

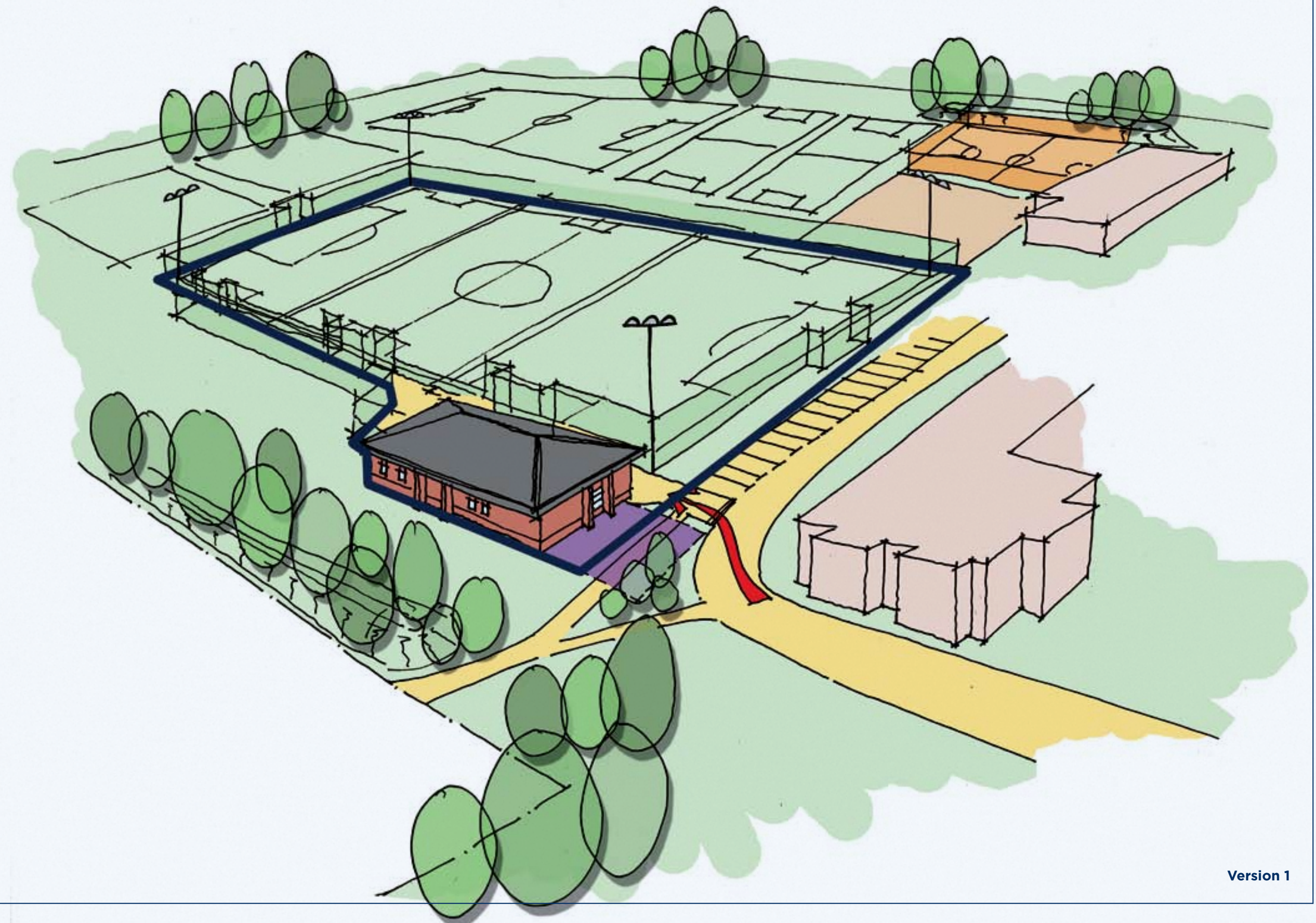
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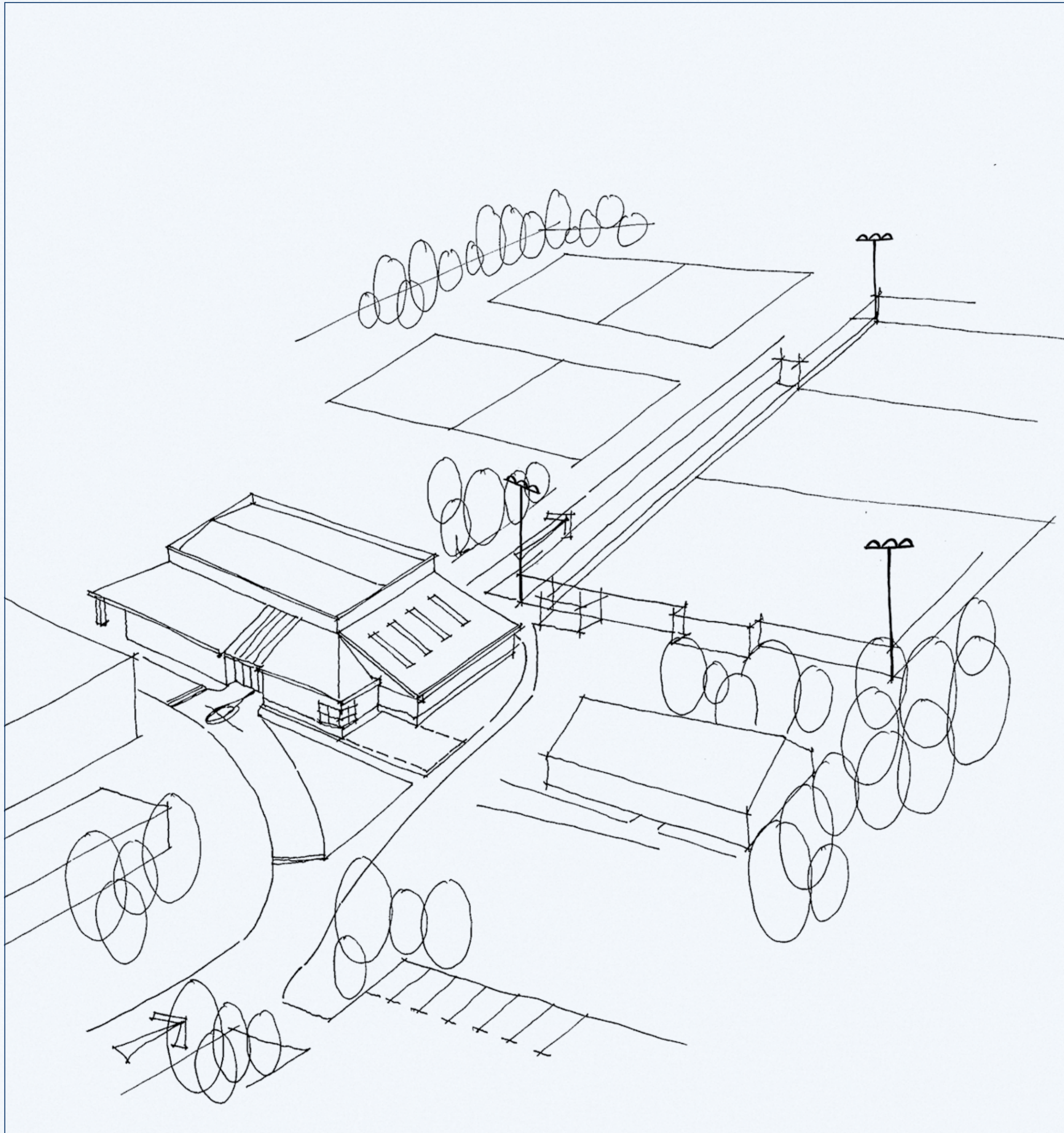
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## The Football Association

### Football Facilities in Schools





# The Football Association

## Football Facilities in Schools

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## Introduction - purpose of this document

The purpose of this document is to set down FA guidance for all schools seeking to review, update and improve their football facilities. It is recognised that each school will have its own constraints and challenges and as such, this document can only offer general advice. In all cases, schools and local authorities are strongly encouraged to take specific advice from The FA's Regional Facilities Manager.



The Football Association, as the National Governing Body, is responsible for the overall strategic direction of the game at all levels. A successful and flourishing grass roots game is essential to the long term strength of football in England and schools have a huge part to play in this.

In May 2008, The Football Association (FA) published its new National Game Strategy which highlights the priorities for the development of the community, 'grass-roots' game from 2008 through to 2012 and beyond. The FA has set some ambitious targets for the community game under some key headings;

National Game Strategy:	
<ul style="list-style-type: none"> <li>• To sustain and increase participation</li> <li>• Raise standards, improve behaviour and respect in the game</li> <li>• Develop better players and coaches</li> <li>• Run the game effectively</li> <li>• Support a skilled workforce, and</li> <li>• Improve facilities</li> </ul>	

**An estimated 22%** of all grass football pitches in England are located on school sites. However, the FA estimate that as few as a quarter of these are readily accessible to the local community. In accordance with the Governments extended schools agenda, and as the Building Schools for the Future, (BSF) programme develops, the role and function of these grass pitches, and indeed other sporting facilities on school sites will be re-appraised with a view to providing for curricular use and the wider community.

It is hoped that as a result of the BSF programme, the offering for football and sport generally will be greatly improved both for the school pupils and the community alike. There are already some excellent examples of local authorities working closely with sport to ensure that the facilities generated through the BSF programme meet with local need and provide a wide range of curricular and extra-curricular uses.

As The FA grows and develops the game across the country, opening opportunities for all to participate, the role of schools and the facilities within schools will be key.

### Partnerships

The Football Association has been working alongside Partnerships for Schools, (Pfs), Sport England and other bodies to ensure that wherever possible, local authority BSF project teams and BSF bidding consortia alike, take every opportunity to provide enhanced and new sports provision on school sites.

New and refurbished schools will be a focal point for new sporting facility provision in many of our local communities over the next 10 years. Community use of the sites after curricular hours will also foster a sense of ownership amongst the local population, provide a sustainable income stream and enhance security of the site. Key community partners may include grassroots football clubs, after school clubs, street leagues, commercial leagues, the private sector and other local community groups. Properly thought through facilities and associated management arrangements will position school sites as community hubs and centres of activity.

The BSF programme offers a once in a lifetime opportunity to create a built legacy for young people and their communities. Sport has a passionate and fulfilling part to play in this legacy through BSF and other capital programmes. This document sets out guidance for those involved in planning new facilities. **These are The FA standards for community football.**

It is envisaged that this document will be reviewed and amended on a regular basis as further examples of good practice become available.

The Football Association	Section 1
Football Facilities in Schools	Introduction

### 1.1 Working with Head Teachers, Governors and local authorities

The Building Schools for the Future programme is the largest domestic school building programme ever undertaken. There is no doubt that the process will generate many challenges and opportunities as local secondary school estate is reviewed. Early experience in the process has highlighted the importance of positive intervention from Head-teachers and Governors in supporting the case for an enhanced PE and sport offering in schools. There is evidence to support the concept that young people actively engaged in physical activity are better placed to succeed academically. Opportunities such as this to develop high quality, well designed facilities for students and the wider community must be seized upon. The FA would welcome any opportunity to work with schools, Governors and Head Teachers, to ensure that opportunities for sport arising through BSF, are fully realised.

#### The FA will:

- Provide a single source of guidance for football in schools from a technical and design perspective.
- Offer detailed local information and advice regarding participation trends and areas of opportunity for football so that local authorities are able to respond to localised demand ensuring that facilities meet with demonstrable local need.
- In certain circumstances, work with local authorities to offer joined up funding and to enhance already specified football facilities based on proven local need. This will be achieved through a formal application process led by The FA's Regional Facilities Managers, supported by the Football Foundation.
- Work with bidding consortia to offer advice and support regarding FA standards for football facilities within schools.



### 1.2 Football in England - setting the scene

Such is the scale of the BSF programme, The FA and Football Foundation will clearly only be able to invest in priority projects. These local priorities will be set by The FA's Regional Facilities Managers who must be approached at the earliest opportunity - see contacts later in this document.

Football is the national game and its domestic and indeed global reach is unsurpassed. At footballs centre however, is the community game which involves over seven million people each month - harnessing the energies and motivations of over 400,000 volunteers.

Key facts	
<ul style="list-style-type: none"> <li>• Football in the biggest team game in England with over <b>7 million people</b> participating in some way every month, including <b>3.9 million under 16's</b>.</li> <li>• The FA runs a total of <b>24 England teams</b> including women's, youth and disability sides as well as the England Senior Team.</li> <li>• At grass roots level, there are over <b>130,000 teams affiliated to the FA</b>, playing in over <b>1,700 leagues</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• There are over <b>400,000 volunteers</b> active throughout the game who are critical in ensuring that all have opportunities to participate.</li> <li>• There are <b>30,000 qualified referees</b> in England.</li> <li>• The FA has trained over <b>130,000 coaches</b> to gain their Level 1 qualification.</li> </ul>



# 2

## Strategic planning for football

The FA recognise and welcome the ongoing work of Partnerships for Schools, the Youth Sports Trust and Sport England in establishing a focal point for sport through the local BSF PE & Sport Stakeholder Groups.

To support planning for sports in schools, The Football Association has developed locally-based participation data (updated annually) which is freely available to Local Authorities, BSF teams and schools.

These documents - called **Local Area Data** reports - are generated/updated every year for each Local Authority area in England. The reports offer a detailed analysis of participation at a local authority level and compare participation across similar local authority groupings, regionally and nationally.

