

Improving the Scottish School Estate Research

Staff Self Completion Survey *Summary Report*



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BACKGROUND AND OBJECTIVES

Audit Scotland is undertaking a study to review the effectiveness of improvements to the Scottish School Estate. Professional assessments have been undertaken at a sample of 20 schools. It is important also to actually speak to the people using the school buildings on a daily basis, namely the pupils and school staff, in order to specifically examine the difference that the investment is making to the quality of the learning and teaching environment.

George Street Research was commissioned to undertake this element of the work, using a self completion survey approach for school staff and focus groups amongst pupils. The objectives were to:

- find out what pupils and school staff think about the quality of their new/refurbished schools as learning and teaching environments;
- develop an understanding of what matters most to them about their school building; and
- identify what they think are the best and worst features of their new/refurbished schools.

Design guidance provided by the Scottish Executive¹ identified the following ten features of a well designed school building:

1. Good, clear organisation, a clear plan and full accessibility
2. Spaces that are well proportioned, efficient, fit for purpose and meet the needs of users
3. Circulation that is well organised and sufficiently generous
4. Good environmental conditions throughout, including appropriate levels of natural light and ventilation
5. Attractiveness in design, comparable to that found in other quality public buildings
6. Good use of the site, and public presence as a civic building

¹ Scottish Executive 'School Design – Building our Future: Scotland's School Estate (2003) from CABE: 'Client Guide: Achieving Well Designed Schools through PFI'.

7. Attractive external spaces with a good relationship to internal spaces and offering appropriate security and a variety of different settings
8. A layout that encourages broad community access and use out of hours, where appropriate
9. Robust materials that are attractive, that will weather and were well and that are environmentally friendly
10. Flexible design that will facilitate changes in policy and technology and which allows expansion or contraction in the future, where appropriate

Features 1, 2, 4,5,6,7 and 8 are within the scope of this study and are covered in this report.

There were two elements to this study: a self completions survey amongst school staff and a series of focus groups amongst pupils. This report presents the findings of the school staff survey.

METHODOLOGY AND SAMPLE

Self-completion questionnaires were used to obtain views of school staff in order to collect volumes of information from each school at a busy time, to maximise the number of staff able to take part and to generate data enabling identification of meaningful similarities and differences between schools.

Questionnaires were distributed to all school staff in the sample schools. Questionnaires were also sent for distribution to all PT and School Board members in each school.

The sample schools were selected by Audit Scotland to ensure a mix of rural and urban locations, new and refurbished (PFI and non-PFI) buildings and smaller and larger schools. The sample is described in Table 1.

Table 1 Sample

	School	Building	Funding
Primary	Strathdearn Primary School	New '02	PFI
	Masterton Primary School	New '06	PFI
	St Maria Goretti Primary School	New '06	Non-PFI
	Uphall Primary School	Refurb '04	Non-PFI
	Dunbar Primary School	Refurb '01	Non-PFI
Secondary	Drumchapel High School	New '02	PFI
	Knox Academy	Refurb '05	PFI
	Whitburn Academy	Refurb '02	PFI
	Williamwood High School	New '05	PFI
	Mearns Castle High	Refurb '01	Non-PFI

Self Completion Questionnaires

A total of 764 self-completion questionnaires were distributed to school staff (157 primary school and 595 secondary), School Boards (7) and PTAs (5) through head teachers at around the same time as the pupil groups were taking place. Each questionnaire was distributed with its own reply paid envelope. A copy of the questionnaire is appended to this report (appendix A).

All the research was conducted in the final weeks of the school year 2006-07.

MAIN FINDINGS

Sample profile

Two hundred and sixty four questionnaires were returned, a response rate of 35%. The profile of the achieved sample is shown in table 2. Complete data tables are being made available to Audit Scotland as part of the reporting process.

Table 2 Sample profile

		% of sample
Respondent type	School staff	98
	PTA/School board	2
School type	Primary	22
	Secondary	78
Building	New	39
	Refurbishment	61
Funding	PFI	61
	Non PFI	39
School	Strathdearn Primary School	3
	Masterton Primary School	2
	St Maria Goretti Primary School	6
	Uphall Primary School	5
	Dunbar Primary School	6
	Drumchapel High School	13
	Knox Academy	17
	Whitburn Academy	11
	Williamwood High School	16
	Mearns Castle High	22
Job title	Head/Deputy Head	6
	Teacher	73
	Admin/clerical	7
	Classroom/learning assistant	6
	Other	8

This profile reflects the sample universe in terms of primary vs. secondary schools (79% of the questionnaires distributed went to secondary schools and 21% to primary schools) and seems a reasonable reflection of likely proportions of the other classification variables. However, there was a very disappointing response from School Boards and

PTAs, but this may be due to the time constraints of the project and the difficulty in distribution and collation of responses for the schools.

Of the staff completing the questionnaires 76% had worked in the school prior to the refurbishment taking place. 35% of staff had worked at their school for 5 years or less, 25% had worked at the school for between 6 and 10 years and 25% had worked at the school for between 11 and 20 years. 11% of the respondents said that they had worked at the school for over 20 years.

In our quantitative analysis, we have used primarily school type, building (refurbishment vs. new) and funding source as data breakdowns. The numbers of responses across the other breakdowns are not sufficient for robust analysis.

In presenting our results, in relation to differences between the sub groups e.g. primary and secondary school staff and new and refurbished schools, we only report statistically significant differences.

Internal spaces

Chart 1 shows the extent to which respondents agree or disagree with statements about the internal spaces in their buildings. This chart focuses on statements relating to pupils:

