

East Ayrshire Council:

Knockroon Learning & Enterprise Campus

Strategic Brief : Main Document

Rev A: Final edits

18/02/16

Directors

Maggie Barlow

T 07771 926507

E maggie@spacestrategies.co.uk

Kirstine Robinson

T 07853 322820

E kirstine@spacestrategies.co.uk

1.0 Introduction	05	4.0 Key constructs	29
1.1 The strategic brief & this document	06	4.1 Introducing the SPACE budget	31
1.2 The existing facilities	07	4.1.1 Uplifts	
1.3 The engagement process	09	4.1.2 Area Caps	
1.4 Managing change	11	4.1.3 Potential variations to area	
2.0 Vision & Aspiration	13	4.2 Critical Constructs	32
2.1 Seamless transitions	14	4.2.1 Measuring GIA	
2.2 Community at the heart	14	4.2.2 Circulation & NEA	
2.3 Nurture & support	15	4.2.3 The SPACE planning grid	
2.4 Learning spaces not teaching spaces	16	4.3 ASN (Hillside)	33
2.5 Embedded digital approaches	16	4.3.1 Organisational principles	35
2.6 Health & Wellbeing	17	4.3.2 Class bases & retreat spaces	35
2.7 Entrepreneurship & employability	17	4.3.3 Storage	37
2.8 Outdoor space	18	4.3.4 Flexible use space	38
3.0 Organisational principles	21	4.3.5 Specialist learning spaces	39
3.1 High level organisation	23	4.3.6 Hydrotherapy pool	39
3.2 Public, invited & private zones of space	23	4.4 Early Childhood Centre	40
3.3 The entrance experience (public)	25	4.4.1 Key principles (current situation)	41
3.4 Extending access (invited - ad hoc)	26	4.4.2 Potential impact of increase in funded hours	41
3.5 Community use (invited - scheduled)	26	4.5 Primary	43
3.6 Core accommodation (private)	27	4.5.1 Organisational principles	43
		4.5.2 Class bases & breakout	45
		4.5.3 Retreat spaces	46
		4.5.4 Cloaks	46
		4.5.5 Nurture / Parents rooms	46
		4.5.6 Learning Plaza	47
		4.5.7 Dining	47
		4.6 Primary SLC	48
		4.6.1 Organisational principles	48
		4.6.2 Class bases & breakout	49
		4.6.3 Retreat spaces	49
		4.6.4 Support	49
		4.7 Secondary	50
		4.7.1 Organisational principles	51
		4.7.2 Generic teaching spaces	52
		4.7.3 Specialist teaching spaces	54
		4.7.4 Student support	62
		4.7.5 Learning plazas	63
		4.8 Secondary SLC	64
		4.8.1 Organisational principles	64
		4.8.2 Class bases	65
		4.8.3 Retreat	65
		4.8.4 Support	65
		4.9 Whole campus spaces	66
		4.9.1 Project spaces	67
		4.9.2 Library (LRC)	67
		4.9.3 Flexible learning space	68
		4.9.4 Assembly / Performance	68
		4.9.5 Dining	70
		4.9.6 Community cafe	71
		4.9.7 Staff room	72
		4.9.8 Parents room	72
		4.9.9 Enterprise Kitchen	73
		4.9.10 Nurture / Home skills space	73
		4.10 Administration & Support	74
		4.10.1 Administrative work space	74
		4.10.2 Janitorial work space	74
		4.11 Work space	75
		4.11.1 Work hubs	75
		4.11.2 Resource storage	76
		4.11.3 Meeting space	77
		4.11.5 SMT work space	77

1.0_Introduction

Following a statutory consultation exercise East Ayrshire Council was given authority in August 2015 to proceed with the development of ambitious and innovative plans for a unique learning and enterprise campus in the Broomfield area of Cumnock ; provisionally labelled the Knockroon Learning and Enterprise Campus.

The Campus aims to provide state of the art learning facilities for children and young people within the communities of Cumnock and Auchinleck ; transforming education provision in the area for generations to come.

1.1 The strategic brief & this document

SPACE strategies were appointed as space planning consultants to prepare the strategic briefing information in early November 2015. The twelve week commission has resulted in the following documentation to support the architectural design and development of the new campus :

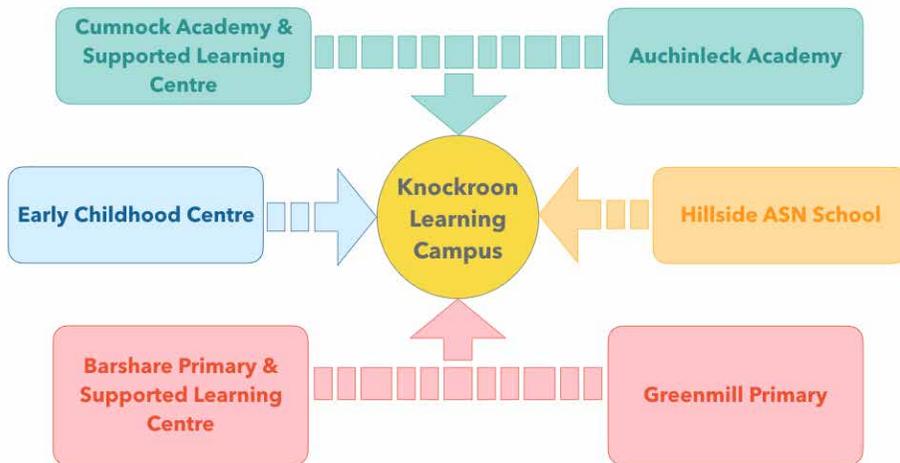
- This strategic briefing document which is structured in 3 parts : A narrative to explain the vision and aspiration ; A narrative and diagrams to explain organisational principles and high level adjacencies ; An illustration of the spatial constructs (the test space plans on which the space standards are set) and key performance criteria for the various space typologies including critical dimensions and the like where appropriate
- A short animation to explain the vision and aspiration
- The SPACE budget (accommodation schedule)

It is important that this document is not read in isolation and that all three parts of the SPACE strategies output are considered by the project team as the new campus moves into the design phase.

It should be noted that although spatial allocation and key constructs have been agreed and validated by the Steering group, there are two areas which are not deemed to be finalised.

The final area allocation and roll number for the Early Childhood Centre is under review by the authority due to the impact of the potential increase of available hours of childcare from 600 to 1140. Section 4.4 documents this and a recommended way forward in more detail.

Ongoing discussions with Visions leisure centre around space sharing opportunities have led to the existence of two final versions of the SPACE budget. The outcome of discussions will determine which version of the SPACE budget is to be super ceded. More detail is provided in Section 4.1 of this document.



Components of the new learning campus

- **Be brave, make bold decisions**
- **Blue sky thinking, everything is achievable**
- **Take a leap of faith, controlled risk**
- **Joined up thinking and working**
- **Pull together in the same direction**
- **Communication is the key**
- **The journey will have "ups and downs", we accept that**
- **Embrace technology**



The vision

1.2 The existing facilities

The new campus brings together five existing facilities on one site.

- Auchinleck Secondary School
- Cumnock Secondary School & Supported Learning Centre
- Barshare Primary & Supported Learning Centre
- Greenmill Primary School
- Hillside ASN school

It is important the architects visit these facilities at an early date to understand the context, ethos and constraints of all the facilities which are being brought together. The existing five facilities are summarised below as follows :

1.2.1 The Secondary schools : Auchinleck & Cumnock Academies

These two secondaries will be merged to provide a combined secondary roll of 1633 students. The current combined roll is approximately equivalent. The schools currently work closely together and there is a strong relationship between the senior management teams already existing.

Both schools have reasonably similar uptakes and strengths in subject areas with key exceptions being that one school has a heavier time tabled load in the areas of IT & Business and the other has a higher time tabled load within Music & Art. Both schools have reasonably high time tabled demand on PE spaces and neither school currently provides Drama as a course subject. There is however an ambition to be able to extend activity into this area.

The new joint curriculum is currently being designed and this will take account of the aspiration to provide increased opportunity for students to opt for vocational subject choices. Although this aim was discussed and reviewed as part of the strategic briefing process, conversations are not yet concluded.

The architects will need to engage further in this regard and carefully develop the interior specifications (along with FF&E criteria) within some of the more fluid spaces to help deliver opportunities for vocational education. Subject areas such as Social Care and Health Sciences have been highlighted as well as Engineering.

Both schools are under capacity currently and both are typical of 1970's comprehensive school architecture with long corridors and lots of cellular classrooms. Teachers generally always teach in the same classroom and have a sense of ownership of these classrooms where their personal resources are stored.

These constructs will change on the new campus with a shared approach to spaces and more strategic and organised approaches to work space. The utilisation of class spaces is being driven hard to free up area for more fluid opportunities. These fluid spaces are part of the time tabled allocation. Whilst classrooms will still be very important moving forward both schools have welcomed the prospect of encouraging innovative teaching and learning practices by way of more fluid and flexible spaces where classes can come together and where independent study opportunities can be facilitated.

1.2.2 The Primary schools & Early Learning Centres : Greenmill & Barshare

These two primaries will be merged to provide a combined primary roll of 534 students*. Greenmill primary has a current roll of 317 with a 40/40 nursery provision. Barshare primary has a current roll of 197 and a 40 / 40 nursery provision. The two primaries currently exist within radically different environments.

Greenmill was originally a Victorian secondary school. The architecture is a rigid configuration of corridors and classrooms. There are no shared break out or structured play spaces which means that all activities currently happen within classrooms except for Music, IT, PE and assembly where there are dedicated spaces.

Barshare is designed as a semi open plan environment with most class bases having 3 walls only. All class bases open onto shared break out spaces which are widely used. There are few cellular spaces : focused and noisier activities such as Music or Technologies can be hard to accommodate.

Both schools are keen to move forward with a better balance between class activity, small retreat spaces and break out space. They are both also keen to have fluid spaces which can support interest in specialist education from the earliest age.

Both schools have Early Childhood Centres within their existing buildings. In the case of Greenmill, the centre is very detached from P1 and there is no opportunity for free

flow activities between ages and stages of early years. The more open environment at Barshare facilitates a measure of free flow ; glazed walls offer good transparency from the break out space into the nursery space.

Both schools are very keen to move to a more integrated approach with early years delivery. At present, until the authority complete their review of requirements, the roll for the new combined early years facility will be 120 with 20 of these children being in the age range 2 - 3 years old and 100 of these children being in the age range of 3 - 5 years. The roll numbers are subject to care commission guidelines and space standards for each of the age groups.

It will be important the successful design team carefully develop the interior configuration and specification (along with FF&E criteria) for the Early Childhood Centre to create the best fit level of flexibility and access to primary whilst still creating shelter for individual home bases to suit small groups of children.

**** The original area metric was based on 517 students and this is the roll the area metric is based on. The 534 capacity has been driven by the capacity available within the number of class bases provided. Section 4 discusses the number of class bases in more detail.***

1.2.3 The Supported Learning Centres

Both Cumnock secondary and Barshare primary schools have an integrated community of supported learners. These supported learners have a wide spectrum of needs including physical, learning, emotional, behavioural and sensory needs and the nature of these needs can vary year on year.

Within Barshare the supported learners have three dedicated but dispersed classrooms which allows supported learners to progress through the school alongside their peers. These are closed classrooms which open onto the shared breakout space. These class bases allow the supported learners to retreat to a more focused environment when required and enjoy access to buzzier fluid spaces alongside their peers when this is appropriate. There are currently 25 learners in the primary supported learner centre and the design roll for supported primary learners in the new campus is 30. The model of integrated, dispersed accommodation is to be replicated in the new campus.

Cumnock secondary have a supported learning centre with a 40 student roll currently and this is being increased to 50 in the new campus. The core accommodation is centralised however supported learner cohorts are time tabled into classrooms throughout the school and many supported learners join mainstream classes. Core accommodation is very focused on nurture and the centre is viewed as sector leading currently despite the challenges of the current environment.

The integrated model across primary and secondary students within the two supported learning centres is seen to work very successfully and it will be important this is developed and built on with the new facilities offering opportunity to improve on what is seen as excellent current practice. The two supported learning centres and Hillside SEN school work very closely together currently.

1.2.4 Hillside ASN school

Hillside ASN school sits on the same site as Barshare primary and the two schools work very closely to promote integrated approaches wherever possible. Cumnock Academy is nearby and there is a lot of cooperative working between these schools to maximise the opportunity of integration.

Hillside is an "all through" school from Primary 1 to 6th year secondary. The current roll is 25 and the projected roll is 30. There are currently 6 classes, 3 in primary and 3 in secondary. A progressive education from P1 to S6 is very important to the school approach as opposed to categorising learners according to their disability or needs.

The current school has a number of open class bases and this has been problematic for the school. The model moving forward will be one of closed class bases supported by shared space. Children have a great deal of freedom of movement within the current environment and this will be important to retain moving forward.

1.3 The engagement process

Developing the vision and ideas for the new campus has brought together many interested community members and professionals who have been working together in order to consider how the investment can also offer opportunity for the wider community of learners, parents, carers, local clubs and community members.

The engagement structure and decision making process is illustrated in Figure 1.3.1.

1.3.1 Moving forward

The spatial allocations within the area caps and the broad space models have been fully informed by the participants. They have agreed on priorities and have made decisions on how the pot of space should be carved up and how the resulting spaces can be configured to maximise the value of the square metres allocated in the business plan.

The participants have worked very hard together and with their staff to come to aligned conclusions and it will be really important that the design team build on this.

The engagement to date has been high level in nature. The process has been strategic and rapid, there has been no direct involvement with staff and students. Head Teachers have been responsible for disseminating the outcomes back to staff. The Head Teachers and other members of the steering group, are very keen that the architects map an engagement process at an early date to allow them to review and agree how the engaged focus will be maintained and rolled out.

Any engagement plan should aim to capture the views of operational staff and students as well as ensure that the strategic focus is not lost. Within this it will be equally important that parents and community stakeholders are part of this process.

Time needs to be allowed in the programme to ensure that the Steering group have adequate opportunity to validate the developing design against the strategic context at all key stages.

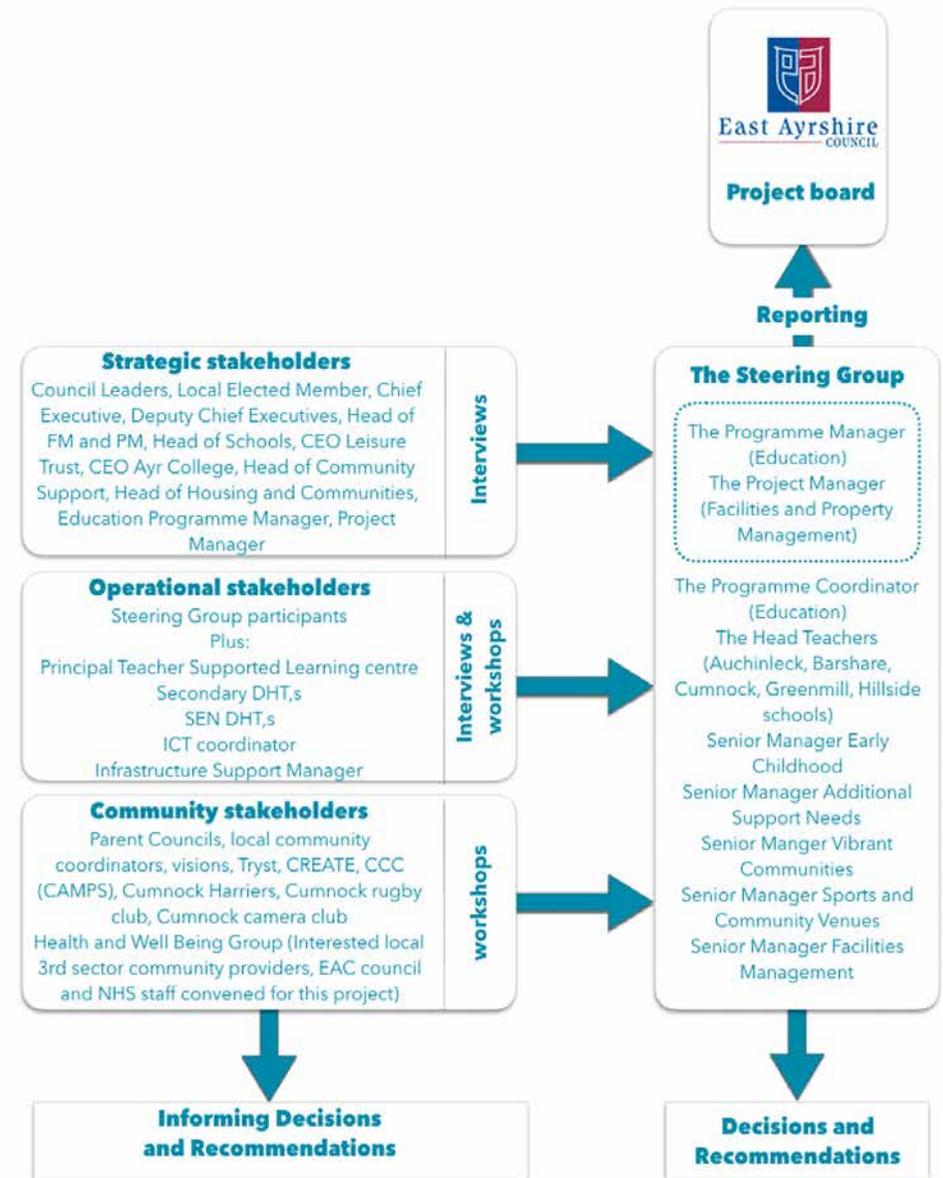


Figure 1.3.1 : Engagement structure

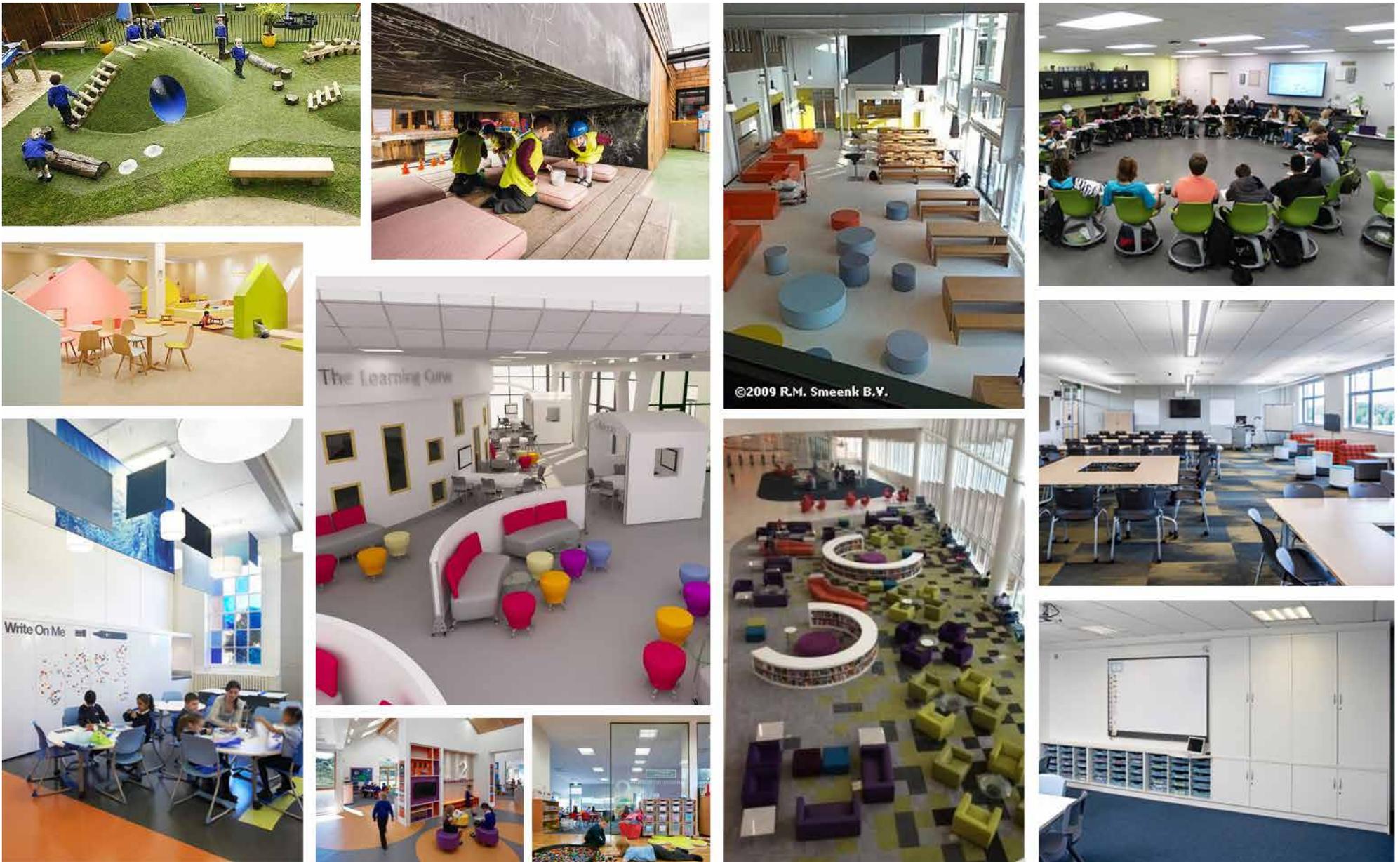


Figure 1.4.1 : Exemplar images used throughout engagement

1.4 Managing Change

To deliver the vision outlined in Section 2.0, it will be important that the spaces are correctly and adequately designed, specified and fitted out to suit the needs of many users without having to constantly reconfigure furniture.

The new campus will be different in many ways to the existing environments and it is important that the authority supports the head teachers and SMT in managing the change inherent in this. Well informed design of the interior spaces should be considered and discussed as an integrated part of the concept development.

Some of the key principles agreed in the briefing process where staff will need to be supported, which will require top led support and which will need a change management focus are noted opposite.

An engaged and informed approach will be key to the successful management of users concerns and should encourage buy in. Section 1.3.1 details recommendations for further engagement.

- The new campus is predicated on a new culture of shared spaces and utilising spaces as much as possible for a variety of uses across the day.
- Whilst the classroom will remain an important space typology in the new campus, these will not be owned by single teachers as is currently the practice.
- Staff will be provided with good quality office space to work in during non contact periods as opposed to the current practice where staff work in their 'owned' class room in non contact time.
- Work hubs are not departmentally allocated but will be places for interaction with other areas or working with children at different developmental levels (the exact mix of staff and the number of bases has not yet been established and the design team will need to engage further around this)
- There will be spaces which are shared across the campus and which will be time tabled for use by primary, secondary and SEN students.
- There are open and fluid spaces where more flexible opportunities can be facilitated
- The classroom model moving forward in the primary is intended to comprise of a semi open wall to the break out spaces.
- Parents and other community members will potentially be on site during the day.
- Classroom models have been tested against different furniture types, configurations and full accessibility: inherent in achieving the necessary flexibility is a more mobile approach to the teachers desk, with laptop use and a desk as part of the teaching wall design.
- New approaches to technology (mobile devices available on a 1 device:1 learner ratio whenever required, everywhere as an IT enabled space through wireless and floor boxes where required as opposed to having PC laboratories).

2.0_Vision & Aspiration

While the new campus will have its primary function as a school, this will be a school where other activities are supported day and night. It will be a 2 - 18 learning campus with a cohesive campus identity. The vision is strong and there has been great alignment across the engagement participants. The "big headlines" of that vision are explained in this section of the document.

Within the over arching strong vision of a single campus entity, there will be identifiable sub identities to ensure students of all stages and ages have a clear sense of belonging as they progress. There will be three head teachers (Secondary, Primary and ASN) and this will help to define these sub identities according to the cohorts being managed within this structure.

2.1 Seamless transitions

Knockroon Learning and Enterprise Campus is an exciting opportunity bringing learners together across ages, stages and abilities within brand new 21st Century learning spaces which are enabled by embedded digital technologies. The aim is to create a facility which can support learners seamlessly through curricular transitions from 2 - 18.

The entities which are coming together have a track record of working together and collaboration is at the heart of the vision to ensure collegiate and shared approaches can maximise learner opportunity.

Fundamental to the vision is the need to maximise interest and experiences in specialist areas such as STEM (Science, Technologies, Engineering and Maths), Creative Arts, PE, Business and Computing and the like from an early age. Participants view having much of the primary catchment on site with the secondary as a huge opportunity to create innovative curricular opportunity from a young age.

Transition opportunities are seen as being about far more than giving senior primary students access to specialist spaces. Shared spaces within both the primary and secondary focused areas are seen as key to helping deliver these subject areas through shared teaching and learning approaches. Shared learning spaces, shared staff work spaces and collegiate curricular approaches are seen as key to promoting staff collaboration and cooperation across ages and stages.

There are 10 other feeder primaries (Netherthird Primary, New Cumnock Primary, Logan Primary, Auchinleck Primary, Mauchline Primary, Ochiltree Primary, Muirkirk Primary, Catrine Primary, Sorn Primary, Drongan Primary) and it is anticipated that these schools will be able to access facilities from time to time to support this approach comprehensively across the full catchment. The learning plazas discussed in Section 4.7 have been identified as ideal locations for this kind of activity.

In addition the break out spaces in Primary can be helpful to ease the transition from pre school to P1.

2.2 Community at the heart

The new campus is visioned as a cohesive entity where inclusion, health, well being and nurture are at the core. Community use is fundamental to this vision and will be an integrated component in the design of the learning campus.

Learning opportunity will be enhanced by making the new campus somewhere where parents feel a part of and can feel that they belong. Design approaches must be sensitive to the need for a facility which does not intimidate parents / carers. The parent experience needs to be considered carefully as there are many times and reasons for a parent visiting. Waiting areas should be warm, welcoming and open.

School entrance areas with hatched access to a receptionist have been highly criticised, as have the nature of parents / visitors waiting areas, which have been described as feeling like "holding cells". Community stakeholders and parent have been particularly vocal in this regard. Segregated reception points with a separate desk for primary, secondary and ASN have been criticised in a recent new build campus project and a single office / welcome desk with staff who can take an enquiry from any parent is envisaged.

Community staff have noted that the entrance experience and the "de-institutionalisation" of this can make all the difference in community uptake and use of facilities. If the new campus is to be a place where parents and young children are used to going to for pleasure pursuits, then it is anticipated that parents will feel more comfortable participating in school life.

There will be a cafe space where parents and community members will be welcomed to have a coffee or use the free wifi at all times of the day. The campus design will be "de-institutionalised" with inspirationally designed interior spaces which are attractive and well fitted out.

The community will be welcomed into user friendly sports, learning and meeting spaces out of hours. The campus grounds and surrounding landscape, will offer a great out of hours amenity to the community, building on the current use which is already enjoyed with dog walkers, joggers and families enjoying the landscape. The existing pitches and running facilities will be improved.

The site is already used by community as a through route and a place to walk, jog etc.

The landscape strategy and design needs to enhance this pre existing condition. A whole place approach to the site master planning at an early date will be important and will help ensure community needs and opinions are accounted for.

The need to create a safe campus without building high fences around the edges and without creating intimidating barriers has been highlighted during engagement. How this can be done needs early discussion and strategic consideration through further engagement by the architectural team at an early date.

2.3 Nurture & Support

Within the strong over arching campus identity there will be identifiable sub identities establishing the educational components of Early Years, Primary, Secondary, Supported and ASN learning which will allow learners to feel a strong sense of belonging according to their particular age, stage and level.

The new campus will build on the pre existing strong emphasis on nurture across the existing schools to maintain sector leading support embedded in all aspects of the learner experience. Support for all campus learners will be very accessible. A variety of multi functional, nurturing and comfortable spaces will allow this support to be delivered without stigma.