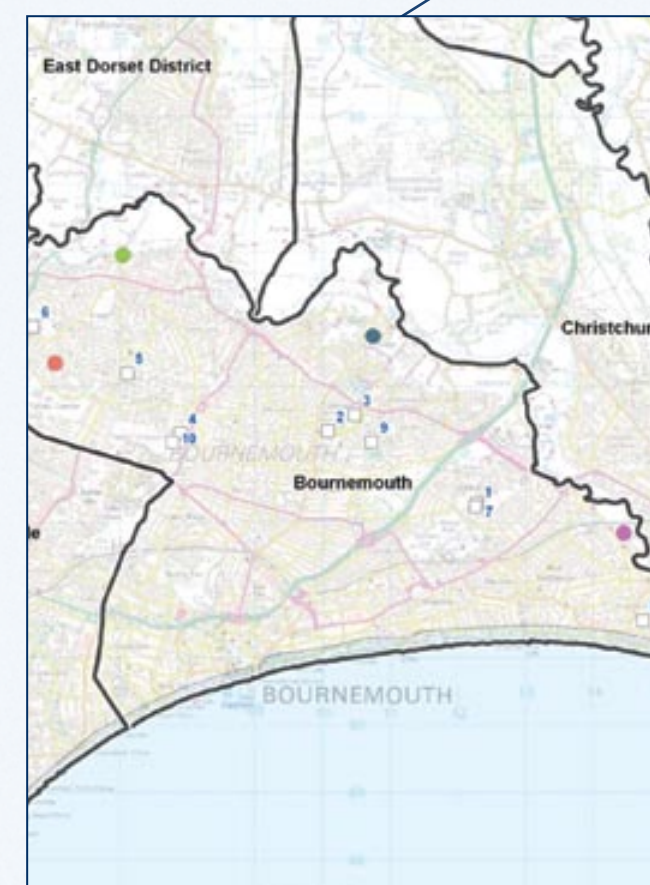
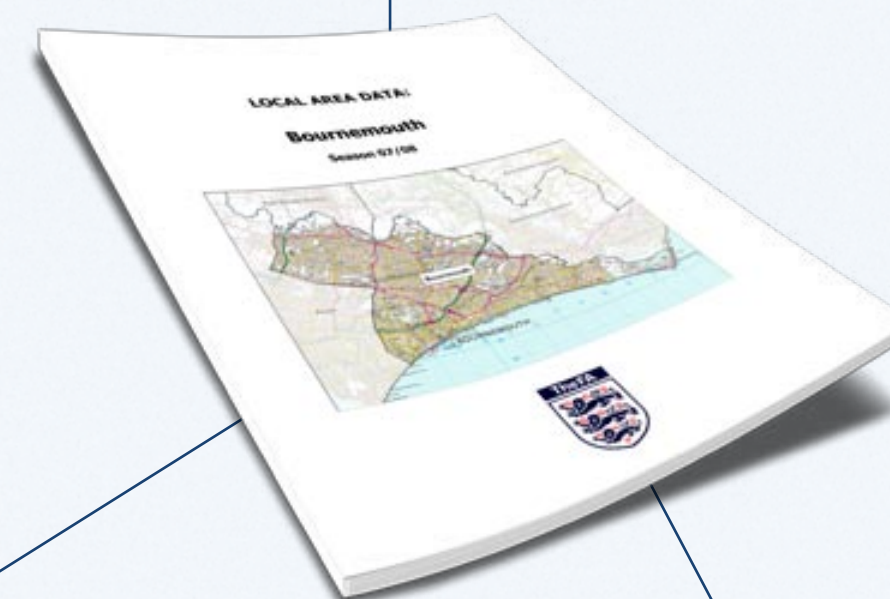
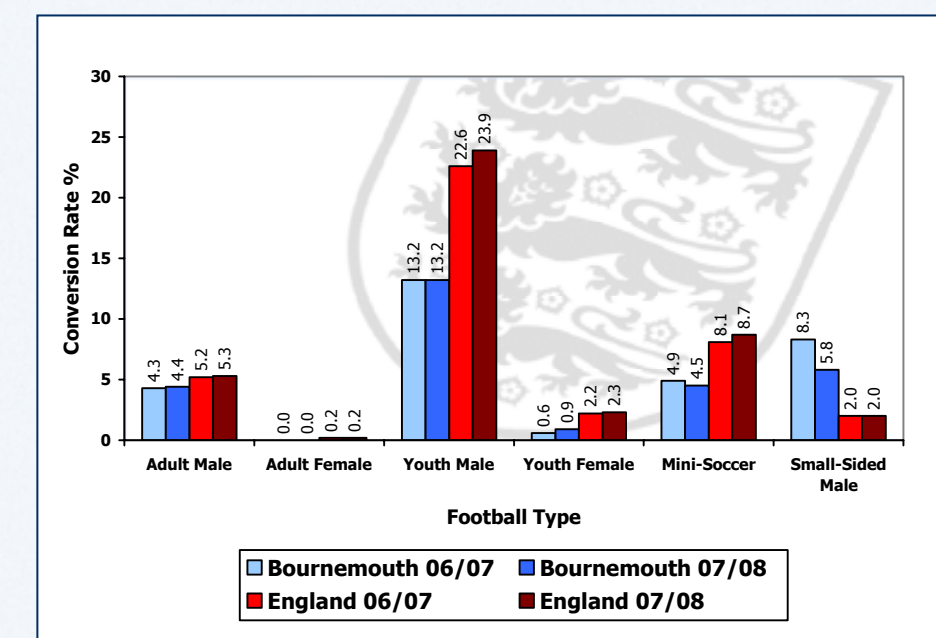
Local Area Data reports provide the foundation upon which a local needs-based approach for football facilities in schools can be developed.

The 'Local Area Data' reports can be used alongside existing Sport England strategic planning tools and resources including Active People, Active Places and Active Design.

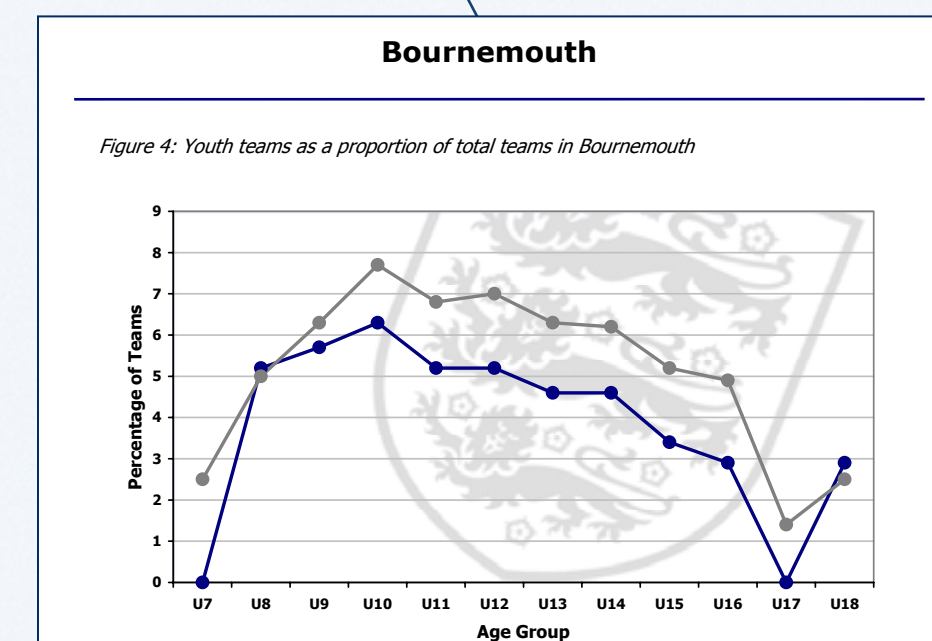
Advice surrounding the use of these documents is available from the FA's Facilities Team (see section 7).



Localised participation data at LA Level



Clubs and school mapping



Age/participation analysis

# 3

## Working with the local football community

It is essential that schools form close links with their respective communities – schools have the potential to operate as ‘community hubs’ offering a wide range of locally appropriate services and facilities. The FA and County FA’s will assist schools, local authorities and BSF teams to form mutually beneficial links with the local football community.

### 3.1 Writing a Football Development Plan

To establish a long term strategy for the delivery of football on school sites and to define the roles and responsibility of each key partner, The FA recommend that a Football Development Plan is created. A Football Development Plan clearly defines how a school site might make the best use of its facilities for the benefit of the school and the local football community alike. The development of such a plan is a critical stage in determining what specific facilities may be required on a school site. Developing an effective plan encourages a shared process that involves the full community.

In order to assist with the writing of a Football Development Plan, The FA has made available specific guidance aimed at supporting schools - the Football Development Toolkit. This incorporates a framework and template that supports the development of a plan set around The FA’s national football development priorities. Each section of the plan is supported by guidance notes and examples. Advice and support on use of this toolkit is available from your local County FA.



### 3.2 Clubs as partners

It is the FA's intention to work with schools to ensure that the 'quality assured' clubs are part of the school's sporting offer to the local community. Club development is a key focus in The FA's National Game Strategy (2008-2012). The FA has developed an accreditation scheme for Clubs called FA Charter Standard. By 2012, The FA aim for 75% of all junior and youth teams to have achieved Charter Standard status. The Charter Standard Scheme is a best practice process that sets minimum standards of coaching, administration and child protection for clubs working with young people. As a benchmark for quality, it will improve the playing experience for all. The FA Charter Standard Clubs programme, targets clubs outside the Football League and Premier League. It is aimed at players, children and parents seeking to find a club in their local area that meets minimum FA standards.

#### FA Community Clubs

The FA Community Club scheme builds upon the foundations of the Charter Standard scheme in placing clubs at the heart of their community. Community Clubs, the pinnacle of the club development pathway, will be those that offer a high quality environment, multi-teams (minimum of 10 teams) with excellent social, training and playing opportunities for all. As such, the number of Community Clubs is one of the truest measures of success for The FA. All new FA Community Clubs are required to meet FA criteria, ensuring they provide opportunities for players irrespective of age, gender, religion and ability. Clubs must also provide qualified coaches, first aiders and child protection officers.

The FA is committed to the development of School-Club links and will offer advice to schools and clubs as to how best to create these partnerships. The FA strongly advocate that schools seek to develop close ties with their local FA Charter Standard Community Clubs. Advice as to how to contact these clubs is available via the local County Football Association.

Many school projects have included the delivery of curriculum and after-school '3 Lions FC coaching courses' by FA Charter Standard clubs in their local primary and secondary schools, culminating in a school led festival. Funding is available, via the County FA, to support the running of these coaching courses and festivals, to provide bursaries for coaching courses and club development as well as supporting liaison work for schools wishing to become FA Charter Standard. Coaching Packs and Festivals Packs are available to provide promotional material to market and support delivery. Equipment Packs are also available, including Futsal and Soccability, to be utilised by schools and clubs in the school-club link programme.

#### Young people as volunteers

The development of young people as volunteers is also an FA priority. To support this, The FA have devised the Junior Football Organisers Course designed to give young people aged 14-19 skills in leading groups through safe football related activities. The course encourages students to take responsibility for 6-11 year old children in organising football activities for clubs, mini-soccer festivals and games. The course is divided into 13 sessions and lasts for a total of six and a half hours. As part of the course students also organise a festival of football or other football related activities. Following this, the young volunteers have the opportunity to be placed onto the 'Step into Sport' programme, a national initiative led by the Youth Sports Trust.

#### Help and advice

Details of all FA courses and workshops and indeed advice regarding how best to engage with local football clubs is available from the local County Football Association.

### 3.3 Delivering wider outputs through football

Football has a unique ability to engage the most hard to reach members of communities, offering opportunities to participate and contribute to society.

The Football Association has a partnership with The Football Foundation, the largest sports charity in the UK. The Foundation's mission statement is to improve facilities, create opportunities and build communities.

The Football Foundation has a growing Community Programme, which is focused on the second and third elements of the Foundation's mission statement: create opportunities and build communities. Via the Community Programme, the Foundation seeks to support projects that use the "hook" of football to improve the life outcomes of participants by addressing key issues relating to education, health and social cohesion.

The Community Programme aims to address these issue through football by;

- Preventing and reducing offending.
- Promoting respect amongst communities and bringing people together through football.
- Improving educational attainment and lifelong learning.
- Encouraging personal development from participation in football and sport through volunteering, training and employment.
- Addressing health inequalities and in particular tackling the rise of obesity in children and adults.

The Football Association and Football Foundation will seek to offer advice and support to schools in developing targeted community projects.



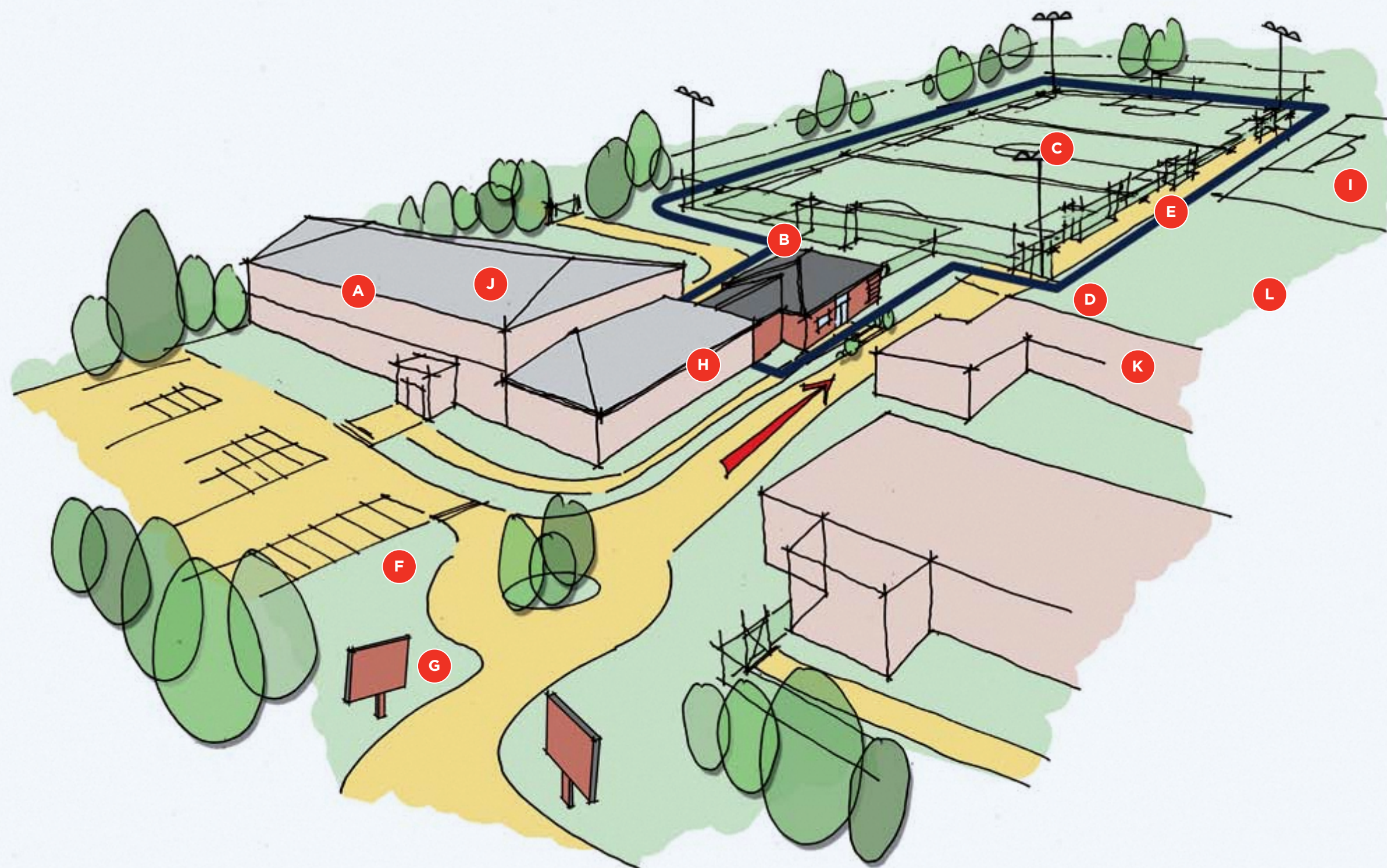
# 4

## Football facilities on school sites – Design principles and technical guidance

The FA has extensive experience in developing facilities on school sites. This document offers design principles and technical guidance that will deliver facilities that are fit for purpose for curricular *and* community use.

