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I am delighted to introduce this updated version of ‘Designing for PE and Sport – School Sites’. It provides easy-to-use design guidance for everybody involved in school building programmes.

Schools deserve access to facilities for physical education (PE) and sport that are suitable for their intended use and Sport England believes that making these accessible to the wider local community is vital. Such facilities can help pupils and communities across the country ‘create a sporting habit for life’ and foster success at higher levels.

Through sound strategic planning and the adoption of the right dimensions and specifications, these facilities can then support inter school and club competition and help achieve our wider ambitions for sporting success as a nation.

I am confident that this updated guidance will help maximise the value from public investment to deliver lasting benefits for schools and the local communities which they serve.

”

Charles Johnston
Director of Property, Sport England

**KEY ISSUES
and SUITABLE
specifications for
schools applying
for additional
funding**

Introduction

Access to good sports facilities within the local community is vital to any sports organisation, yet many clubs struggle to find places to play and train. A large number of existing sports facilities are located on school sites and making these available to sports clubs can offer significant benefits to both the school and the local clubs.

At the moment, 76% of sports halls, 73% of artificial grass pitches, 29% of swimming pools and 52% of grass pitches in England are located within schools, colleges and other educational institutions.

Schools also benefit from allowing community access to their sports facilities. See Sport England's web site¹ for details of improved:

- Attainment and attendance
- Performance by underachieving students
- Training and career opportunities
- Increased funding opportunities
- Positive image and brand awareness
- Sporting opportunities for staff and pupils
- Security and community engagement.

This guidance gives an introduction to the key issues in the design development process and provides references and hyperlinks to more detailed design guidance provided by Sport England.

It is aimed at head teachers, PE staff, coaches and stakeholder groups as much as project teams, recognising the key role that they can play in ensuring that good design decisions are underpinned by extensive strategic planning and a robust business plan.

¹ http://www.sportengland.org/support_advice.aspx



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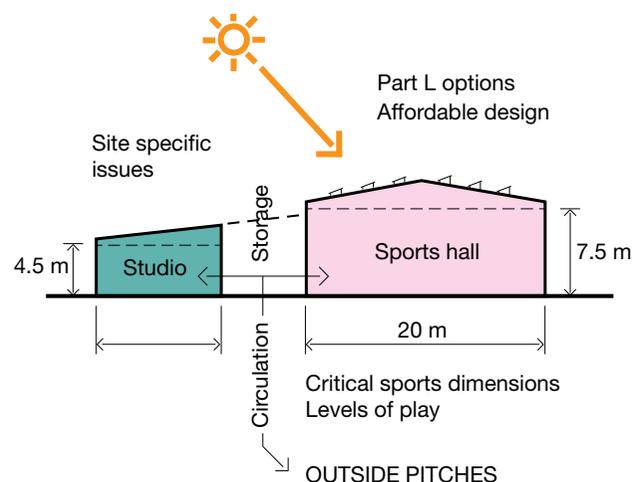
4. Outdoor school sports facilities

- Natural turf pitches
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- Outdoor sports lighting

Appendices

1. Selected guidance
(Further design criteria in preparation)

1. Sources of design information



See latest DfE Priority Schools Building Programme (PSBP) and baseline school sports hall facility

<http://www.education.gov.uk/schools/adminandfinance/schoolscapital/buildingsanddesign/baseline>

<http://www.education.gov.uk/>

Sport England Design and Facilities Guidance

Updated guidance to help schools create new (or improved) sports facilities

Sport England Planning Guidance and Bulletins



http://www.sportengland.org/facilities_planning/design_and_cost_guidance.aspx

See Sport England (SE) web site for details of suitable specifications

<http://www.sportengland.org>

Refer to Appendix 1 for a complete list of relevant information

2. Designing for dual-use

Strategic planning

Before pen is put to paper on the design of school sports provision, extensive strategic planning analysis should take place at Local Authority level to ensure the proposed facilities meet the needs of the school and wider community. Consider:

- Strategic mapping exercises to ascertain the proximity of existing and proposed sports facilities and travel times to facilities. This should include investigations both locally and within neighbouring communities
- Creating a sporting vision for the Local Authority based on sound strategic consultation with key stakeholders
- Identifying and consulting with locally run sports clubs and community groups
- Preparing a gap analysis to establish market demands in the area of the new school
- The planning context and the presumption against building on existing playing fields and sporting land.

