

# Premises Report 2017

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SLATED ROW SCHOOL

Headteacher: Mr J Budd

SLATED ROW SCHOOL | Old Wolverton Road, Wolverton, Milton Keynes MK12 5NJ



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## **1. Introduction**

Pupils at Slated Row are extremely well engaged due to high quality learning environments developed through an in depth review and the action plan in this document. Following the work in the plan the school premises and grounds are fit for purpose, keeping up with the changing needs of our pupils, and creating offering new and exciting opportunities, such as forest school. The extensive 2014-2017 action plan for the school's premises has been completed and evaluated within this document.

The Governing Body monitor the schools premises through the Finance, Personnel & Premises Committee. This committee meets every first half term, with the Full Governing Body Meeting in the next half term where minutes are received and items ratified. This report contains information for the committee to meet the majority of their functions. The Finance, Personnel & Premises Committee also receives information not in this report or listed as an appendix, this includes:

- Information from visits by the Health & Safety Governor;
- Audits & assessments on the school site by external agencies, including the Local Authority;
- The School's Business Continuity Plan;
- Health & Safety Policy.

Following the completion of the plan, the premises issues will be discussed in the Governing Body Premises Committee and covered in the headteacher's reports.

## **2. Premises Review 2014**

The school building at Slated Row has been added to over a long period of time to meet the ever changing population. The school was set up as a small special school around a courtyard. Over time classrooms have been built around the outside of the building with corridors taken out to gain more room and corridors put in to gain access to rooms. Storage has been developed wherever possible in some cases taking large parts of learning rooms. To overcome rising number of students additional buildings have been constructed.

The outcome being the school building was not fit for purpose, as it was disjointed and the classrooms were not conducive to high quality education or the pupil and staff's well-being. Funding has been used to complete some large scale works to rectify these issues. The purpose is not to increase capacity but to make the building coherent and practical for the current population.

Justin Tunley from the Governing Body (Health & Safety Governor) created an online blog in the Autumn term 2014 with drawings and a floor plan to allow all stakeholders to share their views and ideas.

Staff meetings were held to further discuss each classes needs. Pupil views were gathered in class and through the school council. The main points to come out of the building review were:

- ✓ Natural light should be good in all classrooms;
- ✓ Some larger rooms to have zoned areas;
- ✓ Some classrooms are very small;
- ✓ Classrooms should not be 'L-shaped';
- ✓ Better access around school, especially for pupils with a disability;
- ✓ People not having to walk through PE/Creative Arts lessons or assemblies;
- ✓ Not walking through P1 to get to P2 & P3;
- ✓ Key Stages / Departments grouped together not spread around the school;
- ✓ Better outdoor areas;
- ✓ Access to outdoor learning for middle school;
- \* The hall is too small for whole school assemblies;
- \* The hall is too small for secondary PE lessons.

Following the first three stages of the plan other pre-existing issues came to light:

- ✓ Lack of storage areas;
- ✓ No facilities to deliver interventions – 1:1 rooms or small group rooms;
- ✓ Lack of toilet facilities in areas of school.

*\* to be reviewed following expansion to include a second site in January 2018*

### **3. Key Improvements 2014-2017**

The extensive plan has been completed with a couple of actions postponed due to the expansion of school to an additional site in January 2018. The works on the building have remedied most of the issues raised in the review.

There is now a good flow to the building, with pupils not needing to walk through the hall to get to the front of school. Key Stages are grouped together allowing for more collaborative working and support. The majority of classrooms have natural light and are now of a good size and shape for the delivery of the curriculum. For further information about the impact of the works see evaluations in section 5.

A range of monitoring (learning walks, observations) and staff meetings (senior leaders, middle leaders, teachers and TAs) have shown that staff feel classrooms are now more equitable the school and all are suitable learning spaces. The grouping of classrooms has enabled further joint working on a daily level between staff and has meant peer support is close at hand. It has led to more collaborative work taking place between class groups and better circulation around school.

Pupils and staff have expressed that the changes have improved the school and their working conditions. They feel valued and feel they have good environments to learn in.

## 4. Future developments

- Complete a Learning Environment Action Plan which should include:
  - Designation of rooms once the new campus is handed over and Key Stage 4 and Post 16 are moved to the new site at Kents Hill.
  - Development of break out areas for well being and academic interventions on the Wolverton site.
  - Further develop the outside learning environment.
- Continue to develop access for people with disabilities; this will be within the school's Accessibility Plan, including automatic doors and physical support for blind students.
- The toilets for Key Stage 3 and changing facilities need to be redeveloped.

