

inside government

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Our school building matters

Matt Bell

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**Commission for Architecture
and the Built Environment**

**The government's advisor
on architecture, urban design
and public space**



CABE helps schools design the campus
and teach the curriculum.



Does your working environment matter?



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Titus Salt School
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Elm Court School

JM Architects ©Clive Sherlock





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The Michael Tippett School
Marks Barfield Architects

There are multiple benefits from having a good place to learn:

- Attainment
- Behaviour
- Recruitment & retention
- Identity and self-esteem
- Sustainability



Joseph Chamberlain Sixth Form College
Nicholas Hare Architects ©Alan Williams

Joseph Chamberlain Sixth Form College
Principal Elly Tobin, September 2009:

‘Never in their wildest dreams would these young people have expected such a wonderful building. It makes them feel proud and good about themselves. It gives them a sense of their place in the community and a sense of responsibility. They have been given something special and they want to do well and give something back.’

What's the scope for teaching and learning, regardless of the scale of investment?



***How to use
investment in the
fabric of your
school to inspire
learning***



An activity for you:

- In pairs, use this new resource to design a learning activity
- Think about how to use any investment in the buildings or the grounds as a learning opportunity

£500 - Tidy up how students' work is displayed - showcase their work professionally

£1000 - A live project for architecture students to build structures in the school grounds.

£5000 - Landscaping the school grounds or new fixtures and fittings in social spaces.

£10,000 – Reduce the energy consumption of the building and install PVs or energy saving features.

£50,000 – Focus on the refurb of one specific space in the school eg. the hall or the reception area, and transform the identity of this space.

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- Key Stage / Year group:
 - Learning objective: '*Pupils will have developed their....*'
 - Subject links:
Maths/geography/science/DT....



What kind of learning results?

- Highly distinctive creative learning
- Inside and outside the classroom
- Student led
- Supporting a traditional model of cross-curricular learning, if appropriate
- Or an extension of traditional subject areas: maths/english/science/history

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- Teachers matter most of all
 - What they can achieve is conditioned to a great extent by the working environment
 - Any investment in the fabric of our schools has huge potential to inspire learning



Thank you

Matt Bell

www.cabe.org.uk

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