

School output specification

School-specific brief: mainstream schools

[Insert full name of school, URN code and project code]

December 2023

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# Summary

This document is the School-specific Brief (SSB) to be used for Mainstream Schools which, with its Annexes, sets out the School-specific requirements for [insert full name of School and name of Responsible Body (RB)] and sits alongside the Generic Design Brief (GDB) including associated Technical Annexes.

[**Drafting note:**

This document contains a series of advisory notes that should be deleted once addressed by the TA.]

## Who is this publication for?

This template is for technical professionals involved in the design and construction of school premises. It will initially be populated at Feasibility Stage (RIBA stages 1-2 (part)), developed and refined during Procurement Stage (RIBA stages 3-4), when it will become integral to the Building Contract as Part C of the Employer’s Requirements.

## Uniclass codes?

This document captures Uniclass codes for the management of exchange of information. To access all codes and associated titles reference should be made to [Uniclass 2015 | NBS (thenbs.com)](https://www.thenbs.com/our-tools/uniclass-2015).

## Revision history

This table lists the key changes in each update.

### Template

|  |  |  |  |
| --- | --- | --- | --- |
| ISO revision code | ISO status code | Date | Amendment |
| P01-P11 | S2 | 2016-2020 | Previous OS 2017 versions |
| P12 | S2 | 2021-04-19 | Updates to reflect Technical Annex 2J: Sustainability, changes to the Strategic and Project Briefs, changes to the SSB Annexes and the introduction of SS6: School-specific Sustainable Estate Strategy and SS7: Adjacency Diagrams. Uniclass codes incorporated |
| P14 | S2 | 2021-11-23 | Amended issue of publication |
| P16 | S2 | 2022-05-27 | Amendments made at: clauses 1.3.3 and 3.12.1 |
| P18 | S2 | 2022-11-25 | Amendments made at: heading to Table 19 and to clauses 2.8.4, 3.12.4 and to drafting notes re UGF and AEDs |
| C01 | A | 2023-12-18 | Amendments made at: 1.2, Table 1, 2.8.3, 2.8.4, Table 11, 3.5, Table 17, 3.12.4, Tables 19 & 20, 3.12.5, 4.1, 4.5 |

### Project-specific

|  |  |  |  |
| --- | --- | --- | --- |
| ISO revision code | ISO status code | Date | Amendment |
| Cnn | An | YYYY-MM-DD | Employer's Representative to add amendments made to document here and rename file to make project specific |

# Drafting note summary

[**Drafting note:**

This template document can be used for any mainstream school type to reflect strategic and project-specific factors identified during discussions with the School’s representative.

The SSB Annexes are listed at the end of this template.

Any text added should be in standard black font and numbered so that each clause can be clearly referenced. The front cover, contents table and version control should be updated to suit.

The completed SSB, and associated Annexes are initially included as an Appendix to the Feasibility Study and will eventually form Part C of the Employer’s Requirements (ERs).

The SSB requirements should not contradict the GDB.

The School-specific Brief (SSB) sets out the school-specific briefing requirements for a school capital project. The SSB and the Generic Design Brief (GDB) form Parts C and B respectively of the Employer’s Requirements (ERs). The GDB contains the generic requirements for all Schools, therefore the SSB should only contain additional or optional requirements specific to the School, and which impact on the capital works.

Apart from Section 1: Context, the SSB is in two main parts (with Annexes). The two parts are: The Strategic Brief and The Project Brief.]

**The Strategic Brief** (see SSB Section 2)

The Strategic Brief provides the context to the Project Brief. It describes the school’s educational needs, its site, and any Capital works which may be needed, but are outside of the parameters of the funded project, and hence the Project Brief. Therefore, the whole site is analysed, even though some of the required works will not be completed within the funded project. The Strategic Brief should be completed in close cooperation with the RB, and the output included in SS6: Sustainable Estates Strategy. SS6 should clearly present (graphically and annotated) the following requirements as a minimum:

* **Timeline of Condition Led Projects** (up to at least 2050)

Using the **Estate Data Summary** template this should depict at high-level when the condition of the buildings will dictate that works need to take place to one or more of the buildings across the school estate.

* **Climate Resilient Road Map** (as per UK GBC definition)

This should depict how the Site Masterplan will take the School Estate towards Climate Resilience which includes Net Zero Carbon by 2050, adaptation to overheating risk and managing, biodiversity net gain.

**Drafting note continued:**

* **Constraints & Opportunities Plan**

This should summarise graphically how the existing External Facilities & School Grounds and the School Buildings may limit or support the future direction for the school estate. This should be an overlay of the ‘Control Option’.

* **Site Masterplan**

This should depict the preferred approach to the long-term development of the school estate to meet any Condition Led Project previously identified. It should also consider how the School Estate can allow for future expansion whilst maintaining compliance with the External Site Area requirements of Building Bulletin (BB) 103/104 guidance and biodiversity net gain commitments. It should also include any outline Phasing requirements along the way (where applicable).

This should depict how the Site Masterplan will take the School Estate towards climate resilience and Net Zero Carbon by 2050. The **Strategic Brief** and resultant Sustainable Estates Strategy (SS6) shall:

* Form the framework and context for the Project Brief i.e., the ‘bigger picture’ or the full shopping list of requirements.
* Analyse the whole school estate i.e., compare the existing internal and external layout, spaces and areas, with the required layout, spaces and areas.
* Be considered as best practice as the first analysis which takes place for any anticipated need for improvements or alterations to a school estate.
* Reflect the long-term building needs of the school’s education and community objectives, as well as the functionality and condition need of the whole estate.
* Include at least the minimum **building area** requirements for each type of space in line with BB103/104.
* Include a review and feasibility for the minimum **site area** requirements for the various categories of outdoor spaces in line with BB103/104.
* Demonstrate a whole site approach to achieve the sustainability requirements including net zero carbon in operation, across the buildings and grounds, by 2050.
* Achieve a UGF score of at least 0.35 (or higher where the existing UGF score is 0.35) to demonstrate an increase of greening on site.
* Achieve a net gain for biodiversity.
* Inform the logical sequence of works for the first phase (the Project Brief), and subsequent phases.
* Following completion of the fully designed solution, be updated (by the Contractor) and included in the Contractor’s Proposals to reflect the scheme at the end of RIBA stage 4.

**Drafting note continued:**

* On completion of the project works, be updated (by the Contractor) and included in the Handover documentation (at the end of RIBA stages 5/6) for the RB to maintain as a ‘live’ developing and adapting document in line with works needed and undertaken through the lifetime of the school estate.
* Be in a format to enable future works (outside of the funded Project) to be initiated, without the need to adjust/amend completed works.
* Be set out in this School-specific Brief Annex SS6: Sustainable Estate Strategy, with the information shown above and noting:
  + The TA will confirm which sustainable technologies will be taken forward as part of this project. This table will align with the table in Section 2 but confirm those technologies being taken forward. The TA will work with the RB to produce a School-specific Sustainability Project Brief. It should be developed in line with the requirements of the **Output Specification Technical Annex 2J: Sustainability** and the following:
* The Sustainability Project Brief will be demonstrated as part of the Concept Control Option as included in the Feasibility Study.
* The TA will summarise a high-level statement outlining the Sustainability Brief for the funded project and it should be noted that:
  + **New Build** elements should be designed to meet Net Zero Carbon in Operation
  + **Refurbished** elements, where possible and cost effective to do so, should be designed to Net Zero Carbon in Operation and, where it is deemed not possible, a clear pathway should be proposed that enable these elements to achieve Net Zero Carbon in Operation over the medium-long term (as described in School-specific Annex SS6: Sustainable Estate Strategy).

**The Project Brief** (see SSB Section 3)

The Project Brief (which includes the ICT design requirements) identifies the work required in the funded project. It should be completed in parallel with the Strategic Brief, and towards the end of the Feasibility stage once a Control Option for the Works has been agreed, and therefore the funded project identified. The Project Brief should fit within the needs of the whole school site as identified by the Strategic Brief, based on the RB’s long-term vision and site requirements for the future. It is important that the Project Brief for any building project is seen in the context of the Strategic Brief to avoid abortive or obstructive work and ensure value for money.

The **Project Brief** should:

* Be informed by the Strategic Brief (as the first phase of the whole estate development planning).
* Ensure that the school functions both during and following these works.

**Drafting note continued:**

* Consider (but not necessarily address) the suitability or sufficiency needs of existing blocks outside of the Capital programme scope (unless there is consequential works required as a result of work within the Project Brief).
* Avoid the funded work being done in the wrong place and in the wrong order and any abortive work being carried out and ensure value for money in both the short term and throughout the life of the school estate.
* Align with the DfE policies for the Capital programme within which it is being funded.
* Meet key design criteria to ensure that facilities are appropriate and adaptable to suit the current needs, as well as changing circumstances of the future.
* Assess the ability to achieve at least the minimum building area requirements in line with BB103/104 for each type of space.
* Assess the existing external spaces and the work required to meet the minimum site area requirements in line with BB103/104 for the various categories of outdoor spaces which are within scope for the funded project.
* Be compliant with the most current DfE Standards and Specifications, including Technical Annex 2J: Sustainability, as well legislative requirements.
* Demonstrate how it fits within a whole site approach, including for sustainability, across the building(s) and grounds, as set out in School-specific Annex SS6: Sustainable Estates Strategy.
* For all new build elements, to fully meet the sustainability requirements.
* For all refurbished elements, where possible and cost effective to do so, meet the sustainability requirements and, where it is deemed not possible or outside of the specific Capital programme policy, demonstrate a clear pathway to achieve zero carbon in School-specific Annex SS6: Sustainable Estates Strategy.
* For untouched blocks, consider on-site offset measures to achieve Net Zero in Operation.
* Assess the clauses of the GDB and annexes to consider the preferences of the RB/school where options are available. Preferences may not mean they are fundable under the delivery Capital programme and may require funding from the RB/school or another source.

The TA will identify and select the option in the relevant SoA tool, based on the preferences of the RB set out in the Strategic Brief, to identify the requirements for the Project Brief, in consultation with the RB.

In new build schools, the TA will provide possible clustering arrangements of smaller spaces, by providing simple diagrammatic clusters that reflect the needs and preferences of the specific school in Annex SS7: Adjacency Diagram. Requirements for spaces within a cluster to be linked, so that it becomes a suite (for instance for admin, SEN or music practice) should be shown on the adjacencies.

**Drafting note continued:**

Requirements for refurbishment shall be identified in Annex SS2: Refurbishment Scope of Works (RSoW). The RSoW is required to be completed for any intervention in an existing retained building.

The TA will fill in the appropriate annexes most relevant to their school, a summary of the way these will be applied is shown in the flow diagram below.

Following contractor engagement, the TA will review the Project Brief incorporating all Annexes and, if required through agreement with the DfE team, update the documentation to align with any changes agreed at contractor engagement meetings and/or during development. Derogations will be recorded in the derogation schedule: changes to the Project Brief should only be made where this is required to develop the drafting of a coherent set of documents. For example, changes to the designated protected site area as defined in SS6 and SS7.]