There will be spaces for staff to work together across ages and stages and this will help promote seamless support as learners move progressively through the educational transitions from early years to senior phase. Professional colleagues will be welcome to work in these spaces and there will be a rich variety of supportive spaces which will allow the best environment to be selected to suit a child's needs when they need support.

Collegiality and collaboration between professionals is key to the vision as is flexible use of well designed interior spaces to suit learner support needs.

Spaces to nurture and support parents needs will include : parental learning and healthy cooking opportunities. Easily accessible rooms (near the front door) to meet with parents where sensitive / confidential issues can be discussed are important.

The need for clever graphics and way finding strategies has been highlighted as a mechanism to break down barriers with parents. Friendly easy to read approaches using symbols and the like are seen as an opportunity to enhance accessibility and integration for parents and all other users as well as helping with the "de-institutionalised" aesthetic which is fundamental to the vision.

2.4 Learning spaces not teaching spaces

The campus will provide learner focused spaces with choice and variety to suit the many modes of learning and types of learner. High quality interior design including the use of simple bespoke joinery items (cafe booths, small stepped areas within break out acting as amphitheatres and the like) working in conjunction with loose furniture, colour and graphics, is seen as fundamental to success of this learner focus. Spaces and settings need to be engaging for learners.

There are flexible and fluid learning spaces specified to compliment the traditional class spaces. There are spaces provided to allow students to study independently (break out, the LRC, learning plazas, dining areas out with lunchtimes).

Learning plaza spaces should be specified for different age groups to come together ensuring mentoring and buddy support opportunities are optimised as well as encouraging peer to peer support. Dining spaces are viewed as a learning opportunity outside lunch times, and with correctly specified furniture and fitments, can offer opportunity for more fluid learning and varying cohort sizes.

These larger cohort learning spaces should not be large voluminous spaces which are hard to acoustically control. The three dimensional configuration, quality and design of the fluid interior spaces needs sensitive handling and they should not be clumped together at the base of atrium spaces. There has been a resounding reaction against "street" and "atrium" concepts for fluid learning and dining activities throughout the engagement. The settings for learning, the furniture development and the interior design should not be a bolt on after the building is designed but an integral part of the design development.

2.5 Embedded digital approaches

The whole campus will be technology enabled and it is envisaged that every space will be an IT space with this approach facilitated through a robust infrastructure with adequate capacity and a strategy for mobile device use wherever and whenever needed.

The authority have confirmed they are currently developing the Education IT strategy looking towards a 1 child, 1 device approach whenever and wherever this is required across the campus. The emphasis will be on mobile and in class "on demand" use of technology in every day learning as opposed to taking classes to ICT laboratories. There are no IT laboratories specified.

There will need to be further interrogation at the detailed room data briefing stage in terms of the need for fixed PC,s in Business, Computing and Technology classrooms however what has been discussed to date is the need for high end laptops in these areas to run programmes such as REVIT and CAD, along with larger screen size laptops to facilitate working on complex spreadsheets and the like. This is discussed in more detail within Section 4.7 and the detail space planning criteria within these specific curricular areas.

Please note: There have been some concerns among the head teachers regarding the ability to deliver of this vision in terms of infrastructure capacity. It should be noted that whether schools are delivering ICT rich learning via fixed PC's or via mobile technology the capacity issue around internet access is the same. There is currently a pilot across 20 schools in West Lothian where these schools have moved to a bring your own device "Any where, Anytime" learning approach. This pilot was launched August 2015. These schools have been upgraded in terms of infrastructure to accommodate this. It maybe worth the design team ICT strategy lead researching the detail of this pilot, to help future proof / future ready the Knockroon campus for 2019 and beyond.

2.6 Health & Wellbeing

The social spaces and outdoor spaces are viewed as key to the promotion of Health and Wellbeing. Dining opportunity will be varied and there will be spaces to suit a wide variety of needs. Dining will be a pleasant activity with well considered interiors supporting a cafe culture approach where eating is a social experience to be enjoyed. Dining spaces should be pleasant to be in, have a level of intimacy and shelter and should not sit in big volume spaces which are noisy and reverberant.

The outdoor spaces will promote healthy life style approaches, providing social, dining and learning opportunities which recognise the demands of the many ages, stages and abilities of the learners. The indoor and outdoor spaces will provide a wide and varied range of extra curricular opportunities for the learners and the community.

The space standard set supports a rich mix of setting which will suit the vision for an enjoyable social approach to dining. These settings should also be considered within the context of the opportunity they offer for student focussed learning opportunity out with lunch time. There are a number of dispersed service areas included within the space budget. How these spaces are dispersed and multi flexed out with dining time will require further strategic development.

The need for good quality dining experiences has been emphasised by all the participants. Encouraging healthy and social eating habits is seen as a huge area of opportunity. Carefully specified and designed dining space both indoors and outdoors is essential.

There will be outdoor service pods, the number of which has still to be established. It will be important the architectural team engage with the correct personnel to develop the catering strategy at an early date. Canopied outdoor dining space associated with these service area will also offer outdoor learning opportunity out with lunchtimes.

2.7 Entrepreneurship & Employability

The new campus will foster entrepreneurship and help enable learners to generate ideas and realise enterprising opportunities. Interest in science, technology, maths, performing arts, nutrition and healthy eating and other specialist areas will be fostered and encouraged from the earliest age.

The availability of specialist staff skills and spaces on site will be exploited to maximise the opportunity to expose learners to the rich variety of potential interest, employment and career paths from age 2 to school leaving age. Spaces will support learners and equip them for emerging job opportunities locally, particularly in key areas such as engineering, health and social care and computing sciences.

2.8 Outdoor space

The SPACE strategies remit was to schedule the accommodation relative to the Gross Internal Floor Area (GIFA) and the brief for the external space is not yet developed, however aspiration for the use of the outdoor space is high.

There are a number of internal and external stakeholders who need to be involved in the development of the outdoor space. The following has been identified through the engagement by way of incidental conversations. It has been clear that for the participants the development of internal learning spaces is inextricably linked to the opportunity of the outdoor learning landscape:

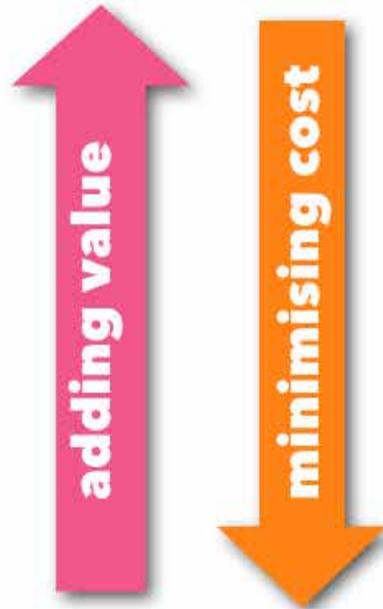
- Good quality outdoor dining spaces are really important and these should be sheltered, by way of the building design and with canopy cover where possible as well as offering outdoor learning opportunity out with lunchtimes
- Active outdoor space and dining spaces will need to be synchronised in terms of adjacencies for access.
- Green approaches, trim trails and carefully considered outdoor spaces to encourage activity will be essential
- This includes connecting to facilities nearby including Visions sports / leisure centre and Dumfries House
- In the case of Dumfries House there is an aspiration to create a pathway which will allow learners to cycle to classes which may be held here in the future (early dialogue with the authority and Dumfries House will be important to ensure all opportunities of collaborative approaches can be explored)
- For the early years the outdoor learning space is not a nice to have, it is an essential part of curriculum delivery, with sand, water, noisy and messy activities happening here at all times of the day, and these activities need to “free flow” from the indoor space
- Barshare primary school, the associated support centre and Hillside school currently use their outdoor space extensively for sensory experiences, growing plants and vegetables and a variety of other activities, it is important none of this is lost and the new facility expands and improves the outdoor learning
- Greenmill primary, the supported learning centre at Cumnock secondary and the two secondaries have a poor outdoor environment currently (mostly tarmac based) and accessibility is hard because of the nature of the architecture, however, their aspiration for outdoor learning and activity in the new campus is high
- The opportunity to connect the nurture and the health and well being activities with

outdoor space (particularly in the case of supported learners) has been emphasised with areas which can support BBQ,s and the like being discussed within the aspiration conversations (we believe shared approaches to such spaces will be important to mirror the approach to internal spaces)

- The number of outdoor pitches and the nature of these has not yet been established and this requires early interrogation by the architectural team, community aspiration for enhancement is high and will need to be managed against the reality of affordability and site area
- External stakeholders including Cumnock Rugby club and Kilmarnock Harriers currently use the site and have facilities on site: the nature of replacement needs a thorough review with the authority in terms of site capacity and budget allocations
- The participants have noted the outdoor learning landscape needs to be about much more than playing fields and pitches however and this needs consideration both in terms of capacity and budgets
- Participant elected members and the Chief Executive have highlighted the importance of a high level “whole place” approach to the master planning of where the building and outdoor spaces are located to ensure the opportunity of connections to local facilities and housing areas are fully exploited to benefit all learners and the community

Effectiveness

Solutions determined by demand and responsive to modern methodologies / Pedagogy, Multiple use of spaces across the day, Change ready



Efficiency

Intensify space use
85% plus occupancy target
Achieving more with less
Sustainable cost base

Quality of space as the driver not Quantity

Figure 2.8.1 : Diagram discussed in engagement with a focus on the quality of space and best use of the "pot" of budget

3.0_Organisational Principles

Adjacencies have not been discussed in detail for every facility, however, there are key high level organisational issues which have been discussed through the process which start to inform where “chunks” of space are located relative to each other. The space budget is structured so that as far as possible these large “chunks” of space are easily identifiable and relate to the key discussions and outcomes of engagement.

This part of the document outlines key principles which need to be accounted for in the concept design stages. Massing studies and initial high level adjacencies need to be cognisant of the strong aspiration to get the entrance experience right for parents and community users. This has been cited as being key to the success of the campus and the enabler of wider parental and community involvement in the combined facility.

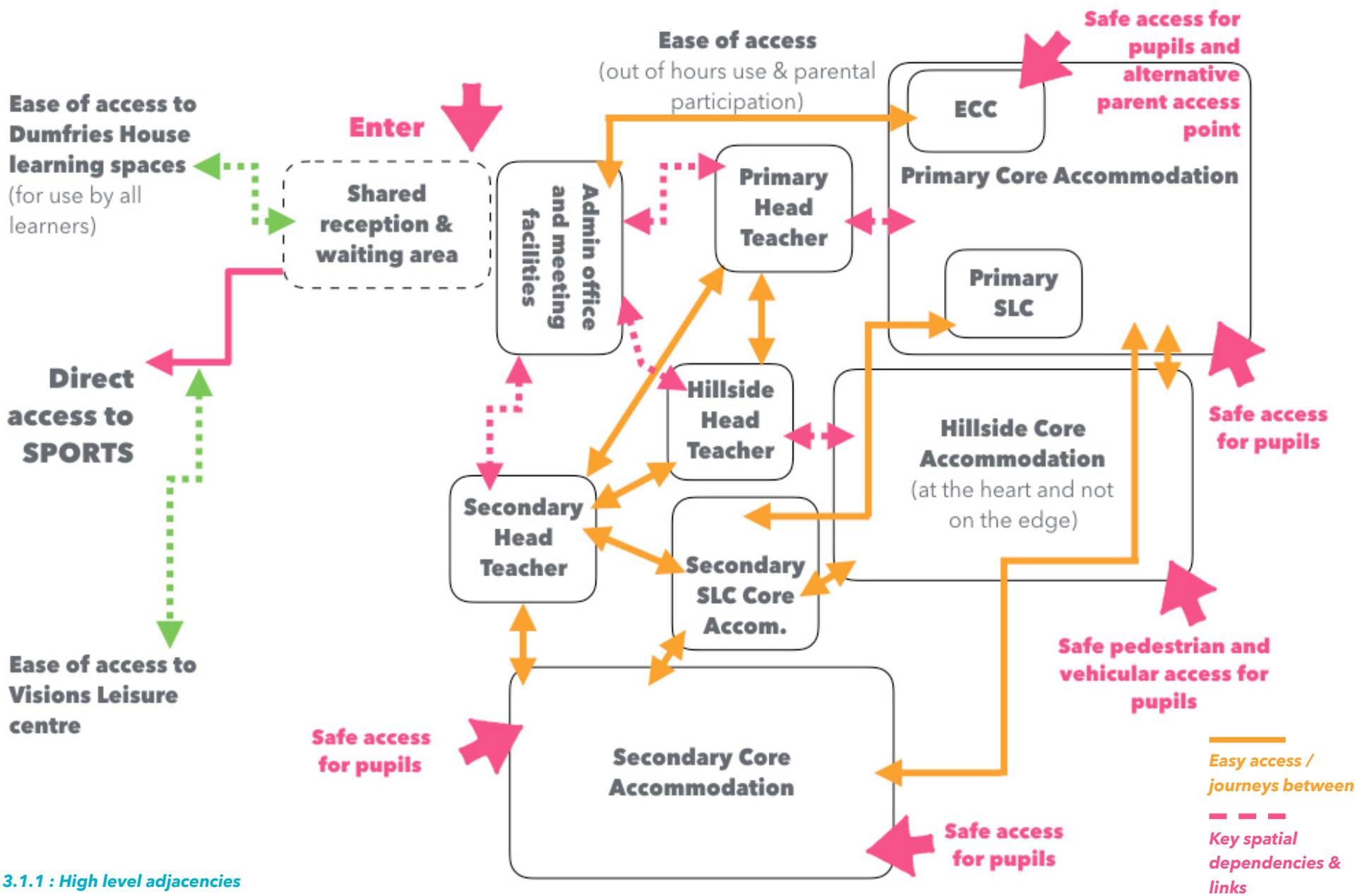


Figure 3.1.1 : High level adjacencies

3.1 High level organisation

Discussions regarding which of the facilities are best located next to each other in order to foster collegiate working and support learner movement between areas have led to the development of the diagram illustrated in Figure 3.1.1. The diagram has been driven in terms of establishing relationships with the main entrance but give indication of emerging adjacencies between each of the facilities.

A key adjacency between head teachers offices, administration and entrance spaces is felt to be key in the ability to deliver a service which is responsive and easily accessed by parents and external partners. The co-location of the three head teachers was also discussed as being in keeping with the vision for an aligned and cohesive learning campus in terms of the single office approach, as well as fostering collegiate approaches with the campus leadership operating seamlessly and cohesively together.

The Early Childhood Centre will have strengthened links with the new primary and is seen as a fully integrated component. The flow between early years learners and primary 1 & 2 pupils has been identified as key driver moving forward. At the same time access to confidential space is a requirement of the care commission standards document. Practitioners will need quick and easy access to other confidential meeting rooms and thus the ECC has a priority adjacency to the main entrance point, waiting areas and associated facilities (small meeting spaces particularly).

The Primary Supported Learning Centre is being viewed as wholly embedded and integrated within the primary. This model is currently the operating model in Barshare Primary and this approach is to be maintained.

Primary accommodation should be organised in such a way that primary learners can access the head teachers office with ease, but also so that links between P6 & 7 pupils and the secondary flexible and fluid learning environments (plazas etc) can be easily accessed to exploit all possible transition support activities.

The ASN accommodation is to be at the heart of the campus sitting in good adjacency to both primary and secondary accommodation, as well as the core Secondary Supported Learning Centre accommodation.

Like early years it is a priority for ASN accommodation to be near to the main entrance point, waiting areas and associated facilities. ASN learners are used to being able to

access the head teachers room securely and frequently and this practice is seen as very important to continue. Within the ASN accommodation, feedback on more detailed adjacency demands is discussed in Section 4.3.

Secondary SLC accommodation is intended to follow the existing model which takes a centralised approach to core provision. As students will be accessing specialist spaces and classes within the secondary, primary and ASN core spaces, the nature of the journeys they will undertake should be considered in order to ensure ease of access.

Key curricular adjacencies within the combined secondary have not been discussed in detail. It has been stated as being important that the learning plazas are easily accessed by all learners as these are seen as being key spaces to facilitate collaborative, integrated and transitional activities.

The secondary school head teachers support the single entrance, single office and collegiate principles agreed in engagement, however they would also like the head teachers office to be very centrally accessible to secondary students and staff. This should be explored in terms of options in the design phase in order to ensure both aspirations are met as far as is possible.

There is an existing community run leisure centre (Visions) on site and there should be an easy access route to allow facilities to be easily shared.

3.2 Public, Private & Invited zones of space

Zoning of access is really important and is illustrated in Figure 3.2.1 overleaf. These zones of access have been informed by the high level adjacencies and the desire to ensure that the campus is welcoming and non threatening to all internal and external users.

Public zones of space are envisaged as being spaces that parents and community members can access without invitation and are linked with the reception area. Two types of invited access have been determined, for ad hoc use and planned / scheduled use both out of hours and potentially within the school day. Private zones of accommodation can be identified as core accommodation which supports curriculum delivery in each of the facilities.

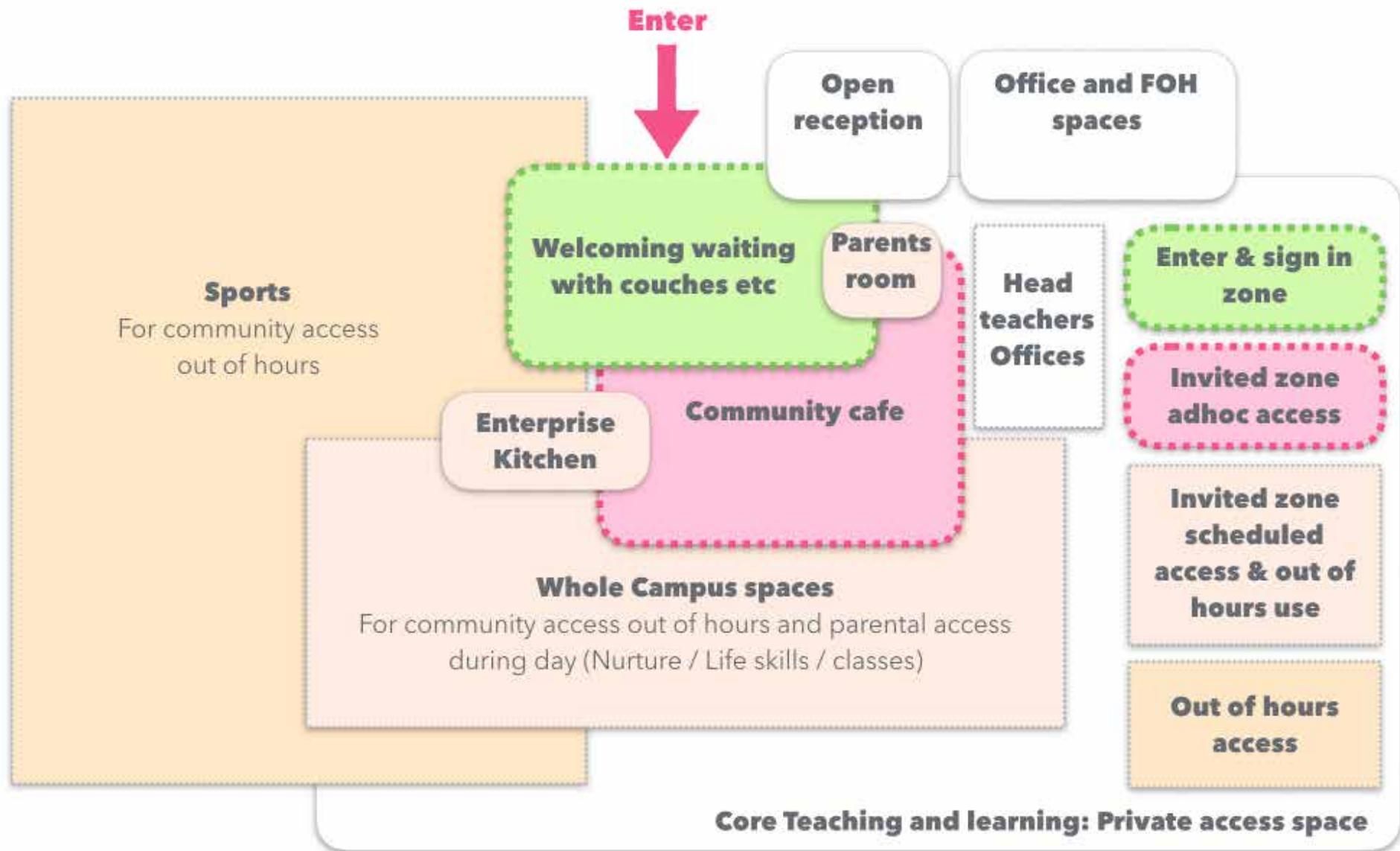


Figure 3.2.1 : Zoning of spaces (not proportionate or representative of a building model)

3.3 The entrance experience (public)

There will be a single, clear and very obvious visitor entrance with a centralised administration facility. Easy navigation to lead the visitor to their end destination will be essential. The need for clever approaches to way finding is seen as an essential feature of the design approach.

The reception is envisaged as open with adequate staff available in the “front of house” area to avoid queues. Parent council chairs welcomed the single reception approach as there has been criticism of other campuses where Primary and ASN reception points take a “back seat” to Secondary.

Equality and parity across the components of the campus has been emphasised and a single reception and administration point will be helpful in this regard. Primary and ASN parents did however emphasise their desire to have three separate phone numbers to ensure there was always a quick (and familiar) response in terms of dealing with any emergency or sensitive parental issues particularly in regards ASN and early years / primary.

There is a generous spatial location against draft lobby and it is important that the design of the entrance ensures that the open reception and waiting areas are well protected from drafts and are as comfortable as possible.

The reception and waiting area should be attractive and welcoming. Very often when visioning, people talk about a “wow” factor. This has not been mentioned at all in the engagement. Instead the participants have talked about the entrance being obvious and easy to find, welcoming, inspirationally designed and with a sense of belonging and intimacy. The need to avoid “big barns” of space has been highlighted throughout the engagement. Planned and ad hoc activity should be supported within these spaces. Existing school waiting areas have been criticised and some have been described as sterile “holding cells”.

Community staff have talked about similar principles. If the community are to be encouraged to use facilities out of hours they need a welcoming and non institutional reception point. The actual reception desk and associated fitments will need careful consideration to ensure that it can be used by day by the school and out of hours by community staff. An administrative secure store has been included for community use out of hours over and above those specified for school uses. Parents noted that the reception

should not be a “buggy free” area as it is difficult when coming into school to talk to senior managers or teachers if there is a young sibling sleeping in a pram / buggy.

3.3.1 Optional parental access points

Early Childhood Centre : There have been concerns raised by the Early Childhood Centre managers in regard the one reception approach. These are discussed in more detail in Section 4.4 and it is hoped that the development of design concepts maybe able to alleviate these concerns. There is a need to be sure that staff can easily meet and support parents within the Centre itself on both a scheduled and ad hoc basis.

The Early Childhood Centre staff view a main reception as a block to parents as it may cause intimidation and discourage the kind of interaction they are looking to develop. Area for an alternative reception / parents lounge has been included within the ECC accommodation. This is viewed as being a comfy waiting space with couches and magazines where parents can easily be comfortable about speaking to staff about sensitive and confidential issues. This second entrance point for parents will require a controlled entry access point which should connect to both the early learning bases and the managers office. The managers office should be in direct adjacency to this space. This office will be used for confidential meetings as well as being the managers office.

ASN : ASN parents often have hospital appointments and may be picking up or taking their children to school out with the normal morning start time. The ASN area allocation includes a “big space” which is intended to be flexible and should provide break out, assembly and dining opportunities as well as being the space where transport carers hand learners over to their key staff member and download any particular instructions regarding specific needs relative to the child in their care.

This space is envisaged as having a full glass elevation along one wall to allow free flow indoors and outdoors when required but also to act as an access point for parents on such occasions. This second entrance point for parents will require a controlled entry access point which should connect to both the deputy head teachers office and the main office. The DHT’s office should be in direct adjacency to this “big space”.

3.4 Extending access (invited)

The vision for the campus is that it will provide a level of accommodation which can be accessed by certain members of the community during the day. The aim of this is to encourage the community to consider the new campus as being a place where they are welcome and feel part of, particularly when considering parents and carers. There are a number of spaces which have been included to facilitate this. Two of these have an inextricable link with the reception area and should be deemed as invited space in which access does not necessarily need to be scheduled :

3.4.1 The community cafe

A community cafe space is envisaged as being open to the welcome / waiting area. The cafe is intended to be a space which parents feel free to access at any time of the day and enjoy a cup of coffee and free wifi. It is envisaged that parents would use this space for example, when in the school areas as a helper or when they need to be near their children if the child is feeling vulnerable or has other problems. It maybe that parents who are collecting early years and primary children at different times will wait between times in this cafe. This cafe space should be in immediate adjacency to an enterprise kitchen. This kitchen is described in more detail in section 4. 9 and its co-location with the community cafe will allow the school to timetable and run enterprise activities which could be set up for the benefit of community members (coffee mornings, lunches for the elderly etc).

3.4.2 Parents room

A small quieter and more private space has been included for parents if they are visiting on more sensitive / confidential issues and may not wish to sit openly in a cafe space. This space is also intended to be used to facilitate planned sessions with parents where a wide variety of issues might be addressed (for example: parenting classes or help with homework sessions).

3.4.3 Accessible meeting spaces

A small meeting room along with two small 1:1 interview rooms are included adjacent to the reception area for staff to meet with parents where a more onerous "trail" through the campus would not be helpful (parents who might be distressed and need quick access to confidential space etc). There are other meeting spaces included within the space budget under work space, these are larger meeting rooms.

3.5 Community use (invited)

There are a number of spaces which sit beyond what is being termed "public accessible" spaces. These are spaces where parents and other scheduled visitors may be welcomed during the day on a more scheduled basis whilst being quite separate from the more private learning spaces.

They are also the spaces which will be used by the community out of hours and can be organised in a compact and efficient manner to allow the spaces not in use to be "switched off" to ensure the campus is only using carbon and energy where spaces are in use.

3.5.1 Sports accommodation

At present it is not envisaged that the community will be able to access sports facilities during the school day however they will be welcomed in the evenings, weekends and during holidays. The main reception area will be used by community staff in the evening. It is really important that the reception is designed in such a way that it is very welcoming.

There are ongoing discussions regarding who will be responsible for managing community accessible sports accommodation. An option may be that the community staff who manage the on site leisure centre Visions may be responsible for the management. Community access during the day to the sport accommodation does not apply as the space allocation is based on fulfilling the utilisation demand for learners both in terms of the mandatory 2 hours PE per week and also in terms of senior phase curricular delivery.

Discussions are ongoing with Visions regarding a more collaborative approach to providing access to sports facilities throughout the school day. The opportunities of time tabling curriculum delivery into the leisure centre and community use into the learning campus accommodation is being explored. Section 4.1 documents the potential impact on spatial provision this may have in more detail.

3.5.2 Whole Campus spaces

The more fluid learning spaces should be accessible for community use in the evening and located suitably to allow easy access as discussed in the introduction to this section.

An adjacency to the community cafe will allow the cafe to be used out of hours for parents to wait for children engaged in after school activity / meet friends etc. In turn by locating the enterprise kitchen adjacent to the community cafe students can run enterprise events during and outwith hours with local businesses, community groups and the like invited onto campus.

The enterprise kitchen can also be used for parent classes during the day and can be booked by community groups out of hours. Careful thought regarding adjacency will maximise the opportunity for this relationship of community cafe and associated enterprise kitchen to deliver much of the community integration and nurture aims of the vision.

The location of project spaces will need to be carefully considered in order to ensure that time tabled demand for curriculum delivery can be achieved with ease of access for those subjects dependent on using the spaces as well as being within the zone of accommodation that could be used out of hours (art classes / community groups etc).

3.5.3 The LRC / Library

Whilst the LRC is not envisaged as being publicly accessible “day 1”, the design proposition should zone this accommodation in such away that it could be accessible freely by the community in the future. This will help “future ready” the campus for any future change in regard community accessibility.