There are a range of Sport England strategic planning tools to assist in this process of assessing need:

- **Active People** – A detailed survey of sports participation levels in England
- **Active Places** – A detailed database of existing sports facilities throughout England
- **Active Places Power** – Analytical strategic planning tool based on above database
- **Sports Facility Calculator** – Enabling projections of facility need based on population data
- **Active Design** – Promoting sport and physical activity in the masterplanning of new developments
- **Sport England Planning Bulletin 16** – School Sites and Community Sports Provision.

http://www.sportengland.org/support_advice.aspx



Plan strategically for local sports provision

Management approach

Designing school sports facilities that are accessible to the wider community requires detailed consideration in terms of their management and operation. Consider:

- Using the **Delivery System for Sport**. Contact Sport England regional offices to be put in touch with your local County Sports Partnership, Community Sport Network and School Sports Co-ordinator network
- Using Sport England tools to prepare a Business Plan for the school as a whole and the sports facilities specifically
- Discussing the proposed facility mix with school users and community stakeholders
- Preparing a Programme of Use and ascertaining the number of users, types and activity, and levels of play
- Creating a Sports Development Plan which incorporates aspirations for the centre and users
- Conducting market research and testing
- Ensuring management expertise and capacity. Manage in-house or out-source to leisure specialists
- Revenue projections, operating costs, and 'sensitivity analysis' should real costs vary from projections
- Facilities management issues such as marketing, maintenance and replacement costs, staffing numbers and expertise, cleaning, health and safety, insurance, security, child protection policies
- Whole-life costing, energy efficiency and adequate environmental systems.

http://www.sportengland.org/support_advice.aspx



Agree a programme of use:

- **Options for community access**
- **Business and management tools**

Site planning

http://www.sportengland.org/facilities_planning/design_and_cost_guidance.aspx

The position of sports buildings on a school site can have a significant effect upon usage, particularly out of hours community use. Consider:

- Where community buildings are placed on school sites, make them visible and easily accessible
- Creating co-location of community services under one roof, for example, dual-use sports facilities combined with an arts centre, library, IT suite or café
- The link to transport networks such as public transport routes, cycle routes and footpaths. Develop a transport plan which encourages sustainable forms of transport
- Complementing this transport plan with adequate parking provision, mini-bus drop-off points, and secure cycle storage in consultation with the local planning authority
- The orientation, form and construction of buildings and sports pitches, to ensure the design minimises the environmental impact on the site and embraces sustainable design principles
- Site constraints such as areas of flood risk, site topography and tree preservation orders
- Ensuring routes to the buildings and surrounding sports pitches are fully accessible
- The approach to the building. Ensure pathways are well-lit at night, creating a sense of safety and security
- The buildings external appearance and massing in relation to materials, colours and texture
- A clear building organisation with efficient circulation routes resulting in a minimal need for signage.



Make community facilities visible and accessible. See:

- **Accessible Sports Facilities**

Entrance and reception

http://www.sportengland.org/facilities_planning/design_and_cost_guidance.aspx

The importance of creating a good first impression for users upon entering buildings should not be underestimated in helping to develop community ownership and long-term usage. Consider:

- Location, approach and lighting. Make the entrance visible with a clear approach and location
- Scale and ambience. Create an entrance which relates to both children and adults at a human scale. The entrance should be light and airy and encourage members of the public to enter. Naturally-lit and well-ventilated spaces create a spacious, airy ambience
- The different user groups and the need for security in school hours. For example, provide separate school and community entrances which can operate simultaneously throughout the year; or a well planned combined entrance serving the school by day and the community at all other times
- The controlled flow of participants and secure arrangements for booking, ticketing and the handling of cash
- Locating the reception desk so that a teacher or receptionist has clear panoramic views and control. Provide a lower section that is accessible to wheelchairs and small children
- Connecting spaces visually. For example, inserting a glazed screen enabling views into the sports hall from the reception area
- Clear and visible signage and information where necessary. Ensure a timetable of activities is on display and that consideration is given to the visually impaired.



Create a welcoming, controlled entrance. See:

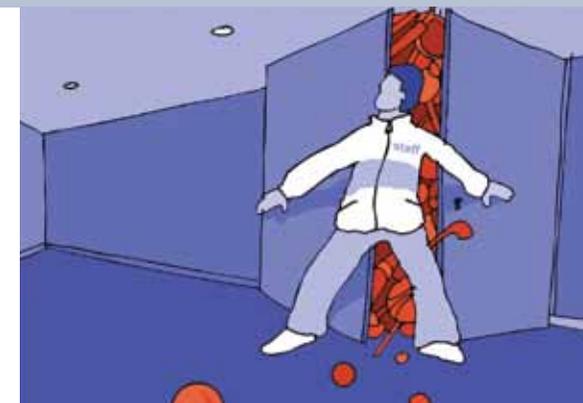
- **Accessible Sports Facilities**
- **Sport Halls: Design and Layouts**
- **Affordable Sports Halls**
- **Developing the Right Sport Hall**