### 4.1 Overall design for school and community access – general principles

- A** All buildings intended for community access are visible and easily accessible without encroaching on other school areas dedicated for student use.
- B** The changing room provision should be able to be flexible enough to accommodate curricular and community team use, eg. ability to accommodate a school class (32 pupils) and to them be divided into two community changing areas (16 players each).
- C** The football community may use a range of facilities such as natural and artificial grass pitches, changing/official's rooms, learning/education rooms, club-space for refreshments and spectator toilet provision
- D** In some cases, provision of separately located changing blocks on school sites may be appropriate, especially where school buildings are being refurbished rather than re-built.
- E** Natural grass and Artificial Grass Pitches should be located near to each other and located close to outdoor changing rooms and other sports facilities. A combination of natural grass pitches and an artificial grass pitch will provide the best combination for attracting and coping with a wide range of football use, especially when supporting an FA Charter Standard Club who may well have up to 20 teams of varying ages
- F** Ensuring that there is adequate provision for drop-off points, cycle route access/storage, parking and turning circles.
- G** Use of appropriate fencing and clear signage to control the direction/flow of users to various facilities.
- H** The reception area should be clearly identifiable when accessing the school site and should be located such that all sports provision can be overseen and managed.
- I** Design/location of sports pitches to emphasise the environmental aspect of each school – aim to put sporting provision where it can be seen rather than hidden away behind school buildings.
- J** Ensuring that indoor spaces (especially sports halls) are designed to cater for a range of sports including small-sided football, disability football and Futsal.
- K** Provision of appropriate teaching spaces within or close to sports facilities – this will provide for integration for curricular activities and sporting activities such as coaching courses.
- L** Pitch quality affects both the number of games that can be played and the quality of those games. Future demand for good quality grass pitches will grow alongside increased reliance on artificial grass pitches. An enhanced maintenance programme for natural and artificial grass pitches is important in improving the quality and quantity of curricular/extra-curricular and community football played.



#### 4.2 Natural grass pitches

The FA, together with the Institute of Groundsmanship (IOG) and Sport England, have completed a construction standard for new and refurbished natural grass pitches – this is called the Performance Quality Standard, (PQS).

The 'Performance Quality Standard' (PQS) provides a recommended minimum quality standard for the maintenance and construction of pitches. Specifically, it sets the basic standard recommended for natural grass pitches, which may be located at a variety of locations including a Club site, within a park, a school or recreational ground. The PQS sets out specific standards in relation to grass cover/spec, levels, drainage and maintenance. Natural grass pitches have a limited carrying capacity, i.e. number of matches that can be staged a week. However, a good quality, well maintained natural grass pitch will cater for up to 10hrs use per week and therefore maximise curricular and community use.

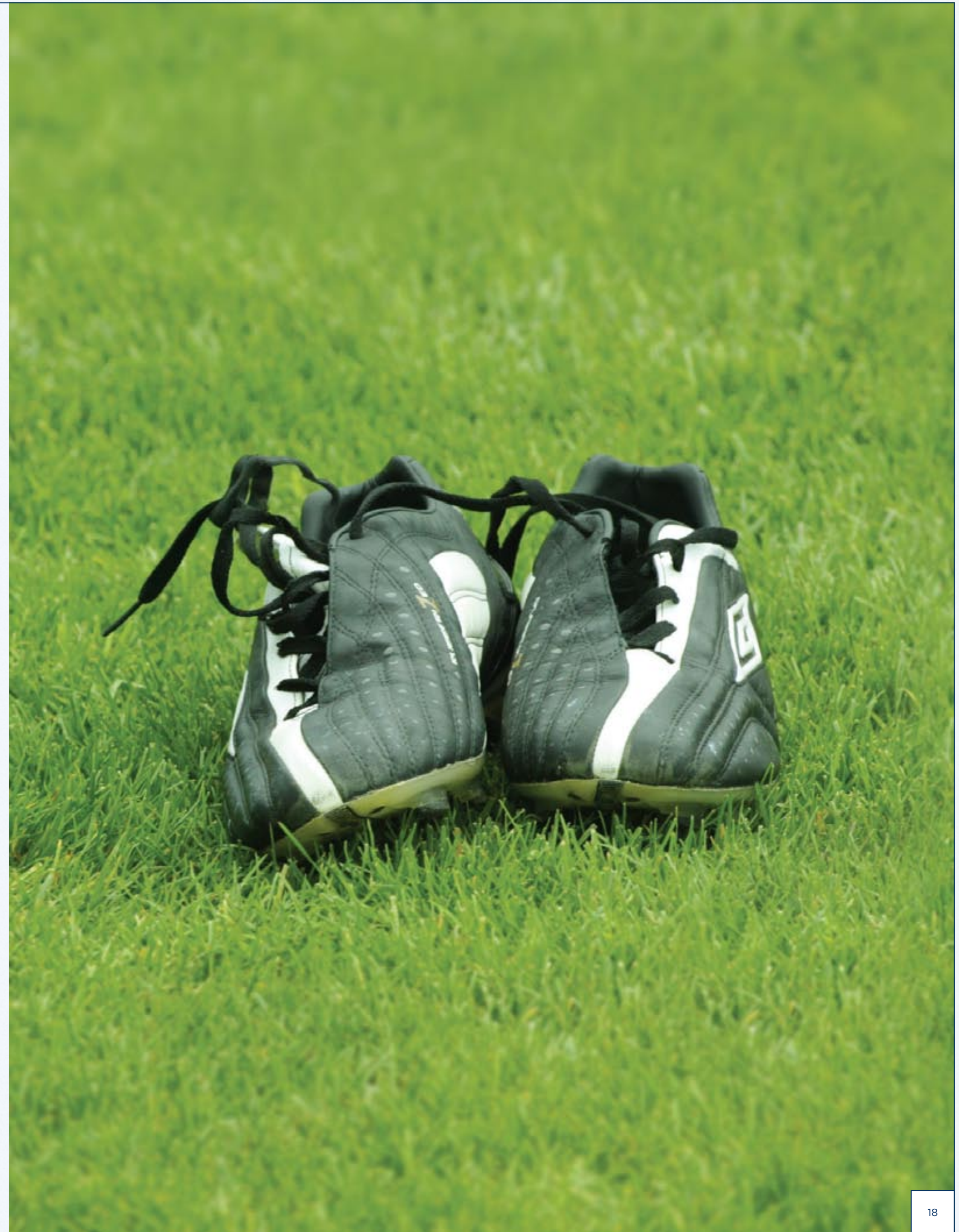
In order to ascertain what specific level of ground works are necessary to reach this standard, it is strongly recommended that the school planners commission an appropriately qualified pitch consultant (agronomist) to carry out a pitch feasibility study and construction specification before any improvements or drainage works are carried out. The FA's Regional Facilities Managers will be able to advise accordingly. Furthermore, it is strongly recommended that the BSF team commission this type of study across all school sites, especially where there is above average rainfall or varying soil conditions.

**The appointment of a suitably qualified agronomist will be essential in circumstances where grass pitches are to be reinstated on the old school-building footprint. In these circumstances, pitch-works are likely to be problematic and specialist advice will be needed to ensure that the resultant pitch quality is fit for purpose.**

Consideration should be given to the specific layout and dimension of pitches to ensure that all age groups are catered for - see pitch dimensions later.

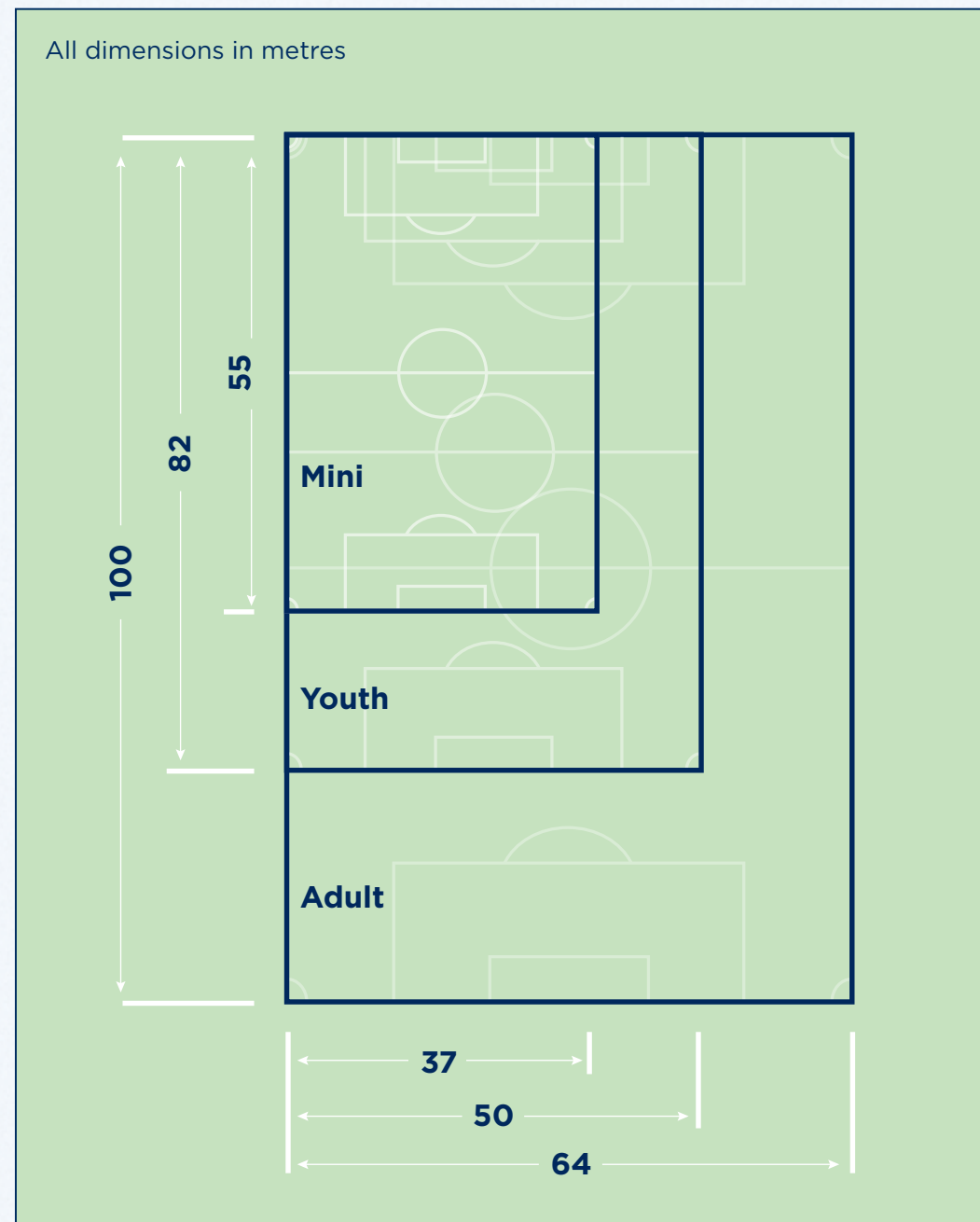
Any natural grass pitch works should not be contemplated before the major capital building works are nearing completion. Consideration should also be given to phasing the pitch works to minimise disruption of participation (for curricular and community use).

The specific requirements regarding grass pitches will differ from site to site. The FA's Facilities Team will be able to offer detailed advice and guidance regarding the FA's Performance Quality Standard (PQS) for natural grass pitches based on individual circumstances.



#### 4.2.1 Goalpost and pitch dimensions

The dimensions for pitches and goalposts must cater for all age groups – see table.



##### Goal post dimensions

Adult/Youth (over 15 years of age): 24ft x 8ft.  
Mini-soccer (for all other ages): 12ft x 6ft

Run-offs for natural grass pitches should be a minimum of 1.83 metres (6 feet) but ideally 2 metres. The run-off must be of natural grass and must not be of tarmac or concrete construction, with no barriers or obstructions evident within the run-off area. Where pitches neighbour others within a confined area, the minimum run-off between both pitches should ideally be 4 metres to allow for spectators watching either match.

#### 4.2.2 Goalpost safety

Sadly, there have been some serious injuries and even fatalities over recent years as a result of unsafe or incorrect use of goalposts. Safety is always of paramount importance and everyone involved in football must play their part to prevent similar incidents occurring in the future.

We recommend that;

- Goalposts of any size must always be anchored securely to the ground;
  - Portable goalposts must be secured as per the manufacturer's instructions;
  - Under no circumstances should children or adults be allowed to climb on, swing or play with the structure of the goalposts;
  - Regular inspections of goalposts must be carried out to check that they are properly maintained.
- Portable goalposts should not be left in place after use. They should be dismantled and removed to a place of secure storage or chained and locked together to prevent unsupervised use..
- The use of metal cup hooks on goals was banned from the commencement of 2007/08 season and match officials have been instructed not to commence matches where such net fixings are evident for safety reasons. Nets should only be secured by plastic hooks, net grips or tape and not by metal cup hooks. Any metal cup hooks should have been removed and replaced. New goalposts should not be purchased if they include metal cup hooks.
- Wooden goal posts are more likely to pose a safety concern and should be replaced at the earliest opportunity with compliant metal, aluminium or plastic goalposts.

The FA and BSI, in conjunction with the industry, have developed two standards for goalposts – BSEN 748 (2004) and BS 8462 (2005). It is strongly recommended that you ensure that all goals purchased comply with the relevant standard. A Code of Practice BS 8461 has also been completed and copies of all of these three standards are available from the British Standards Institution.