## 5. Health & Safety

There is a named governor who monitors health and safety and the maintenance of the building. The named governor has experience in commercial building and playground design giving strength and competency to this process. This governor takes part in a school walk around each term. Health & Safety tasks are set out in a cycle to ensure that the policy and all monitoring, checklists and risk assessments are completed at the appropriate time.

The school receives support from the LA for health and safety. Checks and records are completed termly and analysed by the LA. Advice can be sought and the school receives an audit.

CHUBB have been contracted to complete a fire risk assessment and are used to keep all the fire equipment updated. We have received quotes to carry out a new risk assessment following the works carried out on the building.

MK Security hold a contract for the school's security. This includes unlocking and checking the site. They monitor the school alarm and attend out of hours when the alarm is raised.

### Risk Assessments

A risk assessment is carried out on the school by the Site Manager. This is completed on an annual basis and the control measures communicated to staff. Specific subject or learning area risk assessments are completed by subject specialists and shared with staff involved.

Educational visit risk assessments are carried out for all visits. Visits which involve adventurous activities are shared with MKC through the Evolve system. These assessments are signed by trained Educational Visits Coordinators (EVCs) and the Headteacher. These are monitored by the Health & Safety Governor during a visit.

## **6. Maintenance**

### **The School Building**

Due to the current building plan and the knock on effect for decorating rooms and fixing areas on a large scale the maintenance has not been able to run as a cycle. The site manager and caretaker both complete smaller jobs as they identify them or they are requested. The introduction of site internships has meant many maintenance jobs can be completed with additional support and in some cases the interns are now able to take on the jobs themselves. Requests are priorities and a fortnightly meeting between the site staff and the Business Manager.

### **The Grounds**

The grounds are checked daily by the caretaker before pupils come into the school. The maintenance of the grounds is contracted to Marcus Young Landscapes. Further work is completed by students on internships and as part of learning, for example planting and garden areas. Two areas of school have been further developed with the help and support of local and national business. A memorial garden has been created by students, staff and businesses (including, Barclays Financial, Frost Garden Centre and more). The area to the left of the building was over grown and use was limited; Bunnings (the new Home Base) have clear a large area, renewed patio areas and made an excellent space for pupils to use.

### **The Forest School**

The HLTA who leads forest school lessons completes a risk assessment on the areas used and completes a visual check before sessions. The area inside the fence is kept within the grounds contract, the barn is part of the maintenance cycle where required. The wooded area at the front of school is maintained by the Parks Trust with whom the school have obtained a licence for the use of the land and negotiated appropriate fencing around the area.

## 7. Evaluated Premises Plan 2014 - 2017

### Phase 1

Time frame: **Autumn & Spring Term 2014/15**

#### Summary of work

- ✓ Divide head teacher's office into two office spaces
- ✓ Take out head teacher's stationary cupboard
- ✓ From old staff work room:
  - ✓ Create meeting room (up to 10 people) including old cupboard space
  - ✓ Create a corridor to a new staff work room
- ✓ Refurnish the small meeting area at the front of school
- ✓ Create Site Managers office with key code
- ✓ Remove music resources from room and create small group music room
- ✓ Create 'Communication Hub'

#### Desired outcome / Evaluation

- Administration offices and reception

*Office staff are able to work collaboratively in their team without distraction. The reception area is open and welcoming. The reception desk will need rethinking whether or not it is needed/accessible. Assistant head and admin support no longer accessible before locked door to visitors.*

- Senior leaders offices

*Head teacher and deputy head teachers all have office space to work and hold small meetings.*

- Meeting rooms
  - Small meetings up to 5 people
  - Up to 10 people (board room)

*These rooms are used regularly giving appropriate places for a range of meetings from new parents visiting to multi-agency meetings, including EHCs. Senior and middle leadership meetings take place in the boardroom which has the facility for joint working and to present / share information.*

- A staff work room

*Staff have a quiet, comfortable room for planning, preparation and assessment time. It has improved communication in school through the inclusion of easy to access pigeon holes and two staff notice boards.*

- Site Manager's office

*Site manager is accessible to all and is able to see and deal with deliveries. Leading to more efficient use of time and running of the school site.*

- Communication Hub

*Office space for administration with 3 workstations. There is an area used for group work, training of staff and parent events such as signing coffee mornings. 1:1 area and a distraction free room for 1:1 or small group room. This has led to a better delivery of Speech and Language Therapy activities.*

## Phase 2

Time frame: **Summer Term 2015**

### Summary of work

- ✓ Relocate the Technology workshop to sixth form block, including new flooring and storage
- ✓ Remove garage area, IT office and food technology room
- ✓ Build new corridor (old technology area) to create two new classrooms, including flooring, new windows & electrics, furnishings
- ✓ Knock through staffroom into maths room & knock out cupboards = English room
- ✓ Put in concertina door - sliding
- ✓ Put in door to Science room from outside
- ✓ Knock out old corridor to Science room to create new library (move resources and furniture in, plus new furniture for new design)
- ✓ Knock through large cupboard into kitchen
- ✓ Move kitchenette next to meeting area
- Create a new medical room using outdoor storage area ( Moved to Autumn 2015)
- ✓ Create IT office from old medical room – *small meeting room used in same area*
- ✓ Create Forest school area