Flexible shared spaces

http://www.sportengland.org/facilities_planning/design_and_cost_guidance.aspx

Combining school and community use creates opportunities for a diverse number of activities to take place. It is vital that the design allows for flexibility to ensure usage is maximised. Consider:

- The programming of spaces will need to cater for a mix of curricular and community activities. Design in flexibility, for example, movable partitions and controllable lighting to sub-divide a single space allowing for a wider range of sporting activities to take place independently and simultaneously
- Combining sport with the arts and other community activities. A studio space which can combine dance and exercise classes is just one example of this
- Flexible spaces require adequate storage for a wide variety of fixtures, fittings and equipment. A lack of sufficient storage space is the most common fault in the design of dual-use facilities
- Dedicated sports facilities may, from time to time, be used for school examinations or community jumble sales. Ensuring specialist sports flooring is protected on such occasions is imperative. School dining should not take place within specialist sport halls
- Zoning. The building should separate school and community users where necessary for security reasons, whilst looking to create zones where shared usage may align easily such as cafés and internet areas
- Links to information technology. For example, offices and teaching spaces dedicated to sports science
- Providing spectator seating for school competitions and community events where appropriate.



Plan for sufficient storage space. See:

- **Sport Halls: Design and Layouts**
- **Affordable Sports Halls**
- **Briefing Note: Size of sports hall storage**
- **Fitness and Exercise Spaces**

Inclusive design

http://www.sportengland.org/facilities_planning/design_and_cost_guidance.aspx

Creating accessible facilities removes barriers and increases participation across all members of society. It should be remembered that inclusive design is most commonly associated with physical disabilities but extends to a wide range of topics including ethnicity, gender, and mental health. Consider:

- Designing facilities so that **all** areas are accessible and inclusive
- *BS 8300* and *Building Regulation Part M* are statutory minimum requirements. Sport England promotes inclusive provision beyond this minimum to reflect the specialist requirements of individual sports. For example, specialist sports wheelchairs have wider wheelbases requiring wider door openings
- Allowing for fully accessible changing rooms, usable by wheelchair sports teams, complemented by dedicated individual unisex accessible WC / changing provision
- *The Inclusive Fitness Initiative* (IFI). This Sport England funded scheme works with the fitness industry to develop and promote inclusive fitness equipment
- Conducting *Access Audits* at key stages in the design and construction
- An inclusive approach that is inherent to the operation of the facilities. Ensure appropriate training for staff and marketing strategies which promote to local disability networks, clubs, and associations
- Contacting the English Federation for Disability Sport (EFDS) to discuss the proposals.



Inclusive design for all. See:

- **Accessible Sports Facilities**
- **Accessible Sports Facilities: Audit Check List**

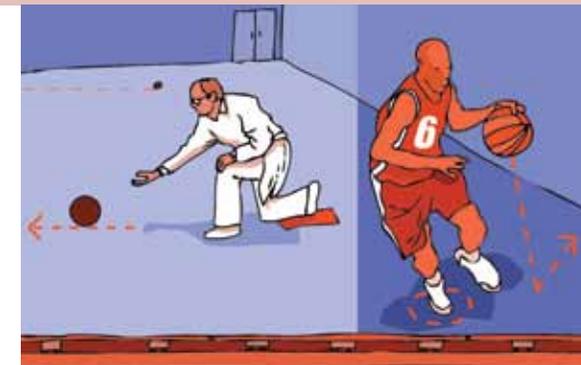
3. Indoor school sports facilities

Sports halls

http://www.sportengland.org/facilities_planning/design_and_cost_guidance.aspx

Sports halls provide the setting for a variety of sports and activities to be played. Consider:

- Flooring. The sports floor surface is probably the most important item of equipment in any sports facility. No one sports surface will suit all indoor sports so decide on your priority sports and play-test it first
- Dimensions of the hall. The minimum recommended size of a four-court sports hall is 34.5 x 20 x 7.5 m but a five-court hall would give greater potential for the range of sports and flexibility of programme over the life of the building. The size should be considered in relation to supply and demand, strategic planning, levels of play and priority sports factors. For primary schools, a one-court or two-court hall may be more appropriate
- Wall surfaces which are flush and impact resisting. Careful detailing should be applied to doors, skirtings, sockets and other potential obstructions. Avoid shelves or ball traps
- Placing the structure and light fittings between badminton courts, allowing for the height of a sports hall to be maintained efficiently while providing clear unobstructed heights over the courts
- Lighting lux levels to suit priority sports and levels of play. Colour contrast between floor, walls and ceiling aiding orientation with appropriate reflectance values (around 50% to floors and walls, 90% to ceiling). Where natural lighting is integrated, provide it at high-level and avoid glare or unevenness of light
- Planning the equipment requirements early. Consider against the range of sports planned for the facility
- Allowing for storage space which is 12.5% minimum of the sports hall floor area. Locate storage on the long side of the hall with direct access and good proportions. If required, provide a separate fire-rated mat store.



