Dulux TRADE

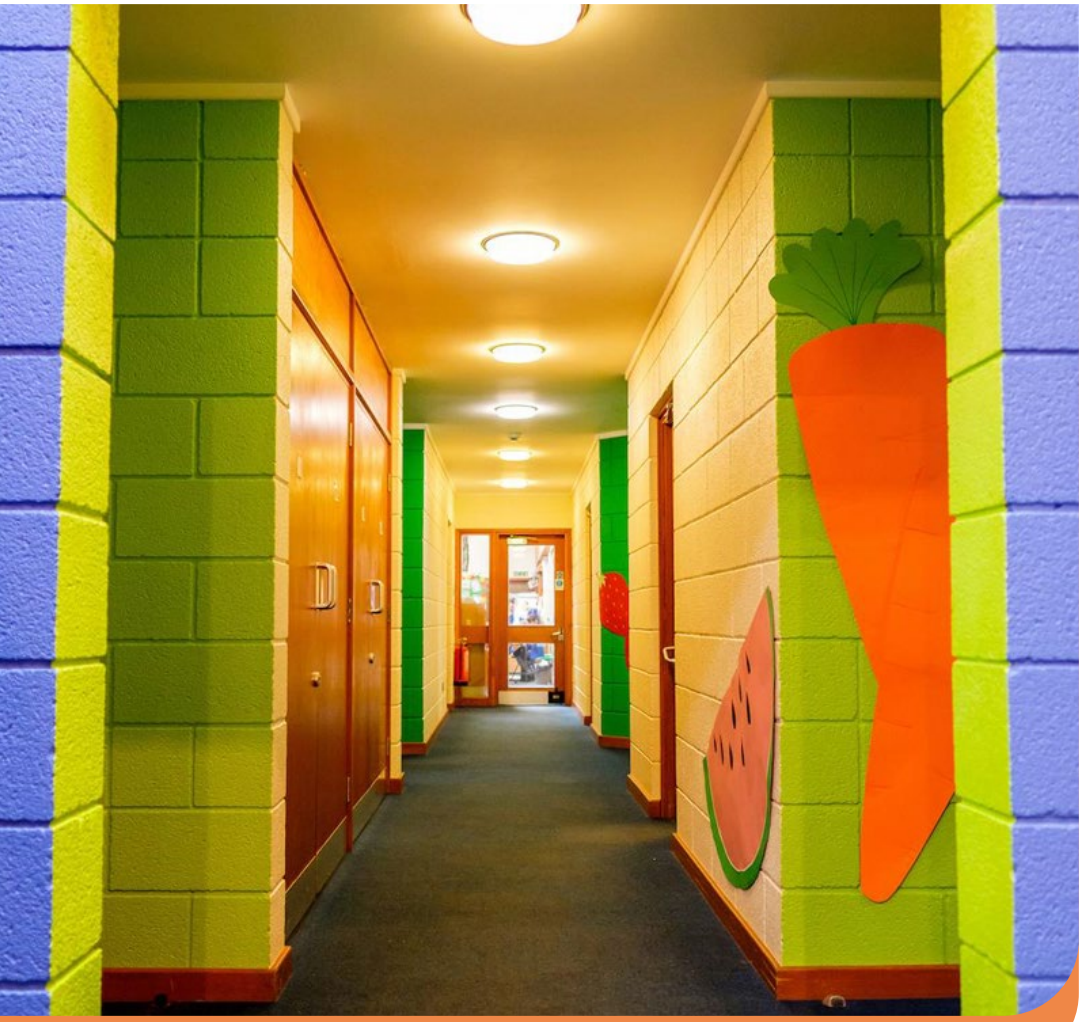
AkzoNobel

SSAT SUMMARY

THE SMARTER SPACES PROJECT

ssat the schools, students and teachers network

THE SSAT AND DULUX SMARTER SPACES PROJECT



This project explored how 'smarter spaces' could promote the positive engagement of students and teachers, and improve the quality of teaching and learning.