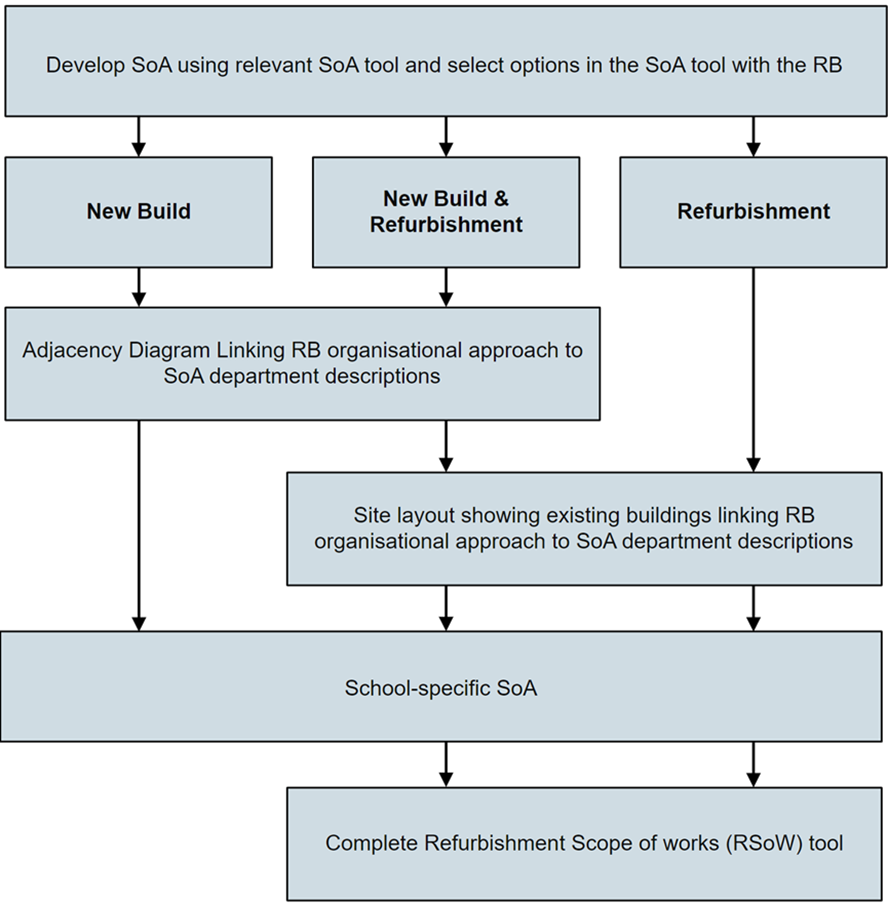


Figure 1: SSB Annex and Content Development Flow Chart

# 1 Context

## 1.1 Status of this document

1.1.1 This document is the School-specific Brief (SSB) for [insert full name of School and name of RB] which, with its Annexes, sets out the School-specific requirements referred to in the Generic Design Brief (GDB)[[1]](#footnote-2) and its Technical Annexes.

1.1.2 The SSB and its Annexes, together with the GDB and its Technical Annexes, forms the Output Specification (OS). The OS forms parts B and C of the Employer’s Requirements.

1.1.3 Apart from Section 1: Context, the SSB (and its Annexes) is in two parts and sets out both the strategic requirements for the School (the Strategic Brief), and the project specific requirements for the School (the Project Brief). The Strategic Brief sets the context for the Project Brief. The Project Brief and the School-specific Annexes set out the contractual requirements for the works.

1.1.4 The two main parts are:

* The **Strategic Brief** is provided for context and to enable good decision making. It describes the School’s educational needs, its site, and any Capital works which may be needed but are outside of the parameters of the programme, and hence the Project Brief. The Strategic Brief has been completed in close cooperation with the RB. The School-specific Annex SS6: Sustainable Estate Strategy is part of the Strategic Brief and sets the context out in further detail.
* The **Project Brief** identifies the work required in the funded project. It has been aligned with, and informed by, the Strategic Brief. The Project Brief has been completed in close cooperation with the RB and aligns with the Employer programme policies. The Concept Control Option, based on the Project Brief, is included in the Feasibility Study.

[**Drafting note:**

The SSB main body and its annexes will initially be created at Feasibility Stage (RIBA Stages 1-2 (part)) by the TA, developed and refined during Procurement Stage (RIBA Stages 3-4) by the TA, as required, when it will become integral to the Building Contract as Part C of the Employer’s Requirements.]

## 1.2 Document structure

[**Drafting note:**

The TA will ensure that each annex is completed where it is needed, then in the table below delete as appropriate ‘used’ or ‘not used’ against each annex (e.g., SS2 will not be used in a 100% new build project, SS3 and SS4 will be needed where legacy FF&E is available in an existing school or temporary provision, SS5, SS6 and SS7 will always be used).]

1.2.1 The SSB is based on a [type of] school designed for [number] pupil places for ages [add age range] with [number] of [FTE nursery/sixth form places (total)], [including/plus a designated unit] for [number]. This has been used to generate the SSB document as structured below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | Content | Mandatory, Used or Not used | RIBA stage 2 (Feasibility): Issued / Not Issued | RIBA stage 4 (Contract award): Reissued / Revised |
| **Main document** |  |  |  |  |
| Section 1 | Context | Mandatory |  |  |
| Section 2 | Strategic Brief | Mandatory |  |  |
| Section 3 | Project Brief | Mandatory |  |  |
| Section 4 | ICT Design Requirements | Mandatory |  |  |
| **Annexes** |  |  |  |  |
| Annex SS1 | Schedule of Accommodation and Area Data Sheets | Used |  |  |
| Annex SS2 | Refurbishment Scope of Works (RSoW) | Used/Not used |  |  |
| Annex SS3 | Legacy Group 2 Furniture and Equipment Schedule | Used/Not used |  |  |
| Annex SS4 | Legacy Group 3 Furniture and Equipment Schedule | Used/Not used |  |  |
| Annex SS5 | ICT Equipment Summary | Used |  |  |
| Annex SS6 | Sustainable Estate Strategy | Used |  |  |
| Annex SS7 | Adjacency Diagrams | Used |  |  |

Table 1: School-specific brief and its annexes

## 1.3 Precedence of documentation

1.3.1 All elements of the Employer’s Requirements, comprising the SSB (including the School-specific Annexes), and the GDB (including the Technical Annexes), shall be satisfied. [PM\_10\_20]

1.3.2 The definitions listed in the GDB shall apply to this SSB and all other parts of the output specification. [PM\_10\_20]

1.3.3 Where there is any inconsistency between the GDB and the SSB, the Contractor shall notify the Employer. [PM\_10\_20]

1.3.4 For the avoidance of doubt, the Contractor shall consider and address all requirements of [Employer’s Requirements Part A: General Conditions](https://www.gov.uk/government/publications/employers-requirements-part-a-general-conditions). [PM\_10\_20]

1.3.5 This SSB outlines project specific requirements in addition to the GDB. [PM\_10\_20]

1.3.6 The SSB shall be read in conjunction with its School-specific Annexes which detail the specific needs of the project. [PM\_10\_20]

[**Drafting note:**

To avoid any inconsistencies between the GDB and SSB, the [Project brief](#_3_Project_brief) should include only allowable options (identified in the GDB) or additional requirements that have either been identified as abnormals or are to be funded by others, such as the RB.]

# 2 Strategic brief

[**Drafting note:**

Following discussions with the RB, the TA will add, delete, or amend, as necessary, the information in the following sections. Where requirements are identified these will be incorporated in the [Project brief](#_3_Project_brief).]

## 2.1 Overarching requirements

2.1.1 The Building(s), Grounds, Fittings, Furniture and Equipment (FF&E), Building Services, Security Measures, Fire Protection Systems, Communications and ICT Infrastructure shall support the strategic educational and organisational requirements set out in this SSB, in addition to those set out in the GDB. [PM\_60\_20]

## 2.2 Site information

[**Drafting note:**

Existing Site Information - As identified in 2.2.1, the TA shall check and alert the DfE project team to any necessary updates, or missing data to the Existing Site Information, as provided in the Outline Brief by the DfE. The TA will also collect any other existing site or buildings information that is relevant to the development of the Strategic and Project Brief.

In addition to the items highlighted in the table below, the TA shall additionally note the following significant site information and propose mitigation measures where required:

* High risk site contaminant e.g., high-risk asbestos
* Geographical / infrastructure feature e.g., high voltage power line
* Environmental system e.g., protected species requiring significant mitigation

Please edit the paragraph below accordingly.]

2.2.1 The following site information is highlighted: [a. b. c. etc] [or] No specific site matters requires highlighting. [PM\_60\_10]

The Existing Site Information is as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| Site information source | Information / Warranted / Obtained / N/A | Available / Not Available / Not Provided | Uniclass |
| Official Title Plan outlining the whole school site boundary |  |  | PM\_30\_10\_80 |
| Existing Good Estate Management for Schools (GEMS) documentation, including the Educational Vision, Estate Vision, Estate Strategy, and the Asset Management Plan |  |  | PM\_80\_10 |
| Existing survey information.  Each survey to be identified, including originator and date |  |  | PM\_30\_10 |
| Existing Asbestos Management Plan |  |  | PM\_80\_10\_01 |
| Existing Condition Data Collection (CDC) information |  |  | PM\_30\_10\_15 |
| Existing School Travel Plan |  |  | PM\_80\_10\_90 |
| Existing School Fire Evacuation Plan |  |  | PM\_80\_50\_30 |
| Existing Flood Risk Assessment |  |  | PM\_30\_30\_29 |
| Existing Greening Factor (GF) |  |  | PM\_30\_30 |
| Existing Energy Performance Certificate (EPC) and Display Energy Certificates (DEC) |  |  | PM\_80\_10\_25  PM\_80\_10\_22 |
| Existing O&M Manual (including drawings where possible) |  |  | PM\_70\_85\_56 |
| Security Risk Assessment Checklist |  |  | PM\_60\_70\_70 |

Table 2: Existing site information

2.2.2 In addition to the existing site information, further surveys have been undertaken and been used in developing the Feasibility Study and in turn the Project Brief. The full findings of which are included within the project information. [PM\_30\_10]

[**Drafting note:**

The TA shall complete the list and summary of surveys, highlighting only significant considerations where they have impacted upon the project and propose mitigation measures where required. Where the survey is not yet available, please state this.]

| Survey | Consideration | Uniclass |
| --- | --- | --- |
| Air Quality |  | PM\_30\_30\_03 |
| Arboricultural |  | PM\_30\_30\_04 |
| Archaeology |  | PM\_30\_20\_02 |
| Asbestos Preliminary |  | PM\_30\_40\_06 |
| Building Condition |  | PM\_30\_10\_15 |
| Detailed Measured Building |  | PM\_30\_10\_76 |
| Drainage CCTV |  | PM\_30\_20\_92 |
| Ecological Preliminary |  | PM\_30\_30\_25 |
| Flood Risk Preliminary |  | PM\_30\_30\_29 |
| Heritage Preliminary |  | PM\_40\_50\_37 |
| Intrusive Geotechnical & Geo-environmental |  | PM\_30\_20\_33 |
| Mechanical & Electrical (M&E) Stage 1 |  | PM\_30\_10\_93 |
| Mechanical & Electrical (M&E) Stage 2 |  | PM\_30\_10\_93 |
| Mechanical & Electrical (M&E) Stage 2 – Energy Audit separately reported |  | Ac\_15\_55\_26 |
| Noise and Acoustic |  | PM\_30\_30\_02 |
| Structural Stage 1 |  | PM\_30\_10\_85 |
| Structural Stage 2 |  | PM\_30\_10\_85 |
| Topographical & Underground Utilities |  | PM\_30\_20\_89  PM\_30\_10\_93 |
| Transport |  | PM\_30\_10\_90 |
| Unexploded Ordnance |  | PM\_30\_40\_92 |
| Legacy Group 2 Furniture and Equipment |  | PM\_80\_10\_32 |
| Legacy Group 3 Furniture and Equipment |  | PM\_80\_10\_32 |

Table 3: Further survey information

## 2.3 Capacity: number of pupil places

**External site areas**

2.3.1 External site areas are listed in 3.5.1. [PM\_60\_10]

**Buildings Capacity Assessment**

2.3.2 The Building Capacity Assessment is identified in the table below. [PM\_10\_20]

[**Drafting note:**

Use the table to provide existing school information: current age range, PAN, bulge classes.