#### Natural grass pitches

##### Key issues to consider are:

- Appointment of a suitably qualified agronomist/pitch consultant.
- Undertaking a pitch feasibility study – including local topography, ground conditions, contamination etc (this is especially important where grass pitches are to be reinstated on the previous school footprint).
- Correct layout of pitches and pitch/goalpost dimensions as recommended by The FA. Ensure that appropriate 2 metre run-offs are designed in.
- Ensure pitches are able to be re-orientated to cater for excessive areas of wear (goalmouths etc). Ensure all FA advice is adopted regarding goalpost safety issues.
- Preparation of a specific maintenance programme dependent upon the anticipated usage, (specific local advice available from FA Regional Facilities Manager).
- Provision of appropriate maintenance equipment and storage facilities where a school is responsible for maintenance.
- Ensuring that changing provision for natural grass pitches are designed to withstand outdoor access eg ingress of mud and dirt. Consider installation of 'boot-brushes' located away from the entrance to the changing rooms.

### 4.3 Artificial Grass Pitches (AGPs)



Secure access from changing rooms prevents pitch access contamination.

The last few years has seen some major innovations in the development of Artificial Grass Pitches, (AGPs). The advancement of AGPs now allows the game to be played on such surfaces capable of replicating the playing qualities of the best natural grass pitches, whilst at the same time allowing increased use – ideal provision for community use.

Such is the success of these surfaces that they are now being used in major FIFA and UEFA competitions. In addition, their popularity as assets within community-based projects has grown rapidly and they are increasingly being used within school and academic settings – allowing for high volume usage.

They are also a source of potential revenue to school sites and there are many examples of such facilities being used for both curricular and community use in such a way as to cover their management, maintenance and replacement costs (sinking fund).



External spectator viewing.

The FA has produced detailed technical guidance around artificial grass pitches for school and community use with full details available from the FA's Facilities Managers. This document covers all of the key issues and offers detailed design and technical advice regarding their planning, development, installation and subsequent use.

There are three standards for AGPs – 2 FIFA standards catering for elite and high-level competition football and an FA Community Standard which is specifically designed to cater for school and wider community use.

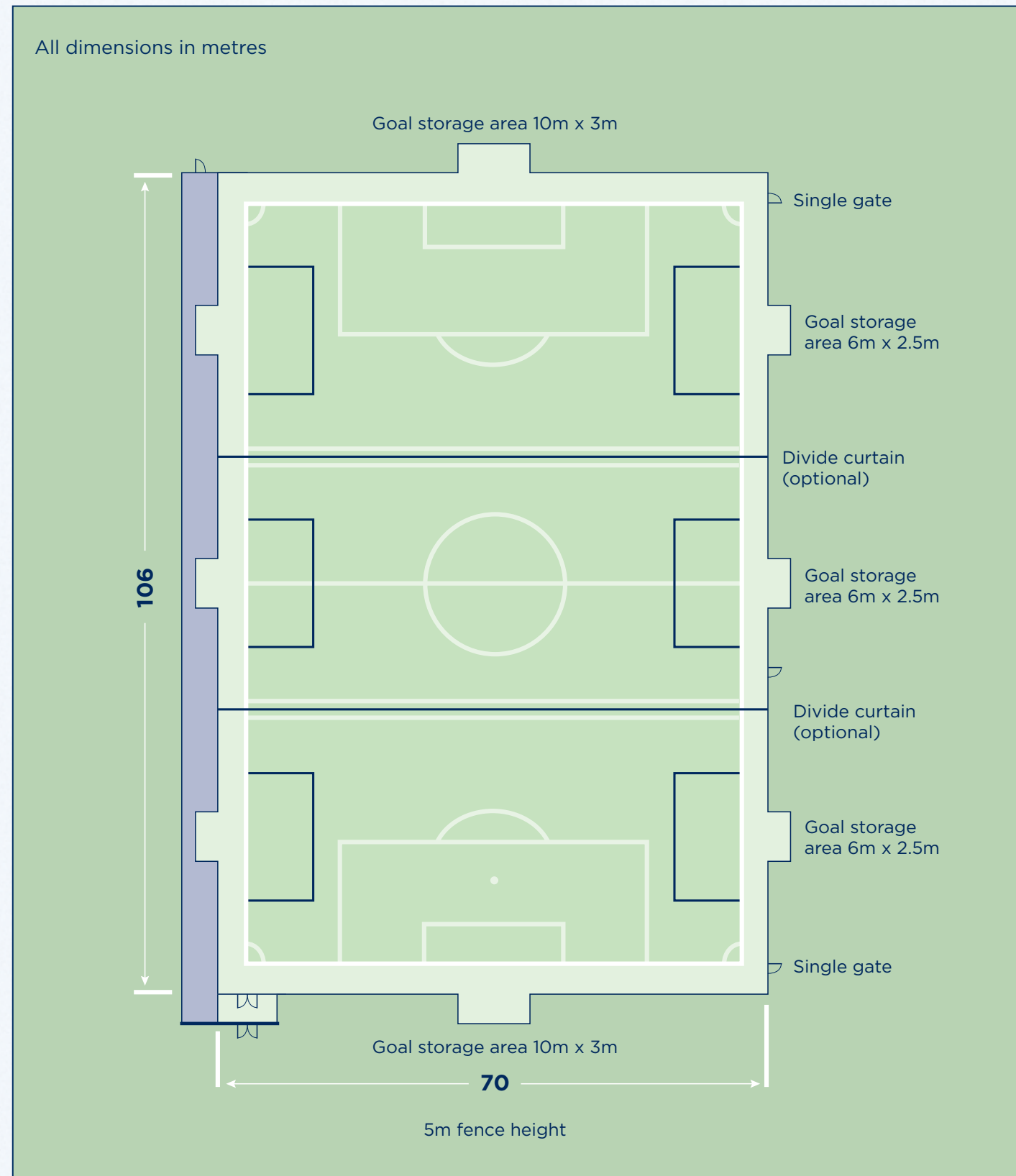
The recommendation for AGPs on school sites is the **FA Community Standard**, which will adequately cater for high levels of usage by both the school and community. Specific advice (which may well be site specific) is available from the FA's Facilities Team – see Contacts in Section 7.0.

**Sand filled/dressed pitches/water based pitches do not meet the FA's performance requirements for Artificial Grass Pitches.**

#### Key issues to consider are:

- The recommended FA size and layout (markings) including;
  - 3 metre 'run-offs' on all sides of the pitch between touchline and fence line. Run-off areas should be of the same construction as the pitch.
  - Choice of goals, self weighted or hinged full size goals at each end with self weighted mini-soccer goals in each of the recessed areas for cross-ways play.
  - Exterior fencing of a suitable height to retain the ball in the AGP area of a suitable height (ideally 5m).
- Provision of suitable sized access point to pitch for maintenance and repair equipment.
- Provision of suitable low fenced and lit pathways from changing provision (or car parking) to reduce contamination of AGP. An entrance area might include the use of an artificial grass surface used as a waiting/mini warm-up area.
- The use of entrance and exit matting/grills to minimise contamination on AGP.
- Provision of a tarmac viewing area for parents/spectators which should be located along one side of the pitch between playing area and fence line.
- Division of spaces/areas with retractable curtain to provide for maximum flexibility.
- Ensuring that maintenance guidance provided by the installer is adhered to, based on levels of use, to provide for the best care of the AGP
- Positioning of AGP should be as close to changing and car parking provision as possible and ensure that access through the main part of the school is avoided.
- Floodlighting is required for extended use of artificial grass pitches and as a result improves the economic sustainability of football facilities on school sites.
  - The Lux value required upon installation should be rated at 200 Lux. Lighting gradually loses its luminance over its life affected by voltage reductions, the lamp itself and the maintenance regime. Typically a lamp will lose 20% of its effectiveness after 2 years.
  - There are typically 8 floodlighting columns, 15m to 18m high for a full size AGP. These should be switchable so that segments of the pitch can be lit independently. These columns should be sited outside of the fenceline.
  - Consideration needs to be given to the location in relation to nearby residential properties. Recent guidance has suggested that there should be a minimum of 65m from the perimeter of the pitch to the nearest residential building and not garden boundaries. The use of soil bunding and tree-planting can significantly reduce noise levels. Failure to consider these issues may lead to planning challenges.
- Ensuring that a properly thought through business plan is developed for the AGP. This should include a community sensitive pricing policy and be capable of generating sufficient income to drive football development activities and create an appropriate dedicated sinking fund for future replacement.
- Ensuring that an appropriate feasibility study and design specification is prepared by a suitable specialist to cover drainage, construction detail, fencing, floodlighting, storage and maintenance. The FA's Regional Facilities Manager (see 'contacts') will offer further guidance.

**Full Size AGP - detailed dimensions**



AGPs are also a source of potential revenue to school sites and there are many examples of such facilities being used for both curricular and community use in such a way as to cover their management, maintenance and replacement costs (sinking fund).

The FA has produced detailed technical guidance around artificial grass pitches for school and community use with full details available from the FA's Facilities Managers. This document covers all of the key issues and offers detailed design and technical advice regarding their planning, development, installation and subsequent use.



Full size AGP offers maximum flexibility for schools



Use of matting at entrances to prevent contamination of pitch



Use of curtains to divide pitch widthways



Recessed fencing provides safe storage for goalposts



Permanent hardstanding for spectators and waiting teams



Safe access and drop off points close to AGP

#### 4.4 Changing rooms

The correct design and specification of changing accommodation is hugely important – especially on school sites where there is to be shared use amongst students and the wider community.

##### General design principles

###### Changing rooms

The changing room provision should be able to be flexible enough to accommodate curricular and community team use, eg. ability to accommodate a school class (32 pupils) and for them to be divided into two community changing areas (16 players each).

The changing room area should be designed to meet Football Association guidelines. The changing rooms should be a minimum of 16m<sup>2</sup> excluding showers, drying areas, entrance or toilets. Typically, inclusion of showers, drying areas, entrance and toilet cubicles will take a changing room to c.36m<sup>2</sup>.

The layout of the changing room should consider how players and coaches will use the area. The benching should be set out in a ‘U’ shape meaning that a coach can maintain eye contact with all his/her players at all times and at the same time the players can focus on the coach and view the tactics board.

The ability to provide changing rooms to meet school and community needs is essential. By designing 2 u-shaped changing rooms back to back (as illustrated on page 27/28) and including a roller-shutter, it will enable two 16m<sup>2</sup> changing rooms to be converted into a 32m<sup>2</sup> changing room for curricular use. If four of these changing rooms are located together, then there is flexibility during curriculum time to allow for single sex use. During evenings and weekends, these changing rooms can revert to four independent rooms for team use regardless of gender if the dividing roller-shutter is locked.

The interior of the changing room itself should not be visible by anyone from the outside and a lobby area has been included. Child protection is vitally important and the building, especially the changing areas have been designed to address child protection issues. The doors between the social areas and the changing areas should be lockable with a control mechanism that allows only players and school/club officials into the changing rooms.

In order to meet the indoor (sports hall), outdoor (natural grass) and AGP demands, careful consideration needs to be given to the layout and the number of changing rooms required so that cross-contamination is managed and cleaning requirements are minimised.

###### Entrance

Welcoming area that allows space for notice boards, school/club information and photographs. Ideally this area must also be designed in such a way as to allow for separate community access and unhindered views of entrances to changing rooms and lockers if applicable. Suitable reception and office space for a facility manager/ caretaker is strongly recommended – this will be particularly useful when the facility is used by the local community.



Changing rooms should be designed with players and coaches in mind

###### Officials changing

It is essential to provide good quality changing facilities for both male and female match officials, which can, during curricular time, be used by teaching staff and as disabled changing areas. Therefore, a minimum of two changing rooms should be provided for match officials, each to accommodate four people. Typically, a 4-changing room facility would require 2 officials changing rooms. If there are a larger number of changing rooms, then it may be appropriate to double the size of one of the officials changing rooms so that one can accommodate up to 10 officials.

Within the match officials changing room to accommodate 4 officials, there should be 1 shower; 1 WC and 1 wash hand basin. The size of the room should be **5m<sup>2</sup> excluding** showers, drying areas, toilets and entrance. Typically total area is between 10m<sup>2</sup> to 12m<sup>2</sup>. Secure lockers should be provided for each official.

###### Education/Club space

Consideration must be given to a flexible club area providing adequate space for refreshments, coaching courses, curricular and wider community activities. The provision of a modest kitchen area should be considered as this can service the club area internally as well as spectators with refreshments via an external serving hatch. This could provide much needed secondary income for the school/club. The provision of an external serving hatch from the kitchen allows refreshments to be sold without the need for spectators to enter the building whilst games are being played – especially important for evening and weekend use.

Consideration should be given as to the finishes specified to the club area as many courses, both curricular and community involve practical and theoretical sessions.

###### Spectator toilets

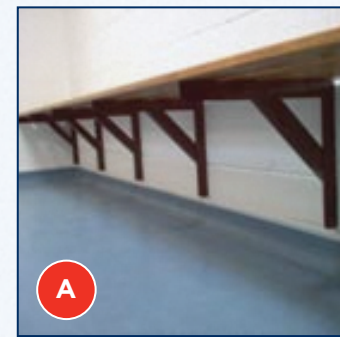
These should consist of separate male, female and disabled facilities and ideally placed directly off the entrance foyer. This allows control over the rest of the building as there is no need for spectators to enter any other areas of the building. The need for anyone other than players and coaching staff to enter the changing area is removed which is important in maintaining child protection procedures.

###### First aid room

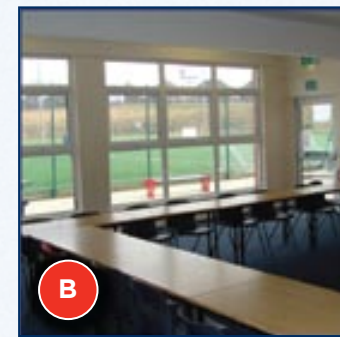
Consideration may be given to the inclusion of a medical room located in close proximity to the changing accommodation but which is not directly linked. Where provided, a first-aid room should have an examination table, stretcher for injuries, wash hand basin and other supporting equipment necessary for a qualified first-aider. The entrance to this room should be of sufficient size to allow emergency services clear and unhindered access.



Stand alone changing rooms can be located closer to pitches.



