5 **FINDINGS**

The findings indicate that all the schools evaluated through the peer review process were acceptable overall (i.e. scored 'pass' or 'very good') and users were very satisfied overall with their school premises.

The results below draw out some of the common issues that came out of reviewers' evaluations, staff and students' questionnaires and workshops discussions.

5.1 Peer review

The overarching objective of the peer review was to form an independent expert view of the design of the school buildings and grounds.

Overall, all schools were considered acceptable (score of 3 or higher), although the findings showed there were differences between the assessor specialisms: design, education, ICT and sustainability. The conclusions of the education specialists' evaluations were the most positive, followed by the design and ICT specialists, with sustainability specialists the least positive.

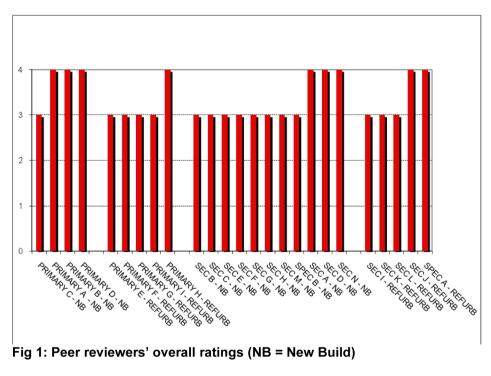


Fig 1: Peer reviewers' overall ratings (NB = New Build)

Overall, all 25 schools were evaluated as acceptable (figure 1).

36% were rated as 'very good', 64% 'pass'.

Primary schools were rated higher than secondary schools (note: the sample size between primary and secondary differed slightly).

44% of primary schools were rated as 'very good', compared to 31% of secondary schools rated as 'very good'.

Primary new builds were rated higher than primary refurbishment, whereas secondary refurbishments were rated higher than secondary new builds. There could be many reasons for this, e.g. primary schools are generally less complex buildings than secondary schools, therefore more straightforward to achieve a successful outcome; the secondary schools may have had more extensive refurbishments than primary school refurbishments.

- 75% of primary new builds were rated 'very good', whereas only 20% of primary refurbishments were rated as 'very good'.
- 27% of secondary new builds were rated 'very good', whereas 40% of secondary refurbishments were rated as 'very good'.

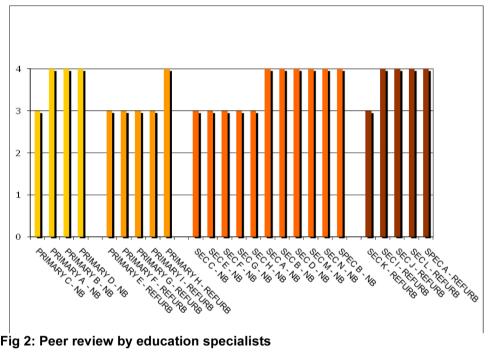


Fig 2: Peer review by education specialists

From the educationalists perspective, all 25 schools were evaluated as acceptable (figure 2). Their evaluations were the most positive.

56% were rated as 'very good', 44% 'pass'.

Secondary schools were rated higher than primary schools (the sample size between primary and secondary differed slightly).

44% of primary schools were rated as 'very good', compared to 62% of secondary schools rated as 'very good'.

Primary new builds were rated higher than primary refurbishment, whereas secondary refurbishments were rated higher than secondary new builds.

- 75% of primary new builds were rated 'very good', whereas only 20% of primary refurbishments were rated as 'very good'.
- 54% of secondary new builds were rated 'very good', whereas 80% of secondary refurbishments were rated as 'very good'.

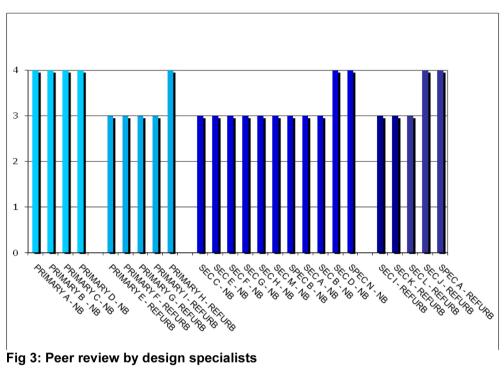


Fig 3: Peer review by design specialists

The design specialists evaluated all 25 schools as acceptable (figure 3).

36% were rated as 'very good', 64% 'pass'.

Primary schools were rated higher than secondary schools (the sample size between primary and secondary differed slightly).

55% of primary schools were rated as 'very good', compared to 25% of secondary schools rated as 'very good'.

Primary new builds were rated higher than primary refurbishment, whereas secondary refurbishments were rated higher than secondary new builds.

- 100% of primary new builds were rated 'very good', whereas only 20% of primary refurbishments were rated as 'very good'.
- 18% secondary new builds were rated 'very good', whereas 40% of secondary refurbishments were rated as 'very good'.