* Current Number on Roll (NOR) split into year groups and any planned change to this.
* Additionally resourced SEND places (in SRP or Designated Unit only).
* Full-time Equivalent (FTE) number of any nursery places and age range.
* Number of sixth form places (combined figure for the two year groups).
* Net building capacity of existing School based on the Net Capacity Assessment Method.

When relevant the TA will identify Supplementary areas for Special Educational Needs (SEN) pupil places. This should only be included in the SoA and ADS if the pupil places are for pupils with an Educational Health and Care Plan (ECHP) in a Specially Resourced Provision (SRP) or a Designated Unit and are additionally funded by the Local Authority (LA). The continuing commitment for this additional resource should then be sought from the LA and the number of pupil places agreed. Where additional SEN pupil places are provided, additional information will be given as described below.

The supplementary area is calculated using the SoA tool, before migrating the Project SoA to the SoA and ADS. This is based on BB104 for:

* SRP, where SEND pupils are integrated within the mainstream admission number; the SoA will only provide extra area for learning resource area, staff and storage, as these pupils will generally be taught with the rest of the school.
* A Designated Unit, where SEND pupil places are over and above the mainstream admission number; pupils will be provided with separate classroom(s) by the SoA as well as a specialist resource base, staff and storage.

**Drafting note continued:**

Where this is the case, the capacity information should include additional information to show:

* Number of pupils on the SEN register, including those with EHCPs.
* Number of pupils attracting pupil premium funding.
* Number of pupils eligible for Free School Meals.

Identify any current third-party users of any part of the School (Early Year’s providers, community users, clubs, partner organisations, outsourced providers etc.). Where appropriate, details should include:

* Any contractual arrangements covering use (leases, licences, etc).
* If they have dedicated space or times of use of shared facilities.
* If third-party use is likely to impact on the Project (either temporarily or permanently). Community use information should inform the operational arrangements of the school and should not impact on the schedule of accommodation.

Any residential provision should also be identified here, giving number of pupil places and age range.

TA to delete primary or secondary if not required. Where there is a new school, insert ‘N/A’ in the table below.]

[Delete if no existing school] or [extend table as appropriate]

The current [type of] school is designed for [number] pupil places for ages [add age range] with [number] of [FTE nursery/sixth form places (total)], [including/plus a designated unit for] [number] additionally resourced pupil places for pupils with ECHP for [name special need] and [additional information as required].

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Primary  September 2020/21[[2]](#footnote-3) | Nursery (FTE) | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | TOTAL | Supp SEN |
| Number on roll |  |  |  |  |  |  |  |  |  |  |
| PAN capacity |  |  |  |  |  |  |  |  |  |  |
| Existing Building Capacity[[3]](#footnote-4) |  |  |  |  |  |  |  |  |  |  |
| Secondary  September 2020/21 | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 | Y14[[4]](#footnote-5) | TOTAL | Supp SEN |
| Number on roll |  |  |  |  |  |  |  |  |  |  |
| PAN capacity |  |  |  |  |  |  |  |  |  |  |
| Existing Building capacity |  |  |  |  |  |  |  |  |  |  |

Table 4: Number on roll and capacity

## 2.4 Educational drivers

2.4.1 The design of the Building(s) and external space and grounds support the School’s curriculum and organisational model in so far as the standardised design of the School can be reasonably adapted. The design shall meet the requirements of the School-specific SoA and ADS (Annex SS1) and any further curriculum and organisational requirements set out in this SSB. [Ss\_90\_25]

2.4.2 The following table provides contextual understanding for educational drivers selected in generating the SoA. [FI\_30\_80]

[**Drafting note:**

The TA will provide sufficient briefing to enable the following to be defined and as such the relevant selections to the generic SoA definitions. This process supports the development of the initial SoA from the tool. The agreed selection options are listed here. Pick the relevant number in each row and delete the remainder [number of pupils, type of school, nursery FTE, sixth form numbers (total), over/above pupil numbers with ECHP, special units etc.]

|  |  |
| --- | --- |
| School Information | SoA tool Selection Option |
| Age Range | Primary: 3-7, 3-11, 4-7, 4-9, 4-11, 7-11  Secondary: 11-14, 11-16, 12-16, 13-16, 14-16, 11-18, 12-18, 13-18, 14-18, 16-18  How many staff will there be (FTE) approximately? |
| Additionally resourced (SEN) | Integrated SRP for HI  Integrated SRP for VI Integrated SRP for SLCN Integrated SRP for ASD Integrated SRP for PD  Designated unit for HI Designated unit for VI Designated unit for SLCN Designated unit for ASD Designated unit for BD Designated unit for PD |
| Site Type | Ample site (2/3/4)  Tight site (2/3/4) |
| Number of Storeys | 1 and 2-storey  2-storey  3-storey  4-storey  5-storey |
| Existing buildings to be | None (all new)  Some retained  Some refurbished  All existing |
| Generic Curriculum (secondary) | Practical  Arts-based  Typical  Academic |
| Infant organisation | All practical in classrooms  Specialist practical spaces  Semi-open classbases + shared |
| Junior organisation | All practical in classrooms  Specialist practical spaces  Classrooms + shared teaching |

Table 5: Educational drivers

**Educational vision**

[**Drafting note:**

The TA will work with the RB to produce the Educational Vision, incorporating the guidance found in the Good Estate Management for Schools (GEMS) documentation. The DfE supports the use of GEMS and provides an extensive resource online at <https://www.gov.uk/guidance/good-estate-management-for-schools>

If available from the RB, their completed GEMS documentation might already include an Educational Vision, which can be taken and developed to include the additional information required for this SSB.

The TA will ensure that the Educational Vision summarises the School’s specific curriculum, pedagogy and organisation, including those planned for the future, to provide a context to the Project Brief. Where this affects the Project Brief, this should also be incorporated into the SoA and ADS (Annex SS1), and the relevant text and reasoning included in the Project Brief. The text should be pragmatic and succinct and be in the context of standardised models (if these are available) and the methodology of off-site construction. In addition to this, it may include, but not limited to the following and as such the text should also be edited appropriately:

* Particular emphasis on an area of learning or pedagogical approach e.g., a vocationally based curriculum.
* Organisation of Key Stages and mixed age groups.
* Exceptions to the generic Suites of Spaces model outlined in the GDB, or other curriculum links not identified.
* If the School were to expand in numbers, in what way would the spaces be different/allocated?
* What are the proposed/current movement patterns of pupils and staff e.g., do the pupils change rooms for every lesson or do the teachers come to them?
* Which (if any) spaces are likely to be used after School hours and what is the length of time they will be used, does this require solutions different to those in the GDB e.g., for zoning and security?
* What range of learning activities (other than PE) take place outside?
* Does the RB have any ambitions to embed sustainability into their curriculum or day-to-day life of the school? If so, are they any opportunities to harness and support this more broadly as part of the project?]

2.4.3 The following strategic statement by the RB sets out the purpose and priorities of the organisation and how this drives future policy, practices and decision making.

1. The RB’s pedagogical and curricular approach is [insert here]
2. The School’s organisation of groups/key stages is as follows [insert here]
3. Exceptions to the generic suites of spaces outlined in the GDB are as follows [insert here]
4. Planned expansion would be allocated as follows [insert here]
5. The proposed movement patterns of pupils and staff are as follows [insert here]
6. The following spaces are likely to be used after hours [insert here]
7. The learning activities (other than PE) that take place outside are [insert here]
8. The following sustainability ambitions [insert here] have the potential to be supported by the following [insert here] [PM\_10\_20]

[**Drafting note:**

If the School has any additionally resourced provision for SEND, providing specialist pupil places or support provision for a specific type of SEN or disability; give information here about the curriculum and organisation of the provision, including for the near future, and if there is an impact on the Project, include the relevant implications in the Project Brief.

In a Designated Unit or SRP within a Mainstream School, issues to be considered include:

* The range of pupil needs to be accommodated.
* Location and proximity of support rooms to main classrooms.
* The time spent in the Mainstream School classrooms and the time and activities carried out in the SRP/Unit.
* Will there be a need for specialist support of any type, such as for those with medical needs or a visual/hearing impairment (VI/HI)?
* Any specific requirements for locksuiting or ironmongery?
* Provision required for disabled pupils to take part in outdoors activities.]

**Estate vision**

2.4.4 The following high-level estate vision by the RB sets out in principle how the estate will support the Educational Vision and strategy of the organisation, and it provides the direction for the estate and sets out what needs to happen to meet the organisation’s current and future education needs.

[**Drafting note:**

The TA will work with the RB to produce the Estate Vision, incorporating the guidance found in the Good Estate Management for Schools (GEMS) documentation. The DfE supports the use of GEMS and provides an extensive resource online at <https://www.gov.uk/guidance/good-estate-management-for-schools>

The TA will also ensure that the Estate Vision in this SSB includes, but is not limited to the following:

* Your estate vision should set out your ambition for the estate in 5–10 years’ time.
* At the same time, the vision should recognise the long-term needs of the current and future generations of school users, including measures in response to the impacts of climate change.
* It should include resilience planning against the current and future risks i.e., flooding, higher temperatures and prolonged rainfall, as defined by UK adaptation policy.
* It should be prepared in consultation with relevant stakeholders (particularly any landowning parties).

For example, if a school intended to expand or add additional facilities or is likely to require significant works on a block not part of this scheme, this would be noted at a high level here.]

[insert vision here] [PM\_10\_20]

## 2.5 Statutory bodies

[**Drafting note:**

The TA will report on any Statutory Bodies, Consultees or Approvals that may inform the Strategic and Project Briefs. This may include but is not limited to the content of the following table.This summary will include any specific sustainability requirements, can third-party objectives/targets be aligned to provide a more positive holistic outcome?]

