EDINBURGH'S LEARNING ESTATE STRATEGY

Secondary School Strategic Brief

EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

This document forms a generic strategic brief to support the design development of new Secondary School projects. The Brief is based on the generic needs of a school with a 1200 roll.

This document should be read in conjunction with the City of Edinburgh Council CEC [Learning Estate Strategy 2021](#), which sets out the vision and ambition for the Learning Estate in relation to its five core themes of Teaching and Learning, Community Access, Inclusion, Sustainability and Digital Learning.

CONTENTS

INTRODUCTION

Overview and Context

This generic Strategic Education Brief for Secondary Schools has been created in the context of [The Scottish Government (SG) Learning Estate Strategy and Guiding Principles](#), CEC's Edinburgh Learns for Life Strategy and Edinburgh's own vision for the learning estate. The generic Brief has therefore been developed into a set of key priorities, an overview of the types of spaces and their relationships and adjacencies to each other and an accommodation schedule that outlines the spaces required and their suggested sizes (Appendix A).

In more recent years, Edinburgh's learning estate has seen significant change from more traditional design, linking pedagogical change to the opportunities created by flexible learning environments. This has been implemented with the ultimate aim of better preparing young people with the skills required for learning, life and work in a world that has changed rapidly while the environments in which young people learn have essentially remained static. Recent new build projects have had a focus on shared approaches and include a rich mix of learning spaces, including those opportunities presented for embedding outdoor learning into the curriculum. Complementing what could be deemed as more traditional cellular classroom spaces, there are now spaces to suit varying cohort numbers, from small group learning to spaces which can support larger collegiate and collaborative teaching and learning opportunities. This variety of learning environments provides choice and gives agency to young people in making decisions about how they learn most effectively. It also provides a holistic inclusive environment where differing learning styles and needs can be met.   This variety of spaces also provide greater opportunities for wider community engagement with flexibility of use a key aspect of design.

Shared approaches to the use of space is key to maximising the benefit and value of any investment, creating a focus on the quality of space which can deliver multi-use of spaces rather than the quantity of space. An engaged approach to look at the opportunity to do things differently and respond to service delivery demands through careful consideration of how spaces are specified and organised is essential. The design should also meet the demands of a wide community of learners within an efficient space, aligned to the Scottish Futures Trust (SFT) area metric. **The City of Edinburgh Council have a 20 minute neighbourhood strategy to provide spaces and experiences that are more than a school: they should be inclusive, connected, sustainable and accessible assets in the heart of our communities.**

THE SECONDARY STRATEGIC BRIEF AND THE 5 CORE THEMES OF EDINBURGH'S LEARNING ESTATE STRATEGY

Community

All learning estate investment is based on the place-based approach to create community lifelong learning and sports hubs delivering a range of public services. Consultation and engagement activity will be fully aligned with any planned by other CEC services and strategic partners, embracing the CEC vision for 20 Minute Neighbourhoods. Where appropriate, local community facilities will be integrated within the learning estate and available during the school day – e.g. community centres; libraries; sports pitches; swimming; family support; intergenerational activity; GPs. Strategic planning with partners (e.g. Police, Edinburgh Leisure, NHS, Universities) for all projects is essential.

A learning and community campus concept of a main entrance with a welcoming atrium, a public café and access to different facility zones requires:

• consideration based on the place principle, active travel routes and services provided from the campus, the school site is to be fully permeable to the community and linked into active travel routes.

• the creation of a knowledge and understanding in the wider community that this is a facility to be shared by all.

• operational and management arrangements regarding community use to be discussed and agreed early in the detailed design process, the school Management Team will only be responsible for teaching and learning.

Teaching & Learning

Learning and Teaching spaces for this generic brief's purpose are within the SFT (Scottish Futures Trust) metric for a 1200 pupil secondary school. Extra area, if necessary, is provided to support inclusive design of the building for those with more complex needs, to enable as many catchment pupils as possible to attend their local school. Learning and teaching space adjacencies will be created based on a shared approach to faculty and interdisciplinary working. A range of flexible and inclusive learning spaces will be provided to encourage a variety of educational activities and experiences.

A flexible approach to timetabling, utilising all the available learning spaces is essential. The curriculum will be delivered through the efficient use of the variety of available learning environments.

Sustainability

Through the place-based approach to learning and community infrastructure investment, lifelong learning and community hubs require to be delivered to provide the social focal point of their neighbourhood and encourage local economic growth opportunities.

All investment in the learning estate should be an integral part towards the achievement of Edinburgh's Zero Carbon ambitions.

Investment projects require to assess opportunity for improvements of links to strategic transport corridors, active travel routes and green infrastructure.

New buildings require to be designed and constructed to minimise energy use as much as possible once operational.

The provision of Outdoor Learning spaces is a fundamental delivery requirement for investment projects and these spaces should be used for timetabled activities.

A range of catering options should be considered as part of any investment and there should be a focus on sustainable food production with links to the Health and Wellbeing and Enterprise aspects of the curriculum maximised.

Inclusion
Every learner has the right to be educated in their community and, where possible, in their local school. The learning estate will be designed to ensure that wherever possible, children can be educated in their local community.

Effective planning to meet increasingly complex and diverse learning needs will be achieved through strategic development and collaboration across our learning estate.

Putting these principles into practice requires structural and conceptual coherence and the establishment of a collaborative vision.

Extra area, if necessary, could be provided to create a more inclusive environment for all catchment pupils.

Digital
Technology should be fully enabled and ubiquitous, embedded in learning, encouraging and developing shared collaborative resources to empower the whole community.

The learning estate should provide digitally enabled environments for users, to ensure equity of opportunity. The embedding of new technology in a strategically managed approach enhances teaching and learning, supports collaboration, reduces workload, minimizes risk and increases creativity.

Technology can support and facilitate the way in which we want teaching and learning to take place. Being flexible, adaptable and inclusive, to inspire visionary, innovative and inspirational learning experiences.

