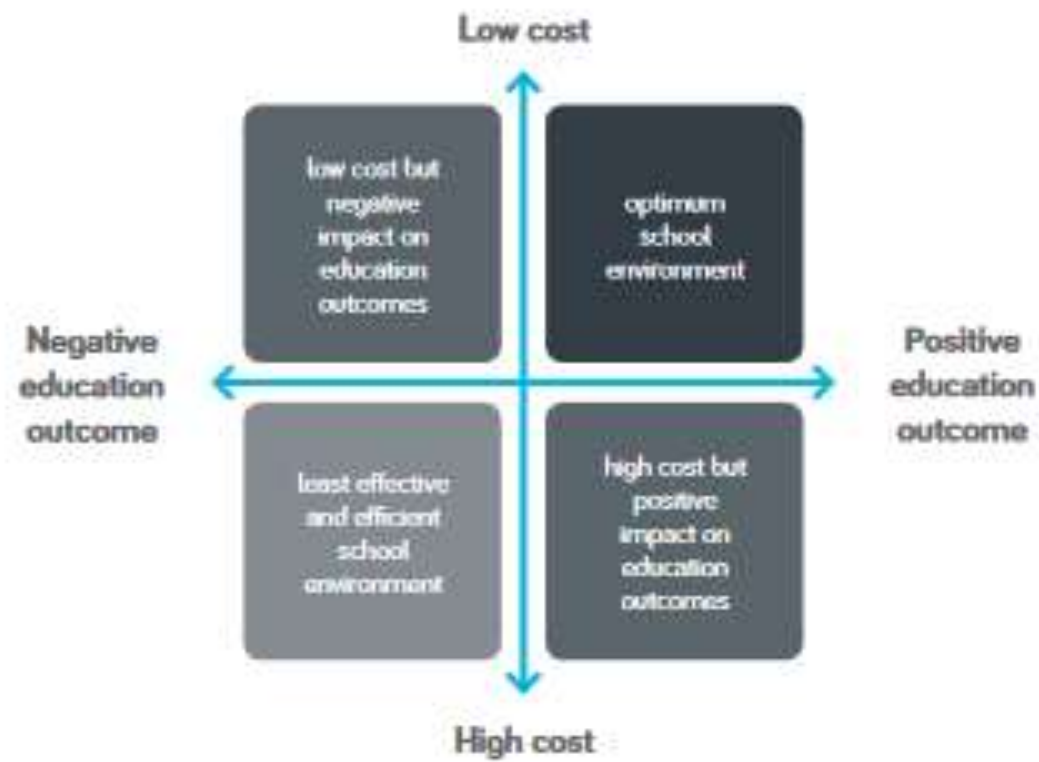
Finding 1:

Good design is about creating cost-effective environments that help drive up educational outcomes, enhance teacher-and-pupil-wellbeing, while limiting future running and maintenance costs.