2.5.1 The following Statutory Bodies and reported requirements have been identified as follows:

|  |  |  |
| --- | --- | --- |
| Statutory Bodies and other Stakeholders | Requirement (please state) | Uniclass |
| Identify any local or national Planning Policy requirements applicable to the school site(s) |  | PM\_40\_20\_63 |
| The impact of the proposed development on the wider community/infrastructure |  | PM\_30\_30\_27 |
| Identify any historical or proposed projects that may influence the project. These could be on or around the school site(s) |  | Ac\_15\_45 |
| Identify any other funding sources, grants or applications relevant to the project |  | PM\_40\_50\_32 |
| Identify broader Statutory Bodies applicable to the site (Sport England etc) and any requirements that they may have |  | PM\_10\_20\_75 |
| Identify and assess any Utility requirements to PAS 128 Survey Category type B, diversion of services, capacity assessments and upgrades, and if required, engagement with utilities requirements |  | PM\_30\_10\_93 |
| Identify any Highways requirements |  | Ac\_80\_35 |
| Identify potential third-party objectives/targets that can be aligned to provide a more positive holistic outcome |  | PM\_10\_20\_75 |

Table 6: Statutory bodies and other stakeholders

## 2.6 Site analysis

2.6.1 [insert brief description of site and its local context]

2.6.2 The location of any New Building(s) and the design and layout of any external spaces provided shall comply with the Site layout requirements in the GDB and take into account the following specific issues. [PM\_60\_10]

**Site access**

2.6.3 The design of the Buildings and external space provided shall take account of any School-specific Site Access issues. [PM\_60\_10\_50]

[**Drafting note:**

The TA will review **Site Access** and identify any additional requirements that reflect Site constraints, particularly those concerning local issues. This may include but is not limited to the following:

* Outline of the existing Site layout and facilities.
* Current points of vehicular and pedestrian access and any potential to improve access and layering of security.
* How the Site is suitable for delivery and assembly of off-site manufactured Buildings (if applicable).
* Movement of pedestrians (pupils, staff, visitors and deliveries), cycles (access and storage), waste collections, deliveries, emergency, coaches, taxis.
* If clear connectivity or separation is required from a neighbouring School.
* Car parking or drop-off requirements, over and above those determined by the Local Planning Department or required by the GDB, for instance for community use or buses dropping off on-site (funding stream to be described elsewhere).

Do the School’s travel plans have particular requirements over and above the core offer?]

[insert additional information here] [PM\_60\_10\_50]

**Environmental considerations**

2.6.4 The design of the Buildings and external space provided shall take account of any Environmental Condition issues, as follows: [PM\_30\_30]

[**Drafting note:**

The TA will review the site **Environmental Conditions** and identify any additional requirements that reflect Site constraints, particularly those concerning local issues. This may include but is not limited to the contents of the table below. For example:

What measures can be taken at a project level to mitigate or benefit from microclimate conditions such as the sun path, wind rows, potential local noise receptors, local air quality concerns etc?

What part does this project play in the holistic approach to flood management on the school’s estate? Is there a requirement for a wider Sustainable Drainage Strategy (SuDS)?]

|  |  |  |
| --- | --- | --- |
|  | Considerations (please state) | Uniclass |
| Particular views |  | PM\_10\_20\_26 |
| The Site microclimate, including sun paths and prevailing wind direction |  | PM\_30\_30\_98 |
| Adverse environmental conditions such as, acoustics e.g., traffic noises, air quality |  | Ac\_15\_55\_04  Ac\_15\_70\_90  PM\_30\_30\_03 |
| Flood Risk Assessment and Management including Sustainable Drainage Strategies (SuDS) |  | PM\_30\_30\_29  Ss\_50\_70\_85 |
| Surrounding geology, geography, archaeological and historical features and buildings, or protected habitats where relevant |  | PM\_30\_20\_10  PM\_30\_20\_02  Co\_32\_20\_04  PM\_35\_40\_34 |
| Adverse Geotechnical conditions e.g., contaminated ground and ground gases |  | PM\_30\_20\_33 |

Table 7: Environmental considerations

**Safety, Security and Safeguarding**

2.6.5 The design of the Buildings and external space provided shall take account of any School-specific Safety, Security and Safeguarding issues. [PM\_35\_50]

[**Drafting note:**

The TA will review any specific **Safety, Security and Safeguarding** issues that may need to be addressed, taking account of any risk assessments and any third-party use of the facilities, and the impact these will have. This may include but is not limited to the following:]

|  |  |  |
| --- | --- | --- |
|  | Analysis | Uniclass |
| Local School-specific security issues e.g., location, proximity to occupied properties, on-site caretaker etc |  | PM\_60\_10\_77 |
| Additional requirements, which differ to the GDB, considering existing security measures (Buildings and Site) e.g., secure line, access controls, alarms or CCTV systems, as identified in the School’s access and Security Risk Assessment |  | PM\_10\_20\_82 |
| Local requirement for sprinklers – ensure the sprinkler proposals are compatible with the off-site construction system proposed |  | Ss\_55\_30\_98\_85 |
| Boundary fencing over and above the standard specification given in the GDB and Technical Annex 2B |  | En\_20\_85\_30 |
| Safety, Security and Safeguarding issues relating to shared Site or Out-of-hours access not covered by the requirements in the GDB |  | PM\_60\_10\_77 |
| Fire, Health & Safety considerations in line with Statutory Obligations not covered by the requirements in the GDB |  | PM\_35\_30\_30 |
| Inclusive Design requirements in line with Statutory Obligations not covered by the requirements in the GDB |  | PM\_40\_20\_42 |

Table 8: Safety, security and safeguarding

## 2.7 Building analysis

2.7.1 Analysis of the Existing building(s) has identified the following observations:

[**Drafting note:**

The TA will perform a **Buildings Analysis**. This may include but is not limited to the contents of the following table.]

|  |  |  |
| --- | --- | --- |
|  | Analysis (please state) | Uniclass |
| Confirm Ownership & Use of the Building(s) e.g., are there any community access agreements in place? |  | PM\_40\_50\_47  PM\_80\_30\_51 |
| Status of Building(s) based on existing CDC Data and/or survey information where available. Must include Building Services considerations |  | PM\_30\_10\_15  PM\_30\_10\_28  PM\_30\_10\_93 |
| Summary of type, age, construction, style, function and remaining life of building(s) on the estate |  | PM\_30\_10\_15 |

Table 9: Building(s) analysis

## 2.8 Sustainable estate strategy

[**Drafting note:**

This section will be supported by School-specific Annex SS6: Sustainable Estate Strategy. The TA will clearly present (graphically and annotated) the following requirements:

* **Timeline of Condition Led Projects** (up to at least 2050)

Using the **Estate Data Summary** template this should depict at high-level when the condition of the buildings will dictate that works need to take place to one or more of the buildings across the school estate.

* **Climate Resilient Road Map** (as per UK GBC definition)

This should depict how the Site Masterplan will take the School Estate towards Climate Resilient which includes Net Zero Carbon by 2050, adaptation to overheating risk, biodiversity net gain.

* **Constraints & Opportunities Plan**

This should summarise graphically how the existing External Facilities & School Grounds and the School Buildings may limit or support the future direction for the school estate. This should be an overlay of the ‘Control Option’.

* **Site Masterplan**

This should depict the preferred approach to the long-term development of the school estate to meet any Condition Led Project previously identified. It should also consider how the School Estate can allow for future expansion whilst maintaining compliance with the External Site Area requirements of Building Bulletin (BB) 103/104 guidance. It should also include any outline Phasing requirements along the way (where applicable).]

2.8.1 The design of the Buildings and external space provided within the Project Brief shall take account of any School-specific Sustainable Estate Strategy issues. [PM\_40\_20\_85]

[**Drafting note:**

The TA will work with the RB to produce a Sustainable Estate Strategy and include this in School-specific Annex SS6. It should be developed in line with the requirements of the Output Specification Technical Annex 2J: Sustainability and it will also incorporate the guidance covering the Estate Strategy and Asset Management Strategy found in the Good Estate Management for Schools (GEMS) documentation.

This section acts as an executive summary of SS6 to provide overarching context. The TA should use this section to summarise a high-level statement outlining the Sustainable Estate Strategy for the School. This may include, but is not limited to, the following content:

* It should consider and respond to all the analysis identified within the [Strategic brief](#_2_Strategic_brief) with reference to how it can deliver the Educational Vision (SSB Section 2.4.1) and the Estate Vision (SSB Section 2.4.2).
* Cover the short, medium, and long-term strategic thinking for the site up to at least 2050.
* Develop an understanding of the current and future climate change risks and how they might impact the School site.
* Identify projected funding now and in the future for estate development.
* Provide a high-level understanding of the condition of the site.
* Give strategic direction of potential development zones and future expansion.
* Empower RBs and Schools with the knowledge of the site; and provide strategic direction on carbon reduction strategies.
* Consider which Low and Zero Carbon Technologies could be considered now or in the future relative to the site-specific characteristics. The TA shall use the table provided on the following page to undertake a high-level review of these technologies and their suitability on the school site to determine what potential there is for their adoption in the short-term Project Brief, or the medium-long-term strategic development of the site.]

[insert additional information here] [PM\_40\_20\_85]

2.8.2 The following Sustainability Interventions including Low and Zero Carbon Technologies have been considered and included in the Concept Control Option or not as identified. [PM\_40\_20\_85]

|  |  |  |  |
| --- | --- | --- | --- |
| Technology | Include? | Include? | Comments |
|  | Yes | No |  |
| **Heat Pump Options:** |  |  |  |
| Heat Pumps |  |  |  |
| Air Source Heat Pumps |  |  |  |
| Ground Source |  |  |  |
| Water Source |  |  |  |
| Geothermal |  |  |  |
| **Solar Options:** |  |  |  |
| Hot Water |  |  |  |
| Photovoltaic |  |  |  |
| **Water Options:** |  |  |  |
| Hydro |  |  |  |
| Tidal |  |  |  |
| Wave |  |  |  |
| **Wind Options:** |  |  |  |
| Turbines |  |  |  |
| **Other Options:** |  |  |  |

Table 10: Low and zero carbon technologies

**Urban Greening Factor (UGF) and green infrastructure**

[**Drafting note:**

At Concept Development Options appraisal, informed by the preliminary ecological appraisal, the TA will consider the calculation within the sustainable criteria of the options scoring template and score each option in relation to its ability to meet both a biodiversity net gain to meet the higher of national planning policy (10%) or local planning authority requirements (if different) and a minimum UGF target of 0.35.

The TA will assess the site and the Concept Control Option to provide a brief description under 2.8.3 and to create a Landscape Strategy Plan demonstrating the proposed BNG and UGF areas which shall be colour coded to match the areas set out in the UGF tables. The proposed Landscape Strategy Plan, BNG baseline and target shall be captured in the Feasibility Study.

**Drafting note continued:**

At Feasibility the TA shall:

* Utilise Natural England’s Urban Greening Factor guidance to develop the Landscape Strategy Plan and schedule of the proposals.
* Establish site habitat baseline and target for biodiversity net gain using the preliminary ecological appraisal and demonstrated through the Biodiversity Metric (the latest version).
* Consider what opportunities across the site can be incorporated into the funded project to encourage shading from trees/planting to reduce ambient outdoor air temperature, flood regulation and natural outdoor covered spaces etc.
* Utilise the Biodiversity Metric and UGF tools as an iterative process, establishing corresponding targets for the site to be achieved as part of the Project Brief.
* Ensure the site is not negatively impacted by the works.
* Ensure all sites achieve a minimum UGF target of 0.35.
* List the necessary biodiversity enhancements required within the Project Brief (refer to section on [Sustainability requirements](#_3.12_Sustainability_requirements)). This section shall capture the BNG baseline and target.]