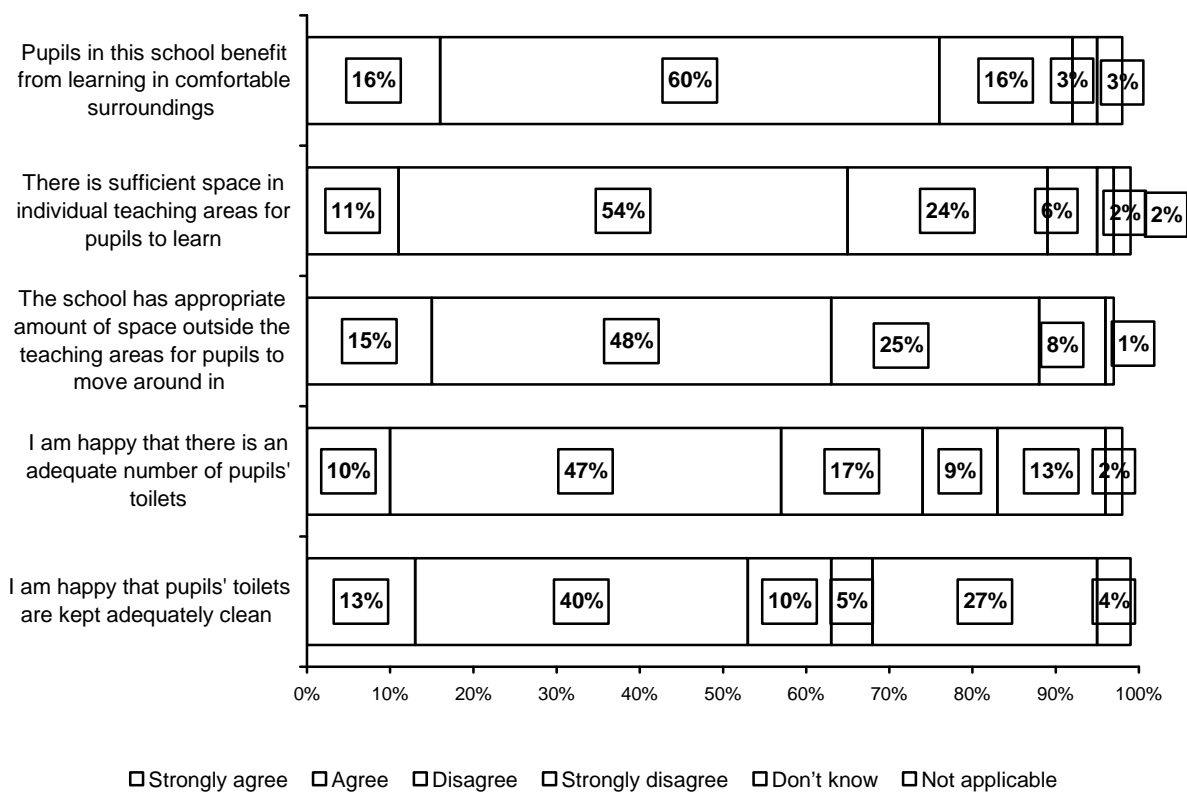
- Around three quarters (76%) agreed pupils benefit from learning in comfortable surroundings (16% strongly agreed). 19% disagreed.
- Around two thirds (65%) agreed there is sufficient space in individual teaching areas for pupils to learn. Just under a third (30%) disagreed.
- 63% agreed their school building has appropriate amount of space outside teaching areas for pupils to move around in (15% strongly agreed). One third (33%) disagreed.
- Views about pupil toilets, although still generally positive, are less emphatic. Although well over half (57%) agree there is an adequate number of pupils toilets, only 53% agreed that they are kept clean enough. That said, only 15% disagree to any extent with this statement, with over a quarter (27%) claiming not to know.

With the exception of one statement² primary school respondents tended to be slightly more positive in their views regarding the internal space than secondary school respondents. In addition, with the exception of one statement³ respondents who work at new schools were slightly more positive than those who work at refurbished schools.

² Statement where no significant difference 'I am happy that there is an adequate number of pupils' toilets'

³ Statement where no significant difference 'There is sufficient space in individual teaching areas for pupils to learn'

Chart 1
Level of agreement with statements relating to Pupils



Source: Q1
 Base: All school based staff (259)

Chart 2 demonstrates the extent to which respondents agree or disagree with statements about the internal spaces in their buildings. This chart focuses on statements relating to staff:

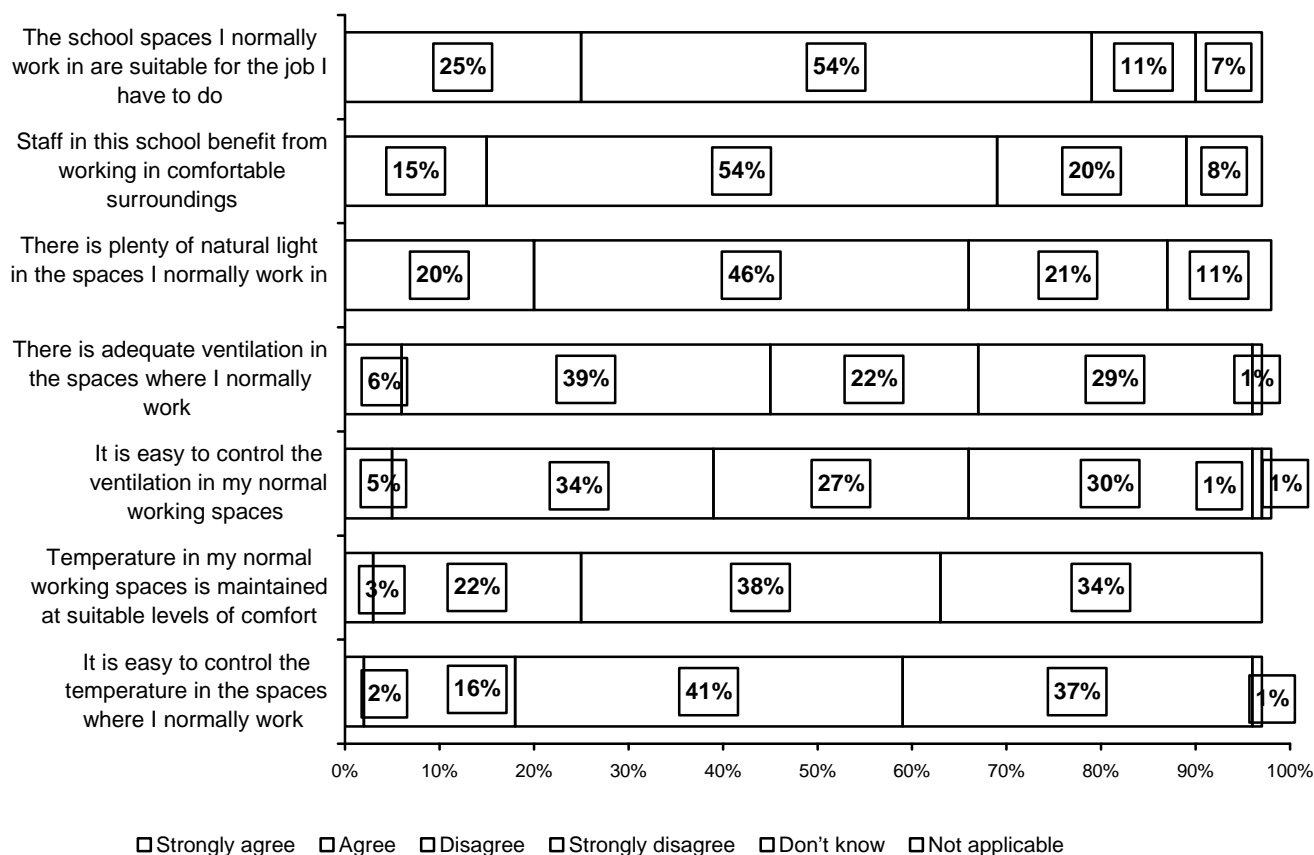
- Around eight in ten (79%) agreed the school spaces they work in are suitable for the job they have to do (25% strongly agreed). 18% disagreed.
- Around seven in ten (69%) agreed staff in their school building benefit from working in comfortable surroundings (15% strongly agreed). 28% disagreed.
- Two thirds (66%) agreed there was plenty of natural light in the spaces they work in (20% strongly agreed). Around a third (32%) disagreed.
- Respondents were less positive in relation to statements concerning the ventilation of their school building with 45% agreeing there was adequate ventilation in the spaces where they work. 51% disagreed of which 29% strongly disagreed. 39% agreed that

it was easy to control the ventilation. 57% disagreed including 30% who strongly disagreed.

- Respondents were also less positive in relation to statements concerning the temperature at their school / of their school building. Only one in four (25%) agreed to any extent that the temperature in their normal working spaces is maintained at suitable levels of comfort. 72% disagreed of which 34% disagreed strongly. Only 18% agreed the temperature was easy to control with 78% disagreeing this was the case including 37% who strongly disagreed.