Ensure the correct court marking, sports flooring and lighting. See:

- Sports Data sheets
- Sport Halls: Design and Layouts
- Affordable Sports Halls
- Artificial Sports Lighting

Dance/exercise studios

http://www.sportengland.org/facilities_planning/design_and_cost_guidance.aspx

Dance and exercise studios are often flexible spaces reflecting the activities that they will house. Consider:

- Flooring. Remember dance / martial arts tend to take place with bare feet or thin-soled shoes which take the full force of impact. An area elastic floor with a shock absorption co-efficient of at least 55% is generally regarded as a minimum requirement
- Dimensions of the studio. A poorly proportioned studio will severely limit the range of activities that can take place. A space measuring 15 x 12 m will cater for the majority of forms of recreational dance, exercise and martial arts classes. Ensure an absolute minimum clear area of 10 x 10 m to meet curricular needs
- Clear height for dance. As a minimum, an unobstructed height of 4.5 m is required
- Flush wall surfaces incorporating dance barres and a mirror along the whole length of one wall
- The potential for subdivision using movable partitions to aid flexibility or personalised learning
- Creating an enjoyable environment with consistent daylighting coupled with the ability to provide blackout and directional artificial lighting for performance. Consider an appropriate audio system and links to information and communications technology (ICT)
- Studio spaces require a higher ambient temperature and higher number of air changes per hour when compared with a conventional sports hall
- Storage. Compile an equipment schedule to ascertain specific requirements e.g. steps, spinning bikes, martial arts mats. The range of activities can have a large impact on the amount of space to be provided.



Plan for popular dance and exercise activities See:

- Accessible Sports Facilities
- Fitness and Exercise Spaces

Fitness suites

http://www.sportengland.org/facilities_planning/design_and_cost_guidance.aspx

Fitness suites are popular venues attracting wide usage across all age groups including those who tend to shy away from team sports and have a preference for personalised keep-fit. Consider:

- An appropriately sized suite. Typically a dual-use school fitness suite may be 100-150 m² in area, with 3.0-3.5 m clear height, although the Business Plan may recommend a larger facility to meet local demand
- A separate specific reception giving operational flexibility and staff control and supervision
- An efficient layout incorporating warm-up/stretch area, fixed equipment/machines, and a free weights area
- The number, range and type of fixed equipment. Ensure a mix of resistance and cardio vascular machines. Consider equipment suitable for adults and children, and keep an eye on market trends
- Ensuring the Business Plan considers the pros and cons of the purchase or leasing of equipment
- Equipment which meets *Inclusive Fitness Initiative* (IFI) accreditation. Also consider the space requirements around machines. A general rule of thumb is to allow 5 m² per item of equipment
- Appropriate floor and wall construction and finishes. Consider floor loadings and ensure attractive, hard-wearing finishes with wall surfaces that can support equipment, TV's, and storage racks as required
- Appropriate services provision. For example, design electrical/audio cable routes at an early stage, to avoid raised podium areas and to provide links to ICT. Remember, fitness suites require high ventilation rates
- Other ancillary spaces such as the potential for a fitness assessment room or dedicated offices.



Allow for personal learning and keep fit. See:

- Accessible Sports Facilities
- Fitness and Exercise Spaces

Supplementary indoor spaces

http://www.sportengland.org/facilities_planning/design_and_cost_guidance.aspx

There are a number of specialist and supplementary indoor spaces that can complement the basic school sports provision, providing a richer mix of facilities for the school and local community. Consider:

- Swimming provision. Swimming is part of the National Curriculum and is one of the nation's most popular participatory sports. Consideration needs to be given as to whether demand is catered for on the school site or linked to wider Local Authority swimming facilities
- A dual-use swimming pool on a school site would tend to be 25 m in length and six or eight lanes in width, with separate dedicated changing. Consider a movable floor and bulkhead to increase programming flexibility
- Pools require complex services and high ongoing operational costs. Plan for long-term sustainability
- Early strategic planning and consultation which may lead to a school site developing a sport specific specialism, perhaps co-locating a National Governing Body for Sport (NGB) Regional Performance Centre on site. Examples include a dedicated Indoor Tennis Centre; a Gymnastics Centre incorporating sunken pits, height for trampolining, and specialist equipment; or an Indoor Athletics Centre incorporating a jumps area, throws area and dedicated running straight. Such facilities require early planning and partnership funding
- Non-traditional and fast-growing sports such as climbing. A dedicated indoor climbing wall could be incorporated in preference to climbing walls within sports halls which can present a hazard unless carefully designed
- Linking sports facilities to wider dual-use facilities such as an arts theatre, library, or crèche.