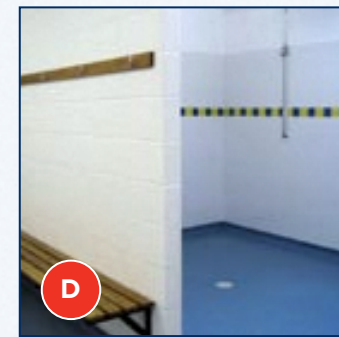
Secure benching. Off-floor for ease of cleaning



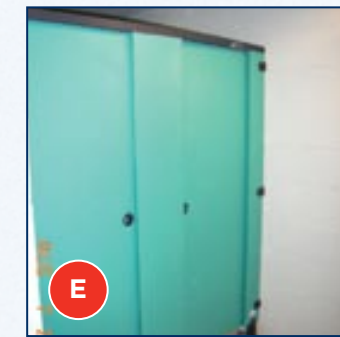
Education/club space can be used for curricular and non-curricular purposes



Sufficient space standards



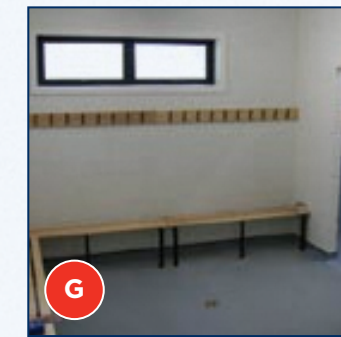
Co-located shower areas



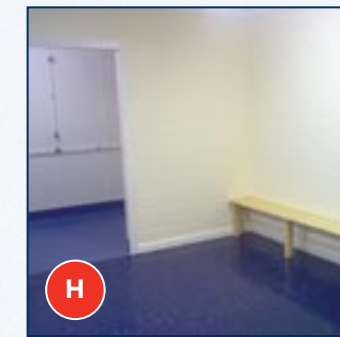
Flexible partitioning to shower cubicles



Low maintenance shower units



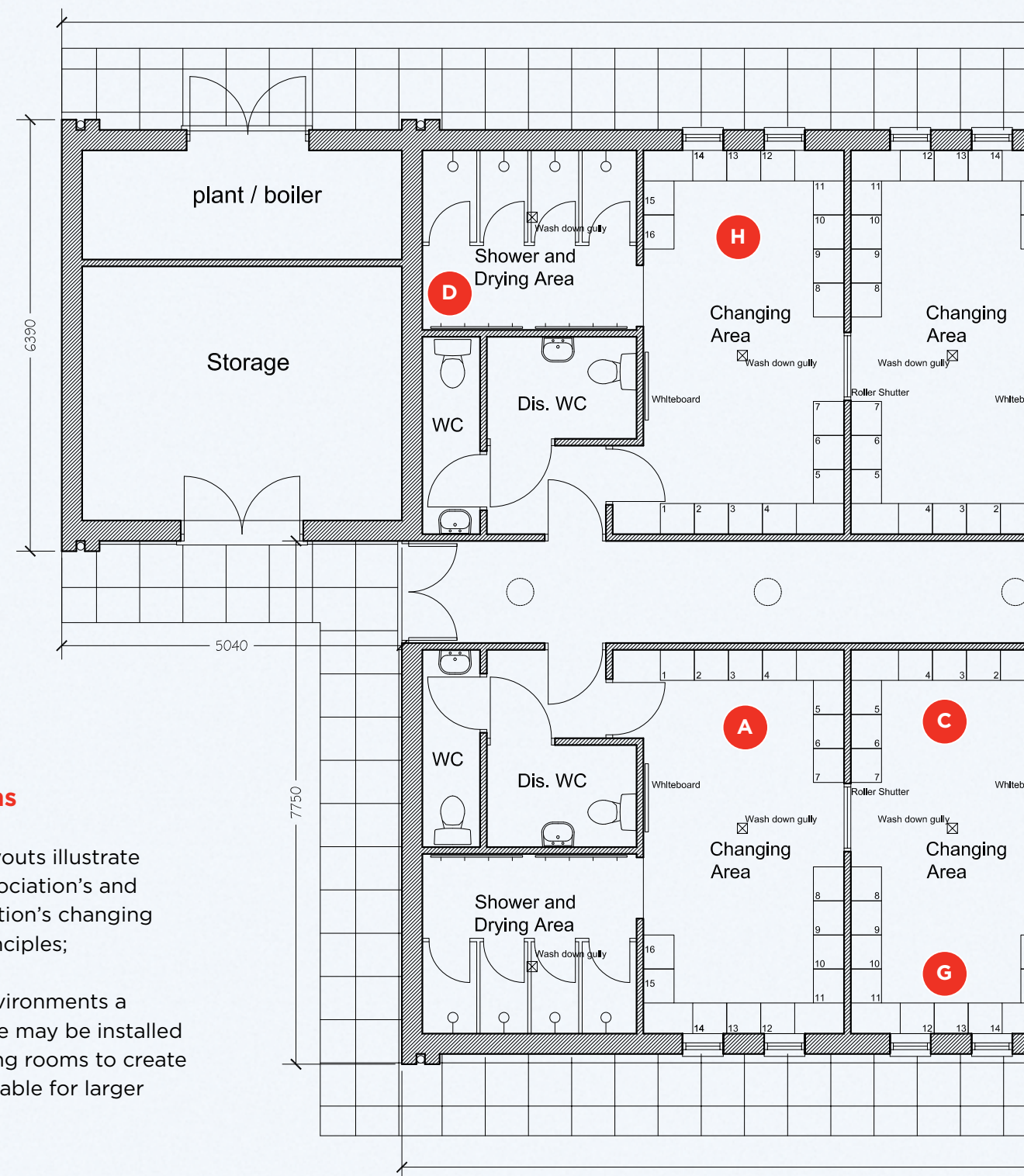
Access to natural light. Secure by design.



Use of hard wearing, non-slip flooring in changing rooms



Team equipment storage areas in main foyer



**Layout options**

The following layouts illustrate the Football Association's and Football Foundation's changing room design principles;

**NB.** in school environments a retractable divide may be installed between changing rooms to create a larger area suitable for larger class sizes.



**Ground floor plan**  
342 m.sq. approx (including storage and plant)

#### 4.5 Indoor sports halls

Indoor sports hall often feature as the focal point of a schools sporting facilities. A well designed and situated sports hall can offer a multitude of opportunities for participation to the school and community alike. Football's demands around sports-halls revolves around provision of small-sided football, Futsal and certain levels of disability football.

The FA has guidance notes available on the design of indoor sports halls available from the FA Regional Facilities team.

Typically, the size of a standard sports hall is 33m x 18m x 7.6m – this is equivalent to a 4 badminton court halls. Whilst these are often considered to be appropriate for curricular use, a slightly larger hall would cater for most of footballs requirements and in addition, would also assist other sports including netball and basketball. For example, an ideal size of sports hall to cater for Futsal would be 42m x 27m which if adopted would provide for a wide range of uses including disability sports, community events and other sports. It is recognised that there may be an opportunity to develop these spaces as part of new build proposals. Quite clearly, sports hall provision will be based on a strategic assessment of local need through the BSF process.



#### 4.6 Other formats for football

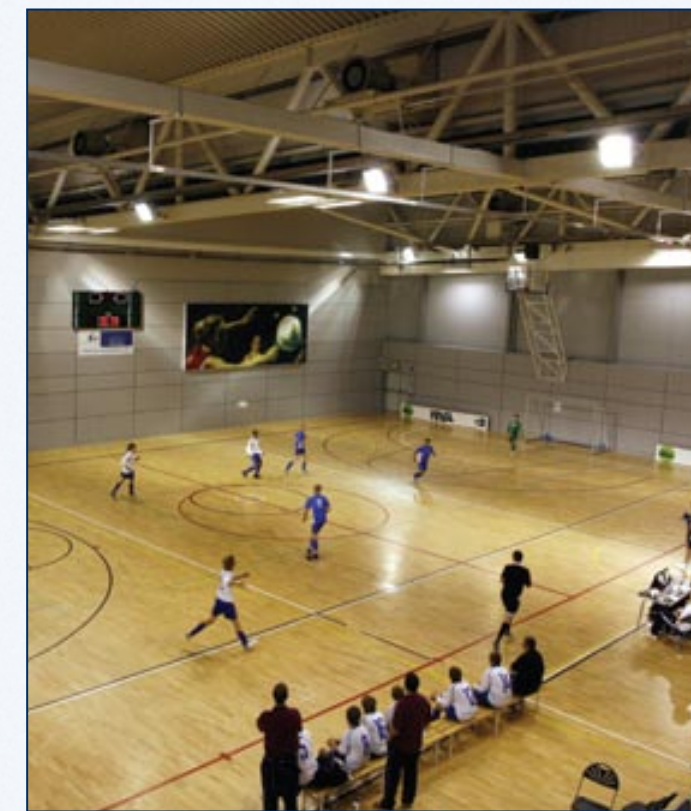
##### Multi-Use Games Areas, (MUGAs)

A MUGA can be used for a wide variety of informal and formal sports and other activities. As such, MUGAs offer flexible space especially on congested school sites. The standard size for a typical MUGA is 37m x 18.5m.

##### Futsal

Futsal is a format of small-sided football played extensively throughout the world, supported by FIFA and UEFA. The game is still relatively new to England and the FA is committed to encouraging its growth as a form of small-sided football – especially within a school environment. Futsal is a fast, exciting game that encourages the development of core skills and enshrines principles of Fair Play. The key features of Futsal are;

- 5-a-side with rolling substitutions.
- Maximum playing area 40m x 25m – minimum playing area 33m x 18m (not including 2m run off around each pitch).
- Goal size 3m x 2m.
- Played to lines – ball is returned to play with a kick-in.
- Uses a wider and longer pitch than traditional 5-a-side.
- No height restrictions on ball.
- Uses size 4 ball with 30% reduced bounce to encourage control and touch.



#### 4.7 Innovation

The BSF programme offers huge potential to deliver innovative projects aimed at making the best use of school facilities central within our communities. There will be occasions when opportunities arise to develop enhanced facilities on school sites, examples may include;

- Indoor football facilities – opportunities to develop indoor football provision with Artificial Grass Surfaces. There are already a number of privately owned indoor football 'barns' which can offer year round opportunities for participation and indeed, generate substantial revenue streams to enable further development and create sinking funds for future repair and re-provision costs.
- Partnerships with commercial providers – there are a number of commercial providers of 'small-sided' (5-a-side) football who are interested in developing joint ventures with schools. This would typically involve the provision of commercially orientated small sided facilities on a school site which would be made available for school use during the day time. There are some excellent working examples of this approach – the FA's Regional Facilities Managers will be able to give detailed advice to schools or BSF teams seeking to develop such partnerships.
- Environmentally sustainable schemes – opportunities arising from the use of sustainable and renewable energy sources, use of natural light and other methods of sustainable development.
- Creating 'outdoor classrooms' co-locating outdoor space next to formal classroom space with access to appropriate IT.

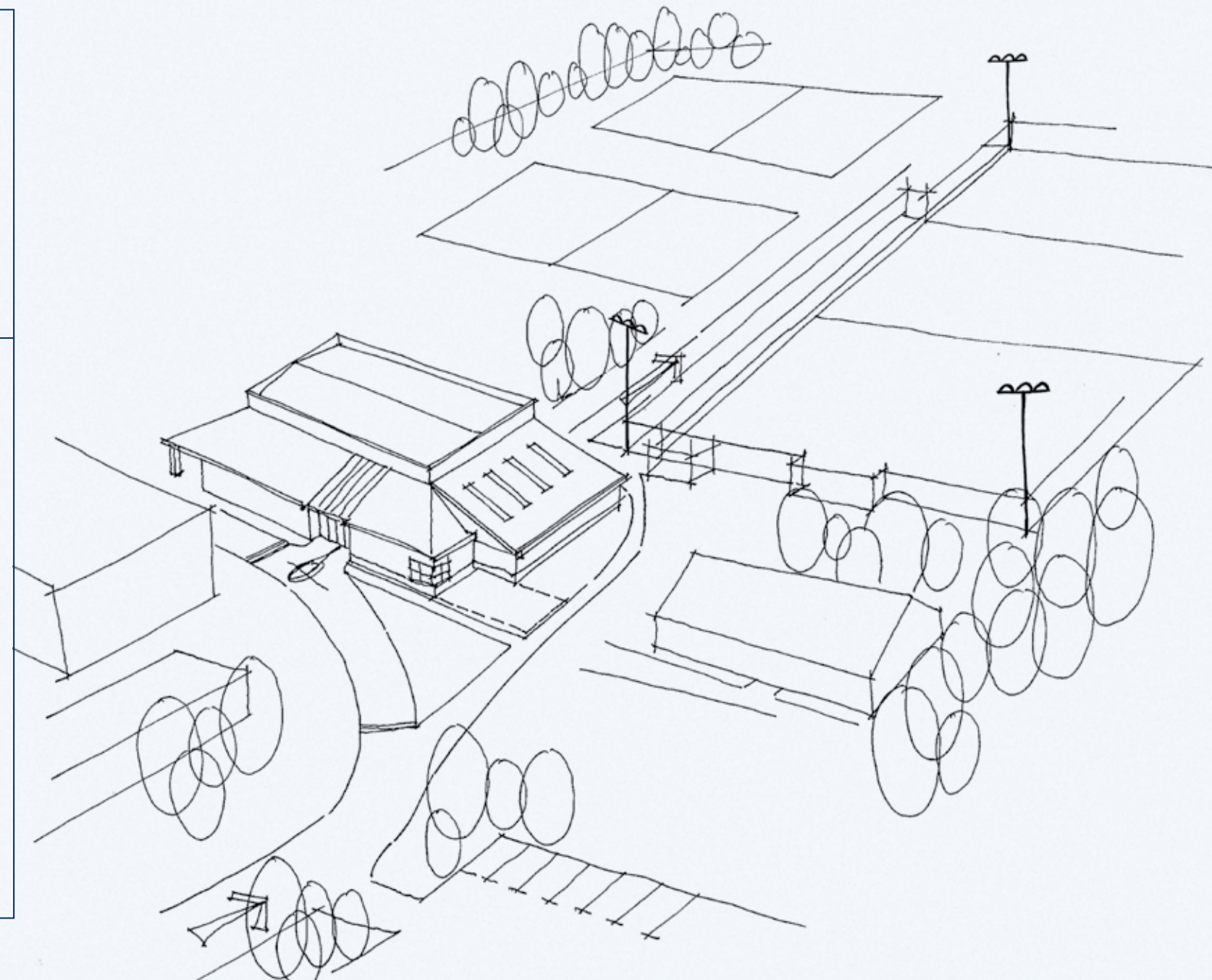
Schools and BSF teams are strongly encouraged to make contact with the relevant FA Regional Facilities Manager where these developments form part of school proposals.