THE BRIEF

FACULTY AND CURRICULUM GROUPINGS

Any school community will arrange its curriculum around faculty groupings. For the purposes of this generic secondary school brief, the following curriculum groupings have been applied:

CG 1: Languages & Humanities (English, Modern Foreign Languages, Humanities and RME)

CG 2: STEM (Science, Technologies, Engineering and Maths—also including Business Studies and Computing)

CG 3: Expressive & Performing Arts (Art, Music, Drama)

CG 4: Health and Wellbeing (PE and Health and Food Technology)

CG 5: Inclusion (Pupil Support, Support for Learning and PSE)

LEARNING SPACES AREA ALLOWANCE

Area allowance is based on the SFT (Scottish Futures Trust) methodology, allocating area per learner within ranges of rolls and sectors (secondary and primary). In the case of a 1200 roll secondary school, the area "metric" is 11 square metres of Gross Internal Floor Area (GIFA) per learner.

Multiplication of the area metric (11 sq.m) and the roll (1200) results in an area cap of 13200 square metres GIFA.

The CEC ASL Strategy assumes the presumption of mainstream and delivery of education for all learners wherever possible locally. To this effect, an additional area for ASN learners should be included to support the inclusion and local provision agenda.

33 sq. m per learner should be applied against a roll of 30 learners to give an additional area of 990 sq. m, which should be added to, or included within, the area cap. This allocation is in line with SFT guidelines for ASN schools. It is anticipated that these learners will present a mix of cognitive, physical, behavioural and sensory needs, which requires a wide range of support spaces and a larger space standard.

Several factors can further inform the development of the schedule of accommodation as design development progresses

- The space typologies and approaches agreed throughout the engagement

- Analysis of timetable load, utilisation and subsequent demand for space

- Application of benchmarked uplifts to Net Educational Area to allow for circulation space, plant and partitions

- The agreed area cap (linked to the Scottish Government funding metric) adjusted to account for additional area for inclusion

A GENERIC SCHEDULE FOR A SECONDARY SCHOOL WITH A 1200 ROLL IS PROVIDED AS APPENDIX A WITH THIS DOCUMENT

THE SPACE STRATEGIES 'SPACE PLANNING GRID'

Space Strategies have significant experience working on space planning for many new secondary schools across Scotland, including those for CEC. Through their work they have identified space area standards that work to provide future flexibility and design efficiency within a school. As shown here in their space planning grid, which we have used to base our areas for the accommodation schedule.
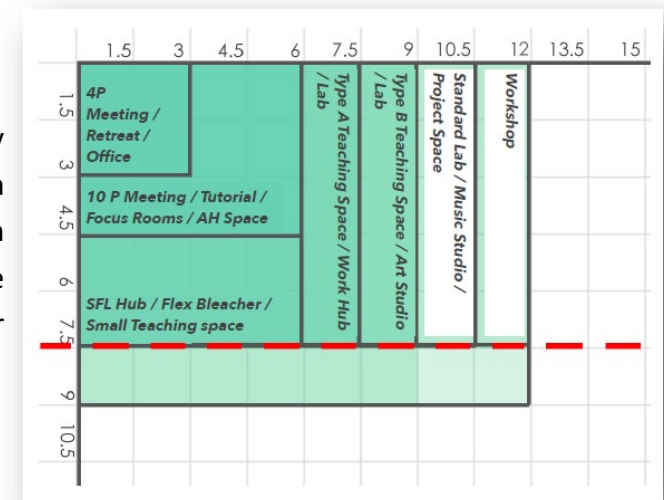
SPACES FOR THE LEARNING LANDSCAPE

This section provides detailed information on:

- Key spaces to support the vision for CEC Learning Estate

- Zoning principles (which should be discussed further through engagement to inform design development)

A wide, varied and inclusive learning landscape to enhance curriculum delivery, lies at the core of the CEC Learning Estate Strategy

BREAKOUT SPACE

Breakout activity supports smaller groups of learners, working alone, in groups, or with a member of staff. It creates the ability to 'break out' and move away from the classroom.

Often it can be useful for learners who are ahead of other class members to break out and work independently. In reverse, it can allow those who may be struggling with the task a little more time and assistance. Also, student groups can use breakout spaces to meet, senior students to study out with lessons and staff to touchdown or work in non-contact time.

Breakout has been applied to all subject areas as an additional 16 % of the core teaching space to afford more flexibility in the fit-out and design phases. There is an opportunity to explore how the schools can use breakout space to provide meaningful and exciting learning opportunities that support curriculum delivery ambitions.

COLLABORATIVE LEARNING SPACE/PLAZAS

Larger, collaborative spaces for the use of 2 or 3 classes to work together form key connections between faculty areas, promoting inter-disciplinary activities and thematic, project based learning. A variety of flexible furniture and different learning zones within these larger areas provide the opportunity for both larger group and team taught activities, as well as smaller group and individual learning.

WHOLE CAMPUS SPACES

DINING

The approach to dining is to create flexible use by considering settings that will allow many uses across the day.

Secondary dining has been allocated for approximately 340 learners at any one time (30 % of the 1200 school roll for this generic brief). This provision should be through the main dining space with adjacency to the main catering kitchen and servery.

Dining allocation is based on a space standard of 1.69 sq. m per person. Settings should mix fixed and moveable cafe style tables to support its use for other learning and social activities.