In relation to each statement presented in Chart 2, primary school respondents were more positive in their views regarding the internal spaces than secondary school respondents.

Chart 2
Level of agreement with statements - Staff



Source: Q1
 Base: All school based staff (259)

Chart 3 shows the extent to which respondents agree or disagree with statements about the internal spaces in their buildings. This chart focuses on general statements.

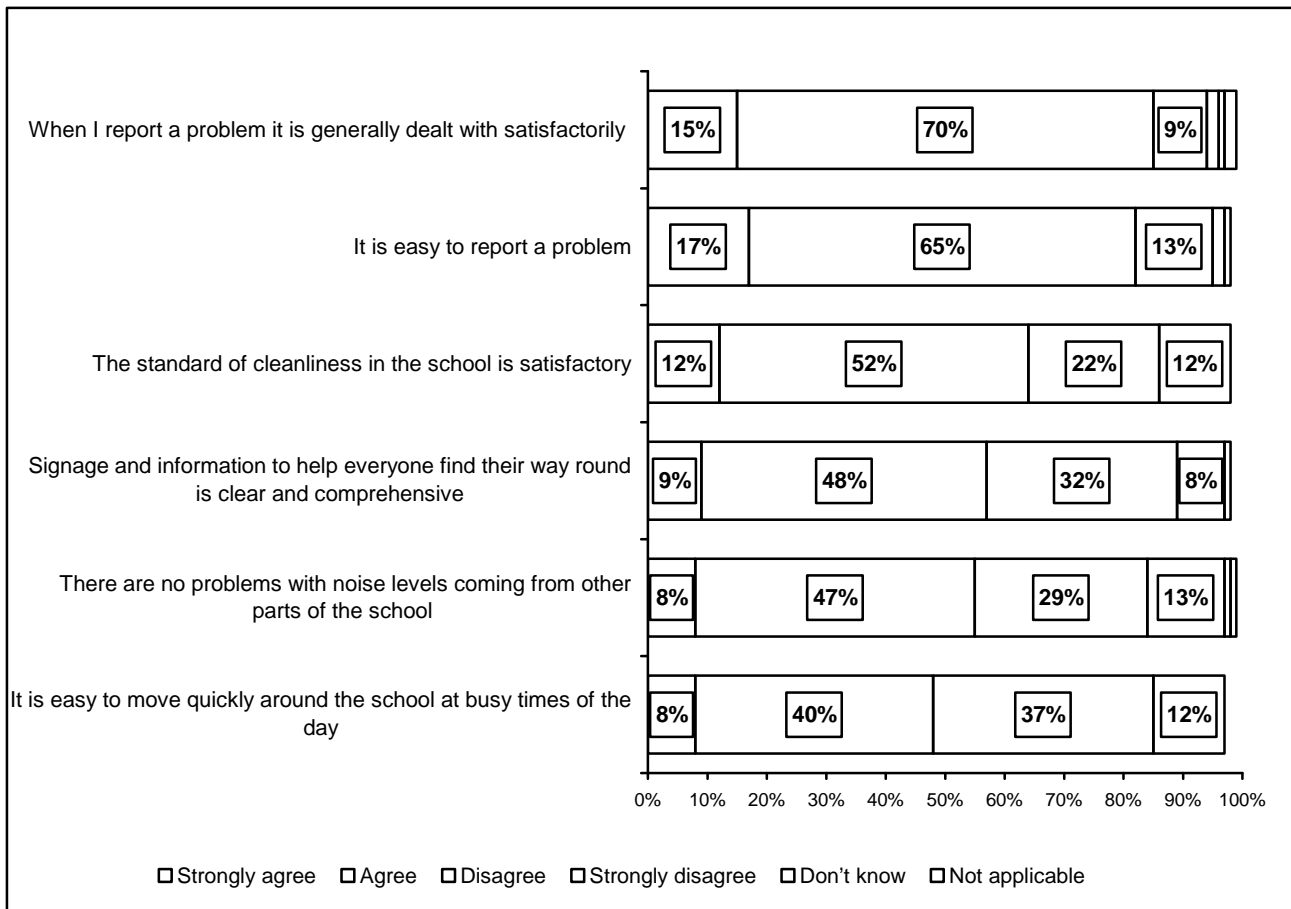
- 85% agreed when they report a problem it is generally dealt with satisfactorily (15% strongly agreed).
- 82% agreed it is it is easy to report a problem. Primary school staff were slightly more positive than secondary school staff.
- Around two thirds (64%) thought the standard of cleanliness in their school building was satisfactory. One third (34%) disagreed (12% strongly disagreed). Primary school staff were slightly more positive than secondary school staff.
- Just over half (57%) agreed the signage and information is clear and comprehensive. Two in five (40%) disagreed.

- 55% agreed there are no problems with noise levels coming from other parts of the school building. 42% disagreed of which 13% strongly disagreed.
- Just under half (48%) agreed it is easy to move around the school building at busy times of the day (8% strongly agreed). 49% disagreed (12% strongly disagreed). Primary school staff were slightly more positive than secondary school staff.

Those respondents who worked in completely new school buildings were slightly more positive in relation to five out of the six⁴ statements than those who working in refurbished school buildings.

⁴ Statement where no significant difference 'There are no problems with noise levels coming from other parts of the school'

Chart 3
Level of agreement with statements – General



Source: Q1 – Values 2% and under not presented
 Base: All school based staff (259)

Respondents taking part in the telephone interviews were given the opportunity to comment further on the internal spaces at their school building. Key issues of concern were:

- Poor ventilation
- High temperature and lack of temperature control
- Lack of windows
- Inadequate airflow
- Lack of natural light

Table 3
Other comments about internal space

	No	%
<i>No reply</i>	129	49
Poor / no ventilation / ventilation does not comply with regulations poor air quality	38	14
Temperature too hot	33	13
Small / no windows / inadequate airflow through windows / problems opening, accessing windows / windows not fit for purpose	26	10
Central / no local access to temperature controls	21	8
Temperature too hot at times / in places too cold at others	20	8
Lack of natural light in other areas	15	6

Source: Q1.19 (Responses fewer than 6% not presented - 32 in total)
 Base: All respondents (264)

It is apparent from the table above that the overwhelming number of grievances relate to air quality and primarily temperature. This was borne out completely in the qualitative work.