Participating schools aimed to create a 'smarter space' that had a positive impact on:

- Teachers' engagement with the learning environment
- Learner engagement in both design and application of the learning environment
- Teaching and learning through planning, delivery and progress across the school.

Prior to the project, many of the rooms before treatment were unloved, not cared for and generally 'someone else's problem.' The treatment focused attention on each room, drove ownership of the issues and solutions and ensured that every space was fully utilised.

KEY FINDINGS

The learning environment is a powerful driver for cultural change in both teachers and learners, if it is treated with the same consideration and passion as other teaching tools.

This cultural change takes time and requires ‘drivers’ – learners and staff, to both co-design and co-implement.

Co-design by schools with experts, as in this project with Dulux designers, provides the stimulation to make relatively easy changes and the inspiration to explore creative ways of improving the learning environment.

Support frameworks such as the Dulux design principles provide a footprint for success, outlining the potential benefits that each school can achieve; while SSAT’s lead practitioner accreditation provides valuable guidance to pre-empt and resolve possible roadblocks.

Impact measures should be wide ranging, capturing the nuanced effects of the new space on all stakeholders. In this study we provide examples and evidence of these effects.

Schools taking part in this project have seen positive benefits of their ‘smarter spaces’ ranging from greater utilisation of the room by a wider range of subjects, to reintegration of vulnerable learners into mainstream classes. There is little doubt that the new spaces have achieved the best fit for the schools’ needs and in the process has provided staff and students a valuable insight into the impact of learning environment design.

DULUX EDUCATION DESIGN PRINCIPLES

Smarter Spaces can become another tool for teachers to deliver better learning. When colour is specified with thoughtful consideration, a room becomes a powerful instrument that schools can use to improve learning outcomes.

Smarter Spaces physically support different teaching methods and learning approaches as well as having a positive emotional effect on pupils and teachers.

The 2010 Schools Environments Survey showed school environments have an impact on pupil behaviour and wellbeing in addition to the teachers' ability to teach effectively:

95.8%

of the teachers agreed that the school environment had an influence on pupil behaviour.

HOW CAN ROOMS ENHANCE TEACHING & LEARNING?

Using the Ofsted criteria as a starting point, Dulux Smarter Spaces identified five areas of focus where the design of the environment can support teachers and learners.

These are environments that:

- Enhance the teaching & learning environment
- Inspire engagement
- Encourage positive attitude and behaviour
- Promote personal development and wellbeing
- Help improve building function

"We know a lot about designing a room for minimum heat loss, but very little on how we design a room to prevent learning loss."