There is the potential to increase capacity by locating dispersed dining next to learning plazas. However, if this were to be undertaken, the design team would need to consider the finishes within learning plazas to accommodate ease of cleaning.
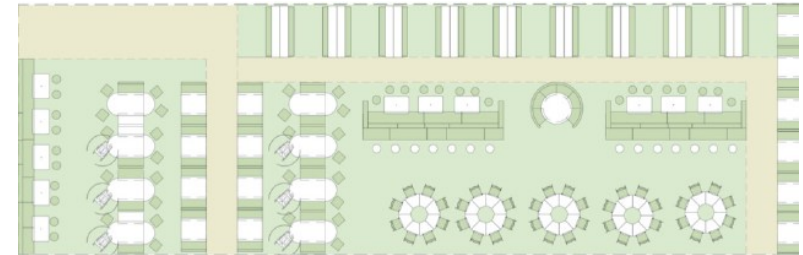
ASSEMBLY / PERFORMANCE

A capacity of approx. 305 is deemed sufficient to accommodate year group assemblies for a 1200 roll, with this scale also facilitating performances and events.

The spatial model is based on a traditional enclosed theatre with bleacher seating that can be retracted to support large cohort events or exams, although fixed seating alternatives can be explored.

It is assumed that a flat floor stage with a good quality folding wall will be located adjacent to the theatre. This space would become a timetabled space to accommodate Drama.
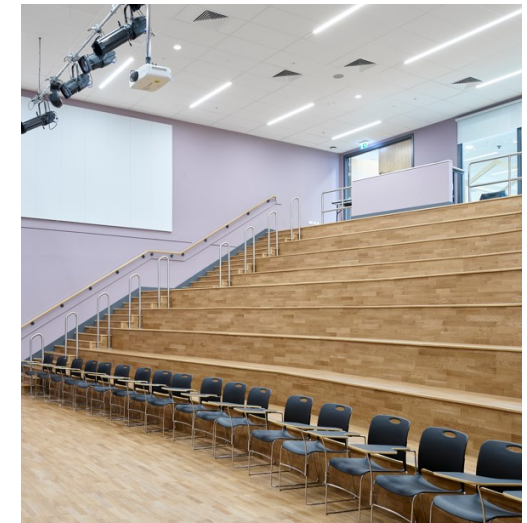
A sound and lighting booth and storage have also been included.

Careful consideration of the potential for the performance space to be used by the community out of hours is recommended in relation to its location within the learning facility, routes to and from the space and any potential implications for security if the space is to be used within school hours.

SOCIAL STAIRS

An area allocation is included for small scale Hellerup style stairs. Allocation assumes that these stairs would be located in adjacency to the dining space. Doing so would increase dining/ social activity at break and lunchtime and aid vertical circulation through the campus.
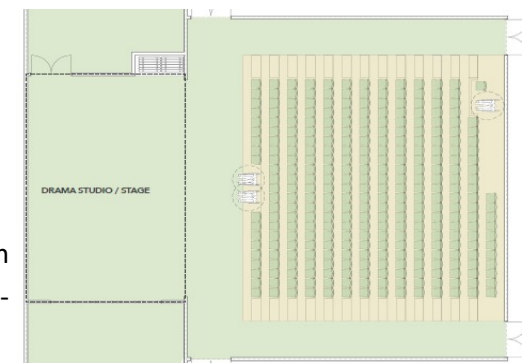
DESIGNING FOR INCLUSION

The design of the building and interiors should reflect the variety of research available on inclusive design and where there is a requirement for a feature that does not reflect this, there should be an understanding of the added benefit for the majority of users to provide a balanced approach. A few key design approaches are listed below, it should be noted that these are generally for learners with autism and further research should be drawn on to meet the variety of needs of users.

ACOUSTICS & SOUND

Getting the acoustics right for learners in all areas of the building is very important from the outset. Learning spaces should identify areas for instruction that are designed well acoustically. Learners will then move from these spaces into open-plan spaces for "deep learning" where they are more likely to speak quietly in small groups.

Removing the need for a school bell (or at least restricting its use to specific times of the day) should be considered by School communities. This is understood to be a more inclusive approach for sound sensitive users and has been done successfully at other schools. Removing the school bell also deinstitutionalises the learning environment, enabling learners to be responsible for their time management as they will be in their working lives. It also allows a safer and staggered transition of movement between areas thereby creating a calmer environ-

INTERIOR DESIGN

A colour pallet that reflects research in inclusive design; avoiding white and over-stimulating colours and adopting a natural, calm colour scheme. Dark flooring and feature colours can help with wayfinding.

Retreat spaces throughout the school can help users to manage any anxiety that could result from a busy environment. Quieter dining spaces should also be considered and this could be enabled through use of plazas and breakout spaces around the school.

Visually complex environments such as exposed pipework and lots of display should be avoided.

Flexible and fun environments that encourage movement and activity for all should be provided as this helps learners with additional needs to take a movement break without being made to feel different from their peers.

Creating wider corridors that incorporate breakout spaces provides a more welcoming and less intimidating space.

Creating visual and textural links indoors with nature through biophilic design will improve wellbeing. Comfort and a feeling of homely relaxation are high on the priorities for learners throughout our school consultations, also promoting feelings of improved wellbeing.

SOCIAL & DINING

The design for the variety of social and dining spaces throughout the school should create a more inclusive environment as not all diners are to share one large space at the same time. This allows for anyone who wants to find a calmer place to sit and eat or socialise can do so throughout the whole school and external spaces.

CURRICULUM GROUP 1 - English & Media, Modern Foreign Languages, Social Subjects & RMPE

General Classroom Space

General teaching spaces are allocated within the schedule of accommodation. Space standards and basic room dimensions and proportions should be the same across subject areas. However, there may be varied approaches to FF&E specification depending on the subject being delivered (to be detailed through further consultation with stakeholders).

A class base of 56.25 sq. m has been allocated against CG 1. Allocation is based on a 7.5 x 7.5 (grid to grid) core class base with an additional 16% of that area included as breakout space.

Inclusion of breakout space allocation results in a notional area per class base of 67.5 sq. m, with 11.25 sq. m of this area being within shared space immediately adjacent to the core class bases.

Evidence shows that the 56.25 sq. m class can accommodate many possible configurations of furniture.