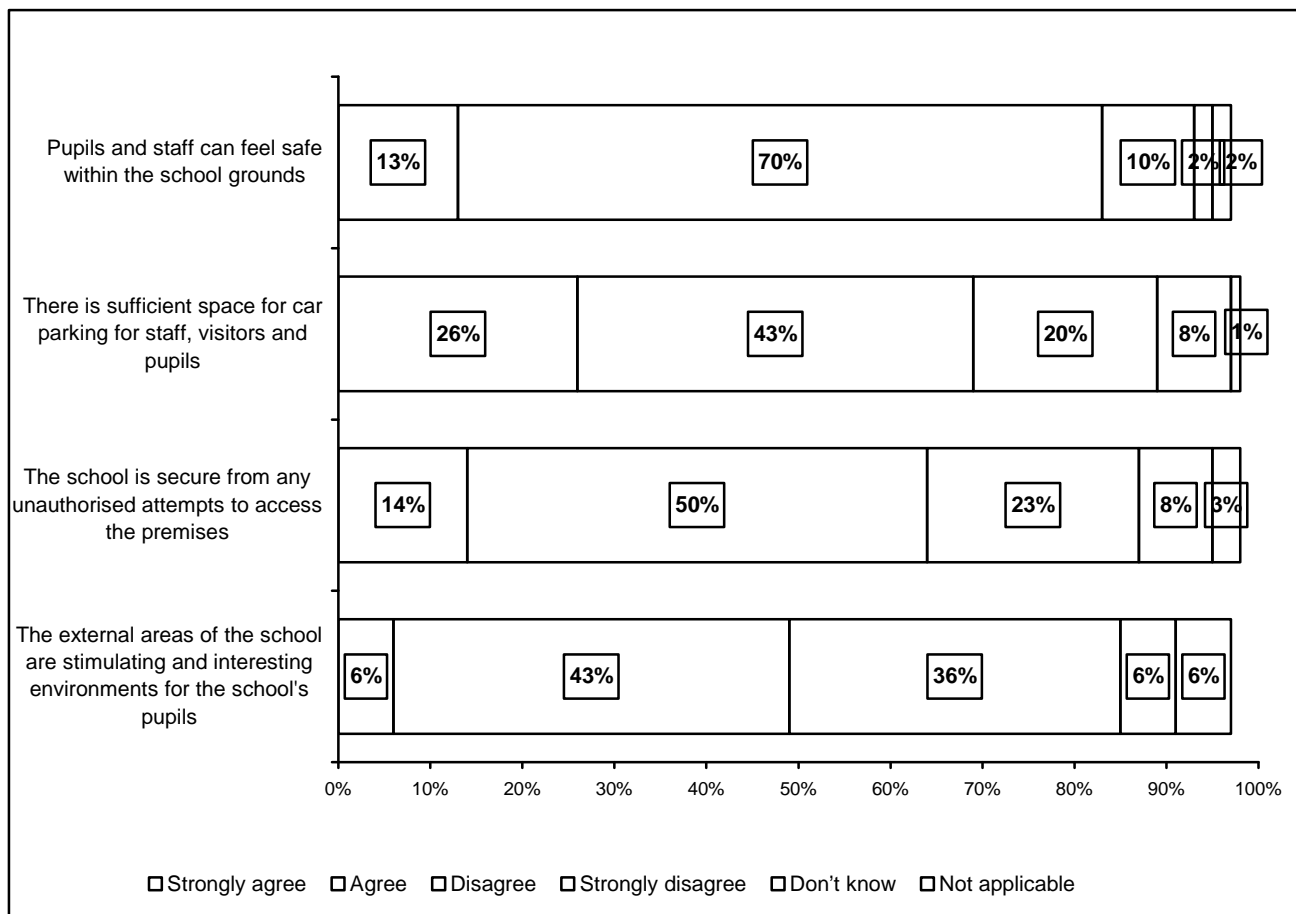
External spaces

Chart 4 shows the extent to which respondents agree or disagree with statements about the external spaces in their buildings.

- 83% agreed pupils and staff can feel safe within the school building.
- Just over two thirds (69%) concurred there is sufficient space for car parking for staff, visitors and pupils (26% strongly agreed). 28% disagreed. Secondary staff were slightly more positive than primary school staff.
- 64% agreed their school building is secure from any unauthorised attempts to access the premises (14% strongly agreed). 31% disagreed.
- In response to the statement 'The external areas of the school building are stimulating and interesting environments for the school's pupils' the response was mixed. While 49% agreed to any extent, 42% disagreed. Primary staff were slightly more positive than secondary staff.

In respect of every statement displayed in Chart 4, respondents based in new school buildings were slightly more positive than those based in refurbished school buildings.

Chart 4
Level of agreement with statements



Source: Q2
 Base: All respondents (264)

Some respondents expanded on the answers they gave about the external spaces and noted the following:

- External spaces were inadequate, un-stimulating and uninteresting
- There is a shortage of parking spaces
- Security doors are easy to open and outside areas are not secure
- There is no security system in place

Table 4
Other comments about external space

	No	%
<i>No reply</i>	185	70
External areas not adequate / stimulating / interesting / could be enhanced	24	9
Inadequate parking / shortage of spaces (especially at busy times)	16	6
Security doors easy to open / other problems with security system	14	5
Outside areas not secure / can't ensure pupil safety outside building	13	5
Security doors are / need to be left open (at lunch times / to access toilets)	11	4
No security system in place / front door / school not secure/monitored)	10	4

Source: Q2.5 (Responses fewer than 4% not presented - 14 in total)
 Base: All respondents (264)

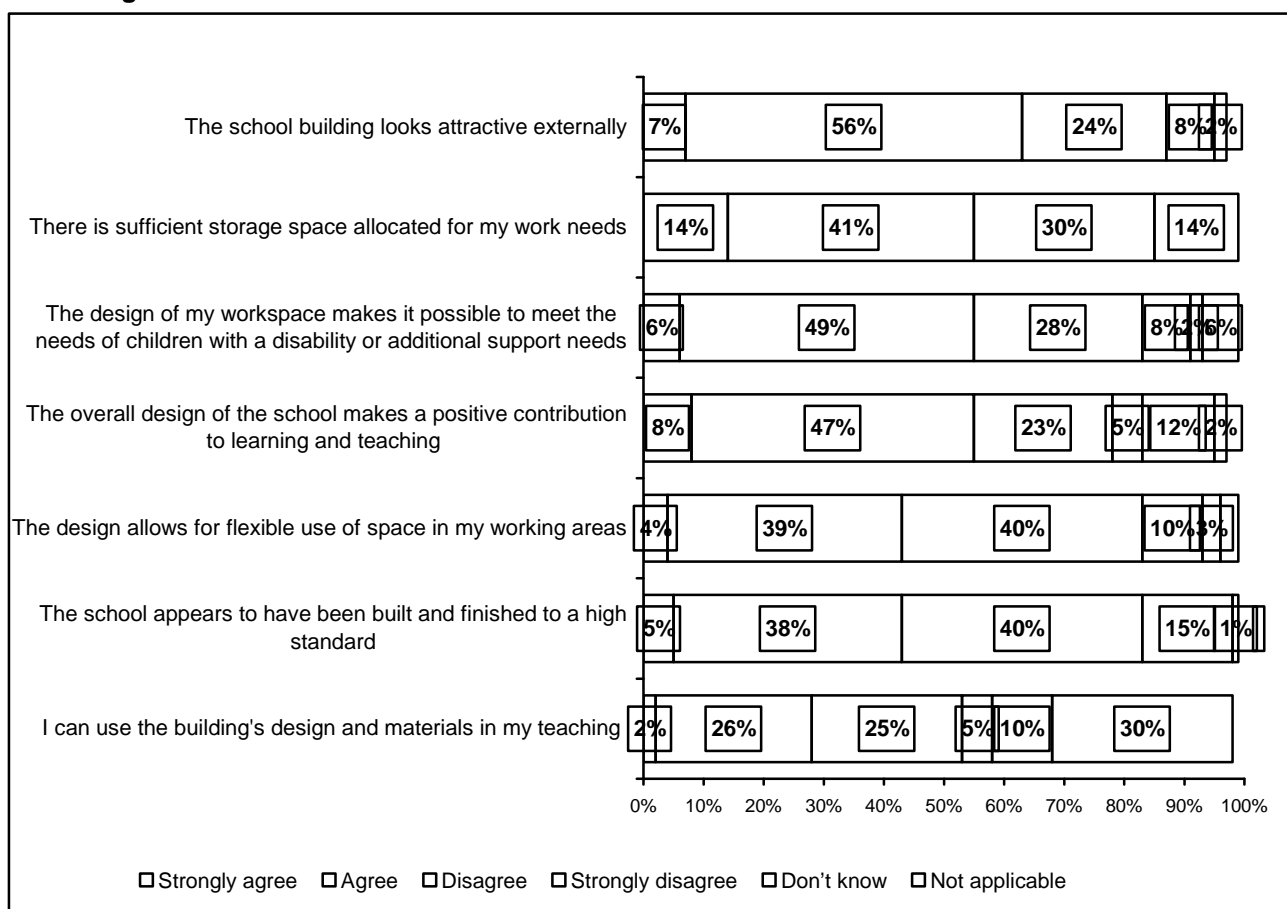
The qualitative work highlighted that although external spaces at primary schools were superior, there was a perceived problem with the external and public spaces provided at secondary schools.