Consult with National Governing Bodies of Sport (NGBs)

Indoor changing provision

http://www.sportengland.org/facilities_planning/design_and_cost_guidance.aspx

Well-designed and appropriate changing facilities are as important as the activity spaces themselves. Consider:

- Calculating the space required for changing from class sizes and the maximum occupancy levels of the activity areas they support, including changeovers. Generally, allow for at least 1.0 m² per person as a rule of thumb
- Providing for equal proportions of male and female changing and consider buffer changing zones between the two genders, allowing for the flexibility to accommodate different ratios of male or female numbers
- Providing separate dedicated changing facilities for use by PE teachers, coaches or officials
- Fully accessible rooms. Consider door widths, turning circles and avoid raised thresholds to shower areas
- Providing a proportion of enclosed cubicles to showers and changing spaces, as privacy may be required by members of the public and certain ethnic user groups
- The standard of changing rooms often attracts criticism. Ensure high-quality, robust materials are specified to meet customer's expectations and ensure a long lifespan. Consider high-level natural lighting and avoid suspended ceilings, as these can be easily damaged. Include for grooming stations with mirror, shelf and hair-drying facilities
- Calculating bench space, shower, toilet, and locker provision as a ratio of the capacity. For example, provide 0.5 m of bench width per user, one shower for every six users, and a range of locker types and sizes
- Locating lockers in communal corridor areas for passive security. Consider a range of shapes and sizes, an appropriate locking mechanism, and include a proportion of accessible lockers.



Design appropriately sized flexible changing.

See:

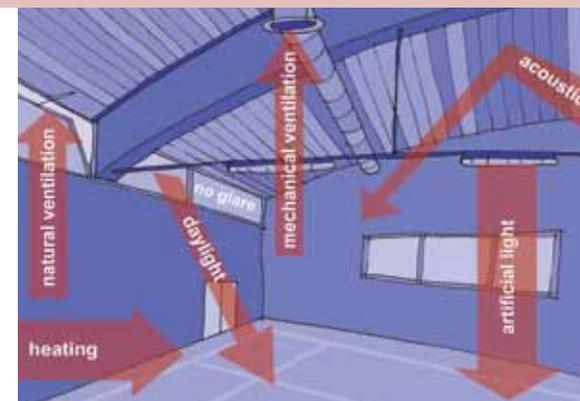
- **Accessible Sports Facilities**
- **Affordable Sports Halls**
- **Sport Halls: Design and Layouts**

Building services provision

http://www.sportengland.org/facilities_planning/design_and_cost_guidance.aspx

Sports facilities can be energy intensive; building services require careful design and management. Consider:

- Environmental and economic sustainability. Ensure integrated energy efficient services which seek to minimise environmental impact and reduce long-term operating costs. Consider renewable energy options
- Energy saving systems incorporating intelligent controls for effective and efficient operational management, particularly for out of school hours. Consider zoning of services
- Obtaining specialist advice from a qualified building services consultant. For high performance facilities, consultation with the relevant NGB is recommended to ascertain any specific services requirements
- Heating systems. Ensure appropriate ambient temperatures to each space and consider the pros and cons of the costs, control, and maintenance of different systems e.g. radiant, warm air, underfloor heating
- Ventilation systems. Ensure appropriate systems to deliver required number of air changes to each space
- Lighting requirements. Specify correct lighting levels for player visibility and safety. Ensure lux levels are appropriate to the range of sports to be played (e.g. indoor cricket requires considerably increased lux levels). Consider lamp types, switching gear and an appropriate access and maintenance regime
- Acoustics requirements. Large sporting spaces with hard surfaces can be challenging environments for teaching and coaching. Ensure appropriate acoustic treatment is considered
- Integrated power supplies. For example, equipment and sound systems linked to the schools ICT system.



Plan efficient sustainable and appropriate services. See:

- **Sport Halls: Design and Layouts**
- **Affordable Sports Halls**
- **Artificial Sports Lighting**

4. Outdoor school sports facilities

Natural turf pitches

http://www.sportengland.org/facilities_planning/design_and_cost_guidance.aspx

Despite initial appearances, natural turf pitches require detailed specification and careful maintenance. Consider:

- Seeking expert specialist advice from experienced, qualified and independent professionals
- Undertaking a detailed site survey. Key considerations include local topography, ground conditions and possible utilization of existing watercourses
- Size and layout of pitches taking into account the level of play, necessary safety margins and optimal orientation. Check all dimensions with relevant NGB requirements for school and community play
- The need for level and well-drained pitches is paramount. Generally, the playing surface should be no steeper than 1:80-100 along the line of play and 1:40-50 across the line of play
- The pitch construction and appropriate drainage system. Consider the permeability of the soil and the requirements for pipe and slit drainage. Generally, ensure a minimum 'firmed' depth of 150 mm of topsoil
- The frequency and intensity of use. Consider a hard-wearing seed mixture for pitches with winter use (e.g. perennial ryegrass). Avoid the non-sporting use of pitches (e.g. as overflow car parking)
- Ensuring a fully specified maintenance schedule is produced and acted upon. For example, consider the frequency of pitch mowing, aeration, irrigation, seeding, use of fertiliser, and weed/pest control
- Equipment (maintenance machinery and sports equipment) coupled with adequate storage provision
- For cricket squares, refer to specialist advice available from the English Cricket Board (ECB).