3.6 Core accommodation (private)

Accommodation which is being deemed private is seen to be the core learning and teaching accommodation of all facilities.

The adjacency between senior primary years and the secondary accommodation is a priority as is the adjacency between the early childhood centre and the early primary years accommodation.

Sports and other community accessed accommodation should be located in adjacency to the entrance and this starts to inform the adjacencies of other Health, Wellbeing and support curricular grouping accommodation.

This applies equally to the out of hours use of the enterprise kitchen & project spaces which will serve a small part of the time tabled load for Home Economics & Art curriculum delivery. The PE halls and the enterprise kitchen thus need to be considered as being located within the ‘private accessibility’ zone within school hours.

The secondary accommodation will be organised according to four key curricular groupings:

- Health, Wellbeing and Support
- STEM and Technologies
- Creative Arts hub
- Language and Humanities

These are discussed in greater detail in Section 4.7 of this document.

More detailed adjacencies in regard these, the primary learning spaces and the whole campus spaces needs further interrogation in the design process.

4.0_Key constructs

Spatial allocation and key constructs have been developed and validated in consultation with the Steering group. There has been a focus on supporting curriculum delivery as well as ensuring that shared access is realistic and achievable within the types and quantity of flexible use spaces provided.

A number of these constructs have been discussed at a detailed space planning level and are dependent on critical elements (proportions and critical dimensions of space, realisation of their design and fit out etc.) in order to ensure that every possible square metre of space can be maximised for learning opportunity.

This section of the document discusses key spaces, the reasoning behind their allocation / inclusion and documents critical elements which should be considered by the design team prior to moving into design development.

SHEETS	Description	Total NEA	Plant uplift proposed 2.5%	Partition uplift proposed 2%	Circulation uplift proposed (15 - 22.5%)	GIA proposed	Area Cap Per Metric	Differential	Comments
A	ASN	917.57	22.94	18.35	206.45	1,165.31	1,140.00	25.31	
B	Early Childhood Centre	541.00	13.53	10.82	81.15	646.50	780.00	-0.97	
		104.36	2.61	2.09	23.48	132.53			
C	Primary	2849.42	71.24	56.99	641.12	3,618.76	3,360.50	258.26	
D	Primary SLC	409.45	10.24	8.19	92.13	520.00	300.00	220.00	
E1 - E5	Secondary	11672.18	291.80	233.44	2,626.24	14,823.66	15,513.50	-689.84	
F	Secondary SLC	550.04	13.75	11.00	123.76	698.55	500.00	198.55	
G	Whole campus								Shared % Area included under each entity
H	Support & Administration								Shared % Area included under each entity
I	Staff Space								Shared % Area included under each entity
J	Infrastructure								Shared % Area included under each entity
Totals		17,044.00			3,794.33	21,605.31	21,594.00	11.31	

Total (Net Educational Area) NEA is expressed against each facility and reconciled against their individual area cap. Included within the NEA is core accommodation and a percentage share of priority use and shared space. Refer to figures named total area against caps on individual sheets.

Summary sheet 1 : Totals against individual area caps

SHEETS	Description	Total NEA	Plant uplift proposed 2.5%	Partition uplift proposed 2%	Circulation uplift proposed (15 - 22.5%)	GIA proposed	Total Area CAP *	Differential	Comments
A	Total area per sheet **	715.05	17.88	14.30	160.89	908.11	21,594.00	11.31	
B	Total area per sheet **	541.00	13.53	10.82	81.15	646.50			
C	Total area per sheet **	2297.40	57.44	45.95	516.92	2,917.70			
D	Total area per sheet **	217.20	5.43	4.34	48.87	275.84			
E1 - E5	Total area per sheet **	8975.30	224.38	179.51	2,019.44	11,398.63			
F	Total area per sheet **	351.00	8.78	7.02	78.98	445.77			
G	Total area per sheet **	1911.75	47.79	38.24	430.14	2,427.92			
H	Total area per sheet **	412.83	10.32	8.26	92.89	524.29			
I	Total area per sheet **	1050.47	26.26	21.01	236.36	1,334.10			
J	Total area per sheet **	572.00	14.30	11.44	128.70	726.44			
Totals		17,044.00			3,794.33	21,605.31	21,594.00	11.31	

Total NEA is expressed against each sheet and reconciled back to the combined pot of space. Included within NEA is core accommodation and total area against priority use spaces. Refer to figures named total area on individual sheets.

Summary sheet 2 : Totals against combined area cap

Figure 4.1.1 : The SPACE budget summary sheets

4.1 Introducing the SPACE budget

Throughout engagement stakeholders have stressed the need for the new campus to support collaborative working and sharing of space between the different facilities. Discussions around the nature of sharing and the ability to quantify access to spaces has informed the development of the SPACE budget.

Each of the sub sheets of the SPACE budget determines area against core provision along with the shared spaces that are deemed to be priority use for the relevant facility, and quantifies access to other facilities shared space in terms of a percentage of those spaces.

There are two summary sheets included in the SPACE budget, as demonstrated in Figure 4.1.1. The first identifies area allocation against the individual caps which have been determined for each facility and takes account of access to priority and shared spaces in terms of a percentage of their total area. The second summary sheet totals area against each of the sheets and does not take account of any shared space.

For the purposes of reconciling designed areas back to the SPACE budget it is recommended that the design team use the second summary sheet which details allocation against the combined area cap.

4.1.1 Uplifts

The SPACE budget allocates area against space types (Net Educational Area). Uplifts are further applied to reach a final Gross Internal Area.

2.5% of NEA is applied to allow for area against plant. 2% of NEA is applied to allow area against partitions. Where test space plans are illustrated within this section allowances for a 150 mm partition are included to sit centrally within the grid. The uplift included in the summary page of the space budget is intended for partitioning area where we have not test space planned the spaces.

Finally, a typical uplift of 22.5 % is applied to NEA to allow for primary circulation. The level of allocation is reduced to 15 % within the Early Childhood Centre due to the nature of these spaces.

Please refer to section 4.2.2 for further information on ensuring efficiency of circulation.

4.1.2 Area Caps

Agreed individual area caps for the learning campus can be identified as :

- **3,3650 sq. m** against Primary provision (based on a roll of 517 and 6.5 sq. m per learner. Roll number was increased to 534 as a result of an exercise determining capacity of teaching spaces, but area provision has remained the same)
- **300 sq. m** against Primary SLC provision (based on a roll of 30 and 10 sq. m per learner)
- **15,513.50 sq. m** against Secondary provision (based on a roll of 1633 and 9.5 sq. m per learner)
- **500 sq. m** against Secondary SLC provision (based on a roll of 50 and 10 sq. m per learner)
- **1,140 sq. m** against ASN provision (based on a roll of 30 and 38 sq. m per learner)
- **780 sq. m** against the Early Childhood Centre (based on a roll of 120 and 6.5 sq. m per learner. Please note that the roll number, area provision and subsequent area cap is under review due to the potential increase in funded hours from 600 to 1140. Section 4.4 provides more detailed information)

A total area cap of **21,594 sq. m** has been agreed as the total 'pot of space' until the outcome of discussions around the Early Childhood Centre has been reached. An additional **200 sq. m** GIA is allocated to provide a hydrotherapy pool and associated support spaces. This area is additional to the total area cap and needs to be briefed as part of a separate exercise.

4.1.3 Potential variations to area

As previously mentioned in Section 1.1 discussions around a collaborative working deal between the learning campus and Visions Leisure trust is ongoing. At the final engagement session it was agreed that there be two versions of the space budget. Version 1 assumes that the outcome of discussions leads to the retention of a fitness suite as core accommodation. Compromises made to reach area in this scenario were relative to the removal of area for breakout in Technical and a dedicated PE / Theory space. If the outcome of discussions leads to the removal of a fitness suite, then Version 2 should super cede V1 and breakout and the PE theory space can be re-introduced.

4.2 Critical constructs

As stated in the introduction to this section, there are a number of key constructs which should be followed by the design team in order to ensure efficiency of spaces are driven as well as their effectiveness. It is key for example that

4.2.1 Measuring GIA / NIA / NEA

The build up of the space budget and uplifts to reach GIA is explained in detail in section 4.1.1. In measuring the developing design and GIA against the allocation in the SPACE budget it is important to note the following :

- GIA (Gross Internal Area) is the area of a building measured to the internal face of the perimeter walls at each floor level per the RICS document Codes of Measuring Practice and should be measured as such
- NEA (Net Educational Area) has been allocated in the SPACE budget either with partitions included (spaces which have been tested to inform area allocation) or excluded (areas which have not been space planned or tested). Uplifts for partitions are intended to accommodate those spaces which have not been tested. When measuring it is recommended that both intramurous (tested areas) and face to face measuring (non tested areas) is undertaken to ensure that the correct spatial allocation is given over to usable area. The SPACE budget identifies which spaces have and have not been tested in order to aid this process.

4.2.2 The SPACE planning grid & critical dimensions

In developing a menu of settings suitable for a range of activities, it is important for us to first establish a planning grid and planning module which can support flexibility and can support change. We have been developing an optimal grid throughout our work.

The space planning module allows for settings to interchange or evolve. A space designed for one function can evolve and change over the course of time and as such our planning module is both efficient and flexible to allow future changes. Our space planning grid or module (Figure 4.2.1) is based on a 1.5 metre grid for the most part to allow this flexibility but also because it is a very efficient module which allows for this interchangeability of settings.

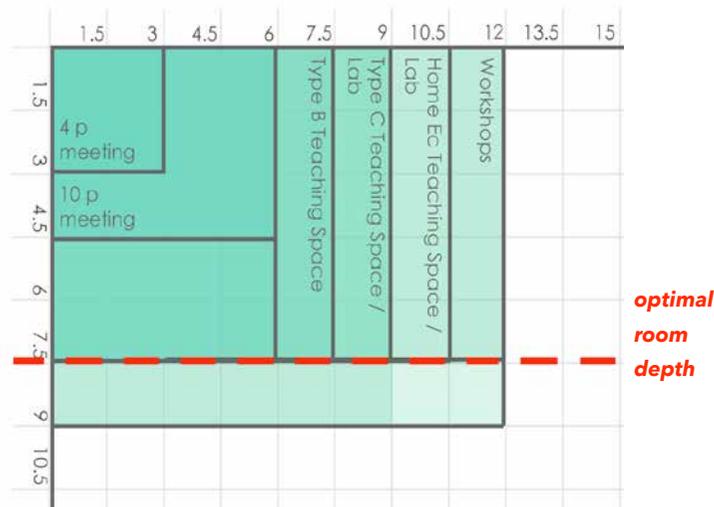


Figure 4.2.1 : The 1.5 m grid

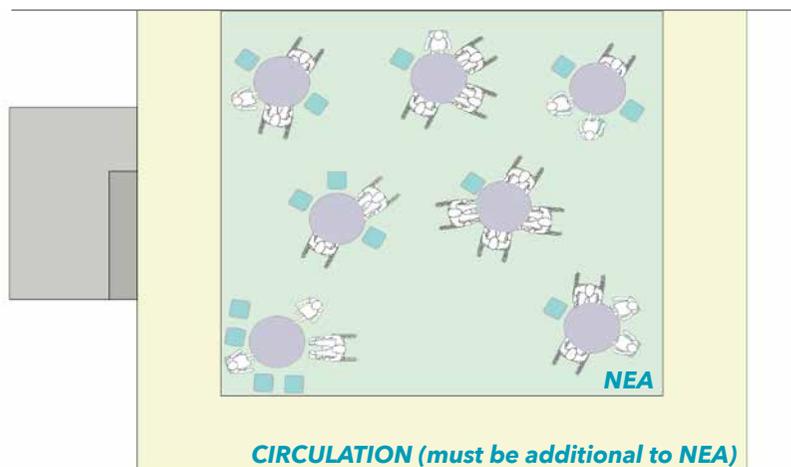


Figure 4.2.2 : Circulation & NEA

When designing the new campus, the grid should be adhered to in key learning areas. It is also important that critical dimensions are adhered to and these are illustrated by way of dimensional overlays in the space planning studies described in the following sections.

Where critical dimensions indicated are deviated from it is advisable that further space planning tests are carried early on to ensure that intended activities and furniture settings can be accommodated.

4.2.3 Circulation & NEA

There are a number of flexible spaces identified within the SPACE budget which are intended to be developed as fluid open spaces (learning plazas, dining, breakout space) to support a wide variety of activities and uses. The NEA allocation for these spaces have been informed by space planning tests which have been driven by a capacity requirement or specific activities in order to support time tabled use.

It is essential that the design team allow primary circulation around these spaces. See Figure 4.2.2 for an example. If primary circulation is assumed to be part of the NEA area then the ability to use these spaces for their intended activities and capacities will be severely compromised.

The same principles apply to the application of NEA against breakout in corridor spaces. Section 4.7.? provides more information regarding stakeholders preferences around the realisation of breakout.

4.3 ASN (Hillside)

The cohort of learners within the ASN facility will require a wide spectrum of support and tailored approaches to ensure they are not disadvantaged in their access to the curriculum. For some learners the nature of some of their additional needs may mean they will never be able to utilise spaces outwith the core accommodation provided.

There is a willingness and desire to access other spaces within the campus, either at a group learning or individual level, and for other cohorts of learners to benefit from specialist provision within the ASN facility. It was however made clear throughout engagement that this shared approach should not diminish the learning experience for those learners who would not be able to cope with the demands of moving out to other parts of the campus.

It is for this reason that the accommodation deemed to be core to ASN provision needs to be carefully considered in terms of its realisation within the branded space, its adjacencies to lifts and spaces within other facilities which will be accessed on a time tabled basis. Figure 4.3.1 demonstrates which spaces are envisaged as being embedded within ASN accommodation and highlights those other spaces that the learning cohort will be accessing on a time tabled basis.

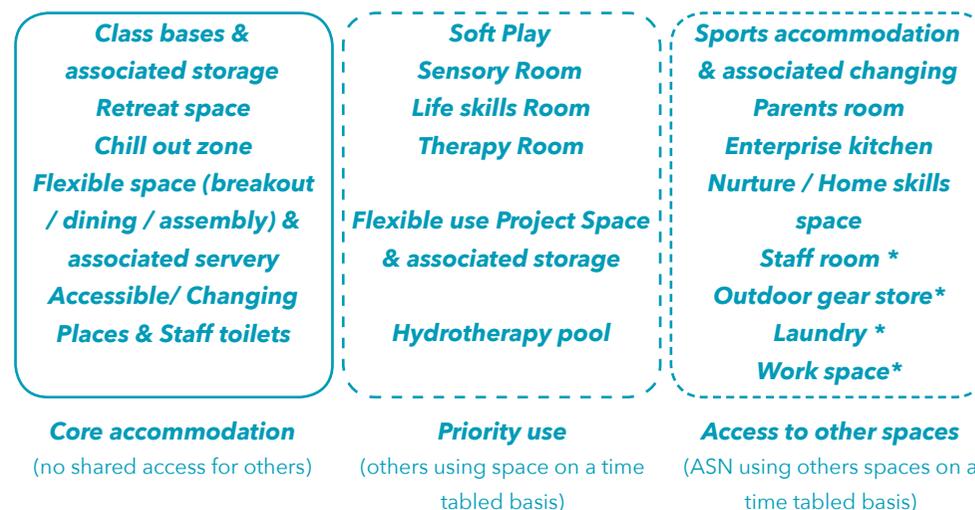


Figure 4.3.1 : Intended levels of access

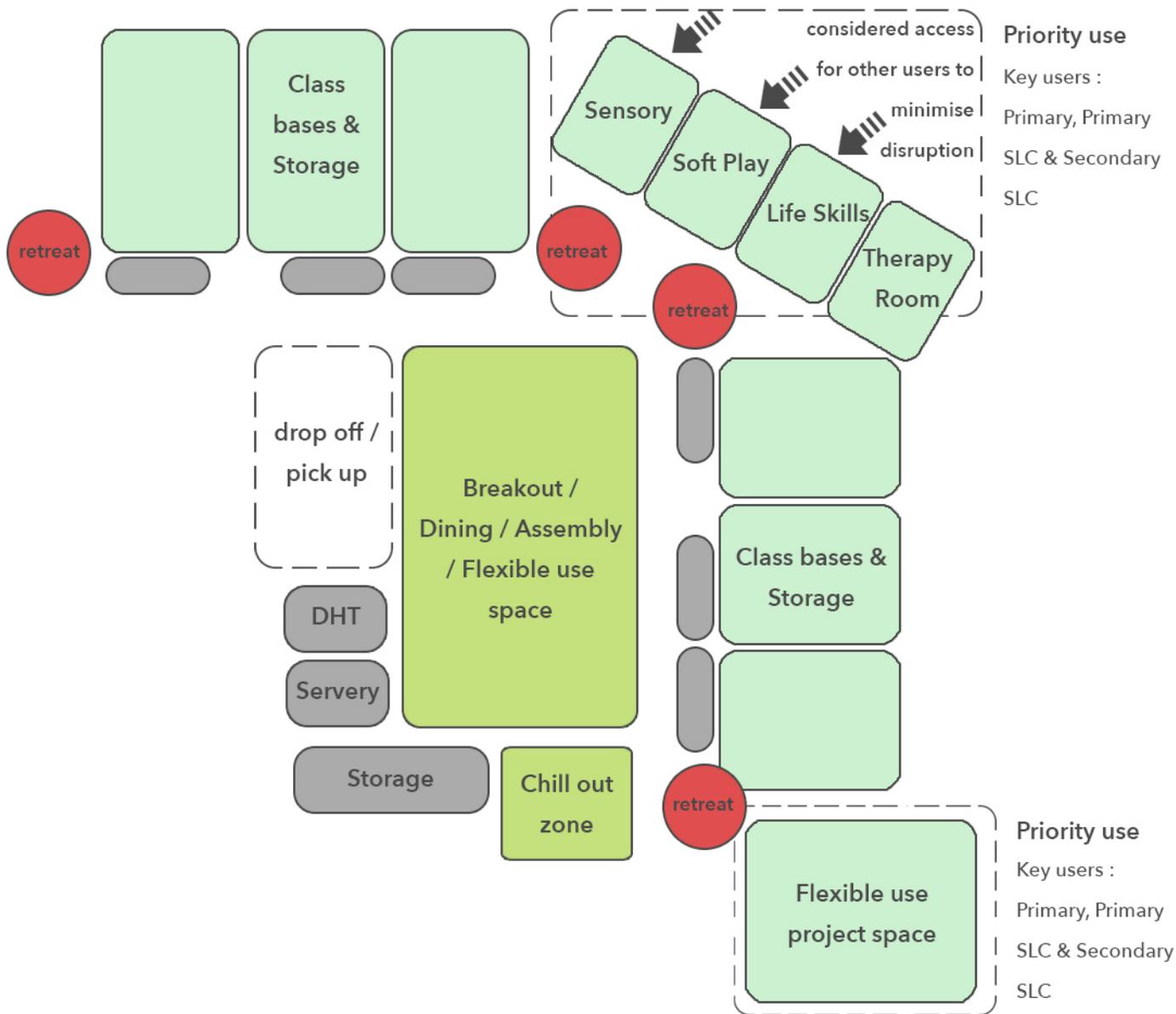


Diagram does not include support spaces like toilets etc. It is not proportionate in relation to scale of spaces and is intended to demonstrate key adjacencies only. Hydrotherapy pool and its final location has not been discussed in detail.

Figure 4.3.2 : Organisational diagram

Beneficial and negotiated use of learning plazas within the secondary and primary accommodation is intended, as well as maintaining the existing culture of integration of learners into mainstream environments and learning activities throughout both primary and secondary stages.

Section 3.1 highlights a need for a direct link to the head teachers office and main entrance in order to maintain the open door approach which already exists. Ease of access between those spaces which will be regularly used by ASN learners will need to be considered.

Easy access to PE spaces was considered to be key to ensuring learners are able to benefit from good quality PE space. The need for this journey to be carefully considered was highlighted as being key to ensuring all learners could be included in this particular learning experience.

4.3.1 Organisational principles

Figure 4.3.2 demonstrates the principles of organising core accommodation discussed in engagement.

It was felt to be critical that the DHT office was located next to the drop off and pick up point as well as being central to the learning bases. The flexible dining/assembly / breakout space was seen as being central and a key part of the facility. Its ability to support numerous activities is dependent on a key adjacency with a servery and associated storage.

The design and fit out of the extended learning spaces has not been discussed in detail and this should be one of the main focuses of engagement moving forward. It will also be important to determine requirements for and extents of tracking hoists and the like early on in the process.

4.3.2 Class bases & retreat space

Class bases have been tested in order to ensure that the correct spatial allocation is provided to support the following :

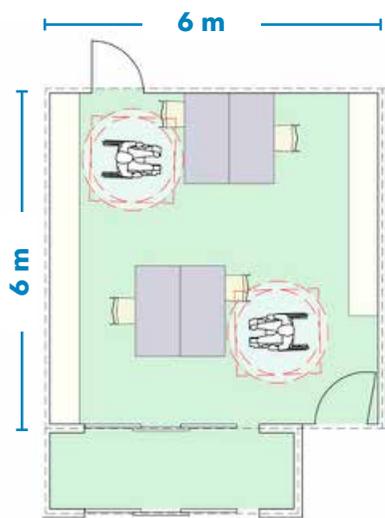
- 50 % of the learner cohort being wheelchair users or requiring walking aids
- Full access around the class room environment for wheelchair users.
- A ratio of either 1 learner : 1 staff member or 2 learners : 1 staff member being achievable
- The ability to allocate classes by need / ability rather than age. (Flexibility to split learners into unequal group sizes according to their needs rather than having 6 No. class bases with 5 learners in each class.)
- Storage walls to maximise ability to store teaching resources and specialist equipment
- Large equipment storage accessed from both the class and corridor.
- Direct access to outdoors from each space

Two class sizes (36 & 45 sq. m) have been allocated in the SPACE budget, and tests against various capacities are detailed within Figure 4.3.3. While the main reason for this approach has been to realise spatial efficiencies, the allocation will provide flexibility in accommodating different cohort sizes and levels of need.

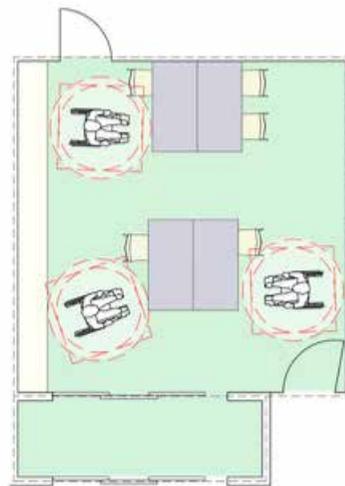
Discussions should be undertaken to determine the best treatment to the corridor wall for class bases. Engagement highlighted that the open class bases in the current school are not ideal and cause a lot of problems and distraction for learners.

Retreat space has been allocated in the form of small rooms (9 sq. m) which are intended to be used safe spaces for learners to move to if required. It may also be that this accommodation is colonised if particular learners need more regular or permanent access to retreat space. The fit out of these spaces, the lighting within them and visibility into these spaces needs to be carefully considered in order to ensure that an appropriately calming environment is created.

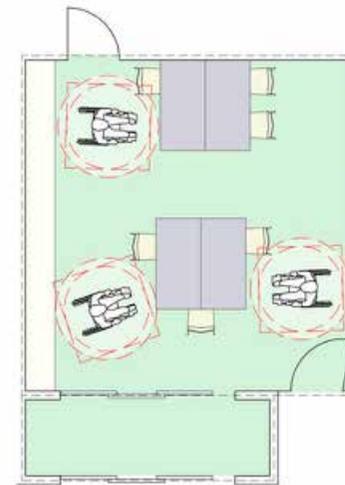
Figure 4.3.3 demonstrates some of the potential settings / ways of realising the 9 sq. m which could be accommodated within the spatial allocation.



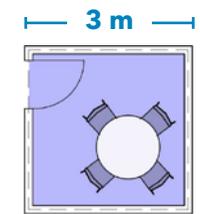
36 sq. m : 4 learner capacity



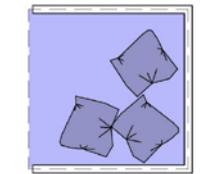
36 sq. m : 5 learner capacity



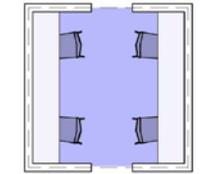
36 sq. m : 6 learner capacity



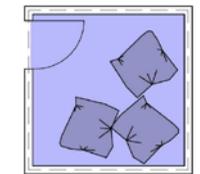
Enclosed



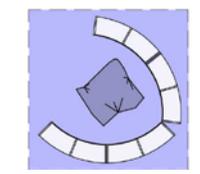
Semi enclosed



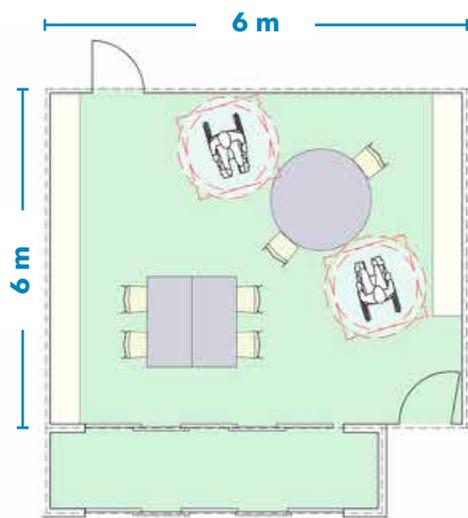
Tutorial



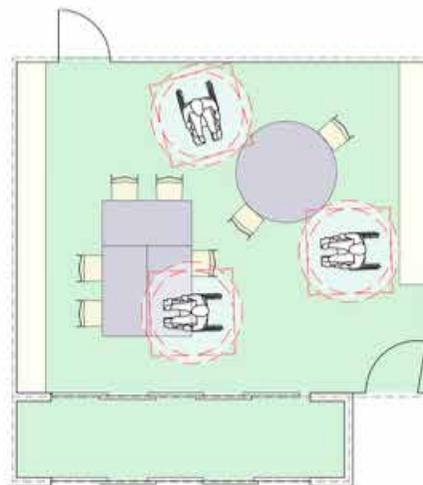
Enclosed



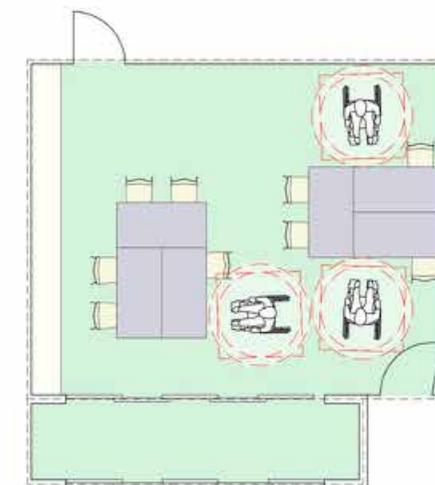
Sheltered



45 sq. m : 4 learner capacity



45 sq. m : 5 learner capacity



45 sq. m : 6 learner capacity

9 sq. m : Retreat

Figure 4.3.3 : Class bases & retreat space

4.3.3 Storage space

Storage has been highlighted as a critical component of the accommodation. The existing environment does not provide enough storage space and this is extremely constraining both in terms of learning activity and flexible use of spaces.

The principle of a 1.5 m deep storage wall has been tested in direct adjacency to the class base. There are a number of reasons why storage is recommended to be developed in this way rather than providing rooms with a single or double door :

- The nature of equipment requiring storage is likely to be bulky, elongating the area allocation and increasing the number of access doors will allow larger quantities and ease of stowing bulky items.
- The potential to access the store from both the corridor and class side is made available in providing a storage wall based solution.
- Storage of small resources and equipment is also maximised by providing shelves above the large equipment. If accessed from two sides the linear metre age of storage realised is substantial.