Shared Space

A collaborative learning plaza of 90m2 has been allocated in this curricular grouping. An additional 16% of the total area has been calculated and included to support breakout space.

Modern Languages require facilities to enable 1:1 conversation practice. These can be multipurpose spaces within breakout, classroom or learning plaza areas with a sense of privacy incorporated through furniture such as a high backed booth.

Learning will be agile with students having 1:1 devices offering the ability to use any space in the learning zone. Throughout the learning zone teachers should be able to digitally cast from devices to screens that are moveable or fixed (to be detailed through further consultation with stakeholders).

CURRICULUM GROUP 2 - STEM - Science, Technology, Engineering and Maths (also including Business Studies and Computing)

This zone includes STEM subjects co-located to maximise collaborative curricular opportunity. Science, Maths & Technologies: CDT, Graphics, Computing Science and Business Education. The STEM Zone creates a very large area and a strategy needs to be explored as to how these subjects will work together and link up collegiately if they have to be split over different levels

Science

**Science accommodation detailed in the schedule in Appendix A:**

• 1 dual teaching lab

• 3 Standard laboratories

• 3 Compact laboratories

• An Advanced Higher preparation laboratory combined with Technicians prep and storage areas

• Breakout allocation at 16% of teaching space area

The lab layout examples here *(Space Strategies)* show some different layouts tested in each space.

Effective links to the outdoor spaces through external breakout, would provide opportunities to enhance outdoor learning within the curriculum

Technician's workspace combined with Advanced Higher lab

The location of the technician's prep space should allow easy servicing of the labs and consideration of where a dual sided fume cupboard is placed. The ability to demonstrate effectively by locating a fume cupboard centrally opposite a peer presentation setting (carved out of breakout allocation) could be an option.
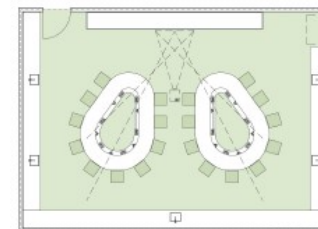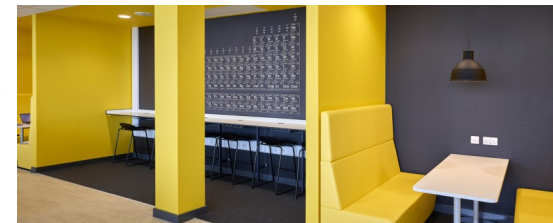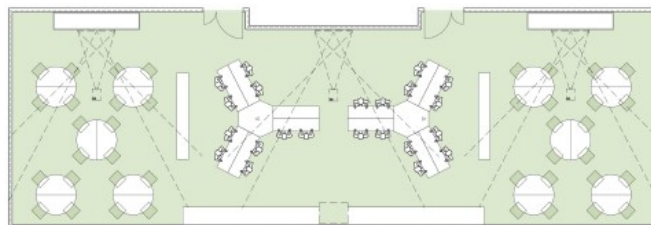
Area should be allocated to Advanced Higher lab space from the allocation for the Technician. A secure chemical store is also required here.

Use of glazing from the labs into the learning plaza as shown in the photograph of Queensferry High School (left) promote visual links between the classrooms and allow passive supervision for groups to go between the classroom and collaborative areas.

Computing Science and Business Education

A suite of spaces have been included in the SoA for the delivery of Business and Computing subjects.

The 1:1 device 'Empowered Learning' strategy allows greater flexibility for where students decide to do their learning and opens up opportunities for touchdown ICT areas within the breakout and shared spaces. Therefore a mixed approach to fixed and mobile technology across these spaces should be developed, moving away from the traditional layout of fixed PC's to the room perimeter with theory work being facilitated in the centre of the room.

There will still be a requirement for Computing Science to work with specific hardware/software so ICT suites that cater for this need will be provided and must be flexible to allow for changes in technology such as moves from desktops to laptops (to be detailed through further consultation with stakeholders).

Consideration of an adjacency between ICT suites is recommended in order to provide opportunities to create an ICT strategy which avoids duplication of fixed PC's and software packages.

Breakout has been allocated at 16% of the overall class area.

Design Technology & Craft Design Technology

Design Technology IT/Graphics suites would ideally be positioned adjacent to the Multi-Skills Workshops in CDT.

Craft Design Technology There are two multi skilled workshops briefed at 110m$_2$ with a machine room at 60m$_2$ to house the larger machines operated by staff.

Consideration in the design required for maintaining health and safety of users in these workshops and providing the flexibility for opening this workspace into the skills space.

|	
1.	Bandsaw
2.	Wood Lathe
3.	Sanding Machine
4.	Pillar Drilling Machine
5.	Bench Mounted Equipmen
6.	Grinding Machine
7.	Welding Booth
8.	Chip Forge/Brazing Hearth
9.	Moulding Bench
10.	Crucible Furnace
11.	Double Buffing Machine
12.	Milling Machine
13.	Large Metal Lathe
14.	Demonstration Table

Skills Space

The skills space is a whole school resource, essentially this is a makerspace, a flexible open workspace to make and do projects large or small. All subjects in the STEM zone should have good links to the Skills Space as this project area aligns well to the learning and teaching that can take place in this zone.

The Skills Space is designed as a flexible space that can be used for a range of interactive activities to engage students in skills development through project-based work within or across the curriculum, through a pop-up ethos. The space should be able to accommodate flexible use of mobile IT and have collaborative seating options while maintaining its ability to move any furnishings out of the way to create a big project area.

Out of hours it can be a valuable resource to the local community as a makerspace. Being able to see into this project space to show the exciting things happening within it is important.