2.8.3 The following potential areas of improvement to encourage biodiversity net gain and urban greening have been identified including where BNG shall be delivered [insert detail of where BNG shall be delivered (i.e., on-site), and if not on-site, providing evidence as to why it cannot be delivered on site]. [PM\_35\_40\_08]

2.8.4 The existing site has been assessed utilising the Biodiversity Metric (latest version) to establish the required baseline and BNG target as demonstrated by the Landscape Strategy Plan. The results from the Biodiversity Metric are as below [TA to insert table directly from the Biodiversity Metric]: [PM\_35\_40\_08]

[Biodiversity metric results table to be inserted here]

Table 11: Biodiversity metric baseline and target results

**Other sustainability strategies**

[**Drafting note:**

The TA shall identify and list any sustainability strategies that requiring briefing, not listed above e.g., operational requirements for metering and sub-metering strategy?

Any specific requirements resulting from the rationale behind the location of car parking facilities, user centred design and movement patterns to and from the buildings and site to avoid unnecessary hard landscaping immediately adjacent the building perimeter. The TA to extend, edit or delete as required.]

[Either]

No additional strategies have been identified.

[or]

The following strategy has been identified for this site. [insert here] [PM\_35\_40\_08]

# 3 Project brief

## 3.1 Overarching requirements

3.1.1 The Project Brief identifies the work required in the funded project (to meet the Employer’s programme policies) and should fit within the needs of the whole school site (the Strategic Brief and resultant School-specific Annex SS6: Sustainable Estate Strategy) based on the RB long-term estate vision and requirements for the school site. [PM\_10\_20\_07]

3.1.2 The Project Brief develops in the context of the Strategic Brief until Contract Award (end of RIBA stage 4) to ensure that work is done in the correct order and to avoid abortive work. [PM\_10\_20\_07]

3.1.3 The Building(s), Grounds, FF&E, Building Services, and ICT infrastructure shall support the practical requirements as set out in this Project Brief, in addition to those in the GDB[[5]](#footnote-6). [PM\_10\_20\_90]

## 3.2 Project type

3.2.1 The proposed [type of school] shall be designed to accommodate the following: [PM\_10\_10\_60]

[**Drafting note:**

The TA will detail in this section the forecast demand and proposed School capacity that the Strategic and Project Brief should be designed for. Complete the following questions and table, and clearly state what the numbers and age of pupils the Strategic and Project Brief will be designed for.]

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Primary  September 2020/21[[6]](#footnote-7) | Nursery  (FTE) | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | TOTAL | Supp SEN |
| Number on roll |  |  |  |  |  |  |  |  |  |  |
| PAN capacity |  |  |  |  |  |  |  |  |  |  |
| Existing Building Capacity[[7]](#footnote-8) |  |  |  |  |  |  |  |  |  |  |
| Secondary  September 2020/21 | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 | Y14[[8]](#footnote-9) | TOTAL | Supp SEN |
| Number on roll |  |  |  |  |  |  |  |  |  |  |
| PAN capacity |  |  |  |  |  |  |  |  |  |  |
| Existing Building capacity |  |  |  |  |  |  |  |  |  |  |

Table 12: Proposed capacity

[**Drafting note:**

With reference to the TA guidance in the section on [Capacity: number of pupil places](#_2.3_Capacity:_number) and/or where further additional supplementary area is to be provided and therefore forms a requirement of the scheme that has been confirmed by the DfE this should be identified and listed below. When describing the additional area, the TA must provide clarity as to its function.]

[delete if there is no confirmed supplementary area]

[list area confirmed and detail function] [PM\_10\_20\_07]

[**Drafting note:**

On existing sites, identify Blocks that are receiving works or delete the relevant line. For DfE projects the condition data block reference (EFAA, EFAB) should be used, externals should be identified according to BB103 definitions. If there are planned changes to age ranges, nursery provision or year groups then these should be stated in the paragraph above.

The TA will briefly describe the project type. A Whole School Project is one in which the Works carried out on most Buildings or most of the grounds of a school, is typically more than 75% of the overall Building area. In a Whole School Project, the Contractor shall have responsibility for providing the required facilities for the whole School within the Site.

A Partial School Project is one in which only one or two blocks being rebuilt or refurbished, typically less than 75% of the overall Building area.

If the project involves any intervention into an existing retained building, use Annex SS2: ‘RSoW’ to describe the scope of works in the refurbished areas – see Partial School Project above.

The TA will summarise briefly here, noting where any areas of refurbishment, service connections or remodelling apply, referencing location drawings as needed and selecting or deleting the appropriate sections.]

[Either:]

3.2.2 This Project for [insert School name] is a **Whole School Project**, such that the Contractor has responsibility for providing the required facilities for the whole School Building(s) and the Site and shall comply with all requirements in the GDB. [PM\_10\_10\_60]

[or]

This Project for [insert School name] is a **Partial School Project**, such that the Contractor only has responsibility for the construction or refurbishment of Buildings identified in this SSB, as well as access to those Buildings and any additional Site Works identified in this SSB. [PM\_10\_10\_60]

[**Drafting note:**

Delete paragraphs below as applicable.]

[Either:]

3.2.3 This is an entirely new build project.

[or]

This is a new build project with existing buildings retained and not part of the works.

[or]

This is a new build project with existing buildings retained, and refurbishment works within them will be limited to utility connections of new blocks to existing buildings, upgrading of fire alarms or other services where necessary and making good after demolition and other minor works.

[or]

This project is a mixture of new build [extension or new block] with refurbishment [and/or] remodelling of existing buildings. [PM\_10\_10\_60]

[**Drafting note:**

The TA will identify Blocks and select or delete the relevant works type as required. For DfE condition led programmes, the condition data block reference (EFAA, EFAB) should be used, externals should be identified based on BB103 definitions. If there are planned changes to age ranges, nursery provision or year groups then these should be stated in the paragraph above. For clarity it may be necessary to reference the site plan in School-specific SS7: Adjacency Diagrams.

Any building with any works even if it is consequential works due to construction in or of another building will be listed in the RSoW Section and the RSoW tool will apply.]

3.2.4 The following details the existing and proposed buildings and externals: [PM\_10\_10\_60]

|  |  |  |
| --- | --- | --- |
| [insert diagram reference, if applicable] |  |  |
| Block / Site reference | Works type | Brief description of works |
| New Block reference | New Build | [TA to complete] |
| EFAA | No works  Demolition  Remodelling / Refurbishment  Consequential | [TA to complete] |
| EFAB | As above | [TA to complete] |
| Extend as required | As above | [TA to complete] |
| Existing Hard Informal | As above | [TA to complete] |
| Existing Soft Informal | As above | [TA to complete] |
| Extend as required | As above | [TA to complete] |
| New Hard Informal | As above | [TA to complete] |
| New Soft Informal | As above | [TA to complete] |
| Extend as required | As above | [TA to complete] |

Table 13: Proposed and existing buildings and externals

3.2.5 The RSoW SS2 is not required [or] The RSoW SS2 provides detailed elemental descriptions of works required. As summarised in Table 13. [Ac\_10\_70\_65]

## 3.3 Adjacencies

3.3.1 The design of the Building(s) and Site shall adhere to the School-specific adjacencies in Annex SS7: Adjacency Diagrams. This sets out the relationships between different departments, suites, rooms and external spaces. [PM\_10\_80\_10]

3.3.2 The standard space types listed in SS1: SoA and ADS shall be located on a standardised dimensional grid of 7.8m x 3.6m, with adjacent circulation, to match the adjacency diagram set out in School-specific Annex SS7, either:

* on a 3.6 x 7.8m deep grid where the area of the space is appropriate; or
* located in a pair or a cluster of spaces that fit within the same constructional grid.

3.3.3 In the design development phases, the contractor shall use this as the basis of their design proposals [where possible]. [PM\_10\_80\_10]

[**Drafting note:**

The TA will note the requirements of 3.3.2 and shall describe within the adjacency diagram how the Departments and teaching spaces need to be organised to match the requirements for efficient dimensional organisation (grid) and the School’s particular organisational and teaching requirements. In particular, the generic department descriptions within the Annex tools must be linked to the school’s organisational descriptions. Requirements should be consistent with the Strategic Brief, any proposed standardised solution and the SoA and ADS in School-specific Annex SS1, for example:

* As a result of educational need, are any classroom requirements within a standard bay?
* As a result of pastoral or educational need, is there requirement for any support spaces to be adjacent to particular teaching spaces?]

## 3.4 Internal space

**Overview**

3.4.1 The design of the buildings shall follow a Standardised approach. [PM\_10\_80\_85]

[**Drafting note:**

The TA will use the SoA tool to develop the SoA in parallel with this SSB (there may already be an SoA developed with an appropriate standardised design) and be consistent with it, taking into account the overall area available to the School and the importance of making effective use of all available space. Any amendments to the generic requirements in the first draft of the SoA tool or ADS to meet the School’s particular teaching needs should be agreed with the Employer and included in the completed Project Brief, the SoA and ADS in School-specific Annex SS1.

Include considerations of any additional security requirements as a result of the Security Risk Assessment?]

**Adaptation of standard model and meeting spatial need**

[**Drafting note:**

The TA will delete or include either or both, as appropriate.]

3.4.2 [delete if no new buildings] The spaces in SS1 and the adjacencies in SS7 are based on proposed new Building(s) that can be designed to a standard constructional grid. The design of new Building(s) shall follow a standard approach, and this shall only be customised and adapted where it is necessary to support the School’s curriculum and organisational model and only as far as the standardised design of the School can be reasonably adapted. [PM\_10\_80\_85]

[delete if no refurbished or remodelled buildings] The spaces in SS1 and the adjacencies in SS7 are based on the existing or proposed sizes in the existing Building(s). [PM\_10\_80\_85]

[**Drafting note:**

Where adaptations to a standardised design are proposed extend this paragraph to include for example:

Door positioning to affect adjacencies, door inclusions to make spaces more flexible in use, and reassigning of spaces of the same size or where cluster patterns and use allow. These changes have to be made within the constraints of the off-site manufacturing system and the extents of the SoA. These proposed changes should be recorded in the table.

Typical headings may include:

* School-specific spatial need (e.g., music practice room)
* Standard room(s) to meet need (e.g., group room to have improved acoustics for music – see example above; two standard rooms to be joined to create larger space; door to be omitted)
* Non-standard space need and mitigation strategy (e.g., vehicle workshop – arrange for off-site delivery by others or discuss if it is being funded on this project etc.)]

[insert requirements here] [PM\_10\_80\_85]

**General Teaching Spaces**

3.4.3 [if primary (delete if not applicable)] The Nursery playrooms, Reception, Infant and Junior classrooms and any Semi-open classbases and associated shared teaching areas shall be as listed and specified in SS1. [SL\_25\_10\_57] [SL\_25\_10\_72] [SL\_25\_10\_39] [SL\_25\_10\_44] [or, if secondary] The Classrooms and Seminar rooms shall be as listed and specified in SS1. [SL\_25\_10\_14] [SL\_25\_10\_78] [and/or] The following additional requirements to SS1 have been agreed with the RB and will apply to: [or] Not used.

[**Drafting note:**

In primary schools, the TA will identify requirements and edit the clause and extend as applicable. For example:

* Is there a need for direct access to outdoor play for older pupils?