### Desired outcome / Evaluation

- Technology department to be located within sixth form area

*This has allowed middle school classes to group together all with access to an outside area. Technology is now part of the sixth form area and pupils from KS3 & 4 now go up to sixth form. Sixth form students do not need to come back into school for lessons creating the feeling of moving towards life beyond Slated Row.*

- Two new classrooms grouped with the rest of the department with natural light and a good size.

*The classrooms are of a size that they can be set out in a clear way, helping pupils to understand our expectations. It enables staff to create areas for different pupils needs. The rooms are now grouped as a department, which will mean that no class is isolated. All middle school classrooms now have natural light.*

- New English room linked to library

*The English room is of a good size and shape to be able to teach all elements of the curriculum. The sliding door into the new library has meant much more fluid use of the library for its main purpose. The library has been designed to better engage the children and young adults in reading with areas they can sit comfortably and enjoy books.*

- To have a kitchenette to make drinks for visitors and staff at the front of school

*Kitchenette in place and functional.*

- Medical room big enough to get in paramedics when needed and for nurses requirements

*The medical room is far more user friendly and has adequate space to complete all medical tasks.*

- IT office accessible to all staff

*The IT office is now situated at the front of school & therefore accessible without interrupting the learning.*

- Forest school area that can be used in all weathers, accessible to all

*Good quality outdoor space included a two storey covered barn gives an effective space to deliver forest school activities. A licence has been obtained from The Parks Trust, giving the school a good quality area to carry out exploration, investigative and creative activities in the outdoors.*



## Phase 3

Time frame: **Summer Holiday 2015**

### Summary of work

- ✓ Put in new food technology room
- ✓ Corridor built through edge of hall
- ✓ Remove corridor & re-align classrooms (move walls etc) to create 4 classrooms
- ✓ Straighten corridor, giving corner back to old library creating a classroom area
- ✓ Finishing the side of the new staffroom
- ✓ Build in new toilets & Deputy Heads office

### Desired outcome / Evaluation

- Food technology room that is disability friendly  
*With the support of BSH the school has installed a high quality teaching kitchen. The kitchen is fully equipped with large and small appliances supplied by the BSH Group. It has been made accessible to all pupils. It has a lowered sink, rise and fall working island with hob and ovens with hideaway doors to give safe access.*
- Access from Lower School and Reception area to the rest of school without going outside or through the hall  
*There is now a wide corridor through to the back of school. PE lessons no longer get interrupted. Pupils and staff do not need to go outside to get to the front of school.*
- Three classrooms of a good size with natural light and access to the outdoor space  
*All classrooms now have natural light improving the well-being of pupils and staff. All classrooms in middle and Key Stage 3 are of a good size and shape.*
- Straighten corridor, giving corner back to old library creating a classroom area and finishing the side of the new staffroom  
*New staffroom completed giving a more appropriate size for staff. New furniture has created a calm, comfortable environment. The old library has been reshaped in a good sized and shaped classroom.*
- Better access to toilets for Key Stage 3 and 4 pupils, increased disabled toilet facilities  
*3 toilets including a disabled toilet have been installed in the Key Stage 3 corridor. This has reduced time spent out of class during and in between lessons.*
- Deputy head s office strategically placed in the main part of the school  
*The Deputy Head's office has a view of the main circulation area in school. It is large enough for both comfortable working, small meetings or to have pupils to talk to.*

## Phase 4

Time frame: **Autumn Term 2015 & Spring Term 2016**

### Summary of work

- ✓ Move work room wall to enlarge the kitchen area
- ✓ Add serving hatch to kitchen
- ✓ Remove door to large resource cupboard to outside area of Lower School & put door into reception area
- ✓ Move medical room to the above (larger) area
- ✓ Create office for Lead Teaching Assistant (old medical room)
- ✓ Create meeting area to side of reception area (to replace meeting space that IT office took)
- ✓ Redevelop Middle School toilet area to create room and toilets
- ✓ Redevelop old Art Room into IT Technician area, additional toilets and breakout space.

