



Foreword

Scotland's pressing need for indoor sports halls would be halved if all current school facilities were available for community use during weekday evenings, weekends and school holidays. This guidance is about much more than sports halls, but this fact illustrates the potential contribution our schools can make to the provision of community sports facilities throughout the country. **sportscotland** has published this document because this potential is not being fully realised.

There is currently no comprehensive or definitive guidance on how to design facilities which meet both the needs of schools in delivering physical education and the need for sports facilities for local communities. Considering also the substantial investment to be made in Scotland's school buildings over the coming years, the publication of this document is timely and it should be an essential reference for all Local Authorities planning to invest in school sports facilities.

The guidance focuses as much on the needs of the school as on the needs of the community. It provides a means of calculating the facility requirements of a school and detailed design advice on what should be provided. However, our schools are for the most part provided by local authorities whose responsibilities are for much more than education. Given the substantial investment required in providing new school facilities, Best Value can only be achieved by maximising their use. Links with the wider community can be of great benefit to our schools and should therefore be encouraged.

At **sportscotland** we have a vision to make Scotland a great sporting nation. We want sport to be more widely available to all, sporting talent to be recognised and nurtured and world-class performances achieved and sustained. Providing good quality, accessible sporting facilities for everyone is the bedrock of achieving this.

Alastair Dempster, Chairman, **sportscotland**





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Introduction

The publication of this document is timely for a number of reasons. The Scottish Executive has put children and young people at the heart of policy making. The New Community Schools initiative is placing schools at the heart of our communities. In addition to this, the scale of current and proposed investment in new school facilities is considerable. Finally, maximising the use and benefits of new facilities is very much in line with the Best Value regime in government.

Guidance on the design of community sports facilities is available from a variety of sources, including **sportscotland's** Technical Digests. There is less guidance available, however, on school sports facilities, and little indeed covering both school and community uses.

A facility designed purely to provide physical education within a school setting may not be an ideal environment for community sport. Conversely, community sports facilities may not be well-suited to teaching children. This guidance shows how a facility can be designed to meet both these needs. It does this by providing:

- An explanation of the benefits of providing new schools with physical education facilities designed to meet the requirements of both the school and the community;
- A model for establishing the number and type of 'teaching spaces' and ancillary accommodation required by schools;
- Advice on estimating the likely demand for community sports facilities; and
- Design advice for teaching and ancillary spaces.

This guidance focuses on design issues, but it is essential that these are considered with reference to the way the school will be managed. Decisions on the staffing, marketing and programming of the community facilities will have a significant bearing on many design considerations. For example, casual use by the community will tend to require higher staffing levels than use by designated clubs, with consequent impacts on design of reception, social and staff areas. Similarly, whether or not concurrent community and school use is to be programmed will have implications for child safety and the design of access, parking, entrance, reception, social and circulation areas, as well as the physical relationship between the PE complex and the remainder of the school.