Professor Stephen Heppell

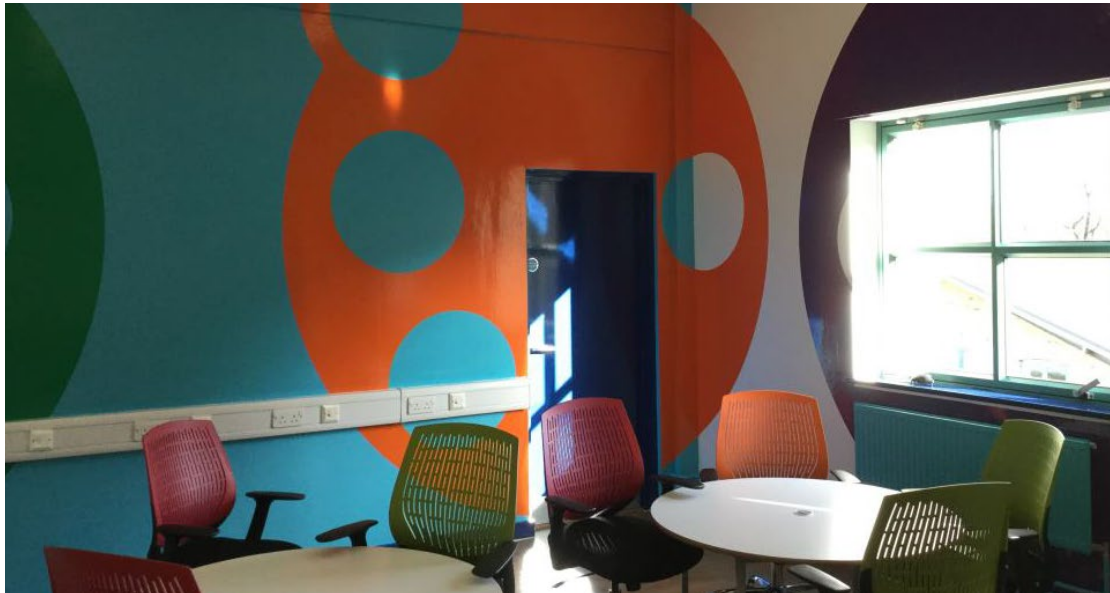
ACTION RESEARCH

Dulux Smarter Spaces and SSAT developed research projects in nine different schools, focusing on the learning environment and its impact on teaching and learning.

Four primary and five secondary schools in England were chosen to ensure a representative sample across the country. They also included a good mix of types of learning spaces, from classrooms and halls to corridors, to help demonstrate that learning can take place in all areas of the school buildings.

The spaces were:

- A classroom at Central Foundation School in London
- A communal space at Cuddington Croft Primary School in Surrey
- Two collaborative learning classrooms at Freebrough Academy in Saltburn-by-sea
- A design technology classroom at Lordswood Girls' School in West Midlands
- The small hall at St Mildred's Primary Infant School in Kent
- An IT suite at Tranmere Park School in Leeds
- A digital classroom space at Upton-by-Chester High School
- A STEM classroom at Wellacre Academy in Manchester
- A nurture room at Windrush Primary School in London.



THE PROCESS

The approach was broken down into the following key stages:

INITIAL TRAINING DAY with all the school leads, delivered by Dulux Smarter Spaces and SSAT, focusing on guiding principles in design and leading an action research project.

STAGE 1

LEARNER-LED INITIAL DESIGN – working with groups of students to identify what they wanted and how they thought that would aid their learning – resulting in the creation of a design brief for each school.

STAGE 2

DESIGN IMPLEMENTATION – the school lead met with a Dulux Smarter Spaces designer to discuss the brief, liaise over final designs and logistics, before sign-off of the final design. Contractors and suppliers were then contracted to create the smarter space.

STAGE 3

RESEARCH METHODOLOGY PLANNING – the school lead carried out an assessment of the space to determine the baseline before work began.