# 5

## Sample Designs

The following 5 schematic layouts are based upon The FA's experience of developing football facilities on school sites. They are intended to highlight a range of design, management and operational issues that a design team might encounter when designing new facilities on a school site.

It is understood that no two sites will be alike and the following schematics are intended to draw out key design principles - they are *not* intended as design solutions.



### Explanation of layouts



Constrained site with little or no grass provision and use of Artificial Grass Pitch (AGP)



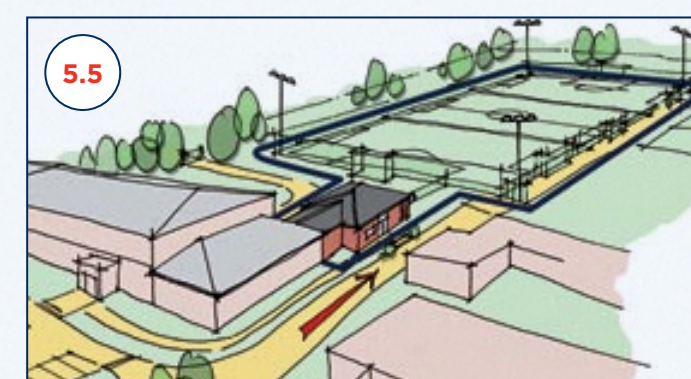
New facilities including changing rooms and AGP



Enhancing/improving existing school facilities



Development of new independent changing block



Addition to existing facilities as part of minor school upgrade

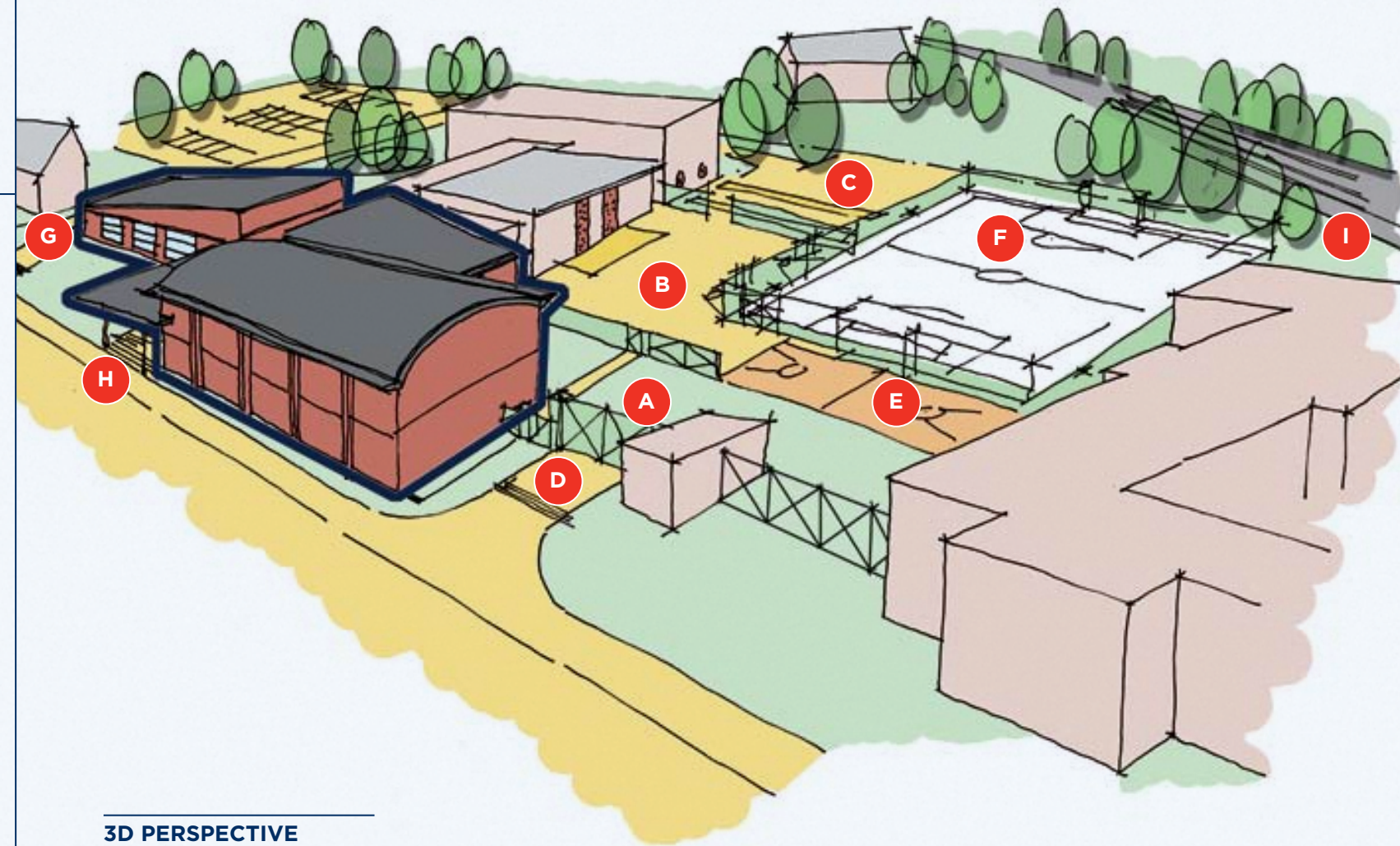
- Sports facilities
- School building
- Path ways
- Future extension provision

### 5.1 Constrained site with little or no natural grass provision

The schematic layout focuses on a school site with little or no grass football pitch provision. They are often located on tight sites surrounded by developments such as residential or commercial properties. Often there is also a lack of greenspace in the area for recreational football to be played which adds pressure for the schools facilities to be accessible to the local community. The design allows for an Artificial Grass Pitch 60x40m in size to be located alongside other outdoor sports/play areas. Located in the middle of the school the sensitive use of fencing can provide one external access point so that the AGP and sports/play areas can be used whilst the community building is not in use.

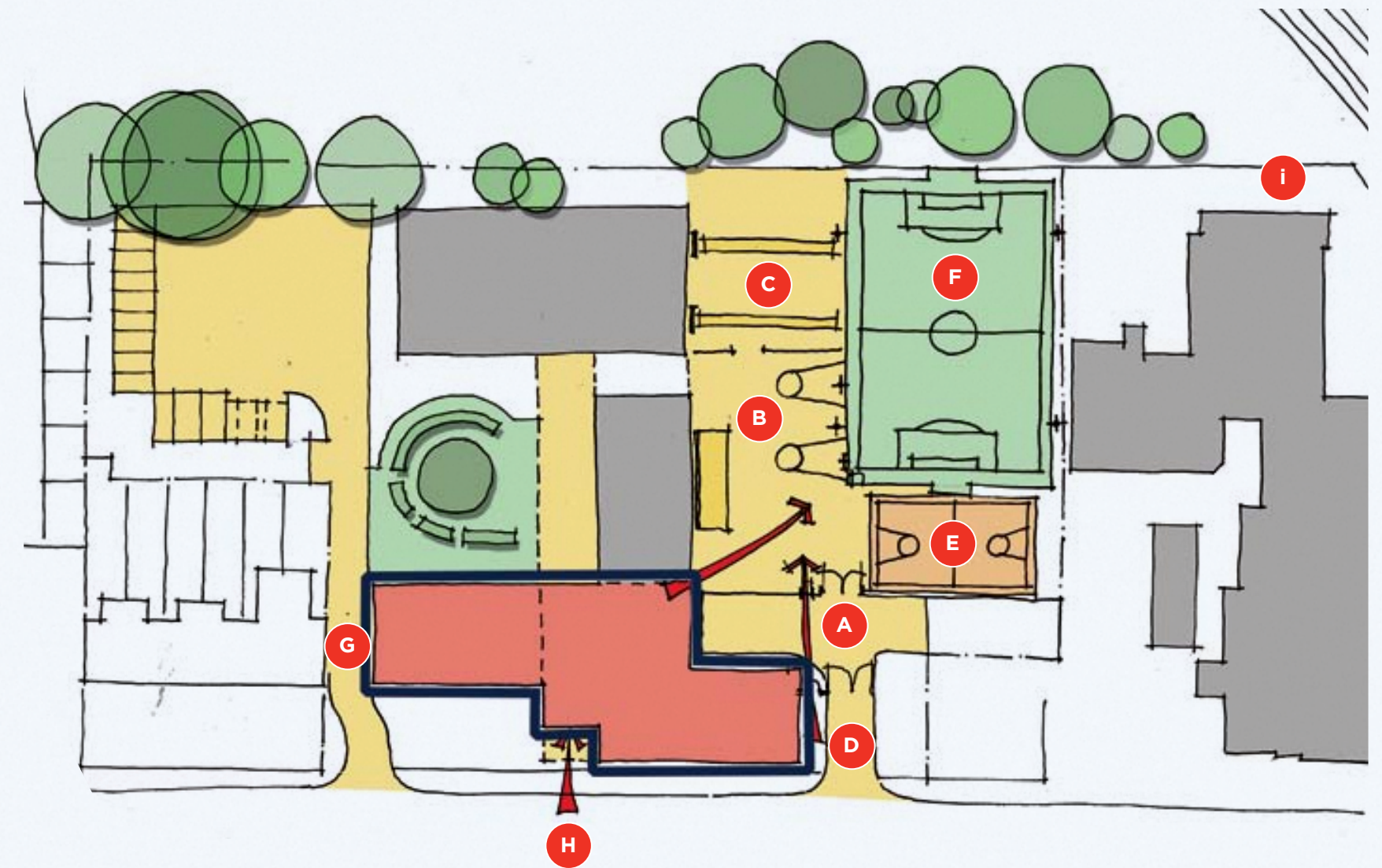
#### Issues to be considered:

- A** The use of CCTV to monitor external use
- B** Areas catering for a range of sports and informal physical activity
- C** The AGP, MUGA and playground can be used by a large number of people at the same time
- D** Secure access to the external sports facilities
- E** Playground/MUGA
- F** 60x40 3G pitch
- G** Vehicle access
- H** Community access points
- I** Informal fencing & landscaping to demarcate school environment



3D PERSPECTIVE

#### SITE PLAN



- Sports facilities
- School building
- Path ways
- Future extension provision

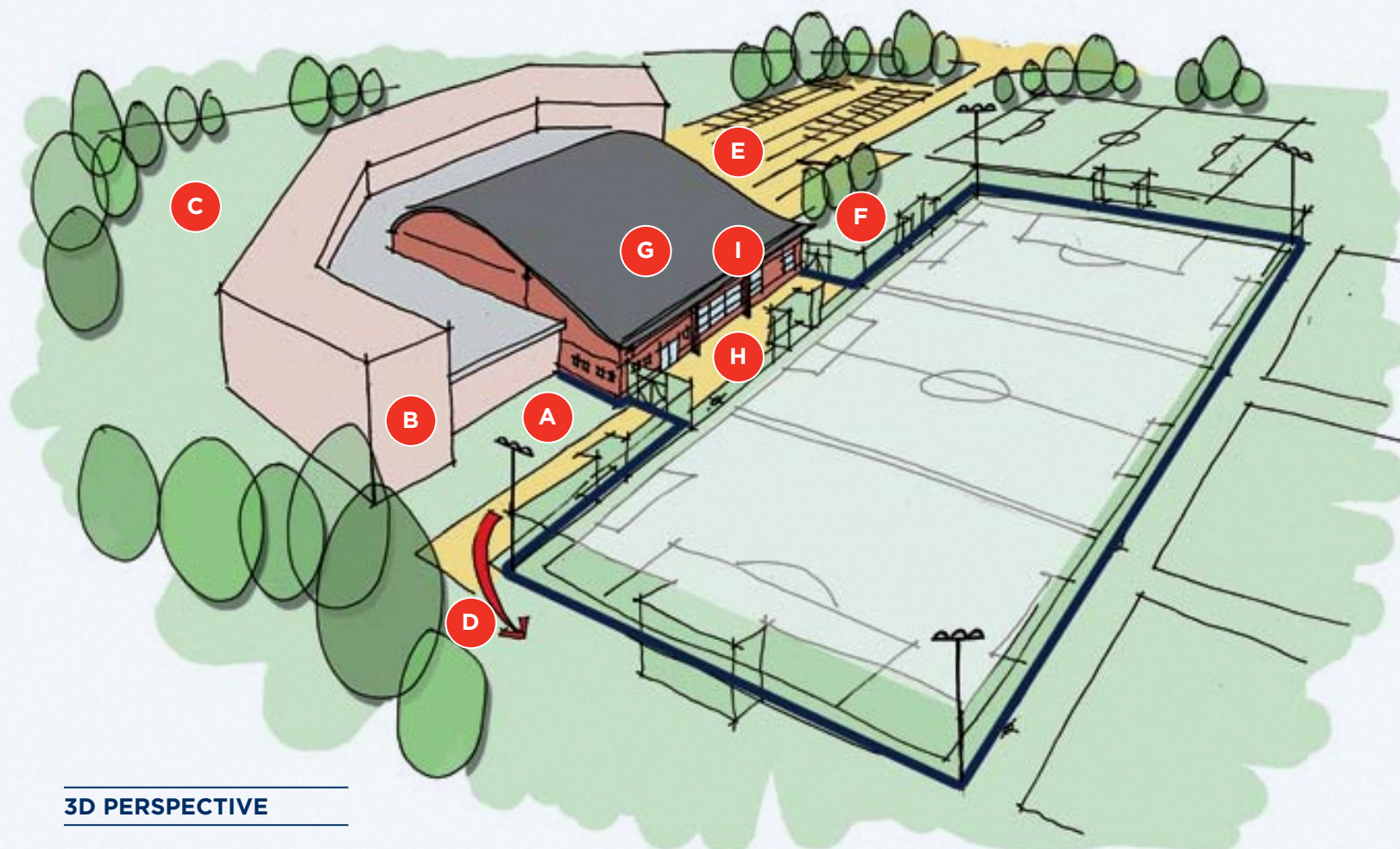
Use of Multi-Use Games areas for a variety of informal and formal activity

## 5.2 New build sports facilities

The schematic layout focuses on where a school is having new build Sports Facilities. This often allows architects and school planning team's greater flexibility in terms of site layout. The basic design principles allows for the sports facilities to be clustered together to enable enhanced community use and also ensuring that the operation of the facilities is cost effective. The sports hall layout is based on established design principles developed by Sport England with some small changes to the changing room section so that an AGP and grass pitch use can be accommodated. The location of the building allows for it to be extended at a later date.