Quality of design and construction

Respondents were given a series of statements about the quality of design and construction. For each statement they were asked to state the extent to which they agreed or disagreed (see Chart 5).

- Around two thirds (63%) agreed their school building looks attractive externally (7% strongly agreed). 32% disagreed. Those respondents who work in new school buildings were slightly more positive than those who work in refurbished school buildings.
- Just over half (55%) agreed there is sufficient storage space allocated for their work needs. 44% disagreed. Primary school staff were slightly more positive than secondary school staff.
- Just over half (55%) agreed that the design of their workspace makes it possible to meet the needs of children with a disability or additional support needs. 36% disagreed. Those respondents who work in new school buildings were slightly more positive than those who work in refurbished school buildings.
- 55% agreed the overall design of their school building makes a positive contribution to learning and teaching. 28% disagreed. 12% indicated they didn't know. Primary school staff were slightly more positive than secondary school staff. Those respondents who work in new school buildings were slightly more positive than those who work in refurbished school buildings.
- 43% agreed their school building appears to have been built and finished to a high standard. 55% disagreed.
- Just over two in five (43%) agreed that the design allows for flexible use of space in their working areas. 50% disagreed. Primary school staff were slightly more positive than secondary school staff.
- Only 28% agreed they can use their building's design and materials in their teaching, 30% disagreed, 10% said they did not know and around one third (30%) indicated this was not applicable. Primary school staff were slightly more positive than secondary school staff.

Chart 5
Level of agreement with statements



Source: Q3

Respondents were given the opportunity to expand on their answers regarding the quality of design and construction. Issues mentioned were:

- Problems with snagging
- Inadequate and badly designed storage space
- Poor / cheap finishes
- Lack of wheelchair provision

Table 5
Other comments about quality of design and construction

	No	%
<i>No reply</i>	177	67
Snagging issues (plastering / leaks / peeling paint, stiff windows / doors off hinges)	18	7
Inadequate storage space	14	5
Poor/cheap finish / build quality / workmanship	14	5
No wheelchair provision / access	12	5
Badly designed / inappropriate / badly located storage facilities	11	4

Source: Q3.8 (Responses fewer than 4% not presented - 22 in total)

Base: All respondents (264)

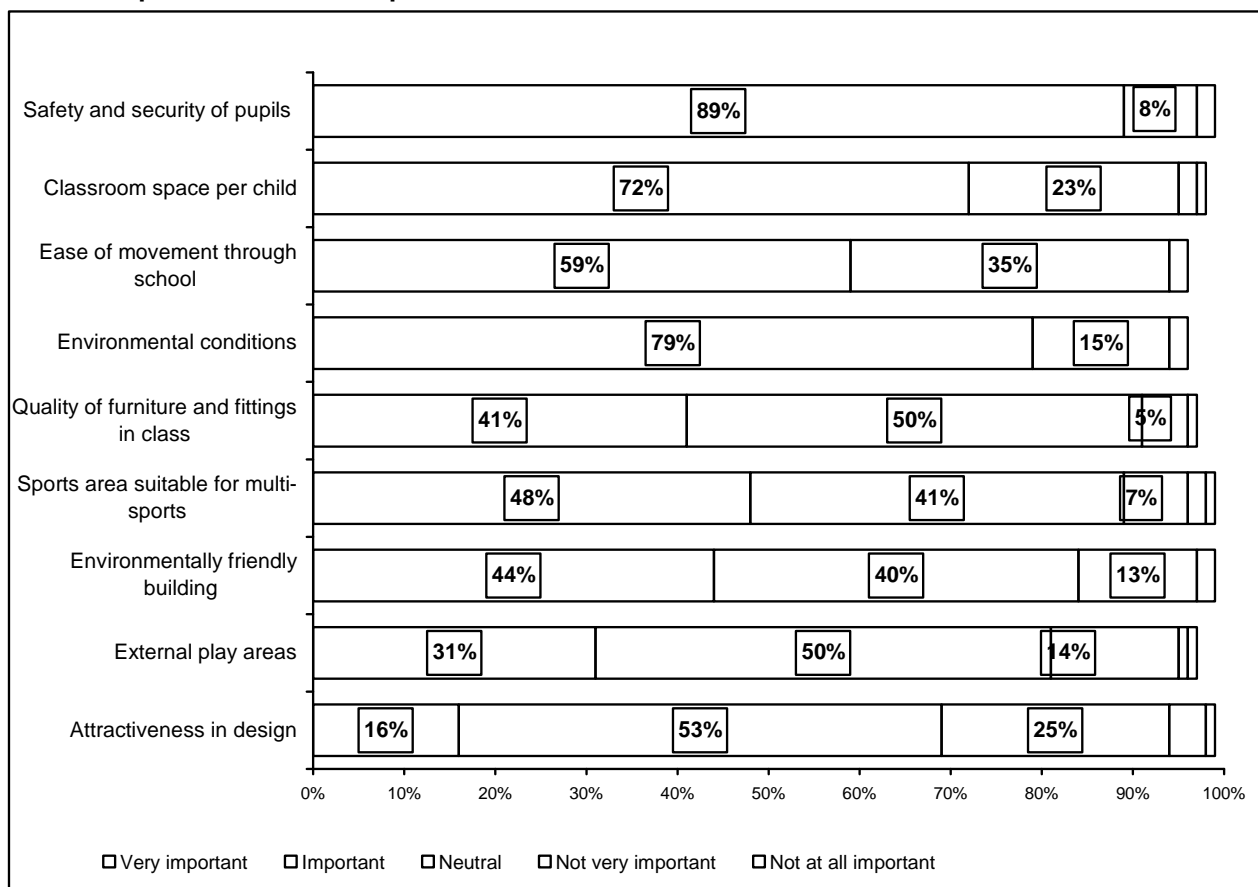
There were relatively few additional comments about design and construction.