STAGE 4

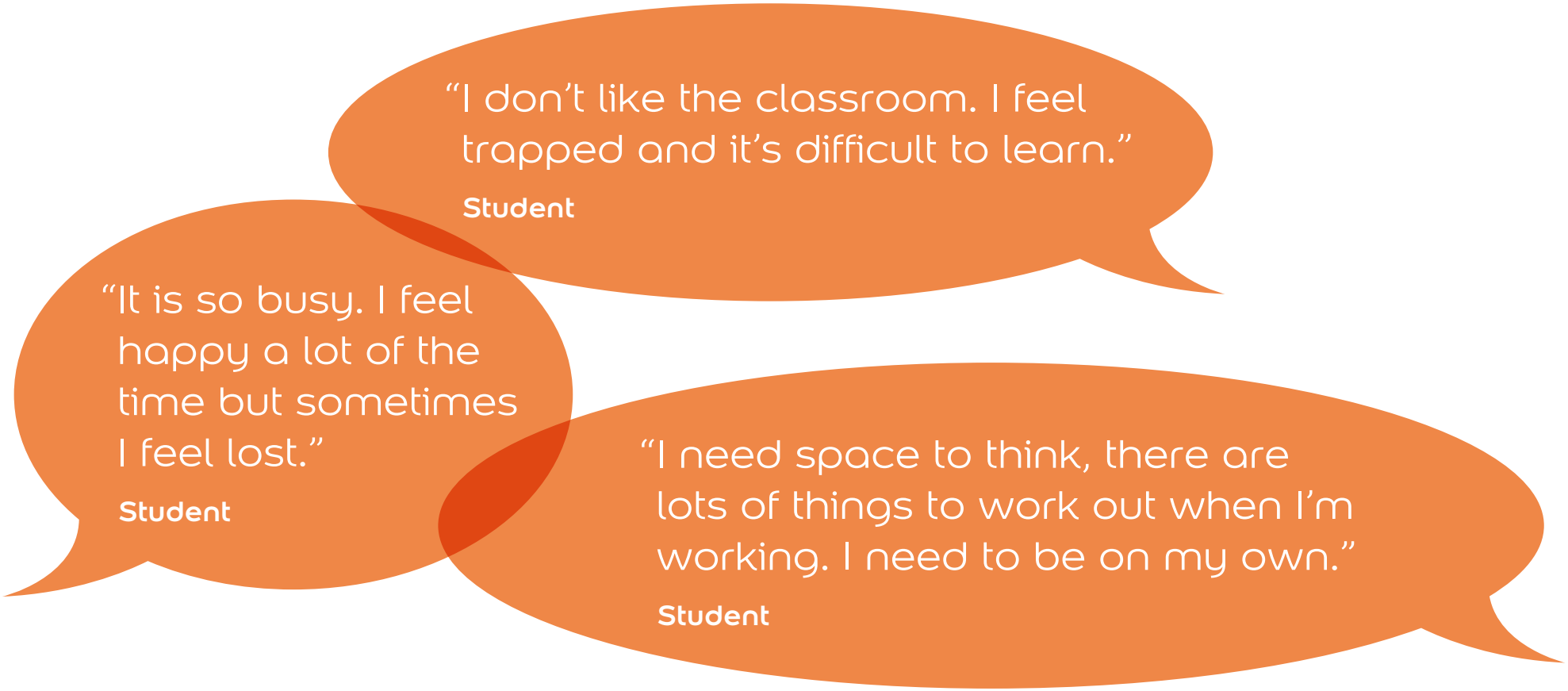
LEARNING TOGETHER

There was a sense of shared ownership across the project. The designs were developed in close partnerships with experts, based on understanding the users' experiences. Teachers proved creative in sourcing furniture and labour, while learners showed an awareness of budgets, others' needs and the viewpoints of external stakeholders that was beyond their years.

STAGE 5

UNDERSTANDING HOW LEARNERS EXPERIENCE SCHOOL

Learners were asked how their classrooms made them feel, to gauge their response to the learning environment and help identify opportunities for improvement.



PROJECT OUTCOMES

Schools saw gains in the teaching and learning experience for all users of the new learning space, with a greater sense of ownership, as a direct result of the project implementation. All schools were asked to report on the impact of creating their smarter space, focusing in particular on to what extent the following were achieved:

Enhancing the teaching and learning environment	How [and whether] the design of the smarter space optimises physical and mental comfort, provides variety and stimulation and enables different styles of teaching and learning.
Inspiring engagement	Identifying where the environment promotes pride and identity, where there is a sense of ownership of the space and where opportunities for self-directed learning are enabled.
Encourage positive attitude and behaviour	Making learners and teachers feel valued and respected, promoting responsibility and reducing the antisocial impact of bullying and vandalism are aspects of this factor.
Promote personal development and wellbeing	How designs allow time-out for learners and a link to nature.
Help improve building function	Designs for the learning environment should be adaptable and sustainable, with appropriate features such that the design is inclusive.