### Issues to be considered:

- A** Separate entrance to the Sports Facilities and School.
- B** School is capable of being closed off when not in use.
- C** Tree planting alongside residential properties to minimise impact.
- D** Separate routes to the AGP and Grass Pitches to reduce mud contamination to AGP and Sports Facilities.
- E** Car Park designed with high turnover drop off point which can accommodate high number of users accessing facilities in the evenings.
- F** Direct access from the car park alongside the Sports Facilities for users of the AGP. This reduces the amount of users entering the building to access the AGP for midweek training use.
- G** Changing rooms are designed 1-4 for community use. The opening of an internal shutter enables changing rooms 1 and 2 to be merged for boys use and 3-4 for girls use.
- H** Kitchen can serve internally and externally to spectators.
- I** The Coach Education suite is located alongside the AGP.



3D PERSPECTIVE

### SITE PLAN



- Sports facilities
- School building
- Path ways
- Future extension provision

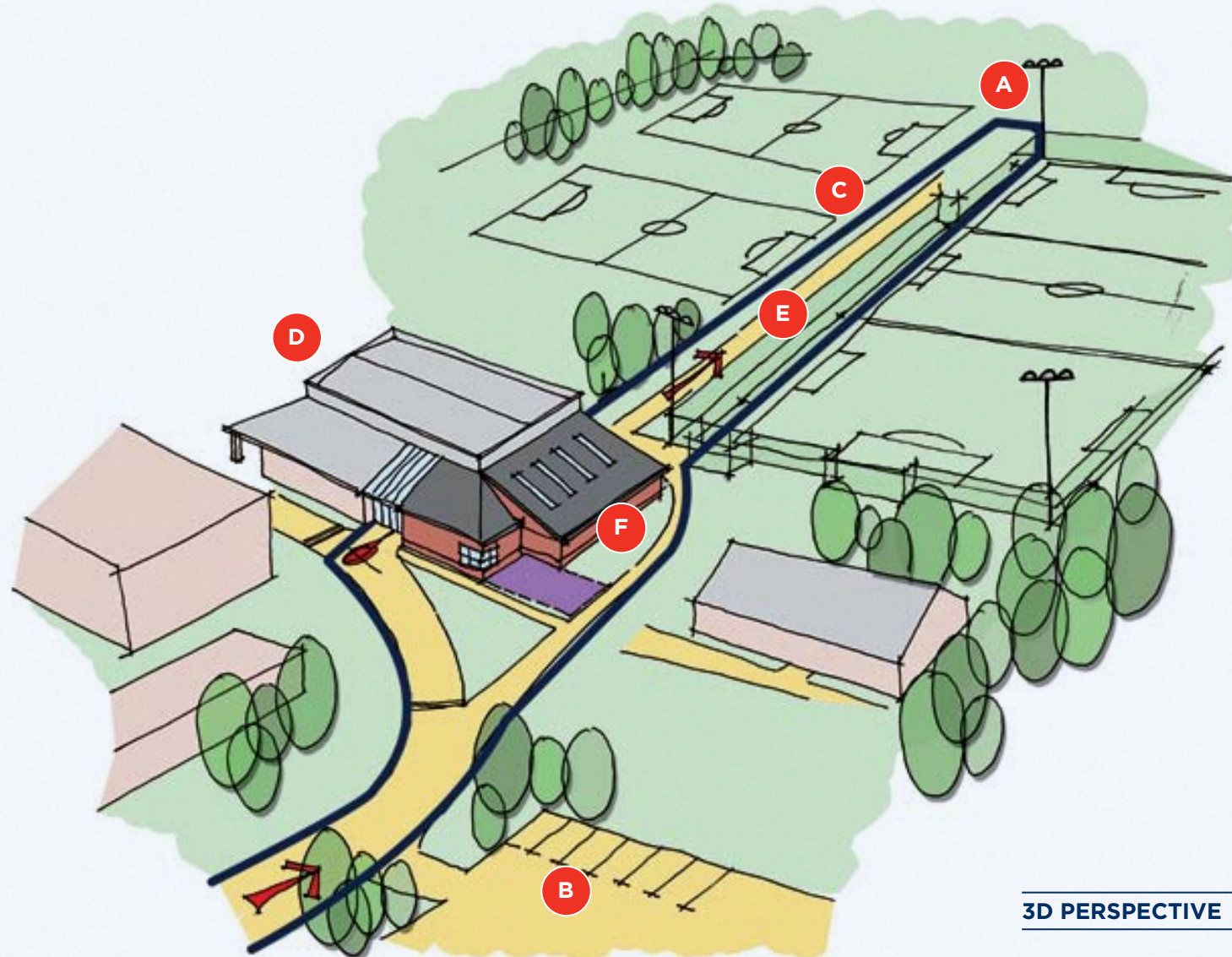
Co-located indoor and outdoor classrooms

### 5.3 Existing sports facilities with major enhancements

The schematic layout focuses on a school site that requires a major enhancement in its facilities to enable community use to take place on the site. It is important sites are able to accommodate community use with little disruption to a schools operation. Due to the size of the site and the number of grass pitches, there is scope for a large numbers of teams or clubs to be located at it. The design allows for a simple cost effective 'wrap' around extension to the existing sports hall. The layout of the building internally allows for enhance community usage by the creation of a community car park that is separate to the main school car park.

#### Issues to be considered:

- A** The Sports facilities are behind the school campus so a dedicated access can be created for community sports use from the main road.
- B** There is a dedicated sports/community car park which allows for natural surveillance from the car park to the reception in the sports facility.
- C** The use of informal fencing protects the school buildings along the visitor's access route.
- D** The building has the potential to be extended cost effectively at a later date.
- E** There is a dedicated route between the car park and AGP which is fenced to reduce the amount of mud contamination onto the AGP.
- F** The changing rooms allocated to the natural grass pitches and AGP can also be used for sports hall use at peak times as long there is a robust cleaning rota in place.



3D PERSPECTIVE

#### SITE PLAN

- Sports facilities
- School building
- Path ways
- Future extension provision



Modular extensions to existing provision

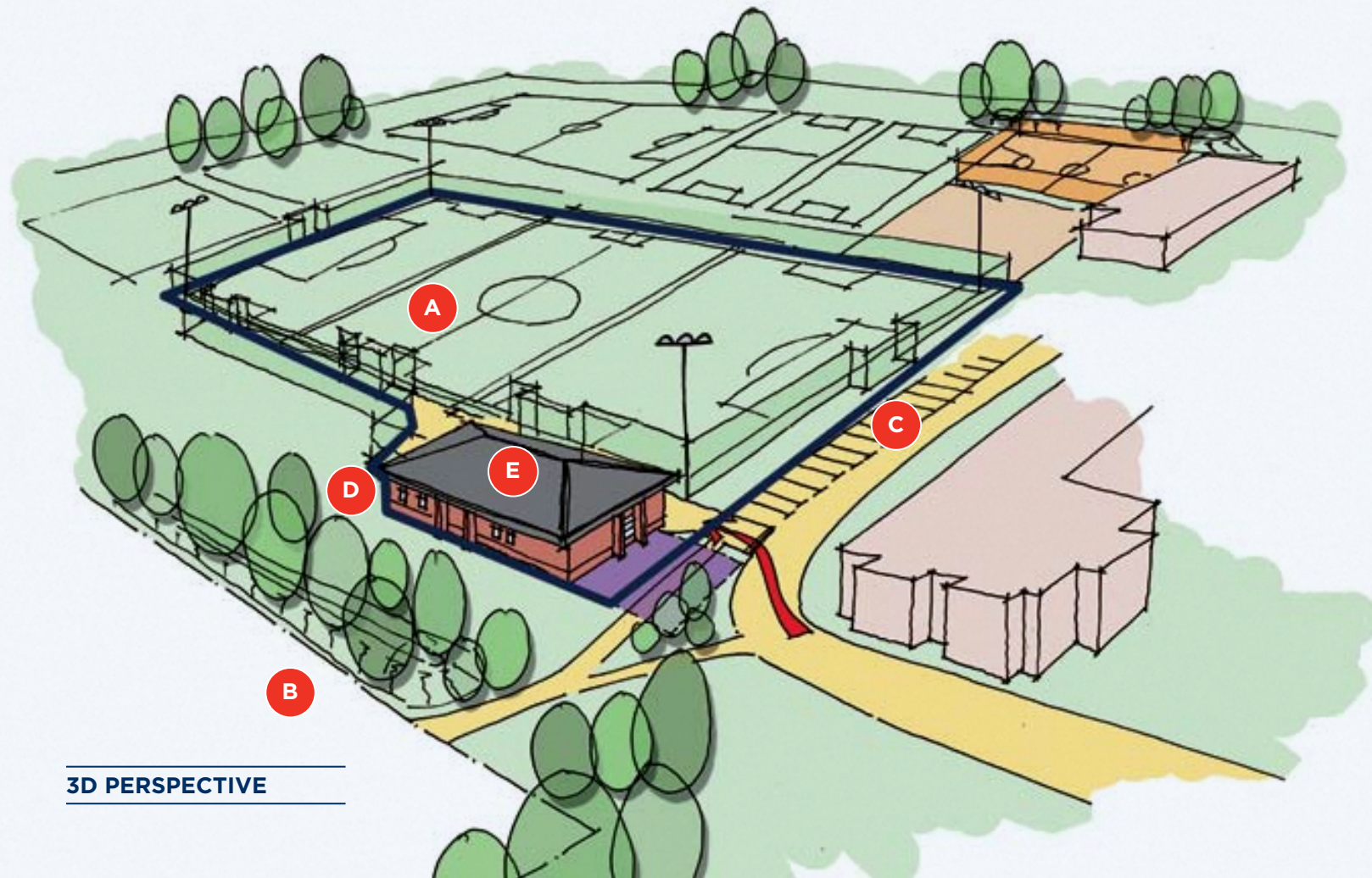
### 5.4 Standalone changing room/clubhouse

The schematic layout focuses on an existing school site that might be undergoing a mixture of refurbishment and/or new build work. It is envisaged in this scheme the majority of the school will be located where it currently is. Added to this the site is used as a 'home' base by a local junior football club who run 15 teams. The school and the club have developed a strong relationship whereby the club have access to the facilities in the evening for training and during the weekends for matches.

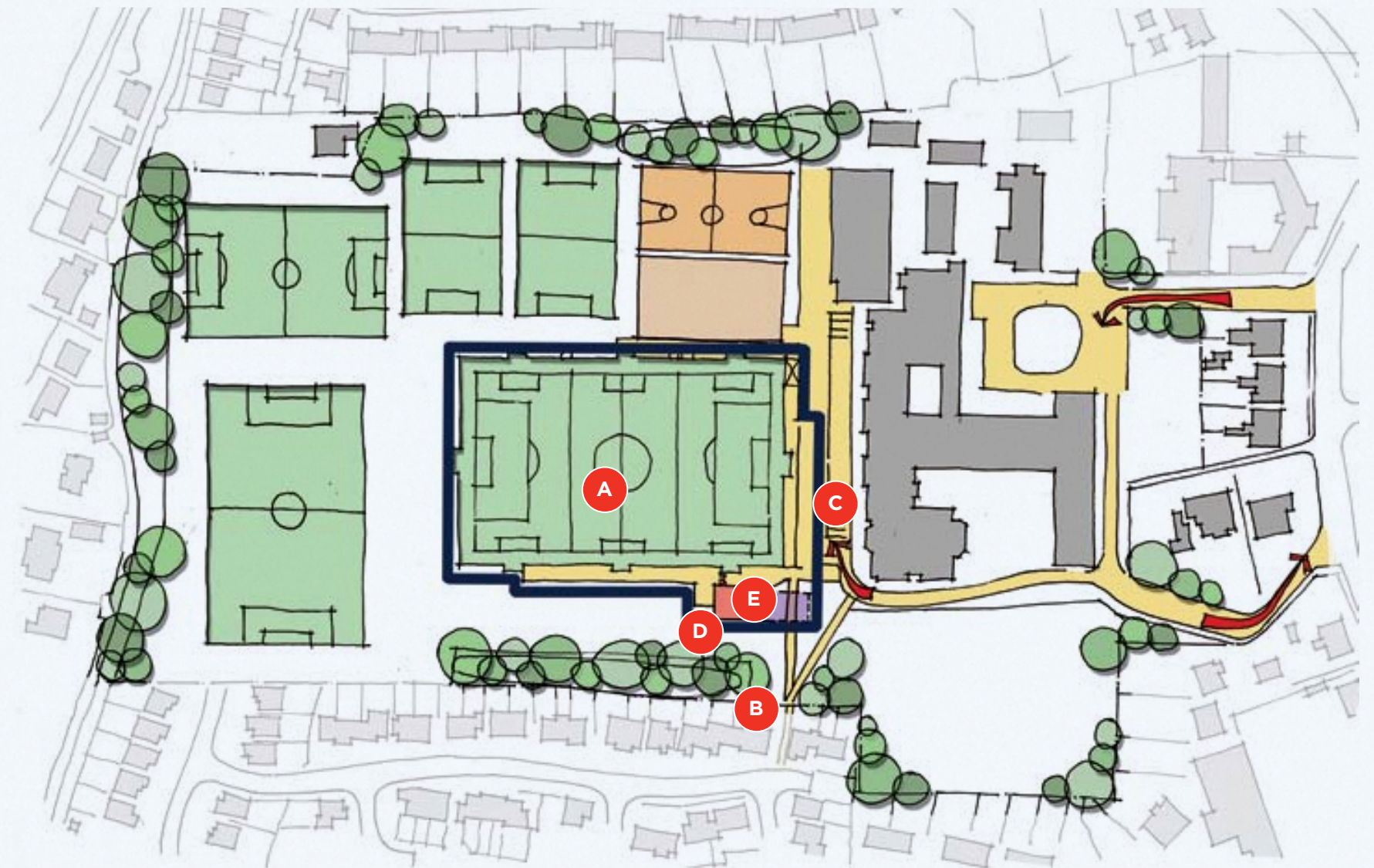
A standalone changing room block / clubhouse separate to the main school building is located alongside the AGP. The standalone facility enables a school to develop a stronger relationship with a local club whilst offering the school enhanced protection of the main school buildings with a reduced management structure. One added advantage of providing a separate changing room block / clubhouse is that usage is not affected by the construction works on the main school building.

#### Issues to be considered:

- A** The ideal location of the AGP is c.65m away from the back of the residential properties
- B** During the construction of the AGP and changing rooms excess soil used to make a 2m high grass bund at the back of adjoining residential properties. The bund is planted with trees and reduces noise from the pitch.
- C** The car parking has been extended to at the back of the school to enable community use. The use of barriers can restrict the car park during other times.
- D** The changing rooms are designed so that they can be easily extended at a later date.
- E** Changing rooms are designed 1-4 for community use. The opening of an internal shutter enables changing rooms 1 and 2 to be merged for boys use and 3-4 for girls use.