Direct access to an outdoor yard space has also been highlighted as key to enable outdoor learning and partnership working within the construction industry.
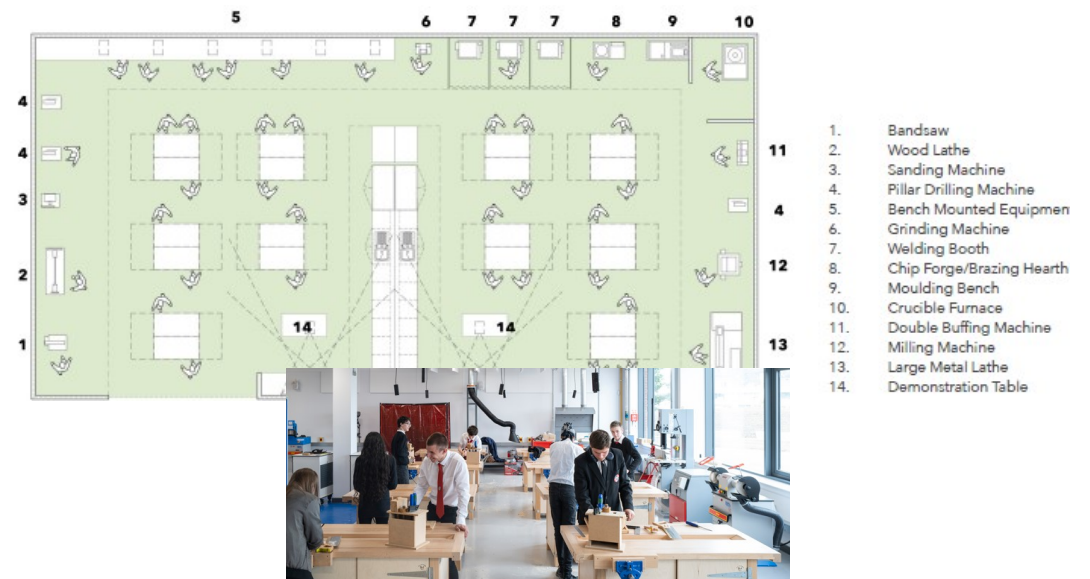
STEM Learning Plaza

A STEM learning plaza creates a flexible space for curricular areas to work together on projects and enhances the learning spaces for teachers and learners to explore and create in project based thematic and cross curricular/interdisciplinary learning,

Storage for equipment within this flexible project space will allow staff to temporarily store project resources when using the plaza regularly for a project.

Use of glazing from classrooms into the breakout/plaza will create an open and vibrant learning environment and create a sense of collaborative 360 degree learning.

This space will also benefit from paired/team teaching, independent learning and can be a student and staff social or meeting space. With this in mind, the links between staff workspaces and plazas should allow staff to easily move between the spaces and enhance their thematic approach to teaching in a shared project workspace.
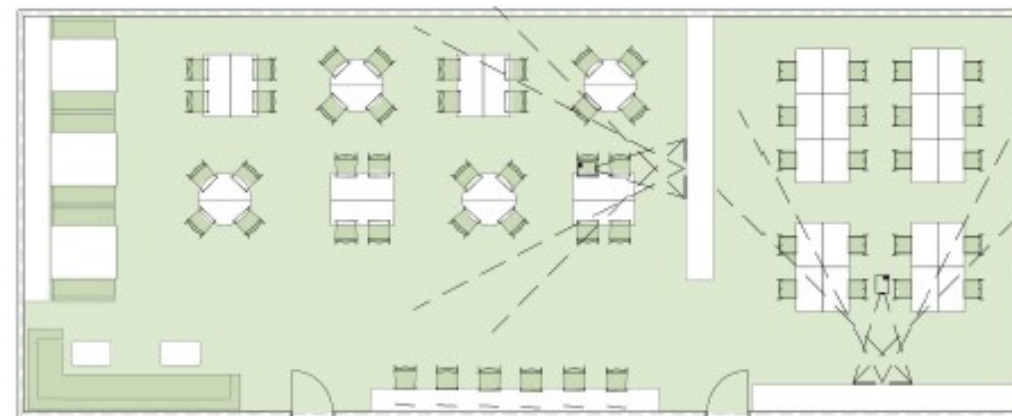
The specification fit out and acoustics within these spaces need to support their multi- functionality and is critical to their success and to the ability for the school to function as envisioned. Early exploration of the requirements and costs associated with making it work should be a focus. Screening with FF&E should be considered early in the design development and use of materials which assist acoustic absorption should be a standard approach.

Destination spaces:

These spaces should be sheltered from large volumes of traffic and it is not appropriate to locate these space types within large double height spaces.

Visual links between the floors created by void space and interior design / wayfinding will enhance the collegiate feeling of this learning zone.

CURRICULUM GROUP 3 - Expressive and Performing Arts

Expressive Arts

The Curricular areas within the Expressive and Performing Arts learning zone should maximise the opportunities for thematic and interdisciplinary learning. Creating learning zones rather than labelling areas for a specific subject will enhance the collegiate feeling between the curricular areas. Visual links between learning spaces that are open to each other through use of breakout and shared space promotes the coming together of different subject classes in the same space. The Assembly Hall, when not in use for assembly, could present opportunities for Expressive Arts subject areas to come together in a flexible space or could be used for informal breakout and timetabled activities.

Storage is important for this zone, each curricular area's storage requirements are very different and will need consideration at interior design stage.

Getting the acoustics right is crucial for this zone due to it's creative nature. Places to be noisy and places to be reflective or have creative discussion are required. The impact in terms of acoustics with Music in particular, should be a prominent consideration

Art & Design Studios

The following should be considered when defining the layout for the Art Studios.

• Perimeter benching to window wall to house large, deep sinks with material storage underneath
• A variety of table types (seamless project tables, modular desks, fixed height benches) and configurations (individual, small group, large group) display

The design should facilitate quick and easy access between this shared resource area and the studios.

Shared Resources Spine

A shared resources spine should be included as a working collaborative area associated with the art studios. This allows shared use of light boxes, fashion mannequins and other equipment. Bringing these shared resources out creates more space in the studios and brings the workspace into the breakout for independent working.