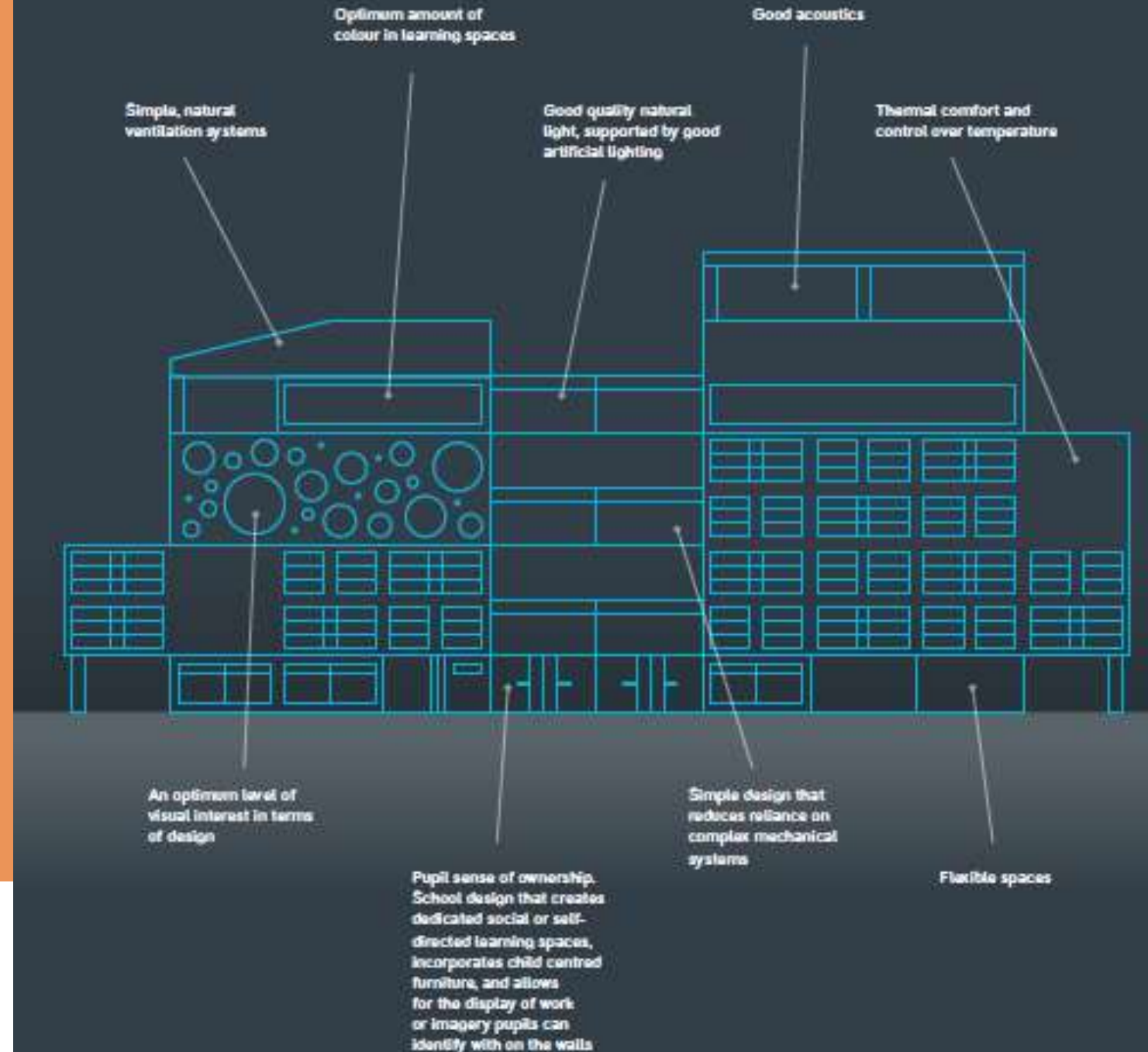
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Value of good school design research

Figure 5. Tension between educational outcomes and cost effectiveness



How is good design defined?



Finding 2:

Good school buildings have a significant and positive impact on **pupils and teachers**

- **Pupils:** behaviour, engagement, wellbeing and attainment. Potential 16% uplift
- **Teachers:** Productivity, health, wellbeing. Potential 15% uplift

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Value of good school design
research

Finding 3:

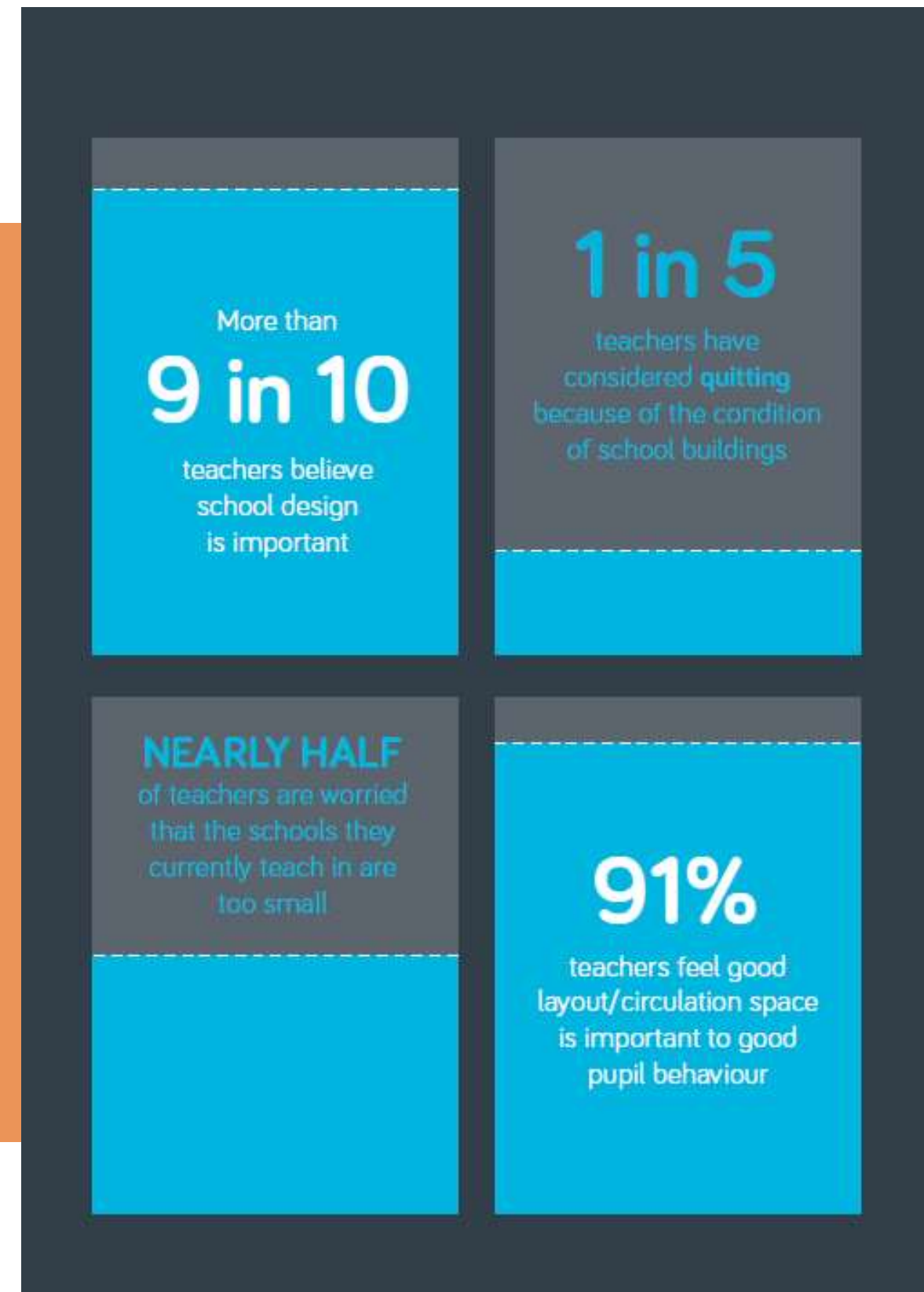
Good design makes **schools cheaper to run** – up to £150 million is being spent annually on unnecessary services and maintenance which could have been avoided if schools were better designed.

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Perceived importance: nationwide teacher poll

February 2016 independent poll of 500+ primary and secondary school teachers.

Shows end user experience is closely aligned with findings to the value of good design research.



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Key barriers to good design

- **Poor information flow** at initial stages leads to inconsistent outcomes and avoidable costs
- **Inflexibility/conflicting tensions** in the application of design and layout of buildings
- **Overly complex and expensive equipment** includes building management and mechanical and electrical systems



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Implications for school estate management

- Energy wastage can be reduced through soft landings
- Even small interventions that embrace the principles of good design in existing schools could go a long way to improving outcomes
- It is necessary to understand end users and their needs. POE surveys can help with this.

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Further information

For further information about RIBA Better Spaces for Learning contact the project lead,
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