In a Secondary School, the TA will identify, based on options chosen in the SoA and as described in the SS7 adjacency diagram:

* Locations of support spaces in relation to GT spaces.
* Are there educational issues which require GT classrooms to be a variety of sizes e.g., sixth form small seminar rooms?
* The relationship of group rooms to teaching spaces – does this differ from the requirements of the GDB to be within easy reach of classrooms?
* Any rooms that should not be registration bases?]

[insert requirements for Nursery playrooms here] [SL\_25\_10\_57]

[insert requirements for Reception classrooms here] [SL\_25\_10\_72]

[insert requirements for Infant classrooms here] [SL\_25\_10\_39]

[insert requirements for Junior classrooms here] [SL\_25\_10\_44]

[insert requirements for Semi-open classbases and shared teaching areas here] [SL\_25\_10\_77] [SL\_25\_10\_79]

[insert requirements for secondary Classrooms here] [SL\_25\_10\_14]

[insert requirements for secondary Seminar rooms here] [SL\_25\_10\_78]

**Practical Teaching Spaces**

3.4.4 [if primary] The Primary practical rooms shall be as listed and specified in SS1. [SL\_25\_10\_67] [or, if secondary] The Practical Teaching Spaces shall be as listed and specified in SS1. [SL\_25\_10] [SL\_25\_40] [and/or] The following additional requirements to SS1 have been agreed with the RB and will apply to: [or] Not used.

[**Drafting note:**

The TA will identify in a Primary School:

* What range of activities should practical spaces deliver?

The TA will identify in a Secondary School:

* Are there any priorities for layout in laboratories that may influence the type of science system used e.g., all pupils to face the front of the class?
* Do practical spaces need to deliver any vocational courses such as Construction, describe the range and scale of activities?
* To what extent should pupils be able to access materials from practical stores?
* Does the proposed service provision in the generic requirements in the SoA and ADS deliver the curriculum, for instance in science?]

[insert requirements for Primary practical rooms here] [SL\_25\_10\_67]

[insert requirements for secondary Science laboratories and Science studios here] [SL\_25\_10\_75] [SL\_25\_10\_74]

[insert requirements for ICT-rich classrooms here] [SL\_25\_10\_41]

[insert requirements for secondary Art rooms here] [SL\_25\_10\_04]

[insert requirements for secondary workshops and training rooms here] [SL\_25\_40]

**Halls, studios and music and drama spaces**

3.4.5 [if primary (delete where not applicable)] The Assembly hall, Activity studio (small hall) and Music and drama classroom shall be as listed and specified in SS1. [SL\_25\_10\_05] [SL\_25\_10\_01] [SL\_25\_10\_54] [or, if secondary] The Assembly hall, Drama studio, Music rooms and Music practice rooms shall be as listed and specified in SS1. [SL\_25\_10\_05] [SL\_25\_10\_24] [SL\_25\_10\_55] [SL\_25\_75\_55] [and/or] The following additional requirements to SS1 have been agreed with the RB and will apply to: [or] Not used.

[**Drafting note:**

The TA will identify based on the large spaces, music and drama spaces where relevant, in the SoA and ADS:

* In a Primary School, what activities will take place in an activity studio (small hall)?
* In a Secondary School, is there a requirement not to have bleacher seating?

Note - The area in BB103 for performance is based on a balance of efficient space with a range of FFE assumptions to meet the range of functional needs. For schools with 900 pupils or more, bleacher seating is assumed and required as standard in the GDB, to work with the area provision. For schools with less than 900 pupils, the assumption is for raised staging to provide the viewing angles to work with the area standards.]

[insert requirements for primary Assembly hall, Activity studio (small hall) and/or Music and drama classroom here] [SL\_25\_10\_05] [SL\_25\_10\_01] [SL\_25\_10\_54]

[insert requirements for secondary Assembly hall, Drama studio, Music room and/or Music practice rooms here] [SL\_25\_10\_05] [SL\_25\_10\_24] [SL\_25\_10\_55] [SL\_25\_75\_55]

**Dining hall and kitchen**

3.4.6 [delete where not applicable] The Dining hall, informal dining spaces and Kitchen spaces [SL\_40\_20\_22] [SL\_40\_20\_43] [SL\_35\_60\_14] shall be as listed and specified in SS1 [and/or] The following additional requirements to SS1 have been agreed with the RB and will apply to: [or] Not used.

[**Drafting note:**

The TA will identify and outline the School’s dining arrangements and compile the table below. The TA will delete any drafting notes from the table. The requirements of the School catering provider should be considered. The SoA tool typically assumes that dining will take place in the hall for any School under 500 pupils:

* Is any external dining needed?
* What are the multi-functional uses of the dining space e.g., in Secondary Schools as a social space, in Primary as an open learning area?
* Where specialist SEND facilities are being provided, do any areas need to be separated for privacy for pupils with SEN?
* What is the total number of pupils expected to have School meals (with a hot/cold split) and those expected to have a packed lunch?

**Drafting note continued:**

* Any requirements for catering equipment and layout that differ from the provision outlined in the generic requirements in the SoA and ADS and the GDB, including any dietary or religious needs affecting the planning of the kitchen?
* What is the number of sittings over the lunch period and what lunch period was used in the SoA tool?
* Any breakfast, break-time or after-school snack sessions to be offered by the School with the total expected number attending?]

3.4.7 The dining facilities shall provide for the following:

|  |  |
| --- | --- |
| Aspect | Pupil dining information |
| Number of pupils taking hot meals | Insert number of pupils |
| Number of pupils taking cold meals | Insert number of pupils |
| Number of pupils taking packed lunch | Insert number of pupils |
| Length of lunch period (minutes) | Insert length of lunch period |
| Number of sittings | Insert number of sittings |
| SEND | Where specialist SEND facilities are being provided, do any areas need to be separated for privacy for pupils with SEN? |
| External Dining and Catering | Confirm that external dining area is required and if an external or satellite servery is required and if so, should this be directly accessed from internal dining or not? |
| Any other requirements | Any requirements for catering equipment and layout that differ from the provision outlined in the generic requirements in the School-specific SoA and ADS and the GDB, including any dietary or religious needs affecting the planning of the kitchen? |

Table 14: Pupil dining information

|  |  |
| --- | --- |
| Extended dining (provide service description) | Number Attending |
| Break Time | Insert number attending |
| All Day Service | Insert number attending |
| After school | Insert number attending |

Table 15: Extended dining

**Staff and administration**

3.4.8 The Staff and Administration spaces shall be as listed and specified in SS1 [or] The following additional requirements to SS1 have been agreed with the RB and will apply to: [or] Not used. [SL\_20\_15]

[**Drafting note:**

The TA will identify based on the spaces in the SoA and ADS, any preference for staff work and social spaces to be combined or separate. Will visiting professionals coming to the School need a separate entrance for security or privacy reasons? Will they share the main staff room or use one of the therapy or office spaces as a base?]

[insert requirements here] [SL\_20\_15]

**Library, LRC and/or study areas**

3.4.9 [if primary] The School library / libraries shall be as listed and specified in SS1. [SL\_25\_75\_76] [if secondary] The Library resource centre, or LRC and/or study spaces shall be as listed and specified in SS1. [SL\_25\_75\_45] [SL\_25\_10\_84] [and/or] The following additional requirements to SS1 have been agreed with the RB and will apply to: [or] Not used.

[**Drafting note:**

The TA will identify the School’s use of the library/LRC/SEND spaces here:

* Any additional activities for the library/LRC other than those listed on the generic requirements in the SoA and ADS.
* Any specific requirements of the library/LRC e.g., the number of books, access to the books by the pupils (for furniture heights etc), the amount of ICT, security to the entrance?
* Any specific adjacency requirements e.g., proximity to sixth form spaces [if secondary]
* Any RB requirements for the organisation of the SEND support spaces will be listed here.]

[insert requirements for primary libraries here] [SL\_25\_75\_76]

[insert requirements for secondary LRC and study areas here] [SL\_25\_75\_45] [SL\_25\_10\_84]

**Storage**

3.4.10 The Storage spaces shall be as listed and specified in SS1 [or] The following additional requirements to SS1 have been agreed with the RB and will apply to: [or] Not used. [SL\_90\_50]

[**Drafting note:**

The TA will note any specific needs for storage within the storage areas scheduled in the SoA and ADS (in Annex SS1), such as:

* Are there any items of F&E which require specialist storage?
* Any need for dining table or chair storage etc., over and above the standard storerooms listed in the SoA and ADS?
* Do any stores require additional security, over and above the GDB?
* Are there any legacy external storage units which need to be sited?
* What is the School’s approach to the storage of pupil’s coats and bags for each age group - in classrooms (if so, whether visible or in a cupboard), adjacent to classrooms or pupil lockers (in line with the SoA and the type of locking mechanism preferred)?]

[insert requirements here] [SL\_90\_50]

**Toilets and personal care**

3.4.11 Toilets and personal care facilities shall be suitable for the RB’s organisational model, as described in the Strategic Brief and, where the standardised design allows, that the design meets the following specific needs, taking into account the School Premises Regulations. [SL\_35\_80]

[**Drafting note:**

Using the examples listed below, the TA will outline any requirements, extending or deleting anything in the table below, for example:

In Primary Schools:

* Whether the school require toilets off classrooms to be open or separated by means of a door.
* Whether, if possible, the school require Junior age toilets to be single or unisex.
* The need for any toilets/hygiene rooms to be immediately accessible to the pupils from their classrooms, and the supervision requirements.

**Drafting note continued:**

In Secondary Schools:

* Whether the school requires single sex or unisex toilets.
* Whether hand-washing areas in toilets should be open on to the circulation space or enclosed by means of a door.
* Whether the school has a specific requirement (with justifiable reasons) to not have the standard floor to ceiling cubicle systems.

Generally:

* Any differentiation between toilet facilities for different age or gender groups?
* What is the School’s ethos on supervision/privacy e.g., preference for open plan hand washing areas? Privacy for accessing sanitary products?
* The standard requirement is for electric hand driers as set out in the GDB. Considering the service contracts with hygiene companies, is an alternative required e.g., paper towels?
* Any preference for hand basins or wash troughs?
* What are the arrangements for access during break/lesson times?
* Any preference for the location of wheelchair-accessible toilets and hygiene rooms or the location of staff toilets?]

|  |  |
| --- | --- |
| Consideration | Description |
| Differentiation | [any differentiation for different groups] |
| Supervision | [open plan hand washing / privacy for sanitary products / open to circulation to aid supervision] |
| Hand Driers | [electric hand driers as required by GDB / requirement as per service contract / alternative e.g., paper towels] |
| Hand washing | [hand basins / wash troughs] |
| Access | [describe arrangements for access during break/lesson times] |
| Locations | [preference for the location of wheelchair-accessible toilets / hygiene rooms / staff toilets] |

Table 16: Toilets and personal care

**Entrance and Circulation**

3.4.12 The Entrance and Circulation spaces shall be as listed and specified in SS1 [or] The following additional requirements to SS1 have been agreed with the RB and will apply to: [or] Not used. [SL\_90\_10]

[**Drafting note:**

The TA will define the degree of openness and security management proposed by the School and where standardised designs are available, how these will be adapted to meet these needs. The minimum requirements defined in the GDB shall be maintained.

The requirements must relate to the SoA and ADS.