### Desired outcome / Evaluation

- To have a kitchen large enough to cook own school dinners and a service area

*The area is now of a size to have a kitchen installed large enough to store, prepare and cook dinners for all pupils. The wide corridor and hatch have created a suitable circulation and serving area.*

- To have a medical room large enough to complete the medical needs of school

*The medical room is fully installed. It has additional space and more storage. The room is now able to carry out its range of functions effectively.*

- Meeting area off reception

*A meeting area has been created by using wasted space in the reception area. Reception remains a comfortable size, and appropriate for circulation. The new meeting room offers a space for small meetings and to comfortably talk to parents/carers.*

- New toilets for Middle School & a room for break out work created.

*New toilets are in place for Middle School next to courtyard classrooms and in the old art room servicing the other two middle school classes. As they are individual off the corridor there are some issues with the doors not being locked however the access has not changed. The additional room has created a room for the well-being team to carry out self and supported regulation as well as pro-active intervention work. Break out area has been created next to the IT Technician area, still to be furnished.*

- IT Technician Area with office and server room.

*Office and server room in place and network moved out of the classroom and rehomed. The only negative is that the IT technician was more readily available at the front of school, it has allowed for better configuration at the front of school and the IT Technician is with his resources, therefore not having to move between server, resources and office throughout the day.*

## Phase 5

Time frame: **Summer & Autumn Term 2016**

### Summary of work

- ✓ 2 new build classrooms – KS4 English and 6<sup>th</sup> Form room
- ✓ Develop Sixth form to be in old Lower School area
- ✓ Develop Lower School in the old Sixth Form building
- ✓ Lower school playground to outside the classroom
- ✓ Divide old Art Room into group room toilets and a server area
- ✓ Create new staff work room
- ✓ Install new kitchen to cook food on-site
- Redeveloped Sensory Room: *to phase 5 and complete with Lower School Sensory Room*

### Desired outcome / Evaluation

- 2 classrooms created (without losing too much outside learning space).

*Two new classrooms built and furnished. All pupils have classrooms of an adequate size and shape to be able to complete appropriate activities. NOTE: No space used for outdoor learning or play was lost to create these rooms.*

- Area for sixth form to complete 1:1 and small group work

*1:1 room created which has enabled counselling/mentoring sessions, as well as, intervention work being completed. Additional space also created for groups to work or socialise with a kitchenette to further develop sixth form independence.*

- New toilets for Middle School Classrooms outside main corridors

*New toileting facilities have been built into old Art area. Pupils now lose less time for toileting from lessons or their break times.*

- Appropriate ICT office and Server Room

*Server no longer in classroom disturbing pupils. Appropriate space and ventilation for the server and ICT office. A further solution needs to be developed for storage of ICT equipment.*

- Create appropriate rooms with toilets & changing facilities in Lower School

*Lower school pupils are better supported as toilets are directly off rooms and therefore classes do not lose two TAs for toileting throughout the day. Also more time is spent in lessons as toileting is faster.*

- Staff to have adequate space for PPA

*New space for PPA created with IT access and space to spread out work.*

- Ability to deliver more nutritious and cost effective meals
- Meet all food hygiene standards

*Pupils now have fresh cooked meals from a kitchen with a hygiene rating of 5. This has increased the quality of the meals and a much higher satisfaction.*

## Phase 6

Time frame: **Spring & Summer Term 2017**

### Summary of work

- ✓ Create better circulation for people in wheelchairs
- Sixth form & secondary school horticulture area \*
- ✓ Miss Gay Beswick's Memorial Garden
- Key Stage 3 & 4 breakout spaces\*
- ✓ Construct sensory room and break out spaces for Lower School
- ✓ Redevelop sensory room (from Phase 5)
- ✓ Clear outdoor area from small barn to garage

*\* Postponed due to the expansion to an additional site, potential at new site to be included in plans for outdoor learning environments.*

### Desired outcome / Evaluation

- Access through the building manageable for people in wheelchairs, push buttons and widen area at front of corridor.

*Front corridor widen through removal of door frame, however this needs further looking at. Automatic doors in corridors and main exits to investigated as a part of the school's accessibility plan.*

- Lower School to have spaces for interventions & direct access to a sensory room.

*The small room at the front of the Lower School building has been designated for interventions and cleared. Small sensory room created between Lower School building and Arts & Technology building. The room needs further development and black out for windows and doors.*

- Garden to remember Miss G Beswick and a peaceful quiet area for pupil reflection.

*Run down area of the playground has been brought back to life and is a fitting memorial garden. Pupils, staff, along with local and national businesses, have created a garden with a number of sensory elements creating a calm quiet area for pupils to relax.*

- An outdoor area close to Lower and Middle School for outdoor exploration and possible Forest School for small groups.

*Bunnings (new Home Base) have cleared a large area to left of the school. The pathway is usable with supervision and the patio areas cleaned and maintained. A fence will benefit the area for lessons, especially for structured and sensory classes. The area will benefit from further development now the potential can be seen.*