Importance & Performance of Design Features

As illustrated in Chart 6, all aspects in relation to school building's design and construction in terms of helping them do their work were considered to be important:

- 97% rated the safety and security of pupils as important, 89% considered this very important.
- 95% considered having classroom space per child as important, 72% stated very important.
- 94% thought ease of movement though the school building was important, 59% considered this very important.
- 94% maintained environmental conditions were important, 79% said very important. Secondary school staff and those based in new school buildings considered environmental conditions to be slightly more important.
- Around nine in ten (91%) considered the quality of furniture and fittings to be important (41% considered this very important).
- 89% considered it important to have 'Sports areas suitable for multi-sports' (48% considered this very important).
- 84% agreed it important to have an environmentally friendly building, with 44% agreeing is very important. Staff working in new school buildings considered this to be slightly more important than those working in refurbished schools.
- 81% considered external play areas as important (31% considered this very important). Primary school respondents and those based in new school buildings regarded this as slightly more important.
- 69% deemed the attractiveness of their school building's design as important, 16% agreed this was very important. One in four (25%) respondents indicated 'neutral'.

Chart 6
Level of importance of each aspect



Source: Q4.1 – Values 4% and under not presented
 Base: All respondents (264)

All respondents were asked to rank the three most important aspects in order:

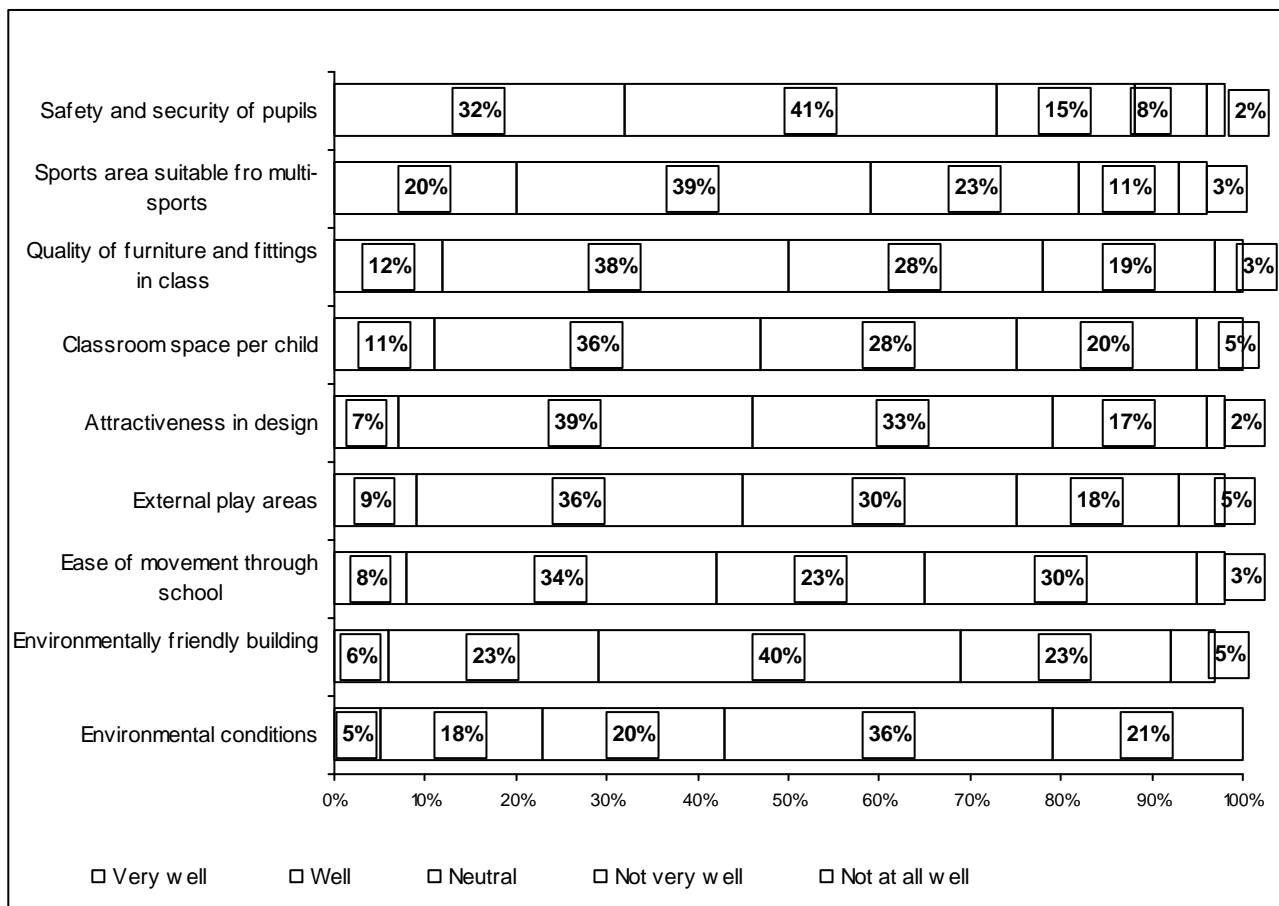
- 85% ranked the safety and security of pupils as one of their top three
- 70% ranked environment conditions as one of their top three
- 58% ranked classroom space per child as one of their top three

Respondents were then asked to indicate how well they thought their school building performs in relation to each aspect (see Chart 7):

- 73% thought their school performed well in relation to the safety and security of pupils (32% thought very well). 15% were neutral and 10% said they had not performed well. Primary school respondents and those based in new school buildings were slightly more positive.

- 59% considered that their school building performed well in providing sports areas suitable for multi-sports (20% said very well); 23% were neutral and 14% said their school did not perform well. Staff working in new school buildings were slightly more positive than staff working in refurbished schools.
- Half (50%) considered their school performed well in terms of quality of furniture and fittings in class. 28% were neutral. 22% claimed their school did not perform well. Staff working in new school buildings were slightly more positive than others.
- 47% agreed their school building performed well in terms of classroom space per child; 28% indicated neutral and one in four (25%) thought their school building did not perform well.
- 46% considered their school building performed well in respect of the attractiveness and design; one third stated 'neutral' and 19% claimed their school did not perform well. Staff from new school buildings were slightly more positive than those working in refurbished schools.
- 45% considered their school building performed well regarding the external play areas; 30% were neutral and 23% said their school building did not perform well (5% said not at all well). Secondary school staff were slightly more positive than those from primary schools. Staff working in new school buildings were slightly more positive than those working in refurbished school buildings.
- 42% indicated their school building performed well in terms of ease of movement through the school; 23% stated neutral and one third (33%) thought their school did not perform well. Staff from new and primary school buildings were slightly more positive than those from refurbished and secondary schools.
- 29% claimed their school performed well in respect of being an environmentally friendly building; 40% indicated neutral and 28% thought their school did not perform well. New and primary school buildings were regarded slightly more positively than refurbished and secondary school building
- 23% considered their school building performed well in terms of environmental conditions; one in five (20%) stated neutral and 57% said their school did not perform well (21% stated not at all well). Primary school staff were slightly more positive than secondary staff.