In order to ease concerns around the amount of storage provided and its ability to accommodate a number of different equipment types a detailed study was carried out based on area allocation per class base. This is illustrated in Figure 4.3.4.

Whether it is critical for storage to be accessed from both the class and corridor side needs to be determined through further engagement. It should be stressed that is storage is detached from the class base, the same principle should be adhered to in order to ensure that the storage capacity is not reduced.

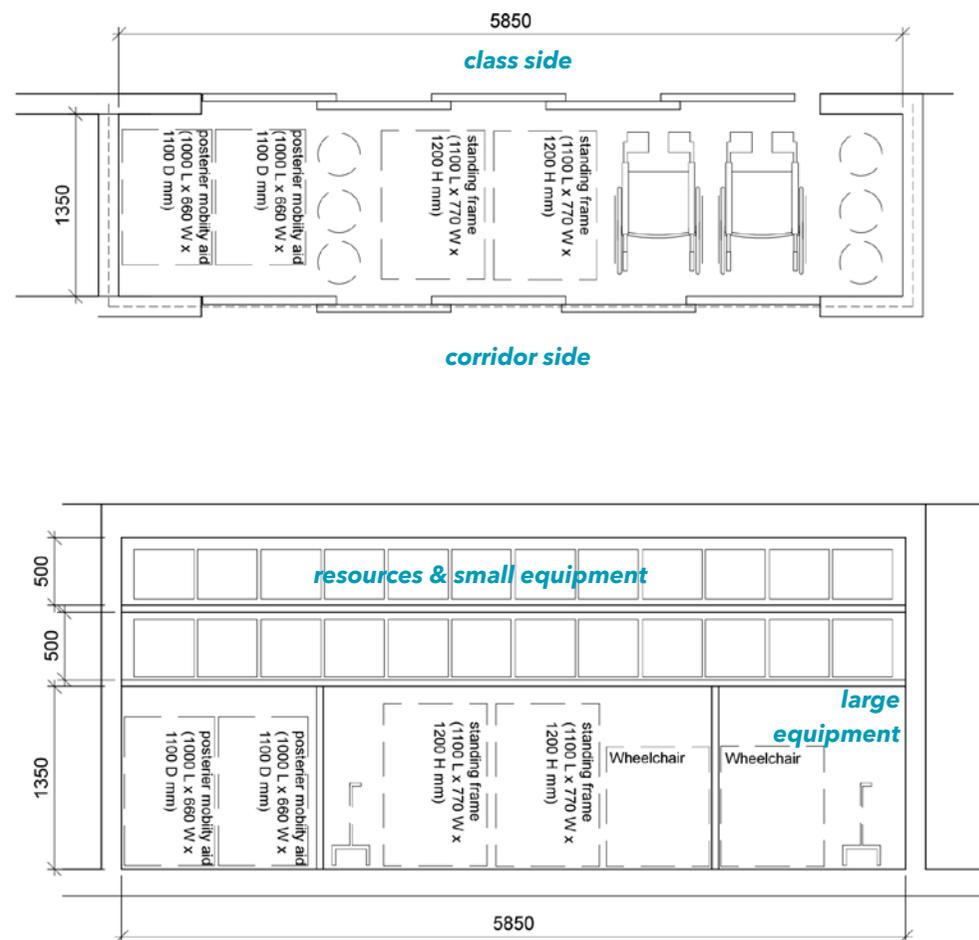
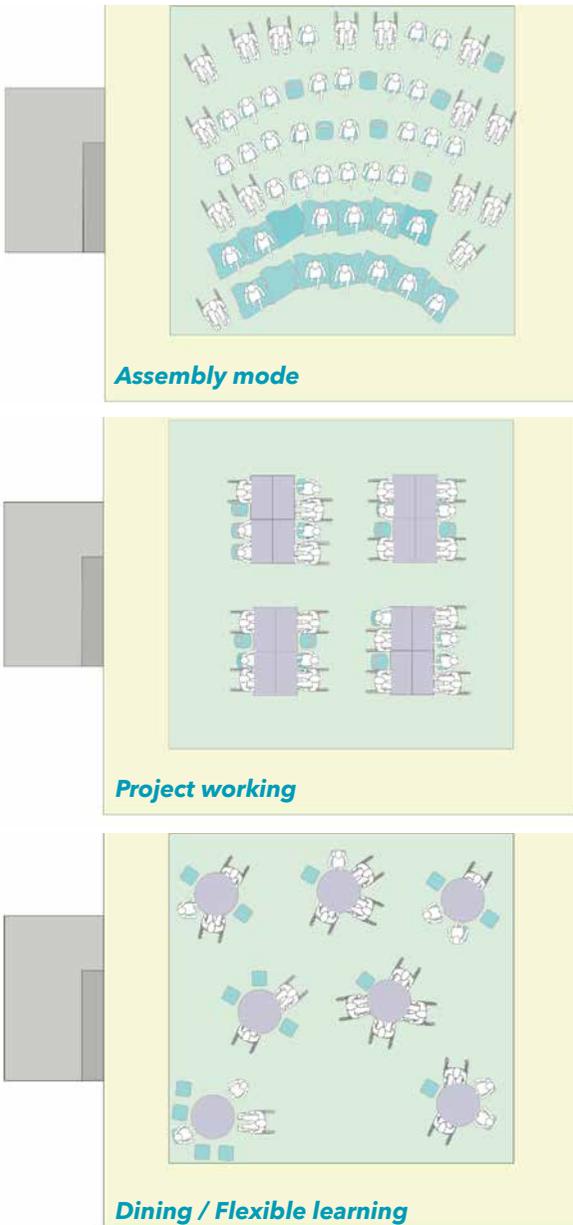


Figure 4.3.4 : Storage potential per class base based on 1.5 m deep storage wall



4.3.4 Breakout / Flexible use space

The central space which will be used flexibly across the school day is allocated at 35 % of the class base area. The resulting NEA (85 sq. m) has been tested against the following capacities and activities :

- Dining for 30 learners + support assistants at a 1: 5 ratio
- Project work for 2 cohorts of learners assuming teaching and support staff at a ratio of 1:1
- Assembly for full cohort of learners and teaching and support staff (Capacity is 75 maximum for this setting, if circulation was occupied as well it would be possible to accommodate a full school assembly + parents, as is currently done).

It is extremely important that the NEA of this space is not diminished by assuming that primary circulation can be incorporated within the area allocation. Please refer to critical constructs in section 4.2.3.

An adjacency with the servery area is key in order to make dining a learning experience for users and allow them to collect their own food where appropriate. A direct link to the outdoors was deemed to be beneficial from this space.

As it will also double as a drop off and pick up space in the morning it is important that furniture fittings can be easily cleared and set up according to the ongoing activities, a key adjacency is required between the flexible space and the associated storage.

Figure 4.3.5 : Breakout / Dining / Assembly / Multi use space

4.3.5 Specialist support spaces (deemed priority use)

The following specialist support spaces have not been fully tested and are at present spatial allocations only :

- Soft play room
- Sensory room
- Therapy room
- Chill out zone
- Flexible project space & associated storage

The life skills kitchen is illustrated in Figure 4.3.6 and has been tested against the following :

- A capacity of 6 learners with 50 % requiring wheelchair access
- Adequate turning circles around fixed and mobile furniture.
- Adjustable height ovens, sinks, benches etc.
- 1 Teacher & 2 Learning assistants as a maximum
- Movable work tables to allow space to be used in a more domestic set up to support nurture

All of these spaces will require further exploration with the stakeholder group in order to best determine the fittings, furniture & equipment needs. It is recommended that the groups who will be using these spaces in a time tabled manner should be included in the specification of these spaces.

4.3.6 Hydrotherapy pool

There has been very little discussion in terms of the Hydrotherapy pool and associated support spaces. The area allocation, as discussed in section 4.1.2, is being viewed as only a pot of space (GIA) and development of a brief for this needs to be undertaken by the design team.

A slight tension was highlighted in terms of the location of the pool. One school of thought is that it should be embedded within ASN core accommodation, with access being afforded to other users on an invited basis. An argument for the pool to be adjacent to other sports spaces to facilitate zoned access and out of hours use has also been noted.

If adjacencies can be developed to address the need for the pool to be closely linked with ASN accommodation, but able to be zoned for out of hours use it would meet both perspectives.

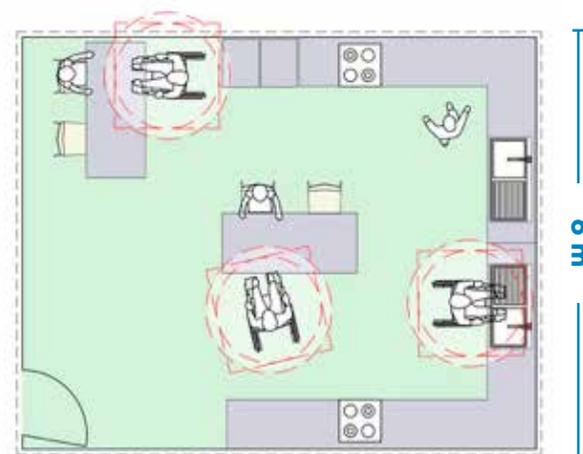


Figure 4.3.6 : Life skills kitchen

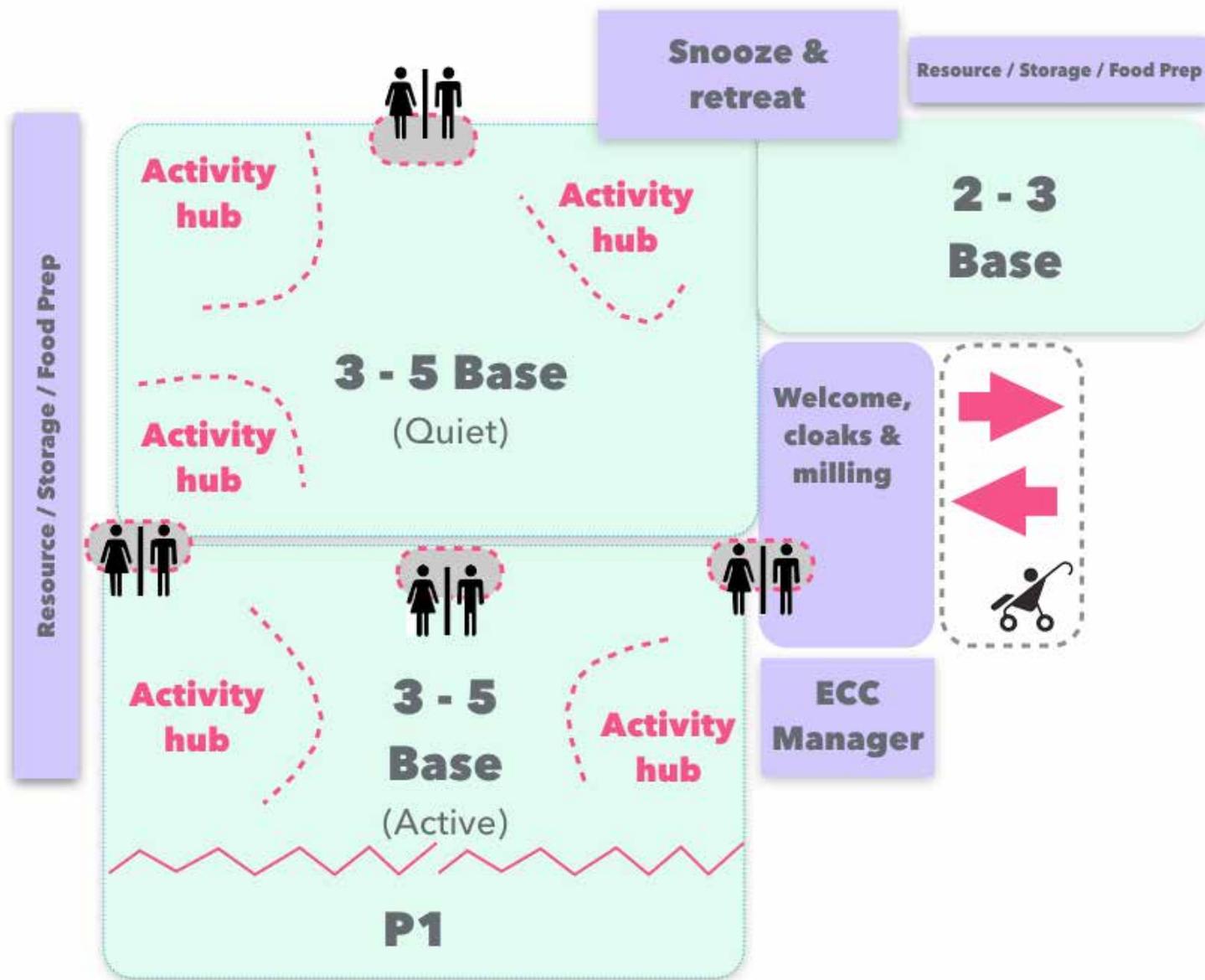


Diagram is not proportionate in relation to scale of spaces and is intended to demonstrate key adjacencies only. The impact on provision relative to the increase in funded hours is not taken account of here.

Figure 4.4.1 : Principles based on current situation

4.4 Early Childhood Centre

Final area allocation and area caps for the Early Childhood Centre have not been finalised. This is due to the Scottish Government intention to increase funded provision from 600 hours to 1140 hours per child. A strategy has been agreed in principle which assumes that there will need to be an increase in area provision and budget to accommodate more staff, learners, and additional activities (like lunchtime/ wrap round provision) as a result of this. Presently the authority are targeting an increase in the area metric from 6.5 sq. m per learner to 8.3 sqm per learner. This is based on provision at a recent new build facility which has been reviewed against the likely demand for spaces and activities.

It is intended that additional funding will be sought to accommodate requirements of the enhanced early years entitlement (a space standard for funding is currently being considered by SFT). Initial design studies should be based on a Gross Internal Area for the early learning centre of (120 x 8.3) 996 sqm as opposed to the 779 sqm scheduled in the space budget. How this will be apportioned is not yet clear. It is recommended that this be explored early in the design process. Access to shared spaces may increase opportunity to be effective and efficient in this determination (shared dining and assembly experiences with P1 and P2 for example).

As with all of the facilities within this campus an allocation of area for shared access to work and meeting space has been included against the individual caps. Other areas which the ECC has been allocated space on a shared basis are identified below :

- Primary learning plaza & Nurture / parents rooms
- Work space & Meeting space

4.4.1 Key principles based on current situation

Figure 4.4.1 demonstrates some of the key principles discussed when considering the demand as it stands at the moment. Space standards are driven by the requirements of the Care Inspectorate within learning bases. Additional spaces deemed necessary are :

- Quiet / snooze room
- Resource stores, and food prep areas
- Welcome, reception and milling space
- Cloaks
- Nappy change area

Practitioners currently offer support to parents in sensitive areas such as debt management and benefit applications. The care standards documentation (National care standards: early education and childcare, revised September 2009) specifies that staff should be supporting families who are experiencing difficulty in accessing support services. This is intended to be facilitated by a close adjacency to the entrance & meeting spaces, discussed in detail within section 3.3. Shared access and a direct adjacency to shared primary nurture spaces will also assist practitioners in supporting parents.

A key adjacency to the early stages of primary (P1 and P2 particularly has been identified as key to supporting transitions. Shared use of the primary learning plaza and P1 / P2 break out spaces is felt to be of benefit in easing the transition process both for the on site 2 - 5 year old learners but also for those from other feeder early childhood centres.

4.4.2 Potential impact of increase in funded hours

The increase in funded hours is likely to have an impact on the following :

- There is potential for the roll number to increase to support additional learners (the split between 2 -3 and 3 - 5 year olds and their relative care commission standards has not yet been quantified).
- The need to provide wrap around care / extended hours and associated lunch provision. Exploration of the potential to access dining facilities provided in the whole campus should be undertaken with stakeholders in order to determine operational solutions.
- The need for opening hours to be extended beyond the traditional school day to meet parental demand will likely impact on zoning of the ECC accommodation and access to shared spaces within the campus. (an alternative entrance is already included as an outcome of initial discussions. see section 3.3.)
- Increased need for staff work space as well as space to support sessions with parents which may result in the need for increased work base and meeting space

There are likely to be other issues which arise from a detailed exploration of the impact on delivering additional hours. It is recommended that the design team identify a “drop dead” date for this additional capacity to be agreed / resolved at an early date.

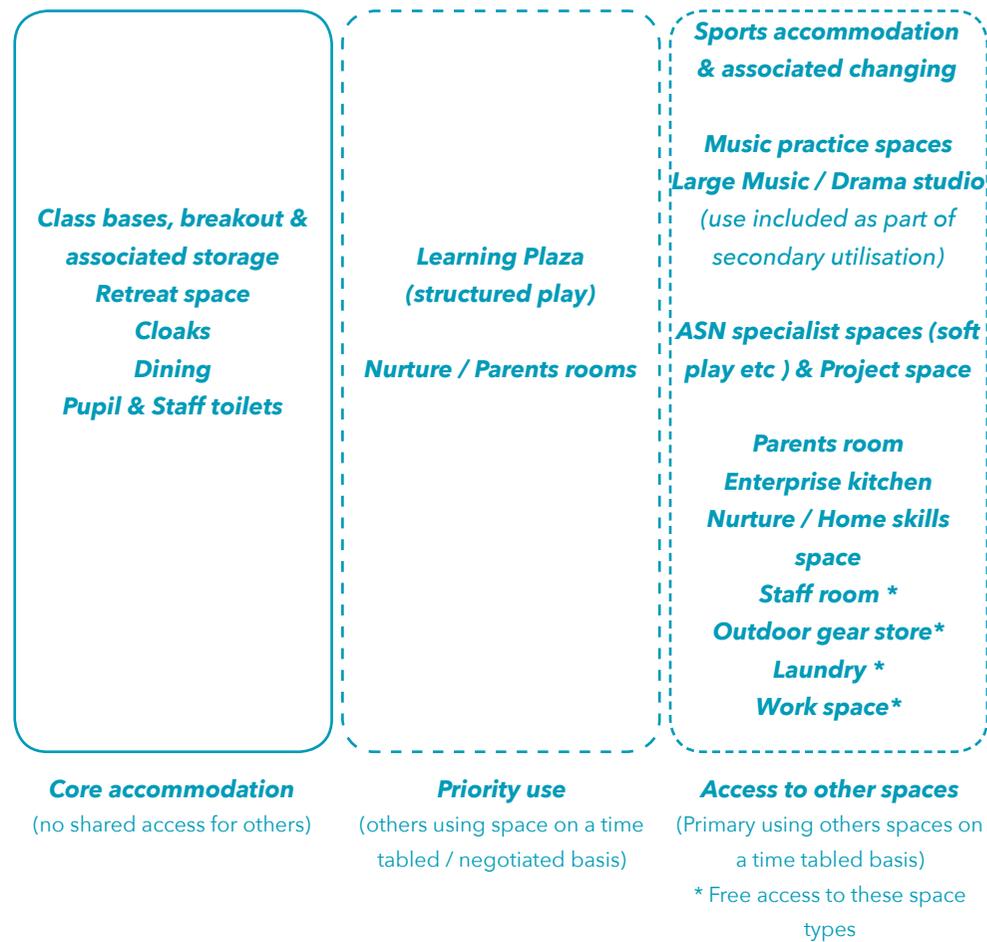


Figure 4.5.1 : Intended levels of access

4.5 Primary

The two primary schools which are merging both see this project as a key opportunity to get the learning experience right. A number of the constraints they experience in their existing environments has led to a key driver being the need for flexibility and ensuring that it is possible to work in an adaptive and responsive way.

The two schools currently exist in very different environments and there has been a lot of discussion around the best treatment to class bases. Preferences for closed, semi enclosed and open learning environments have all been voiced. General consensus has been reached on the ability to achieve fluidity between class bases and breakout being the key driver for the final approach. Semi enclosed spaces were felt to provide the best of both worlds.

As with all of the facilities a shared approach has been taken to work and meeting space. Access to other teaching spaces within secondary and ASN accommodation has been determined on a timetabled basis. Figure 4.5.1 details the spaces which are intended to be utilised by the primary and should drive consideration of adjacencies, as well as routes to and from accommodation. In addition to these shared spaces, there will be beneficial and negotiated access to other secondary spaces when not in use by the secondary including: Specialist spaces such as laboratories, workshops and creative arts studios; learning piazzas and dining spaces for learning use outwith lunchtimes. Primary will also be a key user of the assembly space and their demand for large assemblies was factored into the determination of the final capacity. The allocation of space has not been influenced by timetabled access. We recommend the primary and secondary consider how and when the assembly will be used and agree / negotiate the principles at an early date as this will influence the design development of this space.

Visibility into learning to support the learning progression across the different ages and stages with transparency from primary extending in to the early stages of secondary education has been a well articulated design driver. It has been stressed that it is important not to exclude the other feeder primaries from accessing the same level of opportunity in terms of transitions and exposure to the secondary. Use of flexible learning spaces (learning piazzas etc) within the secondary for both the onsite primary and surrounding schools was felt to provide a good solution to achieving good transition experiences for all. Likewise it was felt important to ensure that the existing links with Hillside need to be maintained and extended in order to increase integration and awareness between all learners.

4.5.1 Organisational principles

The main stay of core accommodation in the primary can be identified as class bases, breakout and a small number of extended learning spaces (learning plaza and nurture / parents rooms). It is envisaged that access to the shared spaces will be easy to manage and that journeys should not be extensive.

A cluster approach to these learning spaces has been validated throughout engagement which looks at grouping classes in groups of 6. Associated cloakrooms and toilets have been allocated on this basis, as have retreat spaces.

The number of class bases allocated (increased to 19 No. at the final engagement session) fits loosely within this principle, and there should be further exploration of the impact on including the 3 No. SLC bases within the cluster approach.

Figure 4.5.2 demonstrates an efficient and effective way to look at 'clustering' classes around breakout in order to maximise access for all learners and ensure that toilets, cloaks and retreat spaces are equally distributed. There will need to be more exploration carried out in the initial design stages to ensure that the correct mix of stages can be accommodated within the cluster approach.

As previously mentioned in section 4.4, a direct link between the Early Childhood Centre and primary 1 & 2 class bases also needs to be considered.

The likelihood of primary accommodation being split over more than one level was highlighted as part of the engagement process. The opportunity to explore the impact of this on visibility and access between classes was welcomed as long as the proposed solution does not affect the flow between stages in a negative way. Inclusion of lifts which are adequately sized and located so as not to discriminate against learners with additional physical needs was felt to be an important consideration when looking at more than one storey. It is important that the senior primary supported learners have a good adjacency to the secondary supported learners core accommodation. There is a tension within this as the PT responsible for secondary supported learning is keen for their accommodation to be at ground floor level for ease of external access to outdoor learning.

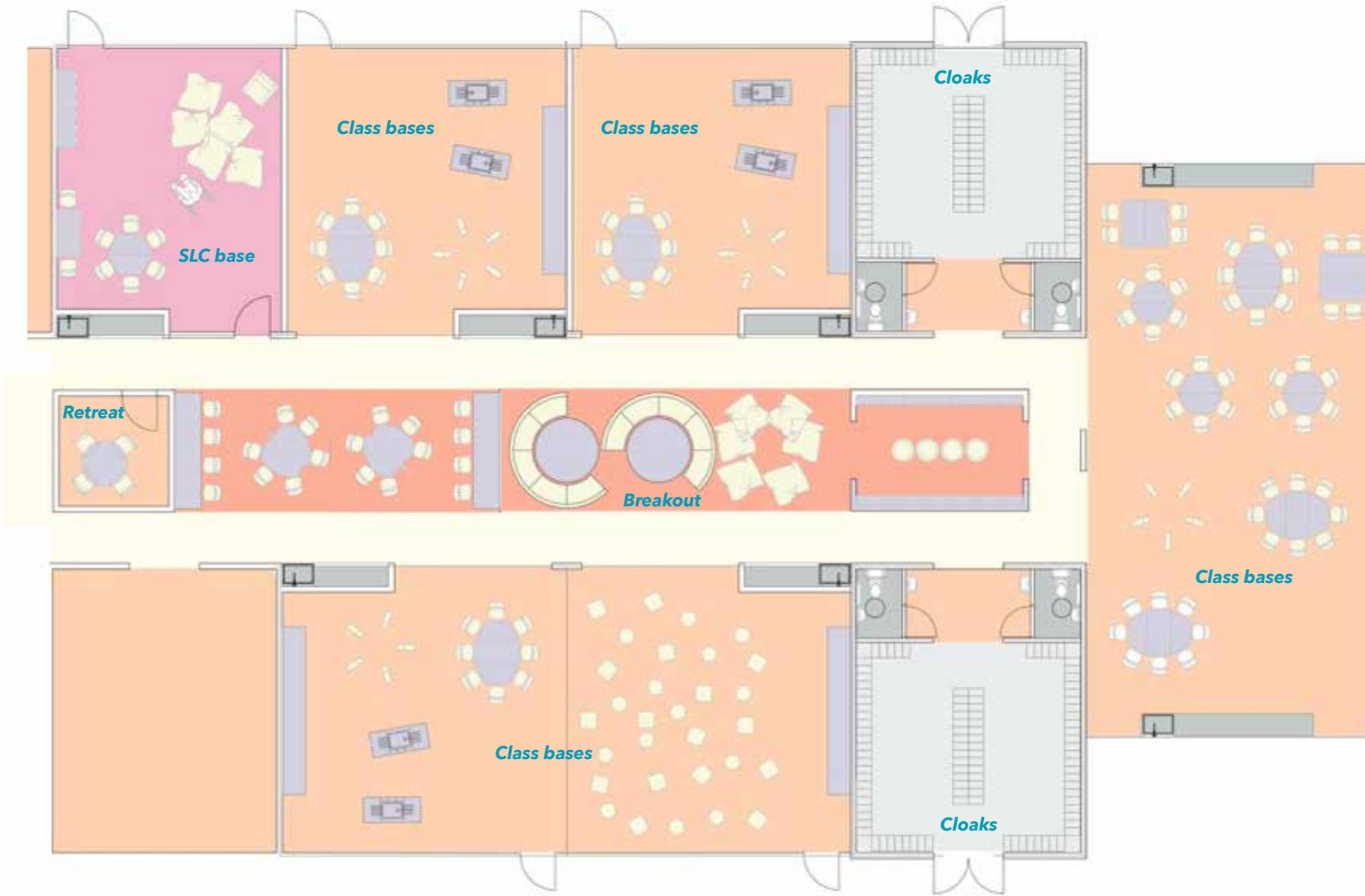


Figure 4.5.2 : Class base cluster approach

4.5.2 Class bases & breakout

19 No. classbases have been allocated within the SPACE budget to allow for flexibility between year on year cohort numbers at stages and not to increase capacity, which is set at 534 learners. The importance of maintaining a feeling of progression through the school for all learners was stressed. Previous experience of wheelchair users being forced by the building constraints to stay in the same classroom for their whole school career was not felt to acceptable, nor was a learner being confined to a small area within the class base due to mobility issues. A detailed study of class sizes was undertaken in order to determine the amount of space required to provide full access for a wheelchair user in cohorts of 25,30 and 33.

The outcome of this study highlighted that cohorts of 25 and 30 could accommodate full access for a wheelchair user within a 56.25 sq. m space. An area of 67.25 sq. m would be required to accommodate a cohort of 33 with full access.