As part of a security plan and the School’s organisational strategy, is a single entrance required or separate ones for visitors and pupils? If separate, is more than one pupil entrance required (e.g., for different age groups)? Schools will always have more than one access into the building. Adapting an off-site building to have multiple entrances in close proximity or on one façade may be difficult so careful consideration should be given to briefing this requirement.]

[insert requirements here] [SL\_90\_10]

## 3.5 External spaces and grounds

[**Drafting note:**

The TA will deliver a holistic Landscape Strategy Site proposal and plan which considers BNG and UGF (see section on [Sustainability requirements](#_3.12_Sustainability_requirements)) as well as demonstrating compliance through the DfE's External Facilities Tool (EFT) and use the table below to show the external area to be provided, based on the minimum requirements in BB103 and compare these to the existing external spaces (where applicable). The TA will also list the external spaces and facilities required in School-specific Annex SS1, after the internal spaces and any outbuildings and enclosures required, using the parent ADS codes and activity space types listed in Technical Annex 1C. These should include soft informal and play areas with outdoor learning facilities, soft PE areas, hard surfaced games courts (including multi-use games courts) and habitat areas. The text below should identify, where applicable:

* What opportunities are there for BB103 area to be blended with biodiversity areas: trees within hard landscape, long flowering grass as borders to sports pitches and rain gardens taking water from impermeable areas?
* How can planting be integrated into BB103 areas to meet BNG and UGF requirements and improve site conditions?
* Which sports facilities take precedence? The School’s minimum year-round curriculum requirements for PE and sports?
* Any space needed for vocational learning. If so, what type of space and equipment is needed?
* Are there specific items of planned new or legacy play equipment that form an important part of play or learning activity?
* Any need for canopies to be relocated (other than outside Early Years), based on what the School already has or intends to provide?
* Any particular need to separate different activities e.g., by age group?
* Any specific items of equipment that need particular storage facilities e.g., external equipment?
* Any safety requirements additional to the GDB e.g., fencing between areas?
* Details of any additional security requirements as a result of the Security Risk Assessment?

In a Secondary School only:

Any adjacent or overlapping skills practice areas? For projects on existing sites, list any unusual features, any playgrounds or special places such as memorial gardens which are being retained; or any sports pitches (including all-weather pitches) which are being retained or will continue to be provided off-site. Where appropriate, list the requirements of any third-party users of the sports facilities (funding to be agreed).]

3.5.1 The design of the external space and grounds shall comply with the requirements of the GDB, the external spaces listed in SS1 and the additional School-specific requirements listed below: [SL\_40\_55]

1. The outdoor sports facilities shall be designed for the following [insert here] [SL\_42\_15]
2. An outdoor training space shall be provided for vocational learning [insert here] [SL\_25\_40\_61]
3. A play equipment area shall be provided for [insert here] [SL\_40\_55\_64]
4. Existing canopies, in addition to those for early years, will be retained or relocated [insert here]
5. Fencing shall be provided to separate the following age groups [insert here]
6. The following equipment requires specialist storage [insert here]
7. The location and extent of safety surfacing [insert here]
8. Adjacent or overlapping skills practice area [insert here]

**External site areas**

3.5.2 The overall External Site Areas shall be extracted from the results table from the EFT and inserted below: [PM\_10]

[EFT results table to be inserted here]

Table 17: External net and non-net areas

[**Drafting note:**

Where there is an existing school site, the TA will provide an assessment of the existing site areas against the minimums/maximums required under BB103/104 guidance. The TA will include the EFT results to demonstrate existing external areas using the categories as defined in the Building Bulletins 103 or 104.]

## 3.6 External fabric

3.6.1 The design of all external fabric shall comply with the requirements of the GDB and any additional School-specific requirements. [PM\_40\_30\_18]

[**Drafting note:**

The TA will list any specific requirements, for example:

* Any particular local requirements or planning conditions for building materials?
* Are external doors needed to rooms other than early years (EY) classrooms?
* Any specific security requirements for the management strategy of the locking and suiting to individual rooms e.g., key systems?]

[insert requirement here]

## 3.7 Internal elements and finishes

3.7.1 The design of all internal finishes shall comply with the requirements of the GDB and any additional requirements in this SSB. [PM\_10]

[**Drafting note:**

The TA will list any specific requirements. The requirements should be consistent with the SoA and ADS and the GDB and should take account of any risk assessments carried out by the School or the Employer. Note that some of the issues below may be the School’s preference, but may not be able to be provided without additional funding, unless they are agreed to be an abnormal by the Employer:

* Management of, and any specific requirements for, the locking and suiting to all doors to individual rooms, stores etc.
* The storage requirements for the exam board(s) used by the school (e.g., partition type).
* Heights of guarding to stairs and walkways if they differ to the requirements of the GDB (funding to be agreed).
* Any specific requirements for the transparency of guarding on the staircases and walkways e.g., solid or glazed or avoid glazing.
* Any requirement not to have a second lower handrail to stairs in Primary Schools.
* Any requirement for finger guards on doors to non-teaching rooms.
* Any circumstances where curtains or blinds on windows or doors are needed, which differ to those in the GDB.
* Specific requirements for signage and way finding e.g., braille or symbols.
* Any need for specific decorations and finishes for vulnerable pupils e.g., hygienic surfaces or contrasting colours (Designated Units).
* Any need for particular colour schemes or textures, including any particular sensitivity to colour, pattern or texture on walls, floors and stairs etc. (Designated Units).
* Any specific requirements for ceilings for Designated Units e.g., where pupils have a particular sensitivity do not provide gridded ceilings etc.]

[insert requirement here]

## 3.8 Services and environmental conditions

3.8.1 The services and environmental conditions shall be in accordance with the GDB and the requirements set out below. [PM\_40\_20\_10]

[**Drafting note:**

The TA will list any specific requirements, taking account of any third-party use of the facilities, and the impact these will have:

In any School:

* Details of any additional security systems required as a result of the Security Risk Assessment (funding stream to be described elsewhere) e.g., flammable gas detection.
* Any preference for the method of providing drinking water (classroom sinks, drinking fountains etc).

Where there is a Designated Unit or Specially Resourced Provision for SEND, list any specific requirements such as:

* Any requirements for period bells, staff-call, intercom and range of differing alarm systems, including PA/VA systems; alternative safety and fire alarm sounders; access control systems; CCTV system or repositioning of legacy CCTV.
* Any requirements for heating and cooling over and above those outlined in the GDB.
* Any special requirements for thermal comfort, indoor air quality including any vulnerability to the effects of dust.
* Any special requirements for lighting adjustments.
* Any special requirements for staff to be able to control the environment over and above what is required in the GDB.
* Any particular requirements for audio systems in main school spaces (such as drama, dance, halls, music, performance spaces etc.) and/or visual or sound field systems that differ from the standard specification?
* Any requirements for hearing impaired children such as radio aids. Or specialist spaces such as an audiology room.
* Any requirements for lifts which differ from the GDB e.g., who and how many people can use them.]

[insert requirement here]

## 3.9 Phasing and construction

**General requirements**

3.9.1 Works shall be planned to ensure safety, to minimise environmental impact and to avoid disruption to the School in accordance with the GDB and the requirements set out below. [PM\_60\_20\_22]

[**Drafting note:**

The TA will identify any specific requirements, taking account of any existing risk assessments and any third-party use of the facilities:

* Any planned major School events that could affect programming including date of occupation.
* Any other users of the School premises that have to be taken into account (e.g., an after-school club).
* Any regular events that could affect the timing of Contractor’s deliveries, for example (include times): school buses arriving and departing; materials deliveries; rubbish collection.
* Any aspect of the School Site that could affect the management of the building site, for example: are there any places where the Contractor will not be able to park lorries or workers’ cars (if on-site).
* Any specific decant issues e.g., specialist requirements for boxes and crates over and above the standard provision.
* Any specific purchasing and delivery issues e.g., if large amounts of new FF&E will be ordered by the School to allow for delivery placement and installation through a third-party supplier.]

[insert requirement here]

**Temporary accommodation**

3.9.2 No temporary accommodation required [or] Temporary accommodation is required to deliver the project, the proposal shall be discussed and agreed with the Employer, including any exceptions to the GDB and its Technical Annexes. [PM\_10]

[**Drafting note:**

Where temporary accommodation is required to deliver the project, the TA will determine what Schedule of Accommodation (SoA) should be provided for the temporary spaces. This should be included as an additional SoA worksheet within SS1, and this section edited to delete or include the temporary accommodation requirements as appropriate.]

## 3.10 Fittings, furniture and equipment (FF&E)

**General requirements for group categories**

3.10.1 All FF&E listed in the SoA and ADS shall be: [Ss\_40\_15\_35\_35]

[either]

* provided by the Contractor, where identified as Group 1
* re-used, re-installed and upgraded as necessary, or replaced with new items, where identified as Group 2, taking account of items listed in Annex SS3
* moved and placed as required where identified as Group 3, taking account of items listed in Annex SS4.

[or, for instance for Free Schools]

* provided by the Contractor, where identified as Group 1, 2 or 3, except for any legacy items listed in Annex SS3 or SS4, which shall be moved and placed as Group 2 or 3 items respectively. [PM\_50\_50]

**General layout requirements**

3.10.2 All FF&E provided shall allow for a variety of general layouts in accordance with the requirements in SS1 SoA and ADS and set out below, as agreed with the RB: [PM\_10\_80\_10]

[**Drafting note:**

The TA will list any specific requirements, taking account of the School’s educational approach and any legacy F&E being transferred, for example, considerations should include:

* The preferred arrangement of the teaching wall e.g., position and number of teacher’s ICT and whiteboard(s), display board near entrance etc.
* The extent to which legacy furniture can accommodate the desired layout and potential variety of space specific layouts of FF&E e.g., options for groups of pupils and for whole class gatherings.
* The approach to ICT in classrooms e.g., laptops etc. Ensure this is consistent with Annex SS5 Legacy ICT Equipment Summary.
* The quantity and location of defibrillators (AEDs) through discussion with the Employer.]

No additional requirements [or identify and detail specific requirements] [PM\_10\_80\_10]

**Space-specific requirements**

3.10.3 All FF&E provided shall allow for a variety of space-specific layout requirements in accordance with the GDB and the requirements set out below, as agreed with the RB: [PM\_10\_80]

[**Drafting note:**

The TA will list any space specific requirements, taking account of the School’s educational approach and any legacy F&E being transferred, for example:

* The extent to which the School wish to deliver pupil led activities in practical subjects such as Design Technology and the implication of layout and use of new/legacy FF&E.
* The extent to which legacy furniture can accommodate ICT and other serviced equipment and how this may be used in place of fitted benching.
* The suitability of legacy dining furniture (where appropriate) and the space implications on the dining space(s).
* In Secondary practical spaces, do the School use any specialist equipment additional to the generic requirements in the SoA and ADS and if so, will it fit in the proposed teaching spaces?]

No additional requirements [or identify and detail specific requirements] [PM\_10\_80]

**Performance and quality**

3.10.4 All FF&E provided shall allow for performance and quality requirements in accordance with the GDB and the School-specific requirements set out below as agreed with the RB: [PM\_35\_10\_60]

[**Drafting note:**

The TA will list any issues relating to performance and quality, taking account of the School’s educational approach, for example:

* In a Primary School/AP, what age range should be used for fitted furniture heights in shared spaces to match to the size or age or the pupils using them?
* The extent of wireless used in the School which will determine the need for cable management on desks and benching.
* Any need for contrasting colours for furniture for pupils with visual impairments?
* Does the furniture used to store examination papers meet the requirements of the Joint Council for Qualifications ‘Conditions for storing written question papers and any other confidential material’?
* *Does the furniture used to*

**Drafting note continued:**

* The need for equipment which enables reduced embodied carbon and whole life carbon energy demands as well as being repairable and able to be reused or recycled at the end of their life.]