Avoid poorly drained pitches. Seek expert advice. See:

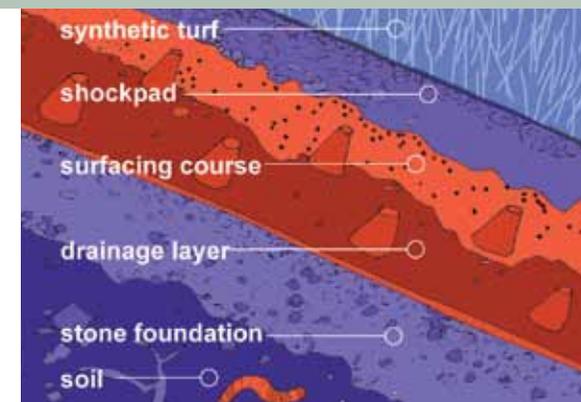
- **Natural Turf for Sport**
- **Comparative sizes of sports pitches and courts**

Artificial grass pitches (AGPs)

http://www.sportengland.org/facilities_planning/design_and_cost_guidance.aspx

AGPs can withstand a high intensity of school and community use. Consider:

- The AGP size and layout taking into account the level of play and necessary safety margins. Check all dimensions with relevant NGB requirements. Take the playing surface right up to the fence line
- The choice of surface that suits the priority sports to be played, the intensity of use and intended lifespan. Generally, surfaces consist of a synthetic yarn supported by a filling material (e.g. sand, rubber crumb etc). There are many surface options with each containing variables (e.g. pile height and density, choice of shockpad, construction materials, and drainage system). Seek expert specialist advice from experienced, qualified professionals and test the AGP performance characteristics using standardised testing methods
- Undertaking a detailed site survey and ground investigations. AGP costs are greatly influenced by site conditions (e.g. existing topography, access, and drainage). Avoid nearby tree roots/branches
- Maintenance. For a long-lasting, consistent sports surface this is of paramount importance. Follow contractor's maintenance instructions and plan for the cost of the eventual replacement of the surface
- Fully accessible with well-lit, paved access to outward-opening gates contained within the fencing line
- Floodlighting to enable maximum out-of-hours use of school AGP facilities
- Division netting to sub-divide full-sized AGPs giving operational flexibility. Ensure safe anchorage of all free-standing equipment (e.g. posts and goals) and provide adequate external equipment storage.



Specify the appropriate pitch size and surface. See:

- **Artificial Surfaces For Outdoor Sports**
- **Selecting The Right Artificial Surface**

Multi use games areas (MUGAs) including tennis and netball courts

http://www.sportengland.org/facilities_planning/design_and_cost_guidance.aspx

A MUGA is a generic term for a popular external space which covers a range of 'ball courts' in a variety of surfaces and sizes. Consider:

- Developing a programme of use for the MUGA. Agree the priority sports and levels of play to ensure an appropriate size and performance specification is developed
- Ensuring basic court sizes and minimum safety margins are achieved, particularly for key sports such as tennis, netball and basketball where court dimensions are fixed
- The choice of surface. Porous macadam is a popular durable surface which allows year-round usage, whilst polymeric surfaces have a greater degree of inherent shock absorption more suitable to certain sports. Seek expert specialist advice and test the MUGA performance characteristics using standardised testing methods achieving minimum standards for surface evenness and flatness
- Undertaking detailed site investigations at the initial stage and implementing a long-term maintenance plan
- Court markings. Generally white markings are used for the most popular sport then, yellow, blue and red
- Fully accessible with well-lit, paved access. Consider design of gates, fencing, and provision of rebound walls / recessed goal areas. Ensure safe anchorage of equipment alongside adequate storage areas
- Site location to limit potential noise transfer to adjoining properties and plan for floodlighting to enable maximum out-of-hours use of facilities (relevant to both MUGAs and AGPs).