Due to the need to realise efficiencies it was agreed that providing 67.25 sq. m classes throughout the primary would impact on the ability to carve other learning spaces out of the overall area allocation. A strategy was agreed where all class bases would be allocated at 56.25 sq. m. When wheelchair users reach P4 upwards inclusion in composite

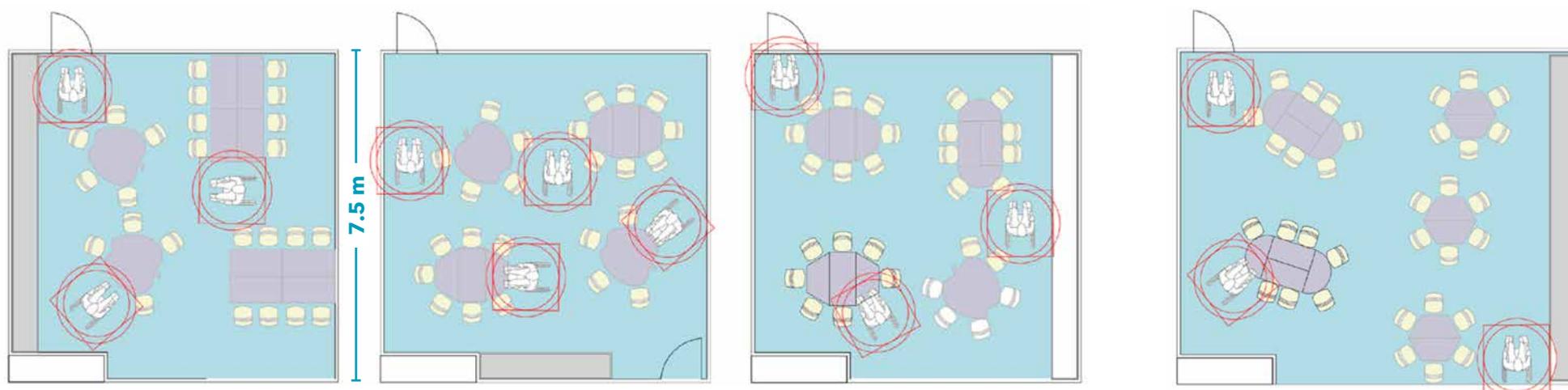
classes would be utilised in order to allow full access.

Class bases have been tested against the following :

- Direct access to outdoors
- Teachers / storage wall to maximise storage potential
- Variety of furniture settings and types
- Sinks accessed from the corridor

The stakeholders have welcomed the opportunity to further explore furniture settings and felt that it may be beneficial to tailor different class based approaches according to age and stage, rather than the furniture solution being standardised throughout the primary (desks and chairs). It is recommended that discussions around the furniture and fittings within these spaces be carried out early on the process in order to inform a realistic cost can be associated.

Breakout has been allocated at 20 % of the class base area. Figure 4.5.2 demonstrates the scale of this in relation to the learning base and includes some of the settings which may support activities discussed throughout engagement. As previously stressed it is important that circulation is not deemed to be part of this area allocation, as it will



25 & 30 capacity : full access achieved in 56.25 sq. m class

33 capacity : full access achieved in 67.5 sq. m class

Figure 4.5.3 : Class base : tests against full access

diminish the ability to provide meaningful settings if circulation routes get confused with Net Educational Area.

4.5.3 Retreat spaces

There are 6 No. retreat spaces allowed for in the SPACE budget. This allocation should be distributed evenly throughout the learning spaces. Figure 4.5.4 demonstrates some of the activities which have been tested.

As in ASN provision it was felt important to provide places for learners to retreat from stressful situations when required. These spaces are also seen as places where learning assistants could work with children requiring additional support. The realisation of these spaces needs further input from both strategic and operational stakeholders.

4.5.4 Cloaks

Spatial allocation for cloaks has been based on a centralised model, following the principles of 3 class bases accessing a single space. Tests have been carried out against the following principles :

- Each learner being provided space to hang a coat, store a bag and pair of outdoor shoes
- Fitted furniture allowing space for learners to sit down to take off / put on shoes with adequate circulation space
- Turning circles at 1500 mm to allow wheelchair access

Toilets have also been included within each cloakroom area. Figure 4.5.2 demonstrates a

potential way of realising these spaces relative to class bases in order to ensure ease and equity of access for each of the classes.

Some concerns were raised regarding the security of these centralised spaces and the need to maintain visibility into them from the class base. Inclusion of glazed screens were felt to be an appropriate solution.

4.5.5 Nurture / Parents rooms

In some cases learners will be “extracted” for focussed nurture activity. To accommodate learners being taken out of structured learning activity for morning or afternoon sessions, it was necessary to provide alternative spaces that could be set up to provide a safe environment.

2 No Nurture / parents rooms at 45 sq. m each have been allocated as priority use spaces within the primary. Space planning tests have not been carried out against detailed demand and it will be important that this is interrogated at an early date with senior staff responsible for nurture and strategic staff who are responsible for authority strategy in this area.

These spaces were discussed as being multi use but needing to be recognisable as a safe environment for the cohort of learners who will be accessing these spaces for nurture. They were seen as being a space which would have informal furniture settings and kitchen facilities (tea and snack making). It was felt that they would likely be set up to create different settings and offer different environments. Their shared use with the Early Childhood Centre and primary SLC starts to drive an adjacency need which should be explored further to ensure good access for all users.

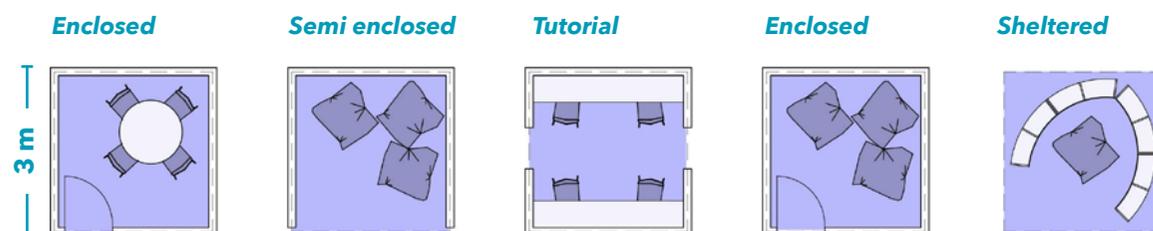


Figure 4.5.4 : 9 sq. m : Retreat

4.5.6 Learning Plaza (structured play)

The learning plaza is seen as being a fluid space which will support a number of activities throughout the school day.

High level space planning studies informed the allocation of 112 sq. m within the SPACE budget and were based discussions around a desire to accommodate the following :

- 2 or 3 classes engaging in either separate or singular activities
- structured play experiences (exploration, measuring, making and the like)
- individual or small group play activities (house / topic corners)
- art / messy play activity
- adequate storage to allow equipment and furniture to be changed on a regular basis
- sinks to allow hand washing & cleaning of messy equipment

Activities like cooking, science experiments, music practice and other common GP activities could be accommodated in this space or the dining space which is seen as another . This space is seen as providing a heart to the primary and providing opportunity to create a focal point for the learners.

4.5.7 Dining

Although dining and area for associated serveries has been allocated seperately within each of the facilities it is envisaged that primary and secondary dining spaces are directly linked. The ability to deal with capacity required for both primary and secondary over a single sitting was felt to be possible by carefully considering the relationship between the two. Please refer to section 4.9.5 for a more detailed information.

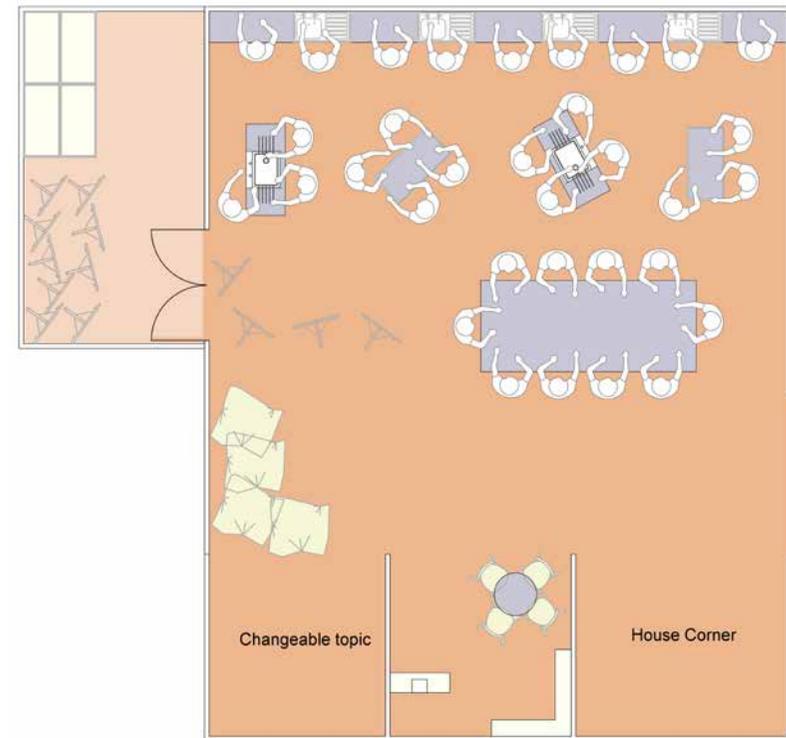


Figure 4.5.5 : Learning plaza (structured play)

4.6 Primary SLC

The primary SLC is seen as being very much embedded and integrated within the primary accommodation. Spatial allocation has been determined against the following categories of space as illustrated in figure 4.6.1.

Currently the SLC within Barshare Primary is highly integrated and there has been much effort made to de-stigmatise support. Informal learning environments are felt to be key to this approach as is the intention to provide choice and variety for learners outwith the class base environment.

Being able to support progression through the stages of primary education in line with their mainstream peers was also felt to be important in relation to integration. This approach works well within the intended cluster approach to learning spaces in primary, as there is likely to be 3 clusters carved out of the total number of learning spaces.

A principle which assumes shared use of primary, ASN and whole campus shared spaces has been developed in the SPACE budget and ensures that timetabled access can be accommodated.

4.6.1 Organisational principles

Figure 4.5.2 demonstrates how a fully integrated approach to the SLC could be realised when considering a cluster approach. Breakout allocation is included within the overall area of space outwith the classroom and would allow SLC learners to access a wide range of settings appropriate to their needs.

Location of accessible toilets, cloak room provision and SLC retreat space in relation to the class base needs further development with the stakeholders.

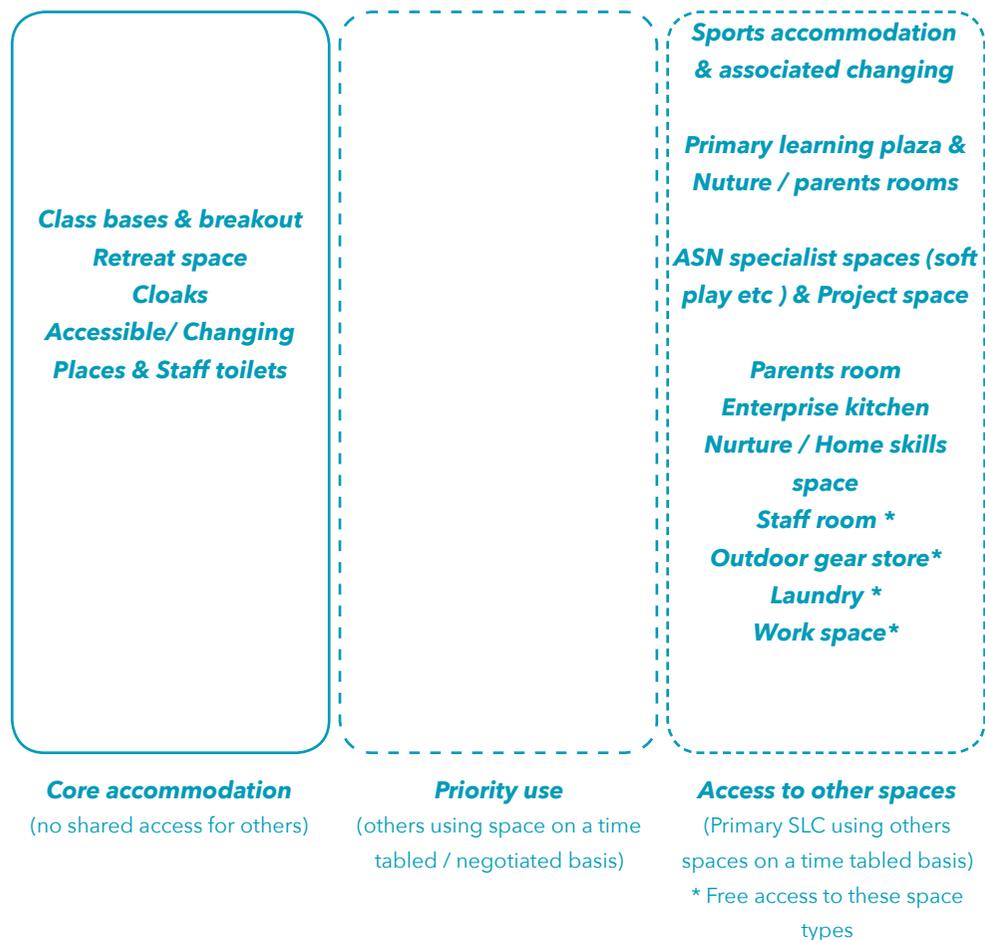


Figure 4.6.1 : Intended levels of access

4.6.2 Class bases & breakout

Class bases in the SLC have been tested against the following :

- Capacity of 10 - 12 learners, assuming 10 % wheelchair users
- Various furniture settings
- Sinks with tea and snack making facilities within the class base
- Direct access to outdoors
- Teaching wall to allow storage of "in class" resources

There will need to be detailed discussion around the final fit out of these spaces and these are test space plans to ensure adequate area is allocated. They are envisaged as spaces where a door can be closed.

4.6.3 Retreat spaces

A retreat space has been included in addition to those allocated for primary use. The same principles and intended uses apply. Where this space is located needs to be

explored further with strategic and operational stakeholders. Please refer to Figure 4.5.4 for space planning tests.

4.6.4 Support

Cloak room provision has been included in the SPACE budget using the same space standard as that applied in the primary.

The importance of this cohort of learners being able to easily access standard and specialised toilet provision (changing toilet) has been stressed. The cohort of learners demands a total of 3 No. toilets according to building standards. If each of the class bases is to be embedded within primary learning clusters, there is a need for each cluster to have an individual toilet in close proximity to the supported learning class base.

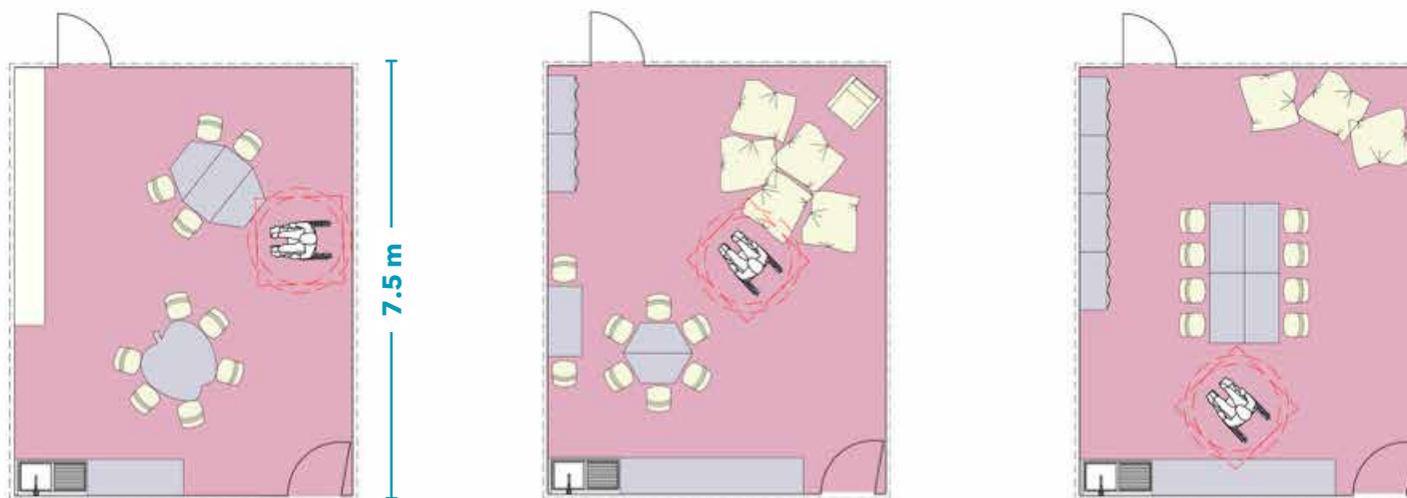


Figure 4.6.2 : Class base : tests against informal settings

4.7 Secondary

The amalgamation of the secondary schools is seen to be an opportunity to :

- develop upon the existing strengths of each school
- realise better curricular pathways for learners
- encourage seamless transitions between stage 2 (primary) and broad general education
- encourage an integrated approach to support which is non stigmatised and embedded for all learners
- to expand the ability to deliver vocational and non academic course content and qualifications (whether in conjunction with local colleges or as part of the school offering)

The benefits of sharing space in terms of enhancing collaborative and collegiate approaches across all of the facilities were welcomed. A key driver throughout the engagement has been ensuring that the new campus will provide the right balance of spaces to support traditional learning and teaching methods and spaces which could provide flexibility to learn and teach in different ways.

Utilisation against a predicted time table has informed the quantity of core curricular specific areas. Engagement around requirements for these spaces has been fairly high level and spatial allocation has been provided in such a way as to allow either a traditional approach or future development into alternative models.

It is important that detailed engagement explore all potential ways forward with strategic and operational stakeholders early on in the design process. Doing so could have an impact on the types of accommodation provided and innovative approaches to these core timetabled spaces. This section of the document highlights where more engagement is recommended and starts to offer up alternative models for discussion.

The need to manage cultural change was recognised within the secondary facility. For some it will be difficult to adapt to a model which is based on non ownership of class bases and a potential requirement to teach in more fluid, open environments.

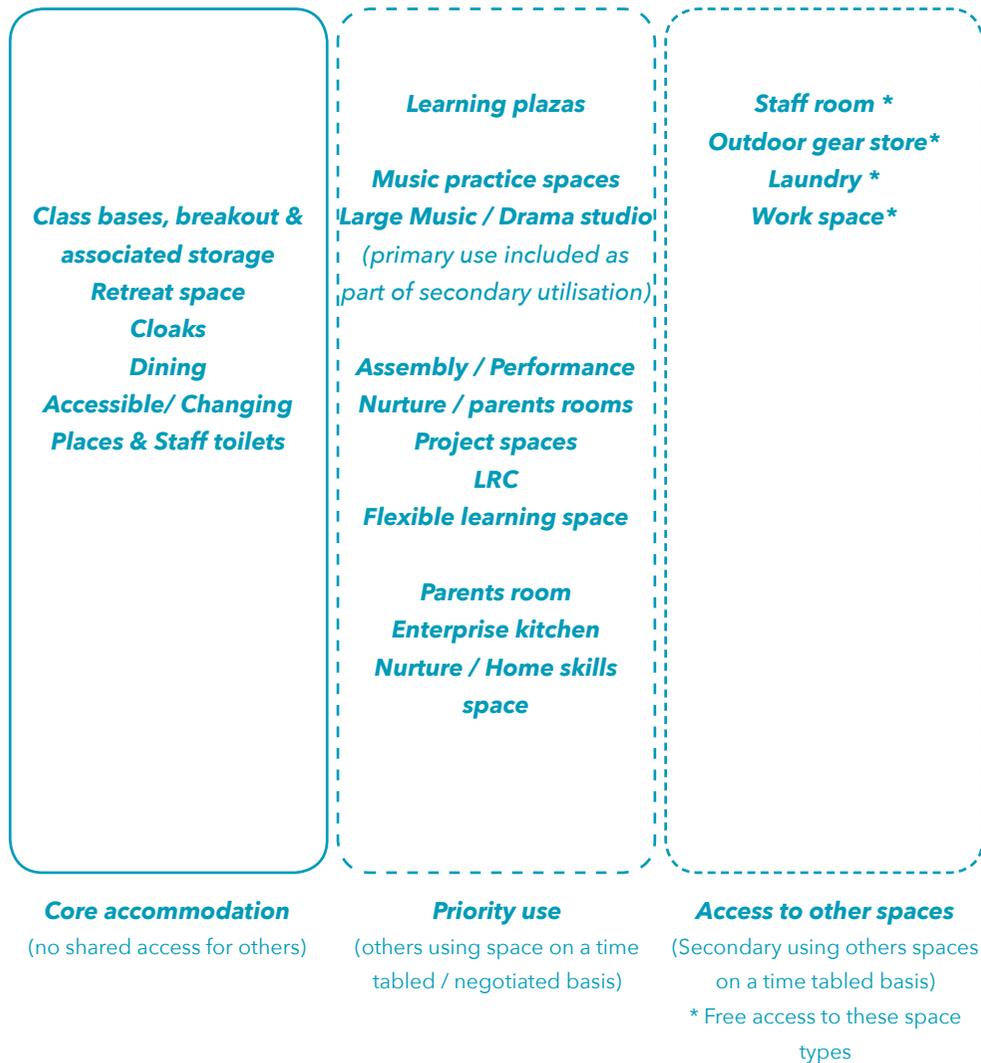


Figure 4.7.1 : Intended levels of access

4.7.1 Organisational principles

As illustrated in figure 4.7.2, the organisation of the secondary element of the campus is focused on the following curriculum groupings :

- Social subjects and Languages
- STEM subjects
- Creative Arts & Design
- Health & Wellbeing

Whilst classrooms are allocated against subject areas in the space budget this is based on current timetabling demands. By locating these 'generic' classrooms together the opportunity to change the designation year on year according to subject uptake ebb and flow will be possible. Whilst maths is part of the STEM grouping the class bases designated as maths rooms should also be located near other generic classes to allow a similar flexibility year on year.

Each of these curricular groupings is supported by a learning plaza which is intended to be realised as a fluid learning space. Learning plazas will provide a different learning experience from the class environment. These plazas will be timetabled to varying levels according to the utilisation of subject based learning spaces. They are intended to be used by the other facilities when not requested for time tabled class activity in order to fulfil the demand for collaborative and transitional activities. The organisation and management of these spaces was highlighted as being an issue which would require more discussion with an operational focus.

With the largest area allocation, the location of the secondary accommodation within the overall campus is felt to be important in terms of ensuring good adjacencies between curricular areas. The location of learning plazas in relation to the other facilities within the campus needs to be carefully considered to ensure ease and equity of access to all.

The shared nature of sports spaces with the other facilities, as well as the community, requires careful consideration in terms of its need to be near the Health & Wellbeing plaza and home economics spaces as well as being zoned to allow for out of hours access and easy access from ASN and primary accommodation.

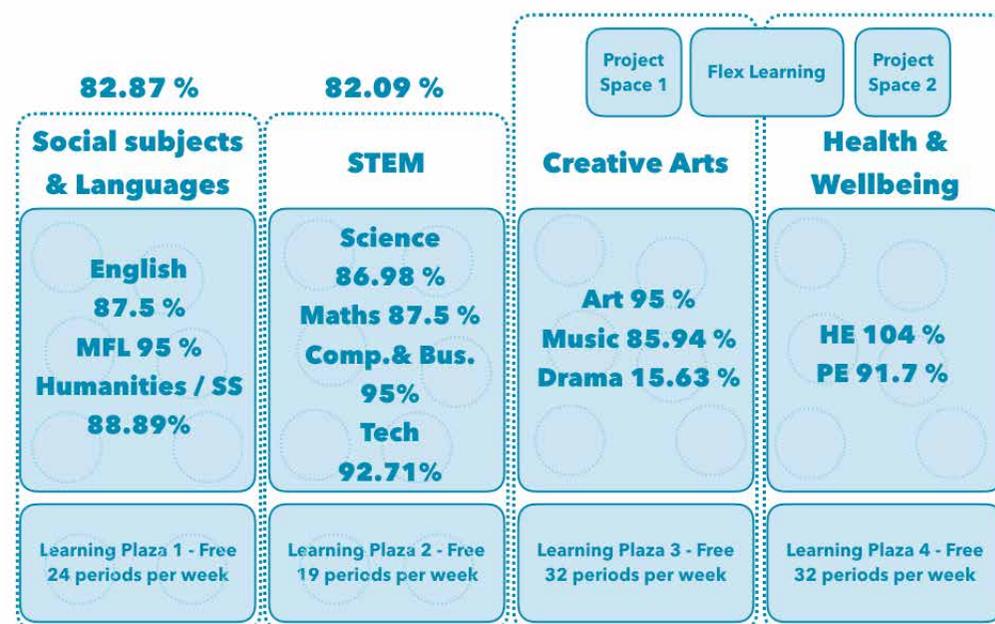


Figure 4.7.2 : Curricular groupings, learning plazas & utilisation

4.7.2 Generic teaching spaces

As previously mentioned, there are a number of subjects which require access to generic classroom space, identified as follows :

- English
- Modern Foreign Languages
- Social subjects
- Maths

As the delivery of Business Education and Computing Science is intended to be supported by mobile technology in order to facilitate a more fluid and collaborative approach these subjects are deemed to be deliverable from generic class spaces also. Class capacities in the main for these subjects will be 20 learners, spatial allocation in line with the other subjects will allow for a mix of cohort sizes to be accommodated. This should be further explored in detailed engagement sessions.

This section details key constructs relative to classroom size, accessibility strategy, and associated breakout which should be applied when designing these areas.

Class bases

As in the primary class base accommodation, spatial allocation has been driven by the need for a wheelchair user to be afforded full access within the class environment. Space planning tests were carried out on a detailed level to explore the impact of this construct on the required size of classrooms.

As a maximum cohort size of 33 is applicable in a secondary setting for non practical subjects, tests were carried out to determine if full access could be provided for 33 learners only. The most onerous furniture setting (group work with every user having access to a 600 x 600 mm workspace and chair) was also tested.

Outcomes identified that full access could only be gained in a 56.25 sq. m class by reducing capacity to 28. A 67.5 sq. m class can accommodate a capacity of 33 with full access for a wheel chair user.

The agreed strategy assumes a 67.5 sq. m class within each subject area, with the remaining amount of class spaces being 56.25 sq. m in order to allow full access for a wheelchair user in at least one class room.