No additional requirements [or identify and detail specific requirements] [PM\_10\_80]

## 3.11 ICT design requirements

[**Drafting note:**

The TA will liaise with the ICT advisor as soon as possible upon commencement of a project. The ICT advisor will provide the content for the ICT design requirements set out below. The TA will support the ICT advisor if required in developing the solution for the site and is responsible for integrating the ICT advisor’s proposals into this document. The TA should also ensure the ICT advisor is aware of project timescales in relation to the drafting and submission of information in this document.]

3.11.1 There is no Legacy equipment [or] The design shall allow for accommodation of ICT equipment as specified in School-specific Annex SS5: ICT Equipment Summary. [PM\_40\_20\_43]

3.11.2 Based on [insert number] pupils and [insert number] data points per pupil, [insert number] data ports will be required (excluding any additional points for Contractor supplied systems including, but not limited to, CCTV, BMS, Access Control). [PM\_40\_20]

3.11.3 [insert description] cabinet server room will be required, which in turn will require a minimum of [insert number] square metres of space of a minimum depth of [insert number] and width of [insert number]. Location and design of server room to meet all GDB requirements. Where the size of the building requires additional hub room(s), each shall have a single 42u cabinet. Minimum size of the hub room(s) shall be 3.4m by 2.2m, 7.48 square metres. [SL\_90\_90\_77]

3.11.4 Where the final building design requires datapoints to be split between the server room and additional hub room(s), these rooms will be connected by redundant and diversely routed fibre-optic connections. [Pr\_65\_70\_15\_58]

3.11.5 [Delete requirement or] The Project specific clarifications are outlined in the table below. The table provides the DfE Output Specification Generic Design Brief ([insert OS version]) clause numbers and details of the clarification. Where a clause is not included, the Output Specification requirement takes precedence. [PM\_10]

|  |  |  |
| --- | --- | --- |
| GDB Clause Number | Reason for Clarification | Requirement |
|  |  |  |
|  |  |  |
|  |  |  |

Table 18: ICT design clarifications

## 3.12 Sustainability requirements

3.12.1 The scheme shall accommodate the medium-long term strategic requirements of the school’s estate, as defined in School-specific Annex SS6: Sustainable Estate Strategy. The roadmap to meeting net zero carbon in operation is captured here also. [PM\_40\_20\_85]

[**Drafting note:**

Where there are specific requirements (e.g., planning) in addition to the requirements set out in the GDB, then they will be listed below. The TA should set out any site-specific requirements relating to the design principles below that allow the scheme to:

* Put the long-term needs of the school users (all pupils and staff) at the centre of all decisions.
* Are future proofed against the risks of climate change as defined by UK adaptation policy i.e., higher temperatures and prolonged rainfall.
* Achieve Net Zero Carbon in operation, as defined by the standards within the Net Zero Carbon Buildings: A Framework Definition UK Green Building Council (UK GBC) recognising a development of targets over a timeline.
* Create a healthy and productive whole school setting, in response to UKs 25-year Environment Plan including biodiversity net-gain.]

3.12.2 In addition, the following requirements have been identified:

[either]

No additional requirements identified.

[or]

The following additional requirements have been identified.

3.12.3 For School-specific Annex SS6: Sustainable Estate Strategy, the Contractor shall be required to confirm compliance at ITT/(RIBA Stage 2) and at production of the Design Development Deliverables Stage (RIBA Stage 3). At submission of Contractor’s Proposals (RIBA Stage 4), the Contractor shall update as necessary and resubmit Annex SS6 to account for any changes or deviations from the issued document as part of their Contractor’s Proposals. At Handover (RIBA Stage 5) the Contractor shall update (as necessary) their “as built” version of Annex SS6 and resubmit as part of the Handover documentation (RIBA Stage 5) as part of the O&M documentation. [PM\_40\_20\_85]

3.12.4 The Urban Greening Factor (UGF) and Biodiversity Net Gain (BNG) requirements as proposed at end of RIBA Stage 3 shall meet the UGF and BNG targets set out below, utilising the Biodiversity Metric (latest version) in accordance with the EIR and following the DfE’s preferred approach of delivering BNG on site. If this is not achievable, the following hierarchy shall be utilised, with evidence provided demonstrating why the preferred approach is not achievable:

1. a mixture of on and off-site, on surplus land or land of a nearby school within same LPA (Local Planning Authority) or NCA (National Character Area)
2. off-site on surplus land or land of a nearby school
3. off-site within the project’s LPA or NCA
4. off-site outside of LPA or NCA
5. purchase of Biodiversity Credits

[**Drafting note:**

Following the initial assessment of UGF and BNG for the existing site in the development of the Concept Control Option, the Project Brief requirement for BNG shall be articulated. The feasibility process/study shall determine the BNG baseline and target any issues to be considered following the Biodiversity Metric (the latest version) calculation for the Concept Control Option.

The TA shall use the Preliminary Ecological Appraisal (PEA) to complete the UGF calculator and Biodiversity Metric (the latest version) to demonstrate:

* A BNG baseline against which a biodiversity net gain to meet the higher of national planning policy (10%) or local planning authority requirements (if different) shall be achieved.
* A minimum UGF target of 0.35. Where the site is a greenfield site or has an existing UGF higher than 0.35, the target greening factor may be higher.
* Biodiversity Metric and UGF calculator shall be used as part of an iterative process to establish targets for the site to achieve as part of the Project Brief. The site-specific target to be achieved within the Project Brief shall be stipulated here.
* This will allow the calculation of the necessary enhancements required for the Project Brief, the location for the delivery of BNG, promoting BNG to be delivered on site.]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Surface Cover Type | Area (m2) | Factor | Value | Notes |
| [Description 1] |  |  |  |  |
| [Description 2] |  |  |  |  |
| [Extend as required] |  |  |  |  |
| **Total Value** |  |  |  |  |
| **Total Development Area (m2)** |  |  |  |  |
| **Urban Greening Factor** |  |  |  |  |

Table 19: Proposed urban greening factor results (input from Natural England calculator)

[Biodiversity metric results table to be inserted here]

Table 20: Biodiversity metric target results

3.12.5 The target Urban Greening Factor is [insert]. The target BNG is [insert] and shall be delivered [insert (e.g., on-site, off-site)]. [PM\_35\_40\_08]

[**Drafting note:**

This section should reflect the impact of the sustainability solution as a reflection of the survey outputs. For example, the suitability of technologies for the site-specific application such as not deploying ground source heats pumps on some contaminated sites.]

3.12.6 The Site Information indicates that the following sustainability application or activity is not suitable for this site and therefore shall not be deployed. [PM\_40\_20\_85]

None identified [or detail specific requirements]

# 4 School-specific annexes[[9]](#footnote-10)

[**Drafting note:**

The SSB main body and its annexes will initially be created at Feasibility Stage (RIBA Stages 1-2 (part)) by the TA, developed and refined during Procurement Stage (RIBA Stages 3-4) by the TA, when it will become integral to the Building Contract as Part C of the Employer’s Requirements.]

## 4.1 Annex SS1

### Schedule of accommodation and ADS

[**Drafting note:**

The TA will complete this Annex. The Schedule of Accommodation (and associated Area Data Sheets), based on the latest version of the DfE SoA tool, should be attached to this SSB. Where temporary accommodation is required during construction, the additional SoA should also be included here, and clearly labelled as such.]

## 4.2 Annex SS2

### Refurbishment scope of works (RSoW) (if required)

[**Drafting note:**

The TA will complete this Annex. The scope of works, based on the latest version of the DfE RSoW tool, should be attached to this SSB where any intervention to an existing building is required in the Project Brief.]

## 4.3 Annex SS3

### Legacy Group 2 furniture and equipment

[**Drafting note:**

The TA, in liaison with the RB, shall complete the survey and embed the results in this Annex. This should list the equipment currently in use and which the RB wishes to take to the New/Remodelled Building. This should also include external legacy equipment e.g., Primary external play items.]

## 4.4 Annex SS4

### Legacy Group 3 furniture and equipment

[**Drafting note:**

The TA, in liaison with the RB, shall complete the survey and embed the results in this Annex. The TA, with the RB should complete the Furniture Schedule (where relevant) to indicate the current location of actual legacy Group 3 items and their eventual location.

The TA shall ensure that the RB also include any loose Group 3 items that are unusually large or heavy so that Contractors are aware of potential fit and loading issues.]

## 4.5 Annex SS5

### ICT equipment summary

[**Drafting note:**

The TA will complete this Annex. The ICT Equipment Summary should be attached to this SSB.]

## 4.6 Annex SS6

### Sustainable estate strategy

[**Drafting note:**

The TA will complete this Annex. This Annex should include at least the following components in order to visually demonstrate the short-medium to long term plans for the school estate. Areas of work that are picked up in the current Project Brief should be highlighted:

* **Timeline of Condition Led Projects** (up to at least 2050)

Using the **Estate Data Summary** template this should depict at high-level when the condition of the buildings will dictate that works need to take place to one or more of the buildings across the school estate.

* **Climate Resilient Road Map** (as per UK GBC definition)

This should depict how the Site Masterplan will take the School Estate towards Climate Resilient which includes Net Zero Carbon by 2050, adaptation to overheating risk, biodiversity net gain.

* **Constraints & Opportunities Plan**

This should summarise graphically how the existing External Facilities & School Grounds and the School Buildings may limit or support the future direction for the school estate. This should be an overlay of the ‘Control Option’.

* **Site Masterplan**

This should depict the preferred approach to the long-term development of the school estate to meet any Condition Led Project previously identified. It should also consider how the School Estate can allow for future expansion whilst maintaining compliance with the External Site Area requirements of Building Bulletin (BB) 103/104 guidance. It should also include any outline Phasing requirements along the way (where applicable).]

## 4.7 Annex SS7

### Adjacency diagram

[**Drafting note:**

The TA will complete adjacency diagrams appropriate to the school project.]



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| --- | --- | --- | --- |

1. Where the term GDB is mentioned, its reference includes the integral Technical Annexes. [↑](#footnote-ref-2)
2. Or whichever school year is relevant to the Programme, applies Primary and Secondary. [↑](#footnote-ref-3)
3. In settings where an additional year in the sixth form is offered. [↑](#footnote-ref-4)
4. In settings where an additional year in the sixth form is offered. [↑](#footnote-ref-5)
5. Where the term GDB is mentioned, its reference includes the integral Technical Annexes. [↑](#footnote-ref-6)
6. Or whichever school year is relevant to the Programme, applies Primary and Secondary. [↑](#footnote-ref-7)
7. In settings where an additional year in the sixth form is offered. [↑](#footnote-ref-8)
8. In settings where an additional year in the sixth form is offered. [↑](#footnote-ref-9)
9. If an Annex is not relevant to the SSB i.e., the title should not be deleted, but instead be recorded as ‘Not Used’. [↑](#footnote-ref-10)