#### SITE PLAN



- Sports facilities
- School building
- Path ways
- Future extension provision

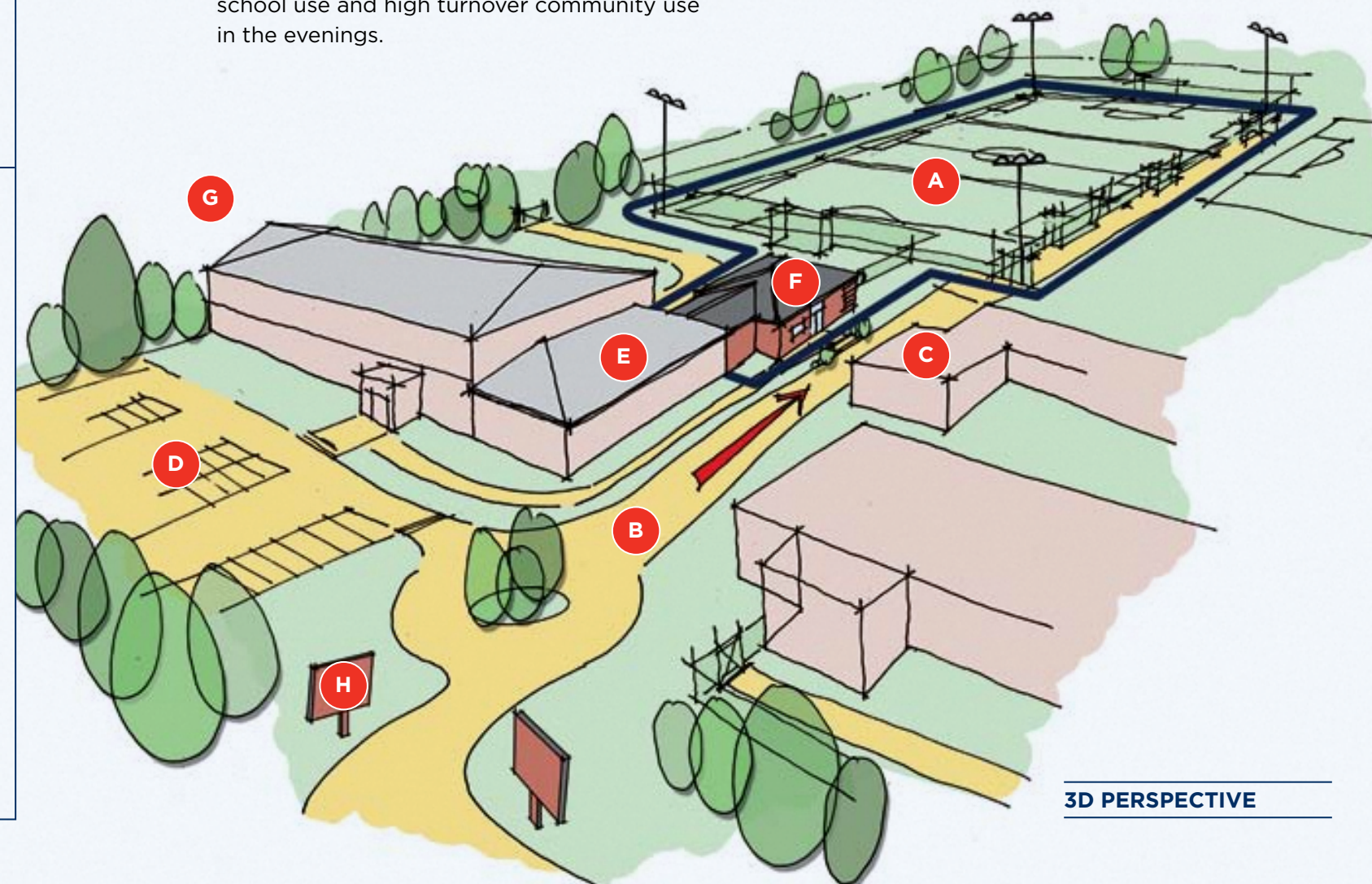
Provision of facilities independent from main school structure but within school site

### 5.5 Existing sports facilities with minor enhancements

The schematic layout focuses on an existing school site. The design layout maximises the current sports facilities for community whilst allowing for additional growth of community/school facilities that can be clustered around the sports hall. The layout clearly divides school part of the site and the sport facilities part so that day time access by the community and other primary schools can be accommodated. An AGP and some club space (PE classroom) has been added which overlooks the AGP. This can be beneficial in aiding the delivery of coach education courses, practical and theoretical lessons and community use.

#### Issues to be considered:

- A** AGP located behind sports hall. The impact of the floodlighting of AGP is reduced to nearby residential properties.
- B** Clear split between school facilities and Sports Facilities which enables wider community use during the daytime and use from local primary schools.
- C** Sports Facility located along side school campus rather than behind the school. Raises profile of the facility to the local community.
- D** Access to the car park is via and access point and exit is via an egress point. Good for school use and high turnover community use in the evenings.
- E** The Coach Education suite (clubspace or Classroom) is located alongside the AGP.
- F** The new build changing rooms at the back have the ability to be used when the rest of the sports facility is closed.
- G** Space has been allowed at the back of the building for future expansion. For example a multi use room that could be used as a drama suite and a fitness room.
- H** The use of external signage in the car park can reduce down the amount of people entering the building.



3D PERSPECTIVE

SITE PLAN



- Sports facilities
- School building
- Path ways
- Future extension provision

AGP located behind main school buildings to reduce impact of floodlighting

# 6

## Management and operational Issues

Sound business planning and financial planning is essential in the development of any facility. The FA has considerable experience in developing business models around the ongoing running, management and maintenance of football facilities.



### 6.1 Business planning

Sound business planning and financial planning is of course essential in the development of any facility. The FA has considerable experience in developing business models around the ongoing running, management and maintenance of football facilities and the Regional Facilities manager will be able to offer specific advice. There are several issues to consider as follows;

- Take the earliest opportunity to contact the FA's Regional Facilities Manager to discuss specific capital planning issues relative to the proposed football facilities eg procurement, match funding, phasing options and detailed specifications.
- In developing a business (revenue) plan for a site, consider all aspects of available income and associated expenditure eg;
  - Income; from hire of facilities, secondary spend, sponsorship, ancillary facilities, car parking, social events etc.
  - Expenditure; staffing, utilities, insurances, marketing, non-domestic rates, security, planned and reactive repairs and maintenance.
- The business plan should allow for a realistic forecast of potential income streams and perhaps an inflated position in regard to proposed expenditure items.
- The pricing policy adopted should take into account other local facilities and their cost structures. Consideration must be given to the financial impact of new facilities and those around them.
- The business plan should be sufficiently robust as to be able to deal with unforeseen costs or unforeseen reductions in income generation.

- Ability to generate income from sports facilities will rely on a number of factors;
  - Availability of similar provision locally – what is the competition?
  - Extent to which the facility is promoted/ marketed – this is often overlooked on school sites – both as a means of boosting income and also as a cost in terms of identifying a marketing budget for this purpose.
  - Opportunities for secondary spend – what can paying customers do before and after their allotted hire period – is there an opportunity to provide refreshments and boost secondary spend?
- The business plan should be explicit regarding the proposed use of any generated surpluses – The FA would support use of surpluses to further develop sporting provision on the site, to maintain an appropriate sinking fund specific to the sporting provision and in supporting revenue reliant sports development programme on-site or locally.
- There should always be an appropriate management group/structure with accountability for the business plan – it must be owned and driven by named individuals.

It is understood that the business planning surrounding wider use of sporting facilities on school sites will often be part of the wider school business planning, especially within the complexities of an academy or BSF site. However, the above principles remain as important as ever in ensuring that incomes derived from sports facilities are used to protect and extend the sporting provision, rather than subsidise other non-sporting activities. The FA would expect to see this distinction drawn in all cases where income is derived from wider use of football facilities. The most important aspect of the business plan should always be to protect the investment made by the school and its partners – to ensure that appropriate provision is made for planned and reactive maintenance.

### 6.2 Programmes of use and pricing policies

If the proposed facility is to effectively serve the needs of the wider community and the school alike, a programme of use should be developed with clear proposals for access periods by different users. This is especially important where a school has entered into a joint venture with a commercial 5-a-side provider or where the site is to be managed by an external party – eg a leisure trust or a local authority directly.

The programme of use should make clear how the facilities will be made available, to whom, specifically when and for how long. This programme must be made public so that all interested parties are aware of their own responsibilities and access arrangements.

A well designed and thought through site layout and sports facilities can enable a ‘facility manager’ to run the facilities cost effectively. This enables a pricing policy to be developed within the context of other local facilities.

The proposed management arrangements for the facility will have a huge part to play to how successful sports facilities are on school sites. The proposed management arrangements may also impact on the overall layout and design. The FA would strongly encourage that appropriate management arrangements are agreed as early as possible to ensure that the resultant designs are fit for purpose.



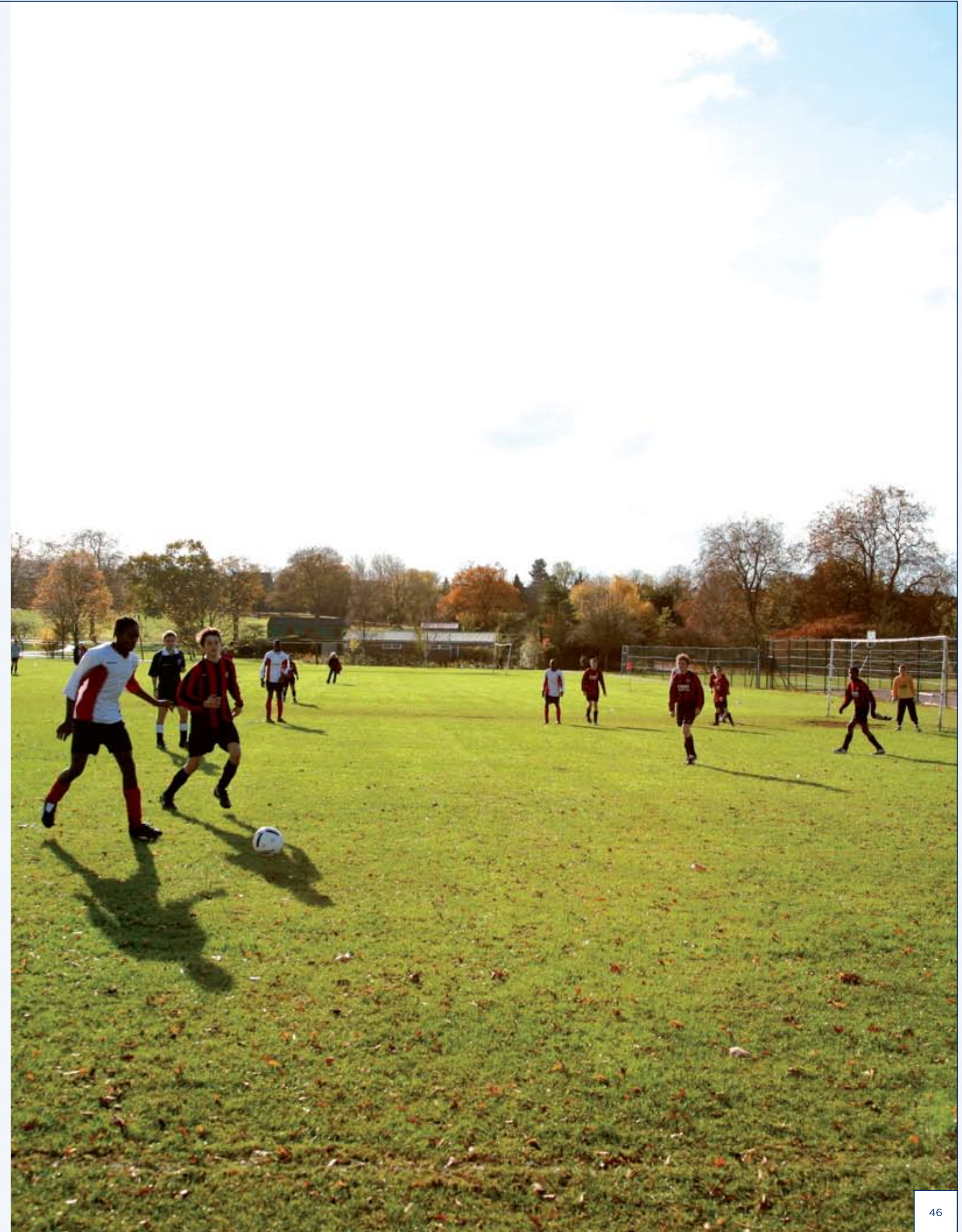
### 6.3 Sinking funds and maintenance

It is essential that an appropriate sinking fund be established to provide for the future repair, maintenance and replacement of key elements of the facility. The FA’s Regional Facilities Manager will be happy to work with schools and BSF teams to develop appropriate provision for a sinking fund based on the specific facility mix in question.

The specific maintenance requirements of each scheme will differ dependent on a range of local circumstances such as proposed pitch use, type of surfaces/facilities, specific construction employed for each element of the facility. The FA’s Regional Facilities Manager will be able to offer specific advice regarding an appropriate maintenance plan for facilities designed to cater for local circumstances and ensure the best use of the facilities developed.

### 6.4 Linking to the Primary Capital Programme

The FA recognise that the Primary Capital Programme will in itself offer additional opportunities to local communities and to sport. The FA’s Regional Facilities Manager will work closely with BSF and the Primary Capital Programme to ensure a strategic response for sport and football.



## FA Contacts and Assistance

This guidance for football is intended to be used as part of wider consultation across sports through local PE & Sport Stakeholder Groups supported by County Sports Partnerships and other local agencies.

However, where further clarification/support is required in terms of potential for football as part of proposals around schools, then initial contact should be made with the FA's Regional Facilities Managers (listed below) who will be happy to help with further

queries and advise on the appropriate process to follow. The FA's Regional Facilities Managers will also be able to advise as to how to obtain local participation data for football (Local Area Data reports) to help determine potential local need.

### FA Facilities Team

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**Email nigel.hargreaves@thefa.com**

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National Facilities Manager  
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**Peter Kay**  
National Investment Manager  
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The National Facilities Manager is supported by five FA Regional Facilities Managers responsible for facilities projects in the locations as listed below:

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