This shared support area will also allow for shared storage of large equipment, folios, paper stretching sinks and specialist equipment that would not necessarily be replicated in each studio.
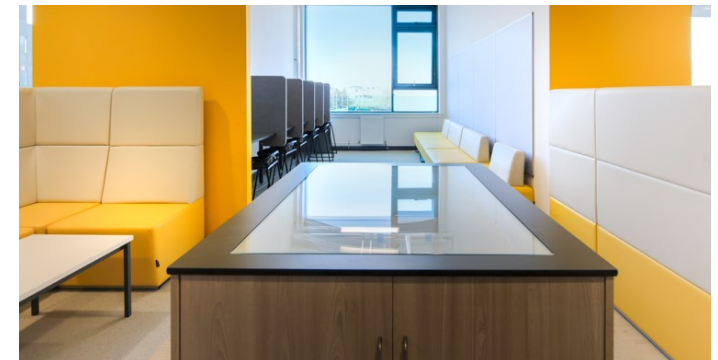
Advanced Higher/Senior Student work area

A breakout area could work with the main studios and provide a quiet area off the main circulation for Advanced Higher/Senior working, which could also be used as a separate teaching space.

Access to the outdoors

Art & Design will be a regular user of the outdoors. It is important to try and provide the department with easy access to outdoor spaces that are designed to enhance these opportunities. Along with destination spaces for a class visit, a designated messy and well ventilated outdoor art space should be designed in for breakout with a potential outdoor store for resources.

7.5 m
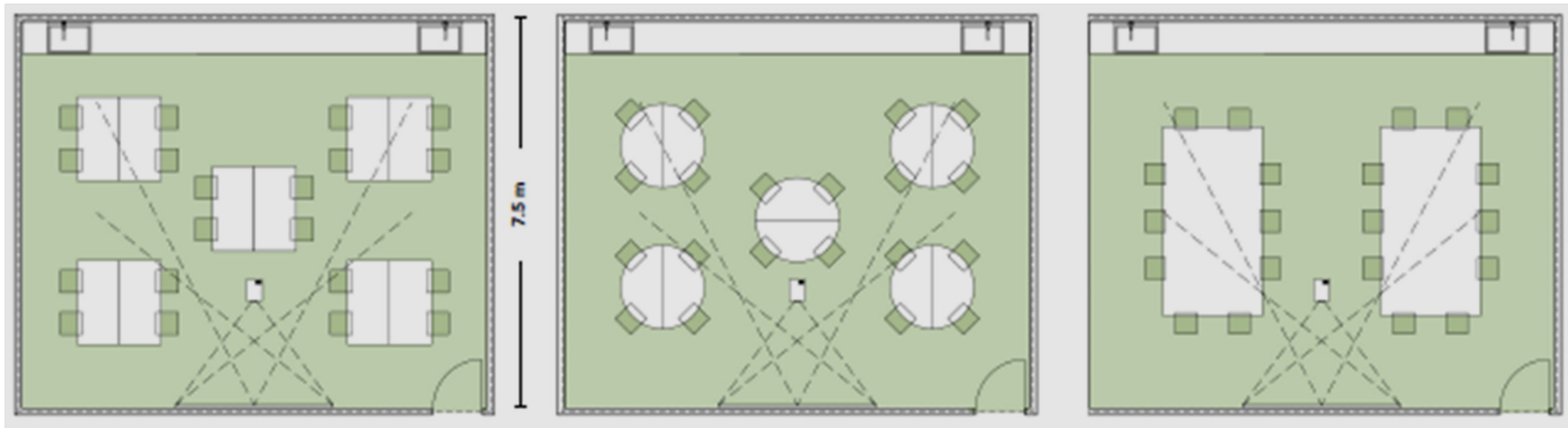
Music

Multi-instrument teaching (where not all learners are required to play a keyboard simultaneously) provides a more flexible approach to space, to allow a broader range of environments to practice music, in a more efficient space standard. It also supports additional storage for a wider range of instruments.

This approach has informed the spatial allocation of 78.75 sq. m, which allows :

a 54 sq. m activity space for 20 learners based on the premise of multi-instrument activities

a 6 m x 1.5 m storage wall for instruments

half of the area required for practice rooms to be created in between music studios.

The space planning tests illustrate the extent of the 78.75 sq. m allocation. There is an opportunity to deliver a more traditional model within the space standard. The design team should explore the pros and cons of different delivery models with key stakeholders in the design phase.

There is also spatial allocation for 4 No. small practice rooms at 6.75 sq. m and 1 No. large practice room at 13.5 sq. m. Record and playback are key in many subject areas; therefore, a recording studio has been included at 18 sq. m.

In recent new builds, space planning tests for Music teaching spaces look at half the class using keyboards at any one time. This principal has been embraced as one which allows for greater flexibility in student choice and opportunity as fixed keyboards limit flexibility for other opportunities within the classroom.

Storage allocation for instruments is preferred to be accessed from the corridor; the storage solutions within the space allocated will need to be carefully considered to maximise the number of instruments accommodated.

• Multi-instrument teaching with flexible desks to provide theory and keyboard work (1400mm length to accommodate a standard keyboard). Students would be able to use the music breakout space to do individual practice or make use of empty practice rooms.

• The provision of a 1.5m deep storage wall to the corridor wall of the classroom for instruments should be provided.

There is also a spatial allocation for 3 small practice rooms at around 10m$_2$ and 1 large practice room at 15m$_2$.

Getting the acoustics right for Music is very important, learners can also play some instruments in the collaborative spaces using headphones .

Recording Studio

A soundproof recording studio is included within the SoA and could be similar to the image shown here with a window between it and the large practice room linking these spaces together.