Specify the appropriate pitch size and surface. See:

- **Artificial Surfaces For Outdoor Sports**
- **Selecting the Right Artificial Surface**
- **Comparative sizes of sports pitches and courts**

Supplementary outdoor spaces

http://www.sportengland.org/facilities_planning/design_and_cost_guidance.aspx

There are a number of supplementary outdoor spaces that can complement the basic school sports provision providing a richer mix of facilities for the school and local community. Think creatively and consider:

- The creative use of playgrounds which maximise the available space for outdoor physical activity and education. Provide a mix of formal and informal play spaces which seek to encourage games and sport. Use markings and colour to zone areas
- Integrating physical activity opportunities within the external landscape design of the school site. For example, consider providing trim trails, nature paths and small-scale orienteering routes
- Integrating cycle pathways and tracks within circulation routes, potentially linking to the wider network of local and national cycle schemes. Provide sufficient covered and secure cycle storage points
- Developing a sport specific outdoor specialism on the school site. For example, athletics track and field facilities which could be shared with a local club and a local network of coaches and volunteers
- Non-traditional, informal approaches to outdoor sport and physical activity. Consider practice sports walls or relocatable equipment such as climbing walls and skateboard ramps
- Linking sports facilities to wider off-site provision such as specialist outdoor activity centres
- Fully accessible routes around the school site coupled with sufficient lighting to provide a safe and stimulating external environment.



Create stimulating outdoor environments. See:

- **Artificial Surfaces For Outdoor Sports**

Outdoor changing provision

http://www.sportengland.org/facilities_planning/design_and_cost_guidance.aspx

It is essential that outdoor changing provision is provided to support community and school play. Consider:

- Planning for separate changing facilities to serve external grass pitches. In most circumstances, it is not considered appropriate or practical to combine changing for indoor and outdoor sports
- Calculating the space required for changing from the number of pitches, changeovers, and intensity of use. Remember possible sub-division to pitches and that AGPs/MUGAs sustain high intensity usage
- Providing 'team' changing rooms which cater for players, substitutes and equipment. Different sports will have different space requirements e.g. 16 m² for football, cricket and hockey, 20 m² for rugby
- Providing separate dedicated changing facilities for use by PE teachers, referees and officials
- Locating outdoor changing facilities within separate accommodation close to the external pitches. An office, storage and possible clubroom could be included to create a 'pavilion' building which can operate independently of the main school buildings at evenings and weekends
- Allowing one shower for every three or four changing spaces and locate showers and drying areas as far as possible from changing entrances, to avoid mud transfer
- Management of the changing rooms. Consider whether toilets and lockers are contained within the changing rooms or provided in separate communal areas to maximise flexibility
- Ensure high quality, robust materials. Outdoor facilities are particularly vulnerable to vandalism.



Provide dedicated changing to outdoor facilities. See:

- **Pavilions and Clubhouses**
- **Pavilions And Clubhouses Design And Costs**

Outdoor sports lighting

http://www.sportengland.org/facilities_planning/design_and_cost_guidance.aspx

Outdoor sports lighting allows for extended use and helps the economic sustainability of external pitches. Consider:

- An analysis of the need for floodlighting. Assess the potential benefits (e.g. longer operating hours, increased use, greater programming flexibility and additional income) against the costs (e.g. initial capital costs, ongoing energy costs, maintenance and management costs)
- Outdoor sports lighting will require planning permission; conduct early discussions with local planning authorities
- Site context and location. Consider the effect on the local environment including the proximity to housing. Careful design can limit light spillage (e.g. use of baffles) and ambient noise levels (e.g. earth mounding)
- Lighting needs vary for different sports and for different levels of play. The higher the level of play, the higher the lighting class. Each sport categorises required illuminance levels by three lighting classes: Class I (International/Premier); Class II (Club); Class III (Community)
- Many variables determine cost and performance (e.g. the illuminance value, suitable contrast and colour rendering, satisfactory glare control, the energy efficiency of the lamp type, location of incoming electrical supplies). Seek expert advice from experienced, independent professionals
- The number, height and position of floodlighting columns to ensure a uniform light distribution across the playing area. Columns should be placed outside the fencing line or minimum pitch safety run off
- The need for regular cleaning and maintenance of lamps including provision for lamp replacement costs.



Plan for floodlit extended playing hours. See:

- **Artificial Sports Lighting**
- **Briefing Note: Outdoor Sports Lighting**

Appendix 1: Selected Guidance

1. Department for Education (DFE)

See Department for Education (DfE) & Education Funding Agency (EFA) guidance on baseline designs for schools and good practice:

<http://www.education.gov.uk/schools/adminandfinance/schoolscapital/buildingsanddesign/baseline>

The information includes:

- Background to the development of baseline designs and their use for initial briefing and planning
- Scope for contractors to develop the baselines into detailed designs or propose alternatives
- Baseline designs - costs and area
- Facilities output specification
- Services output specification
- Designs for a PE and sports suite of accommodation in a baseline 1200-place 'superblock' and 'finger block' secondary schools.