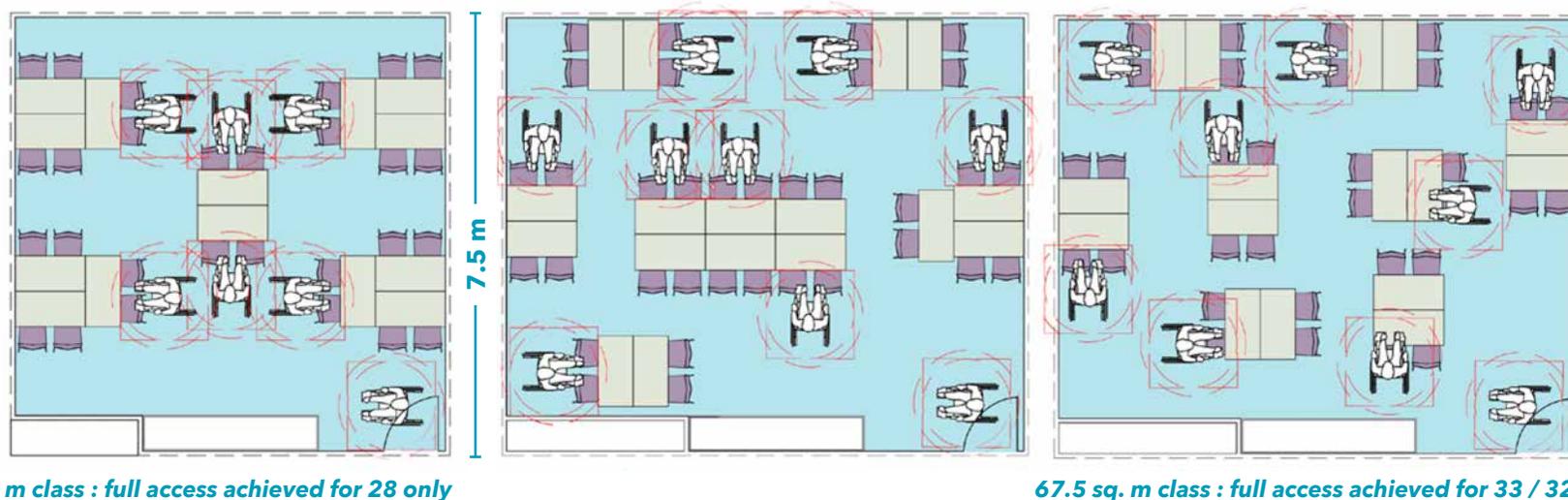


Figure 4.7.3 : Generic class : tests against full access

General space planning tests have been carried out against the two class sizes and assume a number of different learning modes. The 56.25 sq. m class is based on the following constructs :

- A teaching wall with integrated teachers desk
- 600 x 600 mm workspace per student as minimum
- On the premise that each class has a 3 metre long teaching / storage wall located on the corridor wall an area of 3m x .6 m becomes available to either contribute to break out activity in corridors or which could be used for central resource storage walls accessed off corridors

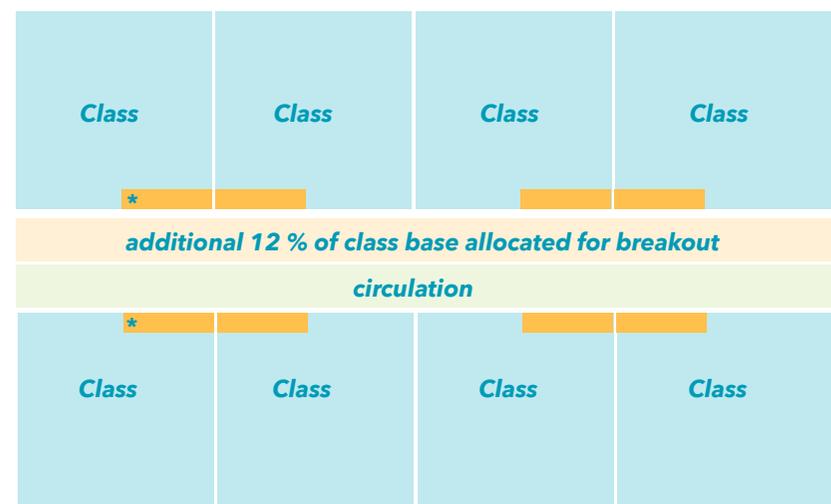
Discussions around visibility between the classroom and corridor breakout were not concluded. This may impact the final location of a teaching wall and impact on the ability to release area from the classroom to extend breakout opportunity.

Breakout

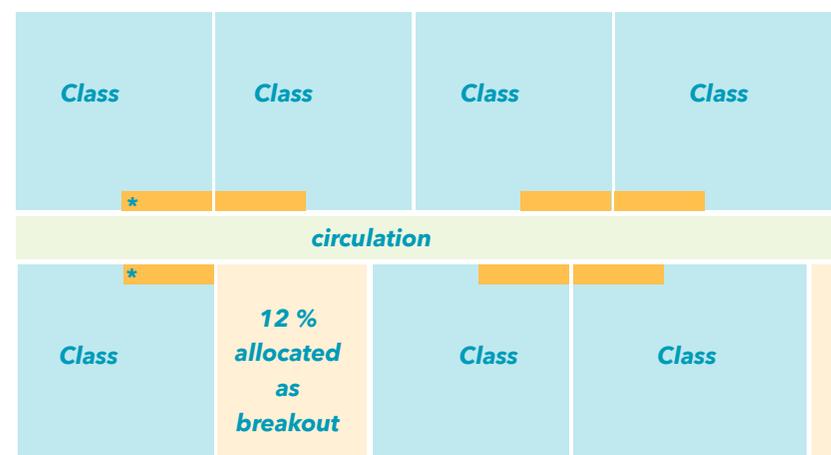
Breakout allocation within secondary is not as generous as in primary. 12 % of the class area has been allocated over and above the class environment. This translates to a strip of accommodation 900 mm outside the length of each class, which when doubled across a corridor equates to 1800 mm additional area in the corridor (Realisation A : Figure 4.7.4) This depth of NEA will accommodate a large number of furniture settings (study booths, resource areas, fixed ICT, individual study booths, peer presentation settings across the corridor, reconfigurable stow away furniture).

The secondary stakeholders were unsure of the benefit of breakout being realised in such a way. It was felt that providing a 'chunk' of space (Realisation B : Figure 4.7.4) would provide an opportunity to explore opening two classes onto the breakout to create more fluid learning spaces. This kind of space was felt to support collaborative and team teaching activity, which may be more of a priority than equal and immediate access to breakout.

It should be noted that single aspect corridors are not recommended as they are an inefficient approach to circulation. In realisation A the break out opportunity is also limited due to plan depth if corridors are single aspect.



A : Breakout allocated as continuous strip across all class bases



B : Breakout allocated as chunk of space off corridor (allocation shown is based on 12 % of the total of 5 No. classes, the intention being to repeat this principle every 5 classes)

★ potential area released from class room for beakout / resource storage (dependent on teaching wall strategy)

Figure 4.7.4 : Potential realisation of breakout

4.7.3 Specialist teaching spaces

Spatial allocation for specialist subjects has been provided in such a way as to allow further exploration of different models. The steering group are keen to involve operational stakeholders in the development of these spaces and they should be a key focus of the engagement moving forward.

This section provides information on the spatial allocation as per the SPACE budget, the principles which have informed the area, and indicates where alternative models could be carved out.

Strategic leadership and change management is likely to be key to pushing the boundaries in the development of more innovative models. Innovation should be led by teaching and learning demand for more collaborative learning practices with a greater emphasis on individual choices, group working and collegiate approaches where larger cohorts are working together with paired or teamed teaching.

Science

Spatial allocation for Science is based upon a model which allows for enclosed labs, breakout space, technician's support space and storage.

SPACE strategies have developed numerous lab types which cater to different practical requirements and it is recommended that the design team explore the opportunity of creating a science model that provides a number of lab types to accommodate different activities.

The new science model allows different variations of laboratory models to be developed during the design development phases without affecting the architecture providing the following principles are adhered to:

- Space planning grids including the laboratory plan depth (7.5 metres)
- The services spine of technician space (with a critical depth of 3 metres based on a 1500 circulation route each side of work benching one at 600 mm and one at 900 mm, under bench and over bench cupboards)
- The central break out space
- The 1600 mm strip of break out provision to the corridor edge of half the laboratories (equates to approximately 12 % of lab area).

The principles behind allocation in the SPACE budget is graphically represented in figure 4.7.5 and space planning tests which have informed the menu of lab types provided are illustrated in figure 4.7.6.

4 No. Standard Labs, 6 No. Compact / Theory Labs & 1 No. Super Lab have been provided to give a total of 12 timetabled spaces.

Whether the design development accords with the principles set out in this document or explores the possibilities of creating more fluid spaces, akin to the science plaza discussed in the engagement and illustrated overleaf (developed at North Ayrshire, Garnock Campus), is yet to be determined. A willingness to explore the Garnock model further was expressed by the steering group in engagement.

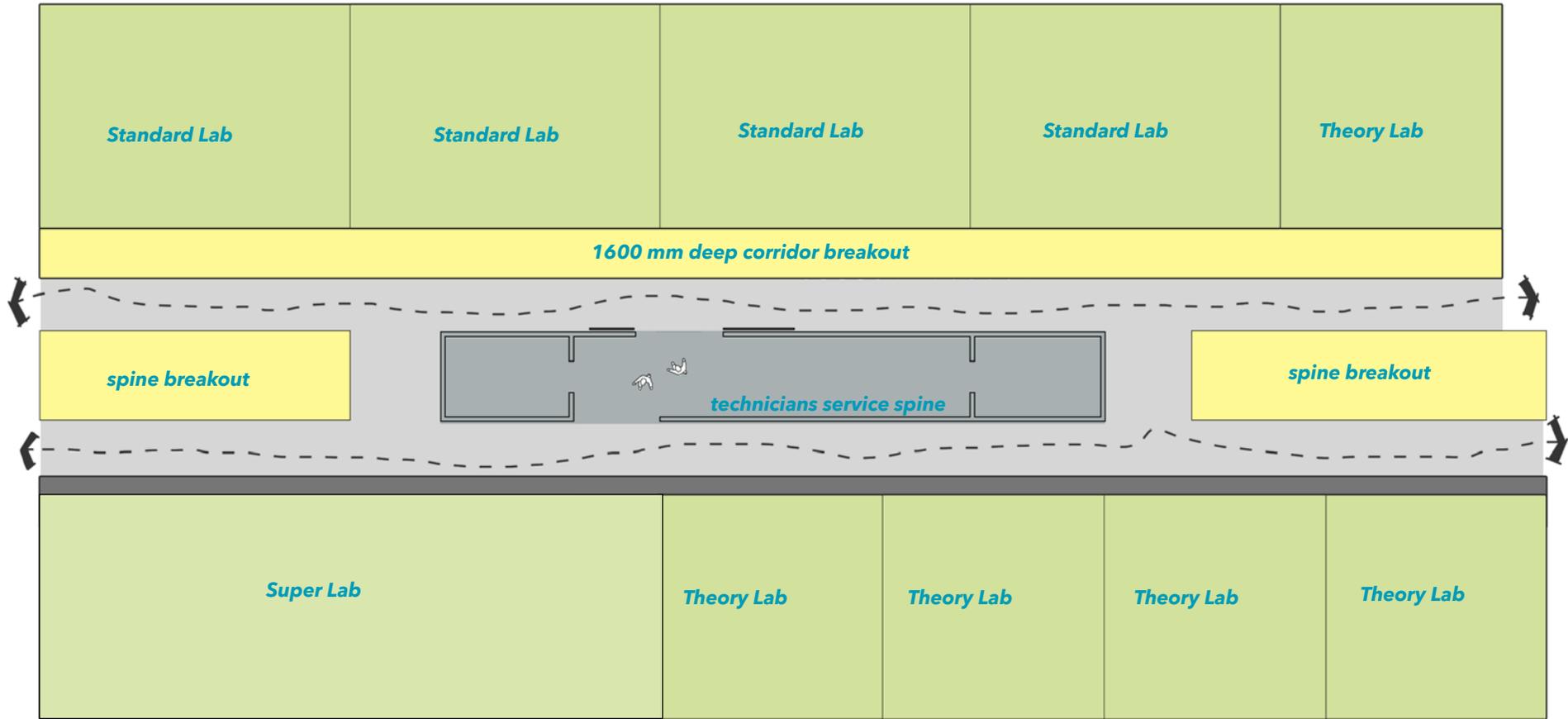
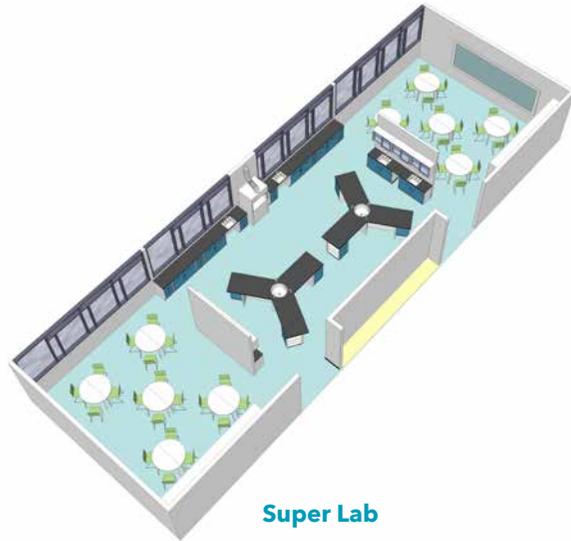


Figure 4.7.5 : Spatial allocation for Science as per SPACE budget allocation



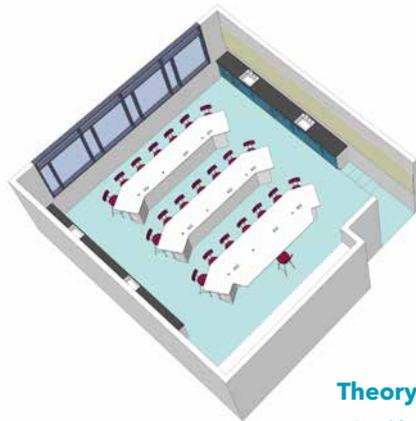
Super Lab

(to accommodate 2 classes with shared practical space)



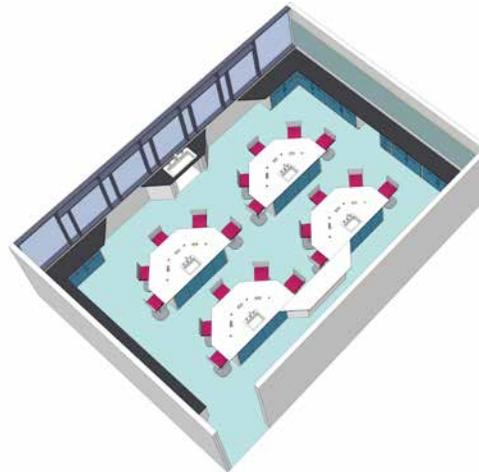
Garnock Model

2 No. theory labs & 2 No. Standard labs combined to create a Science plaza



Theory Lab

(Fixed benching with integrated power & gas)



Standard Lab

Accommodates a wide variety of practical and theory furniture solutions

Figure 4.7.6 : Lab components & alternative model

Technical : Workshops

3 No. Multi-craft workshops have been allocated in the SPACE budget. Spatial allocation for Multi-craft workshops has been tested against :

- 5 No. 4 person wood and metal workbenches (it should be noted that requirement may be for 10 No. 2 person benches)
- Teaching wall (to include tool & small equipment storage)
- Work areas for high frequency use tools and equipment (full equipment list is required)

The provision of a shared Machine room which is accessible from workshop spaces is intended to minimise duplication of machinery which is of a more specialist, less frequently used, nature. The area allocation for the Machine room has not been tested against equipment needs and it is recommended that current provision should be rationalised as part of the detail briefing stage to avoid duplication.

Area has also been included for a technicians prep room and materials store.

Experience from work with other schools and authorities has identified that curriculum delivery within Technical is moving towards more engineering based delivery, which requires specialist equipment and different servicing requirements. This has been discussed in regard to the new aligned secondary curriculum for the new campus, which

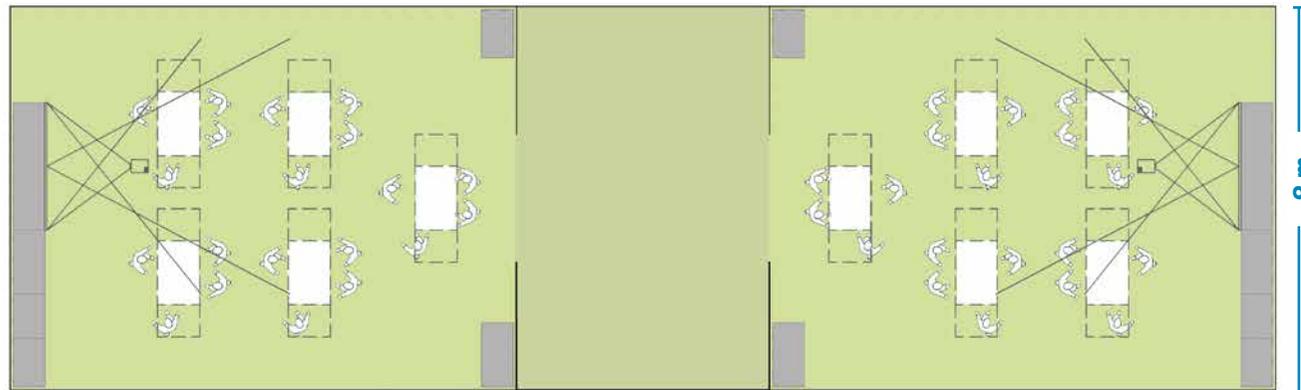


Figure 4.7.7 : Workshops : principles as per the SPACE budget

is currently being designed. The impact of this new curriculum is discussed in section 1.2.1 of this document. The design team should consider when a change to a more engineering focus for these workshops needs to be briefed and alert the authority in regards timelines for finalising (and sharing) the new curriculum to establish any impact it may have on the specification of technology spaces (assumed to be a fit out rather than a scale issue).

Technical : Design skills

Spatial allocation has also been included for 3 No. Design skills spaces at 67.5 sq. m per space. This allocation will allow flexibility to carve out 3 traditional design labs, with options: mobile laptops and dedicated drawing boards, or fixed computers and mobile drawing boards or mobile laptops and mobile drawing boards. An alternative approach would be to take the overall NEA provided and carve out a studio approach as demonstrated in figure 4.7.8. This approach assumes collaborative and team teaching practices as well as there not being a requirement to have 60 learners accessing fixed ICT equipment at the same time.

This type of space could be tailored to meet the teaching requirements of the department and promote innovative methods moving forward. We are aware from our work elsewhere that studio environments are being viewed very positively in terms of the opportunity to mirror what happens in FE and HE, design environments. None of this has yet been discussed in any detail.



Figure 4.7.8 : Design skills : Studio model

Art

A total of 5 No. Art studios have been allocated within the SPACE budget at 67.5 sq. m.

Spatial allocation for Art studios and the service spine has been tested against :

- Perimeter benching to window wall to house large, deep sinks with material storage underneath (more than 2 No. sinks required)
- Variety of table types (seamless project tables, modular desks, fixed height benches) and configurations (individual, small group, large group)
- Information display

A service spine has been included and will allow for storage of large equipment, folios, paper stretching sinks and specialist equipment that would not necessarily be replicated in each studio. Advanced Higher booths have been allowed for also as well as a Kiln room and associated clay store.

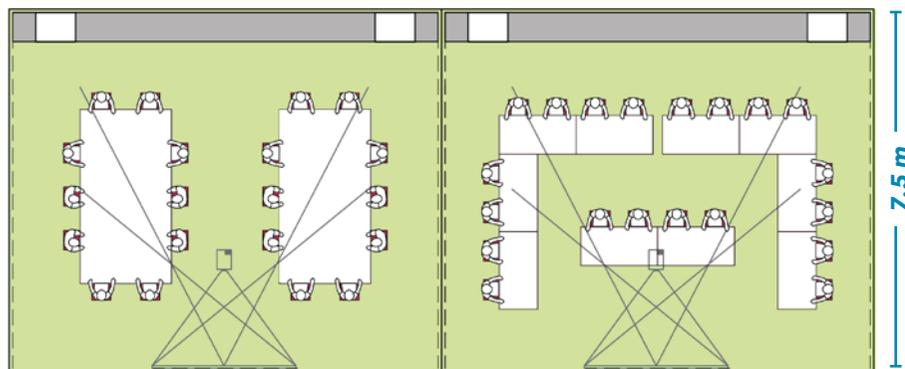


Figure 4.7.9 : Art studio model

As with most elements in the SPACE budget, there is opportunity to realise this spatial allocation as individual, cellular spaces or explore a more open studio model.

In order to facilitate textiles and clay activities it is intended that Art are timetabled into the whole campus project spaces as priority users. (see section 4.9.1 for more information).

Music

2 No. Multi-Instrument rooms have been allocated based on the principle of a multi-instrumental approach to deliver curriculum which means that it is unlikely that 20 students would need individual access to keyboards at the same time.

Space planning tests for music teaching spaces are therefore based on the principle that half the class might be using keyboards at any one time. This principal has been embraced in other schools as one which allows for greater flexibility in student choice and opportunity. Fixed keyboards really limit flexibility for other opportunities within the classroom.

This, coupled with the understanding that servicing and storage solutions will allow for a flexible approach to keyboard use, means that a portion of the teaching space can be given over to individual practice booths accessed from the classroom. Storage allocation has also been provided on a principle of dispersed storage accessible from the classroom and the corridor in order to allow a streamlined strategy to be developed.

Space planning tests against area provision include :

- Multi-instrument teaching with re-configurable desks to provide theory and keyboard work 1400 mm length to accommodate a standard keyboard
- 3 metre teaching wall
- Area allocation of 18 sq. to be carved into 6 No. Small practice pods (ideal number) which are shared between teaching spaces
- 1.5 m deep storage wall to the corridor wall of the classroom.

If detail engagement determines an alternative approach to music teaching, the overall spatial allocation for practice booths, instrument storage and teaching space, could be redistributed as more traditional classrooms with a centralised storage room.

Storage solutions within the space allocated will need to be carefully considered to maximise the number of instruments accommodated.

2 No. Large music studios have also been allocated at 67.5 sq. m and are intended to provide an alternative environment for music teaching. As overall utilisation (even including Primary time tabled use) of the 4 spaces will be quite low one of these spaces is to be co-located with the drama studio in order to facilitate small performances, assemblies etc. The space should be fitted out with retractable bleacher seating to accommodate up to 2 classes. Please see figure 4.7.11 for more information.

Practice rooms for visiting tutors has also been provided. The overall spatial allocation of a number of small and large practice rooms can be carved out in a number of ways to provide different size rooms. This should be explored with the department to ensure the correct fit is reached to meet need. These spaces will also be used by primary learners, so consideration of their location should be considered carefully.



Figure 4.7.10 : Multi instrument rooms with associated practice booths & instrument storage

A recording studio at 18 sq. m has also been included but not tested in detail. It was felt that this space would be of benefit to all of the facilities and community users. Further development of requirements needs to be undertaken by the design team.

Drama

A flexible studio of 105 sq.m is included which will double as a stage (a flat stage to avoid ramps and for flexibility of use) for use with the assembly / performance space.

The spatial allocation has been not been fully tested but the area allocation will provide :

- A flexible studio which can offer dance (mirrored walls) or drama (black box with curtains to conceal mirrors, with lighting rigs and suitable volume etc)
- A sliding / folding wall between the dance studio and the assembly space so that the drama studio can be used as a stage with the smaller studio acting as a green room

It is intended for a large music studio to be co-located alongside the stage to support small performances. Section 4.9. provides more detail on the relationship between the Drama / Music studios and the allocation for assembly and performance activities.

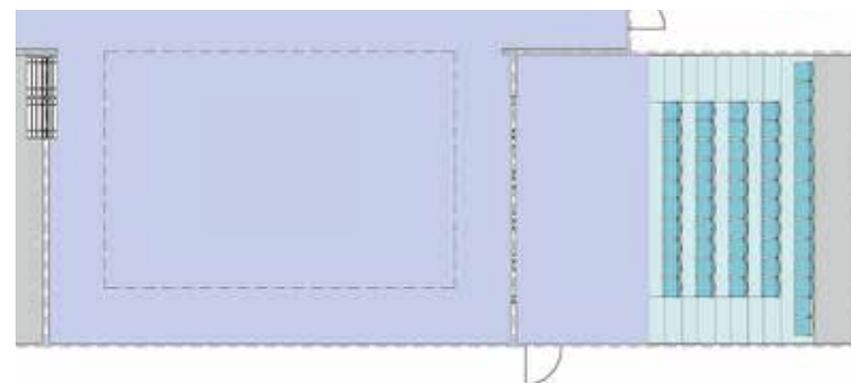


Figure 4.7.11 : Drama & Large Music studio relationship

Home Economics

Practical teaching kitchens are intended to be serviced by a shared prep and storage area, limiting the need for duplication of storage within the active learning area.

Space planning tests within the teaching kitchens are based on :

- 10 No. Cookers (1: 2 student ratio)
- 10 No. Sinks
- 6 No. hand wash sinks
- Benches to provide 800 x 600 mm work area per student with room for stools to be situated underneath when cooking.
- It is recommended that an element of information display be incorporated within the teaching kitchens and exploration of the requirement for a teaching wall should be explored with users.

A number of kitchen layouts have been tested to ensure that the spatial allocation can accommodate more than one layout. Discussion in engagement highlighted a preference from operational stakeholders to be able to demonstrate techniques to learners. There were concerns that the spatial allocation would not be able to support demonstration activity in the traditional sense (including a bench with adequate circulation in front and behind to allow 20 learners cluster round).

Further tests should be carried out in order to establish whether this is possible. A potential solution discussed the use of technology by way of overhead cameras and integrated screens at each bench to afford learners better views of demonstrations and access to presentations while engaged in practical cooking activities.

The prep area has been tested against :

- Walk in cold stores
- Laundry area with washing machines
- Dry goods and equipment storage
- Trolley spaces
- Food prep benches
- Bag & coat hanging space
- Sliding door fridges for students to pick up produce

Detailed interrogation of storage requirements need to be undertaken in the design stage in order to ensure that adequate provision is made.

3 No. Practical teaching kitchens have been allocated at a utilisation of 104 %. It is assumed that this overflow need for space can be accommodated with priority access to the clean whole campus project space (textiles and theory), enterprise kitchen 9for group working as opposed to individual cooking tasks) and learning plazas for theory activity. All of these spaces have very little other time tabled demand from other subjects other than Art who will also be time tabled into the clean project space for textiles work.

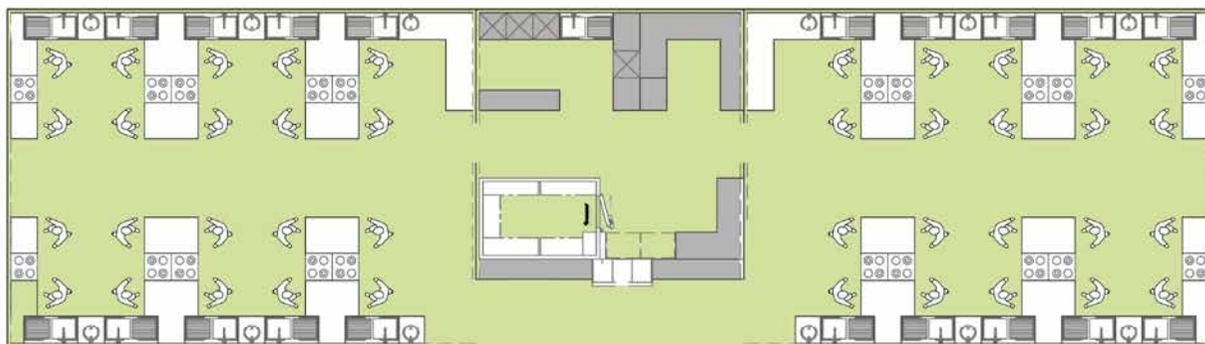


Figure 4.7.12 : Home Economics : principles as per the SPACE budget

PE : Shared sports accommodation

Sports accommodation has been developed in line with an overall time tabled demand for:

- 2 hours per week PE learning in primary, ASN and supported learning facilities
- Secondary use based on utilisation data provided by both schools and in line with the needs of 2 hours per week PE learning in secondary and curriculum demand of PE as a subject choice in the senior phase (both secondaries currently have a reasonably high uptake in PE as a choice in senior phase)

The mix of sports spaces has been thoroughly investigated and reviewed with both the schools and with the strategic staff members within the steering group from vibrant communities. The primary, ASN and supported learning facilities are equal partners in the development of any specification of the sports spaces. All too often in “all through” campuses the needs of secondary take priority and this was established as a flawed principle from the outset. It is really important moving forward that the development of sports spaces is also carried out in conjunction with the Vibrant communities staff along with authority / school staff who represent the needs of PE in primary, secondary, ASN and supported learning.

It is hoped that sports accommodation will be used extensively out of hours by the community. It is also hoped that there is a strong partnership approach between the existing Visions Leisure Centre (a community run social enterprise) and the campus. Location of sports and changing facilities in terms of that relationship to visions and the relationship to external pitches etc used by community groups out of hours (Cumnock Rugby club, Cumnock Harriers etc) is really important and should be thoroughly explored at an early date.