Chart 7
Performance in relation to each aspect

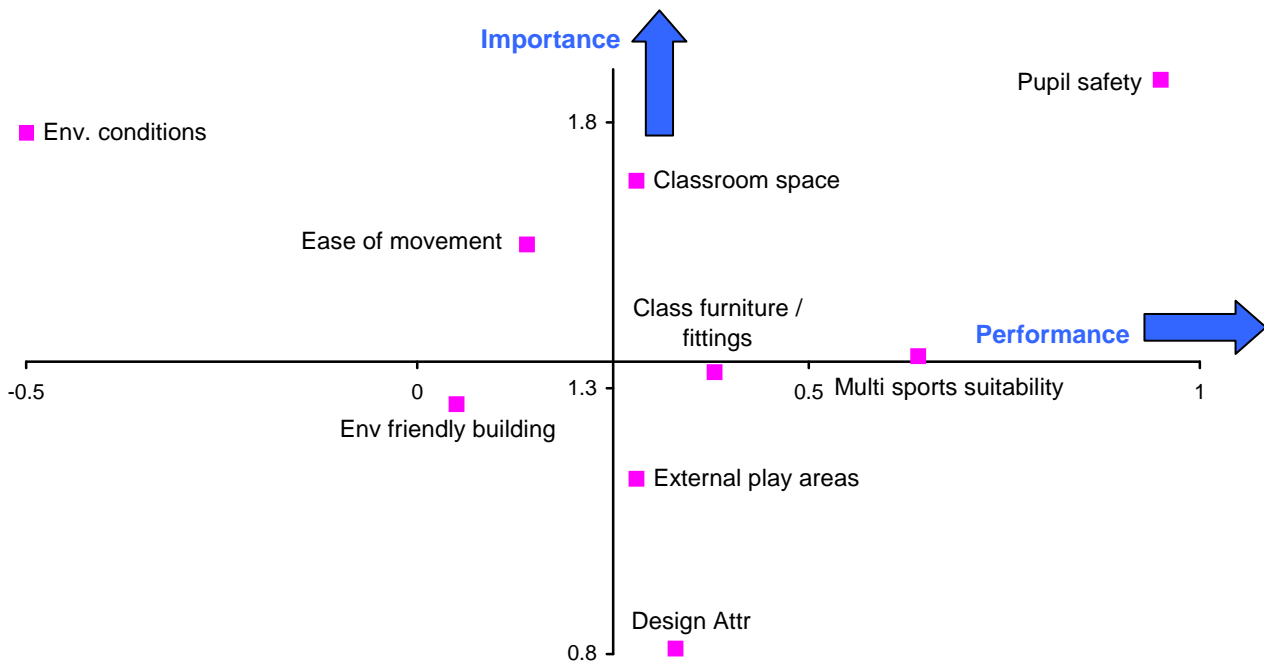


Source: Q4.3
 Base: All respondents (264)

Chart 8 compares the **importance** of aspects with the **performance** of aspects. The data reveals:

- Environmental Conditions - This was deemed highly important, yet ranks lowest in terms of performance
- Ease of movement through school building – Rates highly in terms of importance however has relatively poor performance.
- Classroom space per child – Rates highly in terms of importance however has relatively poor performance

Chart 8
Comparison between importance and performance

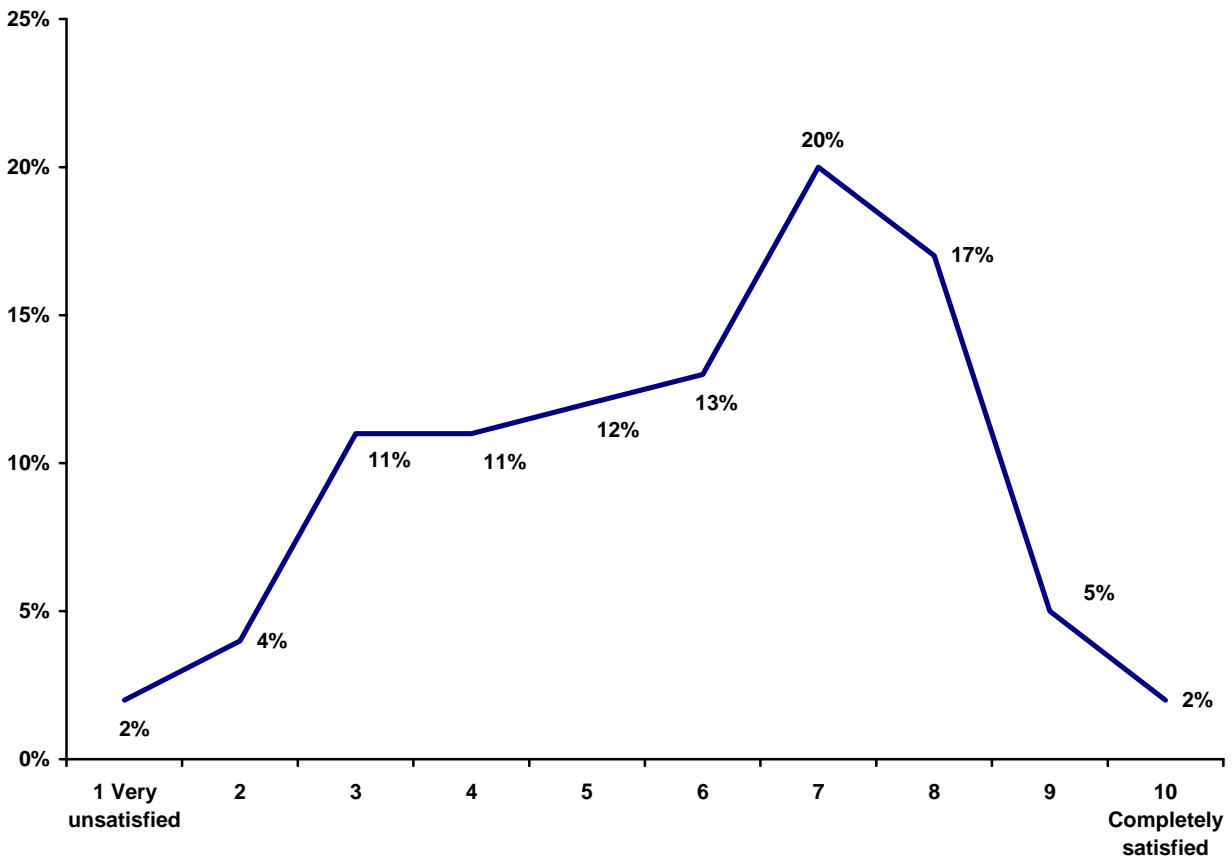


Overall Rating of School Building

All respondents were asked to provide an overall rating in relation to their school building. The rating scale ranged from 1-10 with 1 being 'Very unsatisfactory' and 10 being 'Completely satisfactory' (see Chart 9).

Chart 9 plots the distribution of scores for all schools.

Chart 9
Overall rating of school building



Source: Q4.4
Base: All respondents (264)

Other comments about school building

The respondents were given the opportunity to provide additional comments about their school building. Many people chose not to respond, and a summary of those who did is shown in the table below.

Table 6

Other comments about school building

	No	%
<i>No reply</i>	160	61
Negative comment on temperature / heating (including control)	40	15
Negative comment on ventilation / air flow (including control)	25	9
Spaces (including classrooms) too small	21	8
Spaces badly designed / not designed for purpose	21	8
Negative comment on light / natural light	12	5
Fixtures / fittings / furniture not designed for purpose / poor quality	10	4

Source: Q4.5 (Responses fewer than 4% not presented - 18 in total)

Base: All respondents (264)

As with responses to previous questions it is apparent that temperature and ventilation are the most common sources of dissatisfaction.

All respondents were presented with the statement ‘If there was one thing I could change about the school building, it would be...’ and asked to add any comments.