Demand for a recording studio is often extended beyond use by Music and Drama with other curricular areas benefitting from this resource. Record and playback is seen as a very valuable aid within the many areas of skills development. The community could also be a key user of such a space.
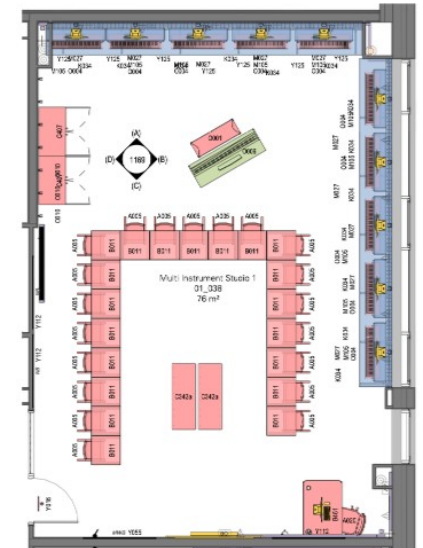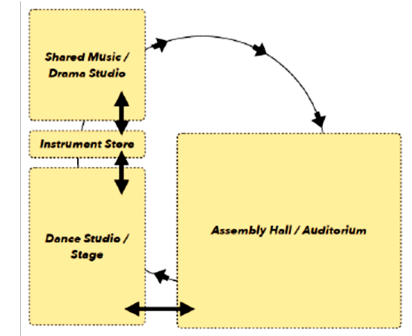
Drama

The drama studio should work with the stage to create two studio spaces. The plan (right) shows key items required within the studios and examples of flexible layouts. The flexible wall would be from the stage onto the assembly hall.

Light, easily "flipped up" and rack stored tables should be considered for the drama studio to allow theory use and use as a creative movement   focused open space.

The drama studio and stage needs to be a black box design with blackout blinds on any windows. The design should allow students to access the   studios out with timetabled classes for independent learning/practice without disturbing other classes therefore should not have to access the stage via the assembly hall or other studio.
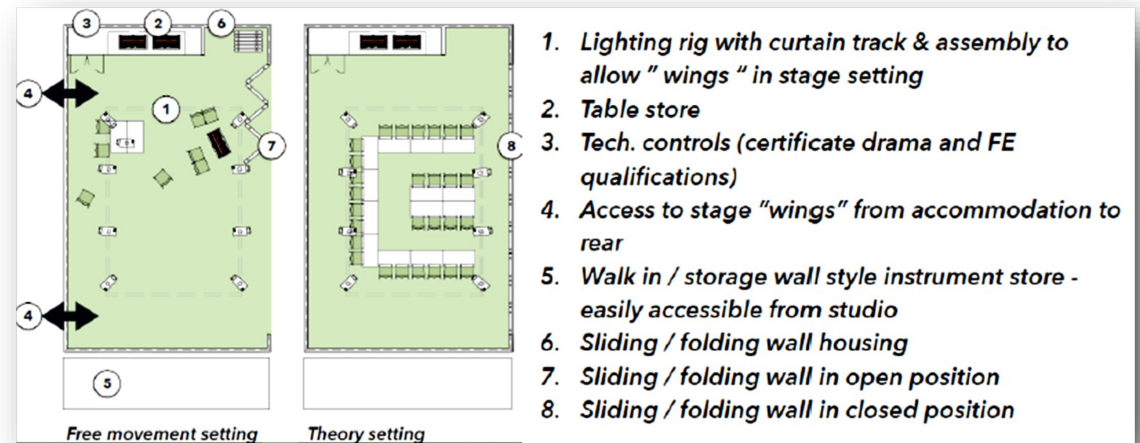

Stage

Opening onto the stage will allow the drama class to use the stage as a timetabled studio space or for breakout alongside use of the assembly hall.

Use of the stage as part of the drama studio shouldn't be impacted by assemblies. Preference may be for the ability to sound proof and block off the assembly hall with a major portion of the stage behind. However, this needs to be easily opened/closed by teaching staff.

An adjacency to Music practice rooms would allow their use as changing rooms when there are performances on or in class costume activity during a Drama lesson. Privacy will need to be considered for these rooms.

1. Lighting rig with curtain track & assembly to allow " wings " in stage setting
2. Table store
3. Tech. controls (certificate drama and FE qualifications)
4. Access to stage "wings" from accommodation to rear
5. Walk in / storage wall style instrument store - easily accessible from studio
6. Sliding / folding wall housing
7. Sliding / folding wall in open position
8. Sliding / folding wall in closed position

Free movement setting   Theory setting

Make up space

A corner of the Drama Studio could be furnished flexibly to also accommodate a make up area for use in performance and this could also support cosmetology courses . The space would need wall mirrors, a sink and a surface which could be a high work bench that can also be used for writing by the drama students when not in use by the makeup course.

CURRICULUM GROUP 4 - Health and Wellbeing - Physical Education and Health and Food Technology

Health & Wellbeing

Curricular areas within the Health and Wellbeing learning zone should maximise the opportunities for thematic and interdisciplinary learning. Creating learning zones rather than labelling areas for a specific subject will enhance the collegiate feeling between the curricular areas.

PE

Area allocation for sports accommodation is in line with the authority standard and takes guidance from Sports Scotland the following internal spaces should be provided:

• A four-court sports hall at 646 m2

• A Gym Hall at 266m2

• A Fitness Suite at 105m2

• A Dance studio at 180m2

Access to community sports and leisure throughout the school day will be managed; working efficiently alongside the school's timetabled spaces, with greater access available outwith school hours.

The circulation of learners through/around public spaces must be considered within the design in terms of security.

Outdoor Sport

A 1200 roll school would typically require at least two full size Football and/or Rugby pitches (including one all weather surface).

Access from outdoor changing to the 3G pitch must be via hardstanding and access to changing from grass pitches should avoid impact on other spaces due to mud/debris.

An area of hardstanding that can be flexible for use as a multi-use games area , all weather outdoor learning and pop-up activity space is a priority in the landscape design.