PE : Theory space

Although not included within this version of the space budget (refer to section 4.1) the inclusion of a dedicated theory space for PE was very much desired by the secondary Head Teachers. In exploring options that would save area against the overall cap, the need to time table theory activity into the Health & Wellbeing learning plaza or generic teaching spaces was felt to be an approach that could be acceptable. This compromise was felt to be dependent on the two needs of theory in PE being met:

- The first need was that of immediate record and playback during a PE class. The inclusion of technology within halls to facilitate this (camera, projection and screens) would allow this to happen.
- The second was the need for a time tabled theory lesson nearby the sports spaces and in this case locating of the learning plaza in good adjacency to sports halls was key.

There are times when theory operates like any other generic theory class and in this case the PE staff will be able to book out generic class rooms and other whole campus spaces.

As discussed in 4.1.3 negotiations are ongoing with Visions in regard a collaborative approach which would result in a partnership approach allowing time tabled use of the existing fitness suite. This being the case a dedicated theory space will be included. This theory space is envisaged as a flexible space in the heart of the PE area which by way of retractable seating with a tablet type writing bench (to accommodate notebooks or small laptop/tablet type devices) could offer theory opportunity. When the seating is retracted it can then be used as milling / exhibition space when community are using halls out of hours. It also provides a good opportunity for committee use and the like.

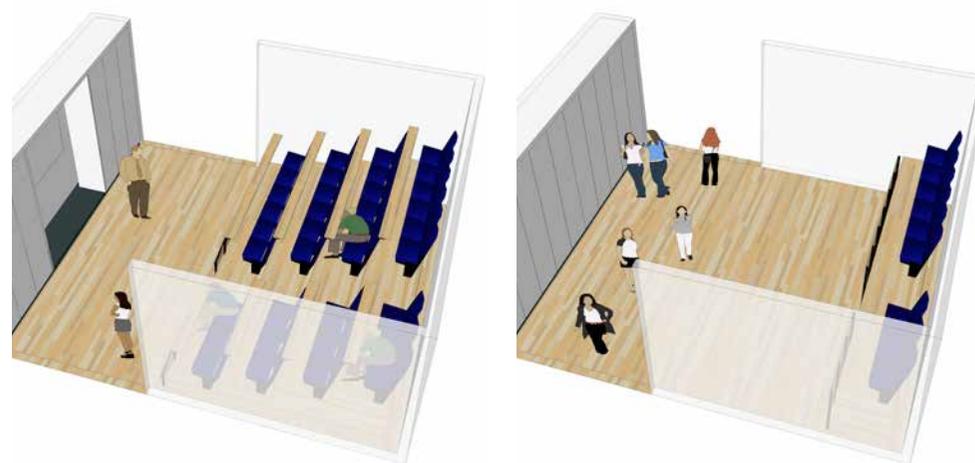


Figure 4.7.13 : PE theory space with retractable seating in closed and open format

4.7.4 Student support

Student support is to be provided in an integrated manner. It was important to the participants that there is a continuity of approach between the primary and secondary cohorts. The following spaces are present within both the primary and secondary core accommodation and intended use follows the same principles.

Nurture / Parents rooms

3 No Nurture / parents rooms at 45 sq. m each have been allocated as priority use spaces within the secondary. Space planning tests have not been carried out against detailed demand.

As with the spaces in primary accommodation, it was felt necessary to provide alternative spaces that could be set up to provide a safe environment.

These spaces were discussed as being multi use but needing to be recognisable as a safe environment for the cohort of learners who will be accessing these spaces for nurture. They were seen as being a space which would have informal furniture settings and kitchen facilities (tea and snack making). It was felt that they would likely be set up to create different settings and offer different environments.

How these spaces should be distributed needs to be further discussed. Their shared use with the secondary SLC starts to drive an adjacency need which should be explored further to ensure good access for all users.

Retreat spaces

There are 8 No. retreat spaces allowed for in the SPACE budget. This allocation should be distributed evenly throughout the learning spaces.

As in primary provision it was felt important to provide places for learners to retreat from stressful situations when required. These spaces are also seen as places where learning assistants could work with children requiring additional support. The realisation of these spaces needs further input from both strategic and operational stakeholders.

It has been suggested that locating 2 per learning plaza might provide an equality of access which might not be achievable by embedding them within teaching spaces.

Figure 4.7.13 demonstrates some of the activities / settings which have been tested.

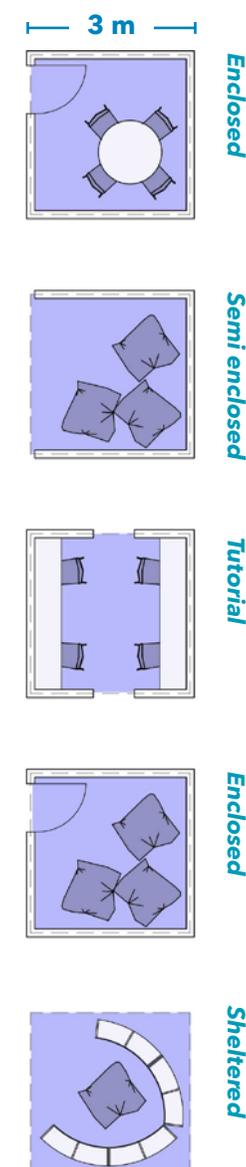


Figure 4.7.14 : Retreat

4.7.5 Learning plazas

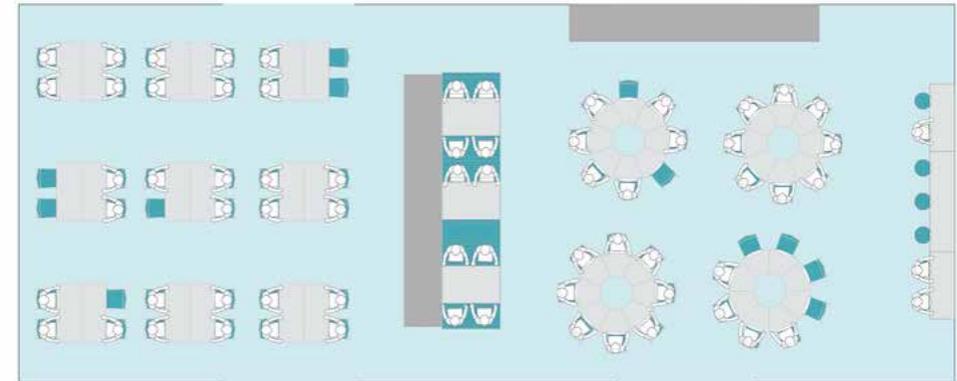
The learning plazas are very conceptual at this stage. Section 4.7.1 outlines the curriculum groupings and their associated learning plazas.

These learning plazas are envisaged as spaces where the following opportunities can be realised:

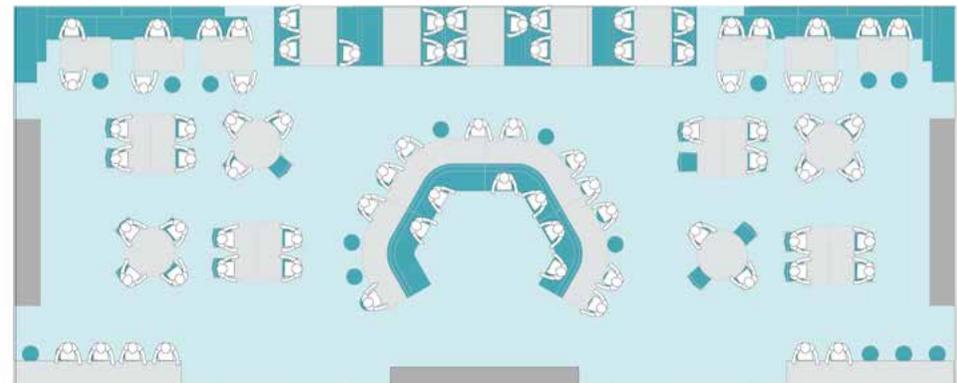
- Class groups can work collegially with up to 2/3 classes in the working together either within a subject area or across subject areas in more interdisciplinary way
- A single class may book part or all of the space to suit the needs of a more flexible learning and teaching style or group working for particular lessons
- Students can work here during free periods
- Staff may work here in a non contact period as a choice rather than working in the base
- Primary and ASN learners might access these spaces to engage in learning experiences and use equipment not available within their own accommodation
- Transition events and collaborative learning events led by primary or ASN staff may be facilitated within these spaces
- These spaces also offer an opportunity to celebrate and communicate the curriculum areas “brand” and work

These spaces could be used for community / adult learning opportunities and events or could be considered for use by out of school care clubs and the like.

Further exploration of the kinds of activities which need to be supported in each plaza needs to be undertaken by the design team in the early stages of the project so as to allow a considered approach to FF&E and to inform plaza location in relation to their associated teaching spaces.



2 classes engaged in separate activity (3 classes in single)



3 classes engaged in single activity (2 classes in separate)

Figure 4.7.15 : Learning plaza : tests against 3 classes engaged in single and separate activities

4.8 Secondary SLC

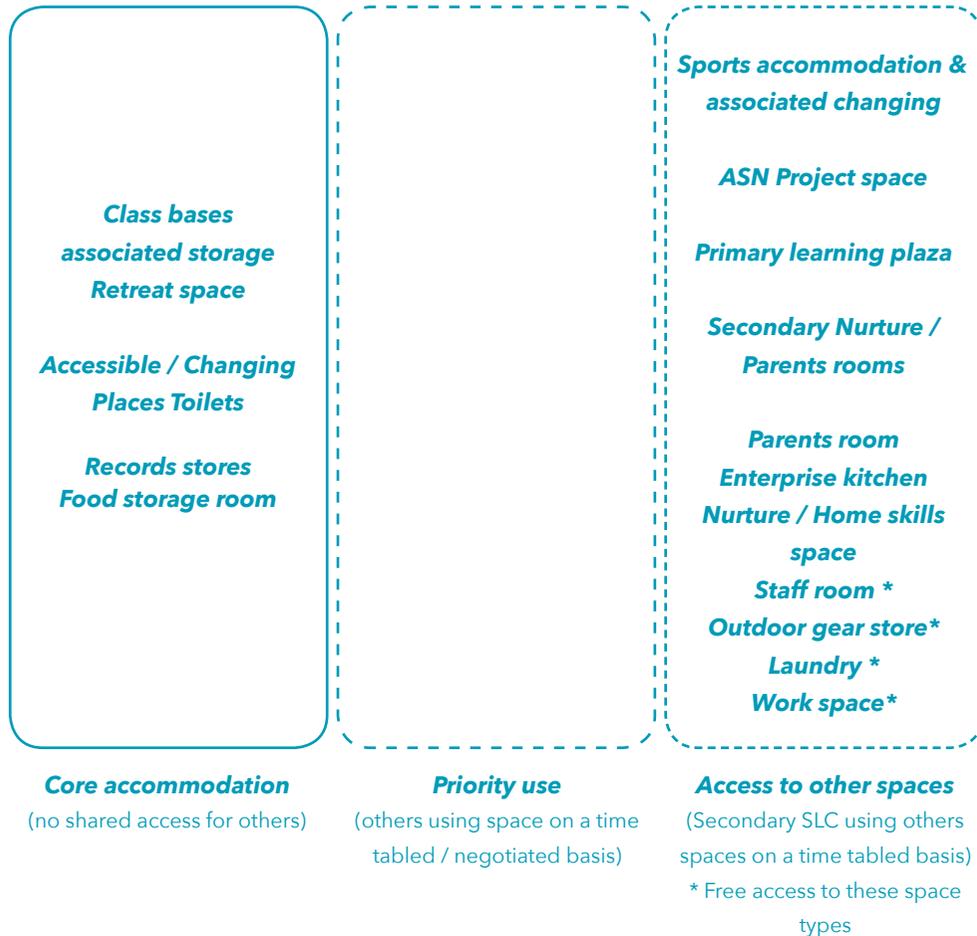


Figure 4.8.1 : Intended levels of access

The secondary SLC is currently a integrated component of Cumnock Academy. It is viewed as sector leading in terms of its approach to integration and inclusion for all learners. The model of delivery is based on learners being taught in a number of ways dependent on need. Learners will either be based in the SLC base permanently or will attend time tabled mainstream classes to varying degrees of regularity. There is also a need to timetable SLC classes into specialist teaching spaces.

Because of the nature of learners needs, a key outcome from engagement has been a desire to be able to flexibly accommodate changing cohorts of learners and their very individual needs. The need to gather the full cohort of learners together at certain times during the week has also been identified as a requirement.

The SLC currently rely heavily on the outdoors as a teaching resources and the ability to gain direct access to outdoor space was highlighted as being of huge benefit to curriculum delivery. The likelihood of this being by way of terraced accommodation was discussed and although it was felt to be preferential to be located on the ground floor, it was understood that this may not be possible. If the SLC is on an upper floor, they will need easy access to shared outdoor spaces such as growing areas, bbq spaces and the like (the "menu" of outdoor learning spaces has still to be developed) by way of a directly adjacent set of stairs and a lift which eliminates the need to travel extensively through other areas of campus accommodation.

4.8.1 Organisational principles

Unlike the primary SLC, the secondary facility is felt to benefit from a centralised rather than dispersed model. The core accommodation needs to be easily accessed by all learners and as they will be moving out to other parts of the secondary accommodation its adjacency to these spaces needs to be carefully considered.

The use of primary and ASN spaces determines a need for easy journeys between spaces to be considered. High level adjacencies identified a desire to be easily accessed by secondary mainstream learners and for collaborative working between the primary SLC and ASN staff to be supported. A key driver in the location of the SLC will be the outcome of discussions around work space. If a work hub is carved out to support both SLC staff, ASN and primary staff, it will be necessary to ensure that teaching accommodation is not too far away from users.

4.8.2 Class bases

Class bases have been tested against a number of informal settings and FF&E solutions at a high level. The area allocation has been tested against :

- Cohorts of 10 - 12 learners with assumed 10 % wheelchair users
- Teaching / storage walls
- Direct access to outdoor space where appropriate
- Sink & tea making facilities
- Variety of different furniture layouts

It was highlighted in engagement that it would be a requirement for two of the 6 class bases to be joined by a moveable wall to allow the full cohort of learners to gather together for assembly and circle type activities.

Further engagement will be required to determine detailed requirements for these teaching spaces. It is likely that each teaching space will need to provide a different learning environment and support a wide range of activities. FF&E selection in these spaces will be key to their success.

4.8.3 Retreat

There are 2 No. retreat spaces allowed for in the SPACE budget. As in primary provision it was felt important to provide places for learners to retreat from stressful situations when required.

The location of these spaces in relation to the class bases needs to be further informed by stakeholders

4.8.4 Support

A number of additional storage requirements have been highlighted in engagement as being required. Storage space for foodstuffs that are used in learning activities is required over and above the allocation for centralised resource storage.

The SLC has a requirement to retain all case records for a minimum period of time as well as current case files. 12 sq. m has been allocated against a secure records store. The authority have been queried about relocation of long terms storage of files off site.

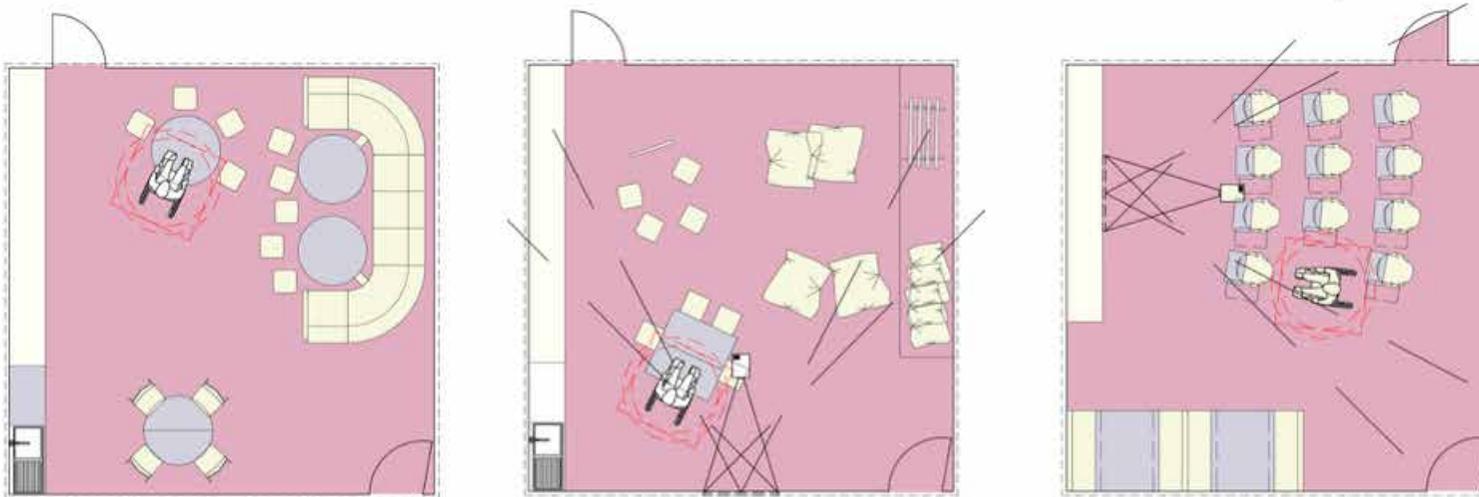
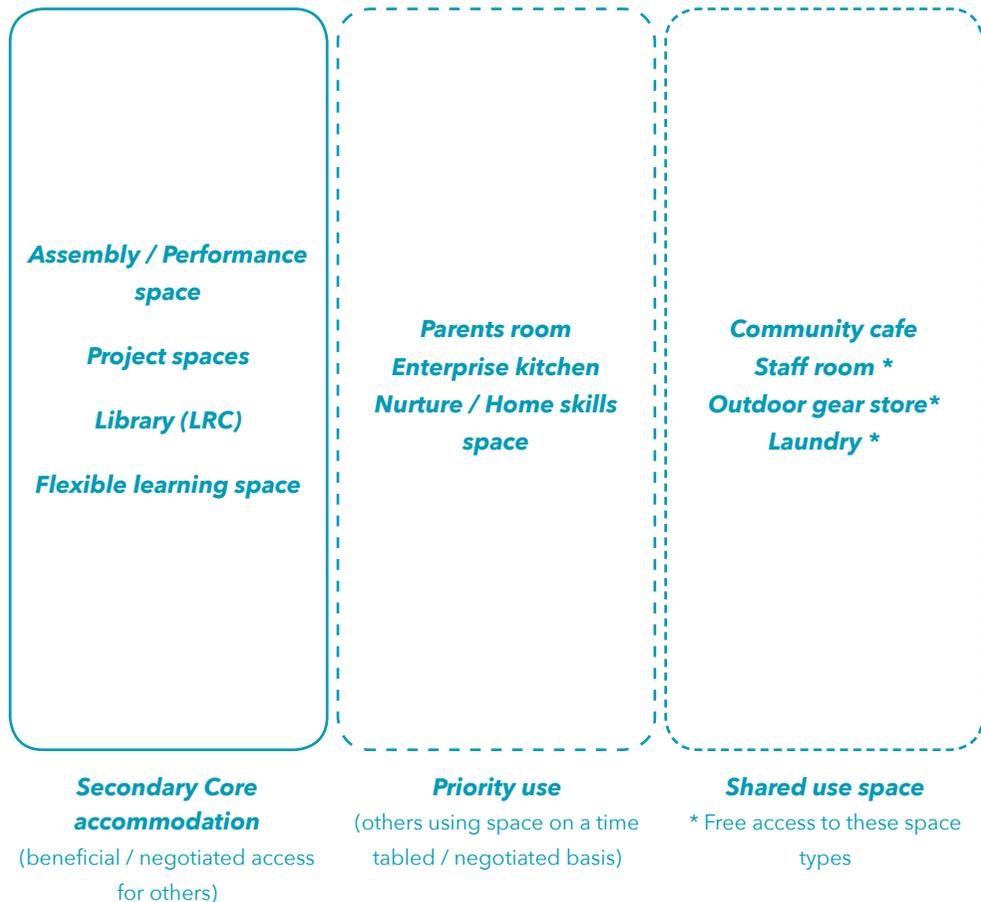


Figure 4.8.2 : Class base tests against capacity of 10 - 12 learners

4.9 Whole campus spaces



Although whole campus spaces provided are on the whole intended as core accommodation for the secondary, and the majority of area allocation is calculated against their individual area cap it is intended that these spaces will be shared use across the campus.

The engagement sessions highlighted that there is a large amount of further discussion required in order to develop organisational and management strategies for the sharing of space. There is a worry that the smaller facilities will struggle to gain access to shared spaces on a regular basis and that access will be dependent on fitting in around the secondary demand on an ad hoc basis.

Careful and regular planning sessions between managers were felt to be a solution to this issue moving forward. A possible discussion point could be around the impact of the introduction of centralised booking systems for all shared spaces.

The location of some of these spaces have been discussed at a high level in section 3.0 of this document, relative in particular to their relationship with the main entrance. Careful consideration of the location of spaces (project space, nurture / home skills, enterprise kitchen) and their relationship to the subjects who will be time tabled into them should be undertaken early on in the design stages.

The intention to have a single campus staff room brings a requirement for the space to be easily accessed by all staff.

Figure 4.9.1 : Intended levels of access

4.9.1 Project spaces

2 No. project spaces have been included. It is intended that one space be fitted out as a clean project space (to be used for textiles, project work etc) while the other is geared for messy activities (clay work, set building and painting, large scale sculptures etc).

The purpose of the project space is two fold, both to provide alternative learning environments for subjects that are accommodated within traditional teaching spaces and to provide additional spaces that can be time tabled for Art, Home Economics and primary school activities that are not supported within their owned teaching spaces. They may also become spaces that are used by the community out of hours or eventually throughout the school day.

The location of these spaces needs to be carefully considered. Reference should be made to the section 3.0 which highlights the project spaces as being considered part of the invited zone of spaces.

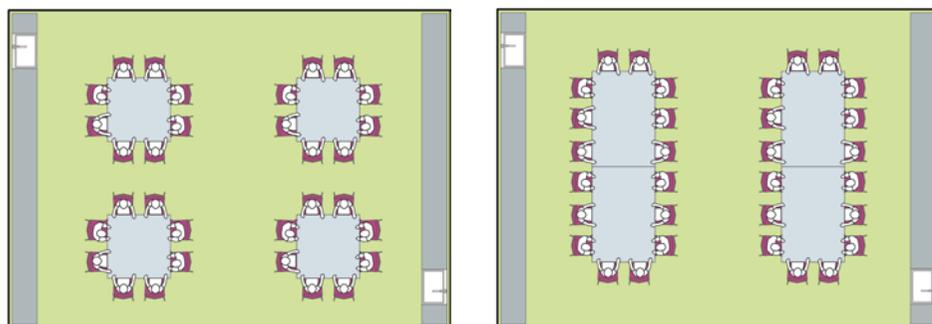


Figure 4.9.2 : Project space

The spatial allocation of 78.75 sq.m has been tested against :

- Large tables (to accommodate a class of 32 students)
- Perimeter storage to accommodate sewing machines and textile resources (600 mm deep storage walls)
- Sinks
- Working at easels

Dependent on the fit out of the clean and messy spaces the activities supported by this provision include :

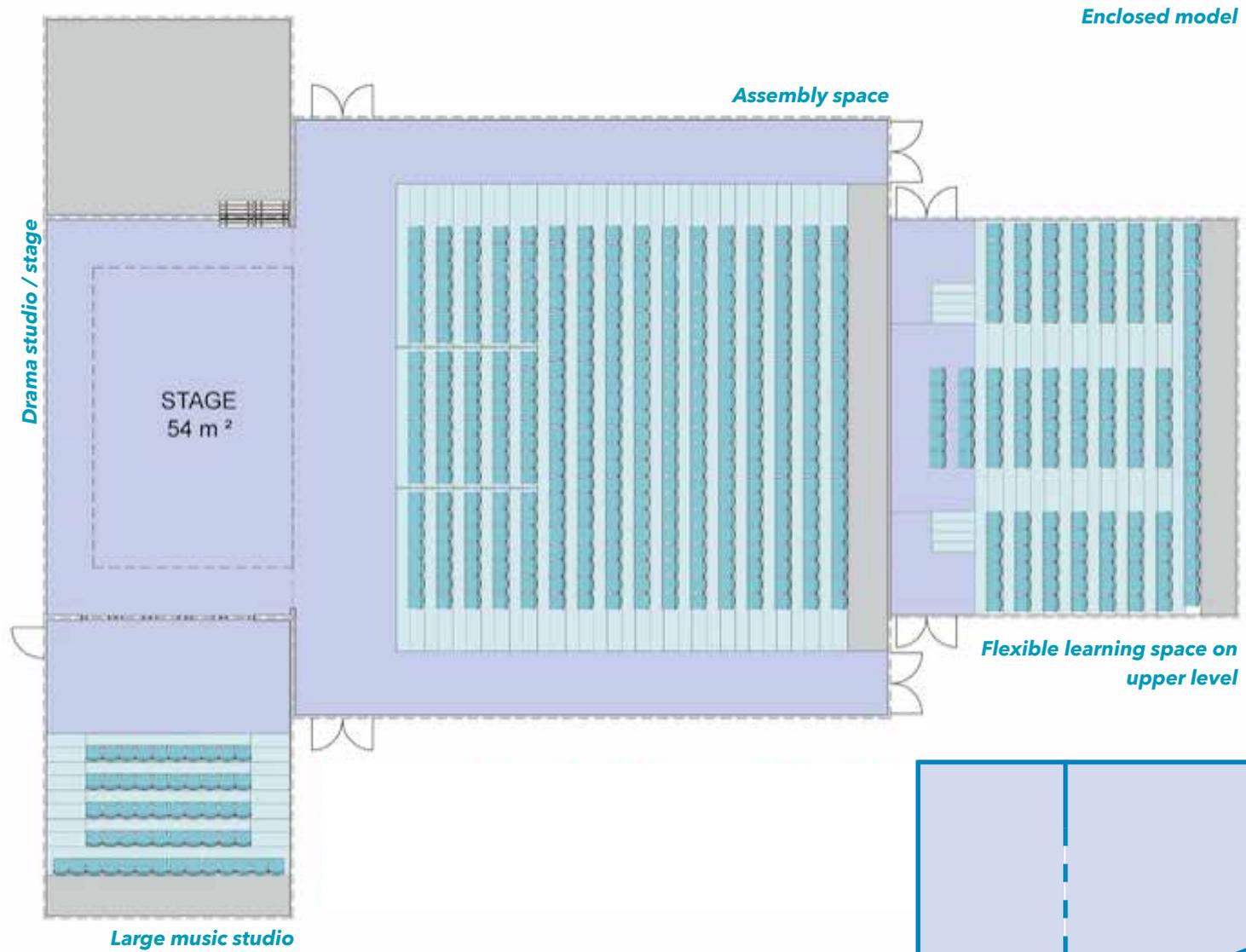
- Making activities
- Textiles
- Art classes
- Community groups
- Set painting

A kiln room has also been included at 12 sq. m in order to support both school and community use.

4.9.2 Library (LRC)

Spatial allocation of 115 sq. m has been provided for the Library. There has not been enough detailed discussion to allow a space planning test to be carried out against required activities. High level engagement highlighted a desire to provide an offering for the library that was forward thinking and offered a provision which focussed on the skills of the librarian and activities which are not already being delivered in the learning plaza. Organisational issues around library provision which meets the needs of all learners 2 - 18 has still to be considered as has the issue of staff levels..

Discussions in engagement explored whether this spatial allocation should be realised as a single space located in the invited zone of space (section 3.5) or dispersed throughout the learning plazas. No clear outcome was reached, it was felt that agreement on any potential strategy would be dependent on the levels of staffing intended for the new campus.