Criteria from Dulux Design Guiding Principles (Oct 2015)

SUMMARY OF OUTCOMES

HIGHLIGHTS INCLUDE…

Dramatic improvements at Upton By Chester High School

75% of staff agree the new and improved C14 classroom is a great space to teach. Previously no-one did!

BEFORE

How well does the classroom environment of C14 help your students to learn?

On a scale of 1-5, 1 being a great place to teach and 5 being a poor place to teach

1	2	3	4	5
0%	0%	22%	22%	56%

AFTER

How well does the classroom environment of C14 help you to teach?

On a scale of 1-5, 1 being a great place to learn and 5 being a poor place to learn

1	2	3	4	5
75%	0%	25%	0%	0%

"We have found that the green paint used in the room has had a calming effect, as has the immersive wallpaper."

"54% of students felt that the new colour scheme had a positive impact upon their learning."

Area of Focus	Design Principle	Central Foundation Girls School	Cuddington Croft Primary School	Freebrough Academy	Lordswood Girls' School	St Mildred's Primary Infant School	Tranmere Park School	Upton By Chester High School	Wellacre Academy	Windrush Primary School
Help enhance the teaching and learning experience	Optimise physical and mental comfort	✓		✓	✓	✓	✓	✓	✓	✓
	Provide variety and stimulation		✓			✓	✓	✓	✓	✓
	Enable different styles of teaching and learning	✓		✓	✓	✓	✓	✓	✓	✓
Help inspire engagement	Promote pride and identity	✓	✓	✓		✓	✓	✓		✓
	Create a sense of ownership and sense of belonging		✓	✓		✓	✓	✓	✓	✓
	Create opportunities for self-directed learning	✓	✓		✓	✓	✓	✓	✓	✓
Help encourage positive attitude and behaviour	Make pupils and staff feel valued and respected		✓	✓	✓	✓	✓	✓	✓	✓
	Promote responsibility	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Reduce the opportunity for bullying, violence and vandalism					✓				
Help promote personal development and wellbeing	Allow time out		✓	✓	✓			✓		✓
	Link to nature					✓		✓		✓
Help improve building function	Be adaptable and sustainable	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Design for everyone	✓	✓	✓	✓	✓	✓	✓	✓	✓

PROGRESS IN ACHIEVEMENT

Is there any data that can prove student learning improved?

There has been a **2%** improvement in attendance in 2016/17. The classes taught in C14 since it has been redeveloped with an average of **92%** compared with an average of **90%**. The table below shows that Year 7 groups who use this room, highlighted in orange, are making greater progress than those groups who do not.

Name	Total grades	Average points	Target average points	Difference
7x/Gg4 JKE	31	2.45	2.03	0.42
7y/Gg4 JKE	25	2.24	2	0.24
7x/Gg5 JKE	17	1.76	1.59	0.17
7y/Gg5 JKE	11	1.91	1.82	0.09
7x/Gg2 JWA	33	3.03	2.97	0.06
7x/Gg3 MCA	29	2.83	2.79	0.04
7x/Gg1 JWA	33	3.33	3.33	0
7y/Gg1 MCA	30	3.3	3.3	0
7y/Gg2 MCA	30	3	3.03	-0.03
7y/Gg3 MCA	29	2.52	2.55	-0.03

Significant increase in usage at Wellacre Academy

WELLACRE ACADEMY

The STEM room was redesigned as part of the smarter spaces project and usage increased not only for STEM subjects such as technology but by other subjects. Note also that this became the base for STEM club which also brought in local primary schools (**10% usage**) to experience the transition projects within STEM subjects.

	Use before the STEM room	Use after the STEM room
Bookable space by Technology	20%	30%
Timetabled space	20%	40%
Weekly STEM base	0%	100%
Other	0%	10%

WANT MORE INFORMATION?

These results are just a snapshot. For a comprehensive review of the project, including the methodology, and qualitative and quantitative data, check out the 'Exploring Smarter Spaces' report **here**.

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