Sport England has produced toolkits to help open up school sites for community use. This guidance will ensure a smooth process for both the sports clubs and schools:

- ***Toolkit for schools***
http://www.sportengland.org/support_advice/opening_schools.aspx
- ***Toolkit for sporting organisations***
http://www.sportengland.org/support_advice/accessing_schools/toolkit_for_sports_groups.aspx

2. Sport England

See Sport England web site for detailed guidance on Planning and Design to ensure that school projects are suitable for their individual situation.

http://www.sportengland.org/facilities_planning.aspx

Sport England has gathered together guidance and practical examples of how the interests of sport and active recreation can be promoted in these ways:

- Assessing Need and Demand
- Determining Planning Applications
- Design Matters
- Protecting Playing Fields.

Planning tools and guidance notes include:

- Facilities Improvement Service
http://www.sportengland.org/facilities_planning/planning_tools_and_guidance/facilities_improvement_service.aspx
- Facilities Planning Model
http://www.sportengland.org/facilities_planning/putting_policy_into_practice/assessing_need_and_demand/facilities_planning_model/facilities_planning_model.aspx
- Sports Facility Calculator
http://www.sportengland.org/facilities_planning/planning_tools_and_guidance/sports_facility_calculator.aspx
- Active Places Power
<http://www.activeplacespower.com/>
- Playing Pitch Strategies
http://www.sportengland.org/facilities_planning/planning_tools_and_guidance/strategic_planning_framework.aspx

- Planning Contributions: The Kitbag
http://www.sportengland.org/facilities_planning/planning_tools_and_guidance/planning_kitbag.aspx
- Sports Appeal Database
http://www.sportengland.org/facilities_planning/planning_tools_and_guidance/sports_appeal.aspx
- Planning Bulletins
http://www.sportengland.org/facilities_planning/planning_tools_and_guidance/planning_bulletins.aspx
- Facility Design and Cost Guidance
http://www.sportengland.org/facilities_planning/design_and_cost_guidance.aspx
- Significant Areas for Sport
http://www.sportengland.org/facilities_planning/planning_tools_and_guidance/sasps.aspx
- Active Design
http://www.sportengland.org/facilities_planning/planning_tools_and_guidance/active_design.aspx
- Sustainable Community Sports Hub Toolkit
http://www.sportengland.org/facilities_planning/planning_tools_and_guidance/sports_hubs.aspx
- Strategic Planning Framework for Sport
http://www.sportengland.org/facilities_planning/planning_tools_and_guidance/strategic_planning_framework.aspx

3. Indoor school sports facilities

See Sport England's web site for the following design guidance:

http://www.sportengland.org/facilities__planning/design_and_cost_guidance.aspx

- *Accessible Sports Facilities* DGN
- *Affordable Community Swimming Pools*
- *Affordable Sports Halls*
- *Artificial Sports Lighting* DGN
- *Athletics* DGN
- *Comparative Sizes* DGN
- *Developing the Right Sports Hall*
- *Environmental Sustainability* DGN (to be published)
- *Fitness and Exercise Spaces* DGN
- *Floors for Indoor Sports* DGN
- *Sports Data Sheets*
- *Sports Halls - Design and Layouts* DGN
- *Swimming Pools* DGN.

Other relevant guidance

- Inclusive Fitness Initiative (IFI) - see English Federation of Disability Sport (EFDS) web site at http://www.efds.co.uk/inclusive_fitness

4. Outdoor school sports facilities

See Sport England's web site for the following design guidance:

http://www.sportengland.org/facilities__planning/design_and_cost_guidance.aspx

- *Accessible Sports Facilities* DGN
- *Artificial Sports Lighting* DGN
- *Artificial Surfaces for Outdoor Sports* DGN
- *Athletics* DGN
- *Comparative Sizes* DGN
- *Cycling* DGN
- *Developing the Right Artificial Surface*
- *Natural Turf for Sport* DGN
- *Pavilions and Clubhouses* DGN.

Other relevant guidance

- 'Active Design' download available from the Sport England web site at http://www.sportengland.org/facilities__planning/planning_tools_and_guidance/active_design.aspx
- Institute of Groundsmanship (IOG) web site at <http://www.iog.org/>
- Sports and Play Constructors' Association (SAPCA) web site at <http://www.sapca.org.uk/>



Alternative Languages And Formats:

This document can be provided in alternative languages, or alternative formats such as large print, Braille, tape and on disk upon request. Call the Sport England switchboard on 08458 508 508 for more details

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User Guide:

Before using this guidance for any specific projects all users should refer to the User Guide to understand when and how to use the guidance as well as understanding the limitations of use.

Click here for '**User Guide**'

Click here for current '**Design and Cost Guidance**'

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Further Information:

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