Enclosed model



Examples of open models

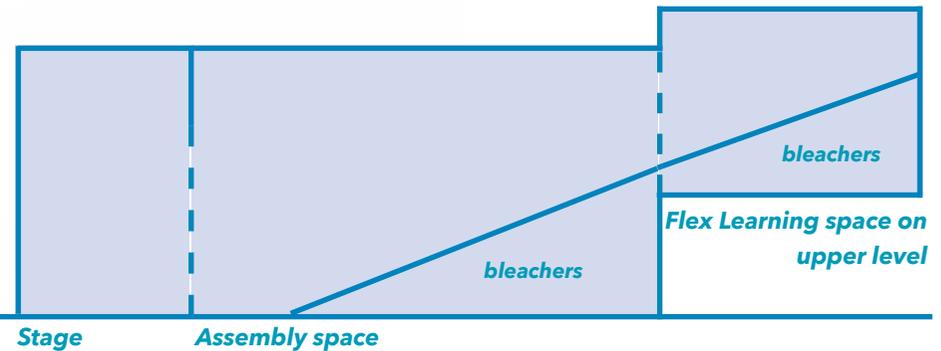


Figure 4.9.3 : Assembly / Performance + Flexible learning space

4.9.3 Flexible learning space

A flexible learning space has been included at 127 sq. m. Detailed space planning tests have only focused on the use of this space as a potential way to increase capacity for the assembly space as illustrated in figure 4.9.3.

The reasoning behind this is discussed in more detail in section 4.9.4

Its main intended purposes were identified in engagement as follows :

- supporting vocational activities like social care and health
- potential to accommodate wrap around care clubs, toddlers play groups etc.

Tests against the spatial allocation in line with a more detailed exploration of requirements should be undertaken early on in the process.

The inclusion of retractable bleacher seating and a movable wall separating the area from the assembly space supports the aspiration to extend capacity for performance when required. It may however inhibit the use of this space for its main purpose. It is essential that a better understanding of the intended use of this space is sought early on in order to allow priorities between potentially conflicting uses to be determined.

4.9.4 Assembly / performance

The Assembly / performance space has been developed in discussion with the stakeholders. Currently the intended uses for this space are about assemblies, performances, exam activity, and use for large scale learning events, visiting speakers etc.

The community engagement highlighted an aspiration for a performance space to support a capacity of 750. This was based on the need for large performance spaces to host the tryst festival which is growing in popularity and size within the surrounding area.

Space planning tests were carried out following the same principles identified in figure 4.9. 3 but using a sports hall in place of the flexible learning space in order to increase capacity. The desired capacity was achievable. It was felt that the compromises to

sports provision (acoustics, including retractable bleachers etc) as well as difficulties in detaching either a gym hall from sports or the assembly space from the main body of the school were too great to render it a viable solution.

The alternative solution which is illustrated was felt to be more realistic in terms of its achievability without compromising too many of the functions of either the assembly or flexible learning space.

The resulting minimum capacity when functioning as a single assembly space should be 300. When used in conjunction with the flexible learning space capacity should increase to approx 450.

Space planning tests have been carried out against bleacher seating and have taken into account travel distances and minimum gangway widths etc at a high level. There will need to be a detailed development of bleacher seatings along with specialist suppliers and building control in order to ensure compliance.

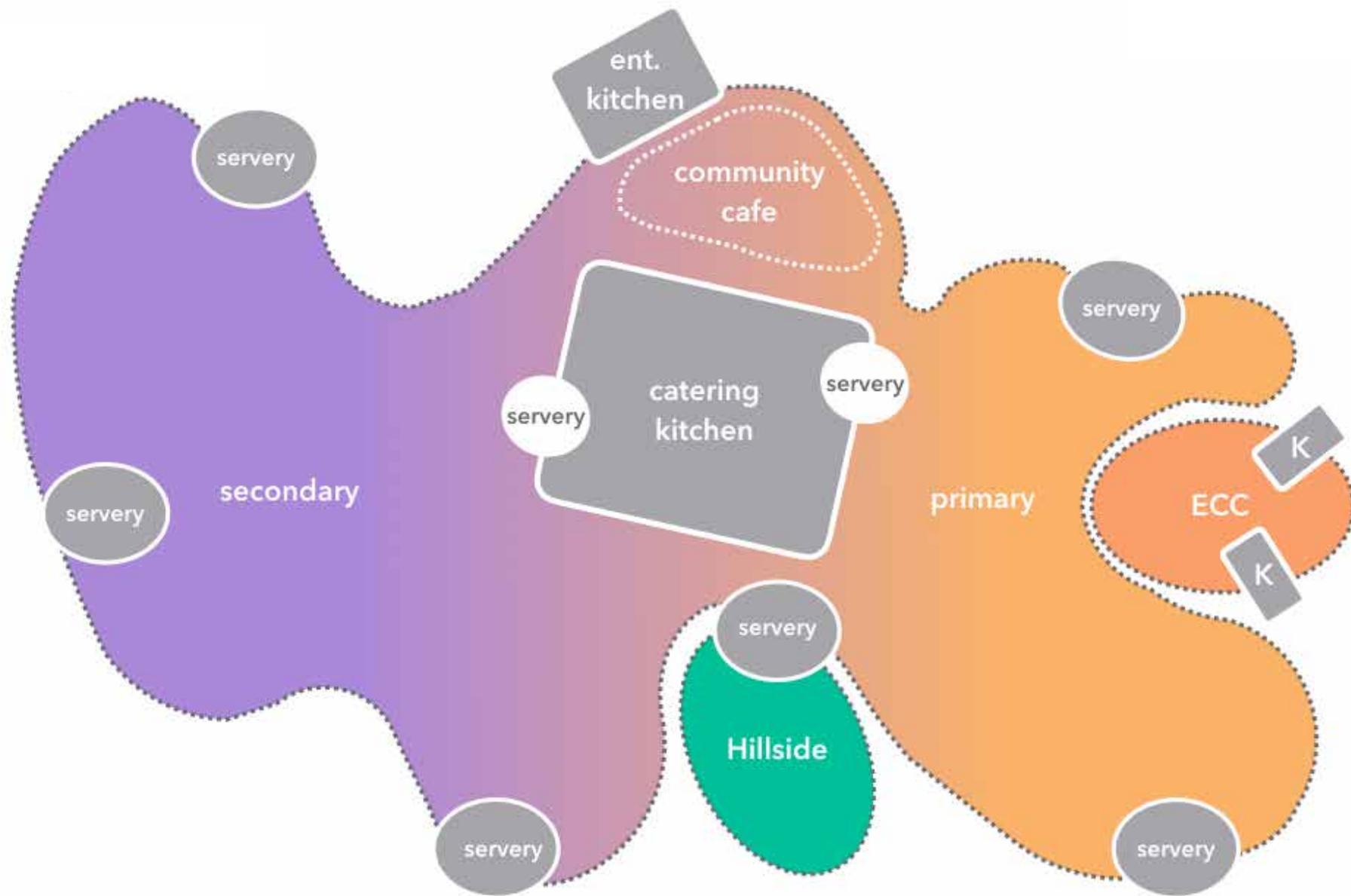


Figure 4.9.4 : Proposed dining model

4.9.5 Dining

The key principles behind dining space are illustrated in figure 4.9.4 for all of the facilities concerned. It was made clear in engagement that dining needs to be about providing a different offering from the traditional approach. A non institutional environment with comfortable settings was identified as being a key way of promoting health & wellbeing initiatives as well as providing alternative learning settings.

It was felt that flexibility in regard these spaces was not about having the ability to clear away furniture, but about the settings being more fixed and able to support a number of activities. An example of this would be cafe booths being suitable for dining activity, individual study for senior students, informal meetings, group and project work.

Engagement also highlighted a desire to move away from singular service points and towards a model of providing different food offerings in order to encourage students to eat on site.

The ASN and ECC identified a need to provide dining within their core accommodation, due to the needs of their cohort of learners (small furniture, limited sensory disruption etc). It was felt that where appropriate it may benefit certain learners to access the main dining areas.

Space planning tests against these types of settings has led to a developed space standard per person of 1.69. This has been applied to an intended capacity in order to determine spatial allocation.

As space is at a premium it has not been possible to achieve the aspirational covers felt to be necessary for either the primary (475 approx) or secondary (680 approx). Instead a total capacity of 660 has been allocated across primary and secondary. Supported Learning Centre cohorts are included in the aspirational capacity also.

A solution that would avoid the need for the campus to cater to 4 sittings of lunch (2 in primary area and 2 in secondary area) was agreed as being a possible way forward. By taking a shared approach between the whole dining area it was felt to be possible to provide a single sitting for the whole of the primary followed by a single sitting for the secondary.

Organisation and management of this strategy would need to be discussed in greater detail, as would careful consideration of the FF&E within these spaces to ensure all learners could be accommodated. Outdoor catering pods with canopies over outdoor dining spaces are expected to relieve pressure on numbers. Some of the flexible learning spaces could be used socially also if supervision and FM issues can be resolved.

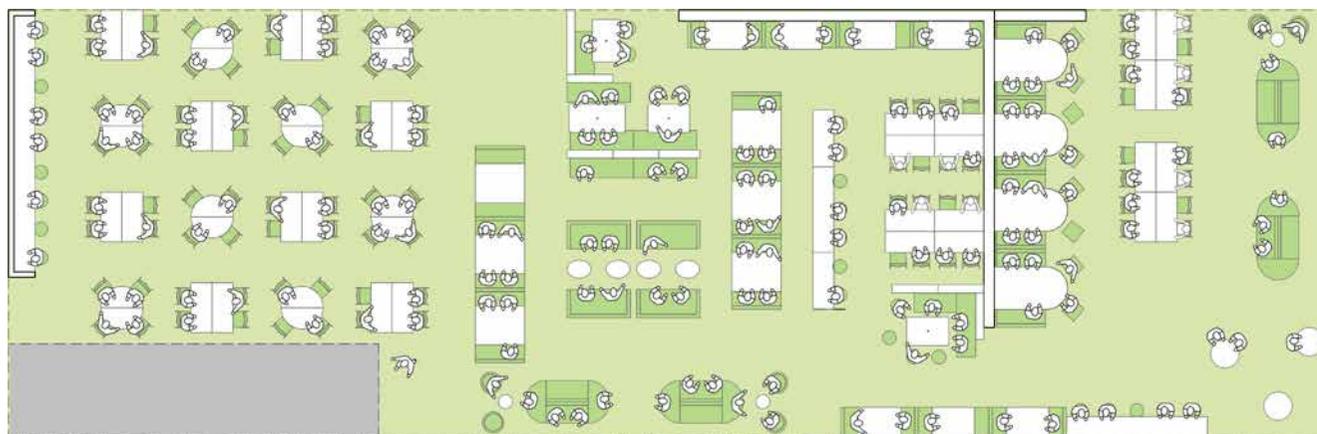


Figure 4.9.5 : Notional test to determine space standard

4.9.6 Community cafe

The community cafe is described in detail within section 3.4. The spatial allocation at 67.5 sq. m has not been tested against particular activities, however it is possible to apply the same space standard as that applied to dining to give a target capacity of approx 40.

Development of this space should be carried out in consultation with community stakeholders.

4.9.7 Staff room

As previously mentioned the staff room is intended to be a single resource for the whole campus. Due to this fact, it was felt that a central location would be required to ensure equitable access for all staff within the campus. Realising the area allocation as two spaces stacked on top of each other and joined by an internal stair was felt to be an ideal solution that would encourage use and incidental interaction between staff members.

There was a desire to explore opportunities of using the staff room for alternative uses when not occupied at lunch and break times in order to ensure it did not become 'wasted space'. It was agreed that consideration of what a staff room is and the activities it should support should be undertaken. One area needs to be retained for all day staff use to suit the needs of early years practitioners, administration and support staff who may need breaks outwith school break / lunch times. The other should be planned for flexible use outwith school break times. While the spatial allocation at 157.50 sq. m has not been tested in detail the space could support social activity, small to medium scale informal meetings, departmental planning sessions, quiet space. It was agreed that there were a number of spaces throughout the campus which would support large scale staff CPD events and training sessions. Consideration of the possibility of senior students accessing this space is also recommended moving forward.



Figure 4.9.6 : Staff room : Social / work settings

4.9.8 Parents room

The parents room is seen as being a multi use space which can support a number of different activities as listed below :

- Planned activities with parents (help with homework, literacy & numeracy classes) to help them support their children
- Ad hoc and incidental interaction with parents who need confidential space
- Planned meetings which require a more informal environment
- Pupil council meetings

Its location within the invited zone of space is discussed in section 3.4 and its potential to be accessed out of school hours has been highlighted. The spatial allocation of 45 sq. m has not been tested against any of the aforementioned activities. It is recommended that flexible furniture solutions are considered in order to maximise this spaces potential use and utilisation.

4.9.9 Enterprise Kitchen

The enterprise kitchen has been identified as a space which will :

- provide a different learning environment for Home Economics students
- support enterprise activity across all of the facilities and encourage community interaction (learners cooking for the community etc)
- open up opportunities to deliver cooking classes to parents and community members
- help develop life skills for learners in a non institutional environment
- widen opportunity to deliver more vocational based curriculums (either in conjunction with local authorities or resourced within the campus)

It is intended to be located next to the community cafe in order to support enterprise activity. As previously mentioned elsewhere in this document it will also potentially fulfil a time tabled demand for Home Economics, dependent on the nature of curriculum (this space may be suited to an advanced higher class). Routes between subject based kitchens and the enterprise kitchen should therefore be considered.

The spatial allocation of 67.5 sq. m has not been tested in detail. The allocation, which is 15 % smaller than the standard HE kitchen, is based on an assumption that while the cohort of learners within the space will still be at a maximum of 20, there will not be a requirement for there to be a cooker and sink per every 2 learners. It is also assumed that provision of a more professional environment like those pictured in section 4.9.7 will not require as much area allocated against information display etc.



Figure 4.9.7 : Enterprise kitchen

4.9.10 Nurture / Home skills space

The desire to increase all learners confidence and ability in relation to life skills was highlighted by the majority of stakeholders. A space which is fitted out to resemble a domestic house setting was felt to provide huge opportunities for skills development as well as potentially supporting larger cohorts of learners in nurture activity.

Space planning tests which have led to the allocation of 78.75 sq. m against this space have been based on :

- capacity of 12 learners for nurture activity assuming 10 % wheelchair users
- a four corner approach which provides settings which emulate a kitchen, dining room sitting room and work area.

It should be noted that the ASN stakeholders felt that for their cohort of learners in particular it was important to encourage bed making skills. While not shown on this test, it is assumed that a wall stored type / fold down bed could easily be incorporated within the overall area allocation.

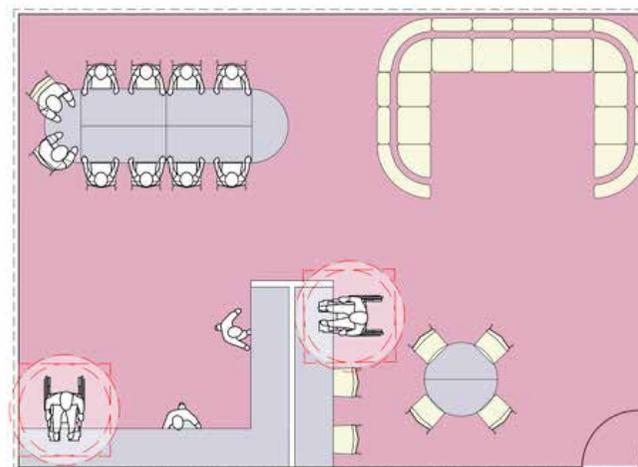


Figure 4.9.8 : Nurture / Home skills space

4.10 Administration & support

The spaces allocated within this portion of the SPACE budget are in the main fairly straightforward and self explanatory.

The intended approach and realisation of entrance & reception spaces are discussed in detail within section 3.2. It is important to note that a key driver for this area is to provide a welcoming experience for all users. Particular attention should be paid to the reception area in order to avoid a design which creates barriers. Further engagement will be required in order to establish the size of reception needed, as well as understanding the intended strategy for community users to access sports accommodation outwith the school day.

Shared support space and storage is based on standard provision found in the majority of new build schools. Spatial allocations have not been tested against specific and detailed requirements.

A key requirement for the facilities to gain easy access to shared medical and first aid rooms was highlighted in the engagement. The inclusion of 2 No. medical and 2 No. first aid rooms would ideally allow for one suite of rooms to be located central to primary and ASN accommodation (and could therefore be multi-flexed for visiting therapists use) and another to be located central to secondary accommodation. An adjacency between these spaces and a work hub was also identified as being beneficial in terms of staffing and supervision of learners when they are accessing these spaces.

This section highlights key constructs which need to be considered when designing out administrative and janitorial work space. All other spaces should be further discussed with stakeholders.

4.10.1 Administrative work space

Administrative work space has been allocated in much the same way as the work hubs (see section 4.11.1) in terms of the principle of determining a desk demand to which a space standard is applied. The exception being that it is envisaged that the administrative staff will likely be desk based for the majority of the time they are in the campus. A 1:1 desk: staff ratio has therefore been applied and a space standard of 5.5 sq. m per desk has been used to determine the overall area for the general office.

Section 4.4.1 illustrates in more detail what the space standard supports in terms of access to storage, tea points etc.

The intention for a centralised, multi skilled administrative hub to be created which serves the campus as a whole has previously been highlighted in this document. Technology which will support a singular entity with branded sub entities (separate phone lines etc) was felt to address to some extent concerns about parents and external users needing to feel that they are dealing with the primary / secondary / ASN component of the campus.

Concerns expressed about the existing relationships between administrative staff and parents and learners being diminished by a centralised approach have been highlighted. An adjacency between the administrative office and area allocated for the reception is key to ensuring that parents are able in the first instance to see the friendly face they are accustomed to dealing with.

4.10.2 Janitorial work space

The approach to janitorial space is intended to streamline accommodation and provide different types of space to support the varied tasks being carried out by staff.

There are 3 types of accommodation allocated for the janitor and technicians to access :

- **Flexible work space** : 13.5 sq. m has been allocated to allow for desk space to facilitate the janitorial and technician staff checking email etc. This space could be a separate office, or could the area allocation could be included within the administrative work space to extend the janitors access to tea prep, and other space
- **Janitors work area** : 12 sq. m has been allocated to facilitate maintenance work carried out by janitors and IT technicians. Intended as a benched work space with access to the delivery bay to make it easy to transfer goods which need to be built up, unpacked etc.
- **Delivery bay** : 15 sq. m has been allocated to allow for a delivery bay with access to outdoor loading bay. Intended as a space with racking to one side to allow temporary storage of goods/ furniture / equipment which will require to be transported elsewhere in the campus.

4.11 Work space

As non ownership of class spaces becomes a reality the need to provide good quality work space for staff to retreat to increases. A key aspiration in the visioning stages of this process was for work space to encourage cross facility and cross discipline collaborative working.

It was felt that a more mobile workforce, supported by mobile technology would be able to choose where they work according to the tasks they need to carry out. This may even end up being within the dining space or learning plazas depending on individual preference

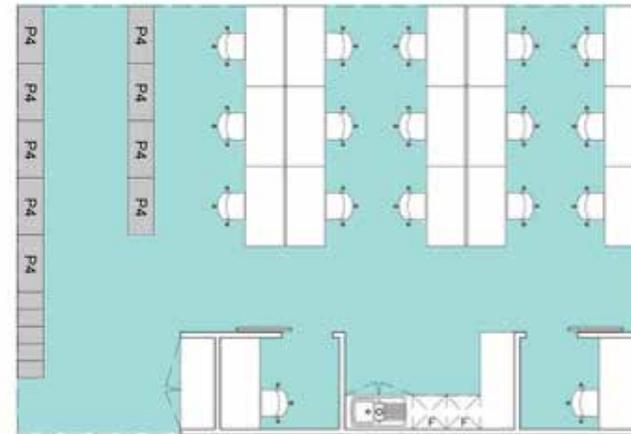
The nature of shared work space still needs to be developed further with strategic and operational stakeholders. At a minimum a space standard has been applied which ensures staff members can gain access to personal storage, locker space and wardrobe, tea prep areas and shared work desks.

4.11.1 Work hubs

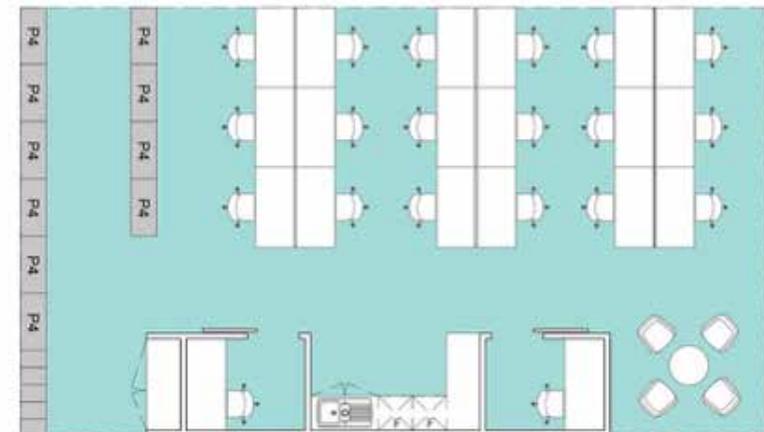
Work space allocation has been determined by assuming a principle of desk sharing. A ratio of 1 desk per 4 staff members has been allocated on the assumption that staff will be teaching for 26 out of 32 periods in secondary and 22.5 out of 25 hours in primary. As learning assistants will be 'on the floor' for larger amounts of time a desk sharing ratio of 1 : 12 has been allowed for.

A space standard of 5.5 sq. m per desk has then been applied to the desk demand in order to determine an overall pot of space. This space standard allows for modern bench desking and 1 linear metre personal resource storage shelf allowance per staff member by way of 4 / 5 high file units. Lockers, Wardrobes, tea prep and the ability to include quiet spaces, informal meeting spaces are also supported within the 5.5 sq. m allocation.

There is still a lot of detailed discussion required to determine the best size and distribution of work hubs. It should be noted that the larger the work hub the more efficient it will be and the opportunity to include additional ancillary settings like quiet rooms is increased. The supporting information sheet within the SPACE budget determines staff numbers against each of the facilities as a starting point for discussion regarding the best split of spaces.



15 desks : 60 staff



18 desks : 72 staff

Figure 4.11.1 : Work Hubs : 5.5 sq.m per desk

4.11.2 Resource storage

Allocations for staff resource storage are based on 5 linear metres (1 linear metre footprint) per staff FTE and is illustrated in figure 4.11.2.

The most efficient way to realise this allocation is through the inclusion of 600 mm deep storage walls located off circulation routes. As provision in ASN (figure 4.3.4) storage walls maximise the storage potential of area allocation. To provide individual rooms will diminish storage potential.

The area allocation allows for circulation in the event that this needs to be banked.

0.5 sq.m per FTE is allocated against large resource stores. This would ideally be realised in the form of 1 - 1.5 m deep storage walls in order to maximise storage potential.

Currently for both types of storage the SPACE budget allocates area against the total staff cohort and does not distinguish between individual facilities. This is in order to allow further discussions about the distribution of resources across the facilities to follow the discussion about distribution, size and nature of work hubs.

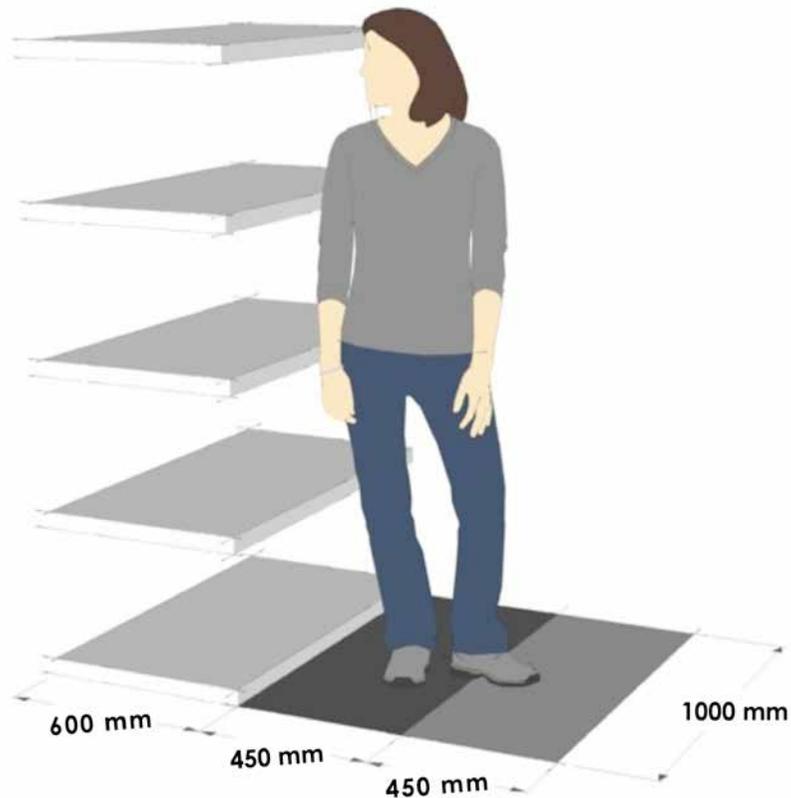


Figure 4.11.2 : Resource storage : allocation per staff member

4.11.3 Meeting space

Meeting space is intended to be realised in two locations. As part of administrative space an allocation for 2 No. small interview rooms and 1 No. 4 person meeting room has been included. These spaces are intended to be adjacent to the reception to accommodate both scheduled and ad hoc use.

The ability to quickly provide private space for parents or visitors who are upset or anxious was felt to be extremely important, especially if head teachers offices are not directly adjacent to the reception area.

The second allocation of 5 No. 1:1 Booths, 2 No. 4 person meeting spaces and 2 No. 15 person meeting spaces are envisaged as being located within the invited zone of space illustrated within figure 3.2.1.

Further discussion needs to be undertaken regarding the realisation of these spaces as a suite of accommodation. The potential to collocate the two larger meeting spaces with a moveable wall between has been discussed. There were felt to be pros and cons to both approaches.

4.11.4 SMT work space

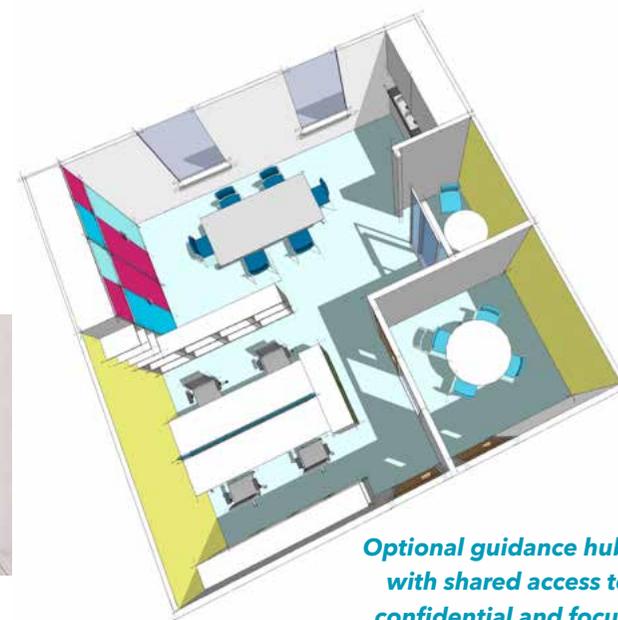
SMT work space has been allocated in such a way as to provide the opportunity for head teachers to hold meetings within their own accommodation. Depute heads have been afforded this ability also. Guidance staff within the secondary have been allocated a 9 sq. m office each which can be realised in either a dispersed or centralised manner as illustrated in 4.11.3.

The provision of cellular offices was challenged in the final engagement sessions in relation to the ability to work corroboratively if the SMT are located disparate from each other. We recommend this challenge needs further exploration.

The SPACE budget demonstrates the split of spaces and relative office sizes between the different facilities.



7 x 9 sq. m offices



Optional guidance hub model with shared access to desks, confidential and focus space, formal and informal meeting spaces, tea prep, storage and wardrobe

Figure 4.11.3 : 9 sq. m allocation