Issues such as better ventilation and temperature were once again highlighted, along with the need for bigger rooms and more natural light, more space and better use of space, better furniture and a the need for a staff room.

Table 7
If could change one thing about the school building

	No	%
<i>No reply</i>	65	25
Better ventilation / air conditioning (or control)	52	20
Better temperature control	47	18
Bigger rooms / bigger specific area	28	11
Need more natural light	18	7
Better use of space / better planning/layout	13	5
More space	11	4
Better furniture / more suitable furniture	11	4
A staff room / do away with staff bases	11	4

Source: Q4.6 (Responses fewer than 4% not presented - 25 in total)

Base: All respondents (264)

APPENDIX



Audit Scotland

IMPROVING SCOTTISH SCHOOLS

WHAT DO YOU THINK?

A Questionnaire for all School Staff

The overall aim of this study is to review how effective recent investments in the Scottish school estate have been in terms of improving the quality of the learning and teaching environment. This includes both PPP/PFI schools and those funded through other routes. It includes new schools and those that have been refurbished. School staff, as people who work in the schools on a daily basis, are well placed to assess the quality and suitability of the building. Therefore we would be really grateful if you would spend a few minutes of your time to help with this evaluation by completing this questionnaire.

This survey is being undertaken and analysed by George Street Research, an independent research company, on behalf of Audit Scotland. George Street Research operates in accordance with the strict code of conduct of the Market Research Society, which ensures confidentiality and preserves the anonymity of individuals and organisations participating in research. The research findings will be reported in aggregate form only and no comments will be attributed to you personally in our reporting.

Please take a few minutes to complete this short questionnaire by placing a tick in the box(es) at each question. **If you are in doubt about any of the categories below or if you wish to expand or explain any of the answers you have given, please use the space provided.**

Please return the questionnaire to us in the reply paid envelope provided or by using the following FREEPOST address by the **28th June 2007**.

**George Street Research Ltd
FREEPOST EH1946
EDINBURGH EH1 0BR**

If you have any queries about the survey, please do not hesitate to contact Ann Fenwick or David Primrose at George Street Research, telephone 0131 478 7505

Office Use
School:
Please be assured that we will not link any responses to any individuals when reporting to Audit Scotland

INTERNAL SPACES

Q.1 PLEASE TICK ONE BOX FOR EACH STATEMENT IN THE TABLE BELOW

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	NOT APPLIC ABLE
1. The school spaces I normally work in are suitable for the job I have to do	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
2. The school has appropriate amount of space outside the teaching areas for pupils to move around in	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
3. It is easy to move quickly around the school at busy times of the day	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
4. Signage and information to help everyone find their way around is clear and comprehensive	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
5. There is sufficient space in individual teaching areas for pupils to learn	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
6. Pupils in this school benefit from learning in comfortable surroundings	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
7. Staff in this school benefit from working in comfortable surroundings	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
8. There is plenty of natural light in the spaces I normally work in	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
9. Temperature in my normal working spaces is maintained at suitable levels of comfort	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
10. It is easy to control the temperature in the spaces where I normally work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
11. There is adequate ventilation in the spaces where I normally work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
12. It is easy to control the ventilation in my normal working spaces	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
13. There are no problems with noise levels coming from other parts of the school (e.g. class next door)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
14. The standard of cleanliness in the school is satisfactory	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
15. When I report a problem (e.g. a spillage, an unemptied bin, or a faulty light) it is generally dealt with satisfactorily	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
16. It is easy to report a problem (e.g. a spillage, an unemptied bin, or a	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

faulty light)

- | | | | | | | |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| 17. I am happy that there is an adequate number of pupils' toilets | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| 18. I am happy that the pupils' toilets are kept adequately clean | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |

19. Please use the space below to expand on any of the answers you have given about internal space. Use the question numbers to indicate which comment you are expanding on.

EXTERNAL SPACES

Q.2 PLEASE TICK ONE BOX FOR EACH STATEMENT IN THE TABLE BELOW

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	NOT APPLICABLE
1. There is sufficient space for car parking for staff, visitors and pupils	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
2. The school is secure from any unauthorised attempts to access the premises	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
3. The external areas of the school are stimulating and interesting environments for the school's pupils	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
4. Pupils and staff can feel safe within the school grounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

5. Please use the space below to expand on any of the answers you have given about external space. Use the question numbers to indicate which comment you are expanding on.

QUALITY OF DESIGN AND CONSTRUCTION

Q.3 PLEASE TICK ONE BOX FOR EACH STATEMENT IN THE TABLE BELOW

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	NOT APPLIC ABLE
1. There is sufficient storage space allocated for my work needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
2. The school appears to have been built and finished to a high standard	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
3. The design of my workspace makes it possible to meet the needs of children with a disability or additional support needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
4. I can use the building's design and materials in my teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
5. The school building looks attractive externally	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
6. The design allows for flexible use of space in my working areas	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
7. The overall design of the school makes a positive contribution to learning and teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

8. Please use the space below to expand on any of the answers you have given about the quality of design and construction. Use the question numbers to indicate which comment you are expanding on.

Q.4 IMPORTANCE AND PERFORMANCE:

1. Please rate **how important** you think each aspect of your school's design and construction actually is in helping you to do your work. Would you please say, for each of the following aspects, whether you regard it as very important, important, neutral, not very important or not at all important?

PLEASE CIRCLE THE APPROPRIATE NUMBERS

	Very important	Important	Neutral	Not very important	Not at all important
a) Safety and security of pupils	1	2	3	4	5
b) Classroom space per child	1	2	3	4	5
c) Quality of furniture and fittings in class	1	2	3	4	5
d) External play areas	1	2	3	4	5
e) Sports area suitable for multi-sports	1	2	3	4	5
f) Attractiveness in design	1	2	3	4	5
g) Environmentally friendly building	1	2	3	4	5
h) Ease of movement through school	1	2	3	4	5
i) Environmental conditions (e.g. heat, light)	1	2	3	4	5

2. From the list of aspects above, could you please write in the **THREE** most important **IN ORDER**.

1. _____

—

2. _____

—

3. _____

—

3. Now could you please rate **how well you think your school building performs** in each aspect described in the table above. For each statement, please say whether you think the school building performs very well, well, neutrally, not very well or not at all well.

PLEASE CIRCLE THE APPROPRIATE NUMBERS

	Very well	Well	Neutral	Not very well	Not at all well
a) Safety and security of pupils	1	2	3	4	5
b) Classroom space per child	1	2	3	4	5
c) Quality of furniture and fittings in class	1	2	3	4	5
d) External play areas	1	2	3	4	5
e) Sports area suitable for multi-sports	1	2	3	4	5
f) Attractiveness in design	1	2	3	4	5
g) Environmentally friendly building	1	2	3	4	5
h) Ease of movement through school	1	2	3	4	5
i) Environmental conditions (e.g. heat, light)	1	2	3	4	5

4. Overall, how would you rate your school building?

The rating scale is from 1 – 10, 1 being 'Very unsatisfactory' and 10 being 'Completely satisfactory'.

(Please circle one number):

Rating: 1 2 3 4 5 6 7 8 9 10

Very Unsatisfactory ←—————→ *Very Satisfactory*

5. Please use the space below to add any comments you might have about the school building, specifically the reasons for your rating as Satisfactory or Unsatisfactory.