Installing some outdoor fitness equipment near the sports block would create a free and fun space for learners and the community to get fit. Being close to the sports facilities also allows fitness instructors and teachers to take groups outside to use equipment if desired.

Changing Rooms

The school should have dry changing (general purpose) and outdoor change provision with easier access to the outdoor sports facilities.

The design should follow the Sport Scotland guidance for changing rooms however, this recommends the team changing approach and CEC have instead moved toward individual cubicles for

'dry' changing in a 'changing village' style. This move has been lead by student feedback on previous projects and offers privacy for individuals and is more inclusive.
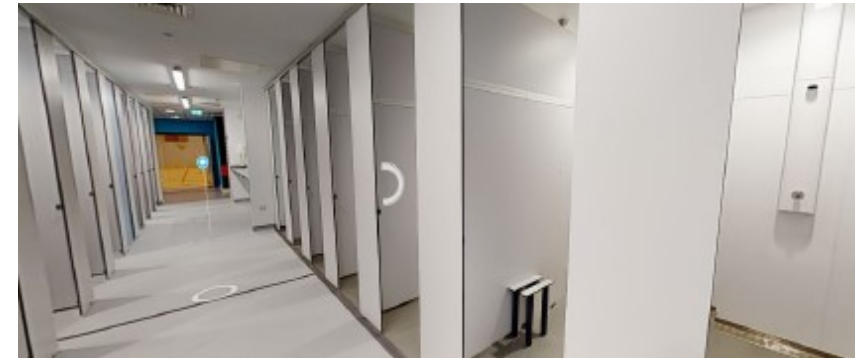
Lockers for Community use should be provided. Due to the 'changing village' being able to accommodate fewer people, at least one pair of team changing units should be provided to cater for community team events and to provide for overflow numbers should all cubicles be used during curricular PE.

Feedback suggests that fewer users now shower, so some cubicles do not need showers. In the example plan, (left) the dry changing village arrangement is mirrored, allowing a gender split if required. The 'corridors' between cubicles can be passively supervised in similar fashion to the new student toilet layouts in schools.

PE Theory

This learning space should be a flexible environment allowing collaboration, analysis and investigation. It should have the ability to move furnishings out of the way to create space for activities. This learning space should allow movement between practical and theory areas during a lesson; so a close adjacency between the sports halls and the theory space is key. A variety of writeable surfaces should be provided.

A number of options exist to facilitate performance analysis in PE and could be through a viewing gallery from an upper floor which looks directly into the Sports Hall or by using bleacher seating within the Sports Hall itself. Alternative digital solutions for camera recording and playback can also be used.

Health & Food Technology

This area should include teaching kitchens that ideally allow direct access to a kitchen garden with potential for outdoor dining. The spaces should link up with a prep and storage space that is visible to create further learning opportunities (linked to Creativity & Employability).

The Teaching Kitchens should feature:

• 11 No. Cookers and Hobs (1: 2 student ratio and one demonstration)
• 10 No. Sinks
• 6 No. hand wash sinks
• Benches to provide 800 x 600 mm work area per student

Hospitality

The vision for dining is to provide a variety of options for staff, students and visitors, this also creates a choice of dining spaces for a Hospitality course to make use of. These spaces can allow students to run events within a professional context.
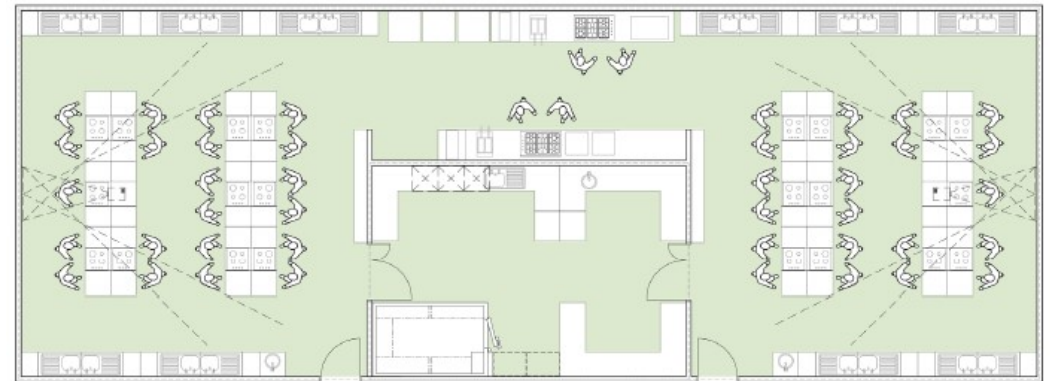
CURRICULUM GROUP 5 - Inclusion and Integrated Support - Pupil Support, Support for Learning and PSE

Wellbeing Hub

A dedicated room in a quiet location, ideally located near an entry point separate from the main entrance, to support learners presenting with anxiety and/or emotionally-based school refusal who will use this space as part of a planned alternative/ flexible timetable. This room should be a standard classroom size. It should have ICT and AV equipment as for a standard classroom and should also have kitchen facilities. There would be a maximum of ten learners at any time and this would offer opportunities for inclusion within a mainstream setting for learners with complex additional support needs, as well as opportunities for reverse integration. There should be easy access to outdoor space.

Enhanced Support Base

A dedicated room in a quiet location, ideally located near an entry point separate from the main entrance. There would be a maximum of ten learners at any time and this would offer opportunities for inclusion within a mainstream setting for learners with complex additional support needs, as well as opportunities for reverse integration. Wider corridors for circulation and access to outdoor space are required.

Nurture

A home apartment style room with a kitchen and living room to learn independent living skills. Multi-purpose space with facilities for different situations/environments. Areas include work space, social space and kitchen facilities. Should have easy access to the garden.

Sensory Room

A Sensory Room located within the Integrated Support Faculty will enhance the learning environment, supporting dysregulated learners to self-regulate and re-engage in learning and facilitating 'time-out' as part of planned support for learners. This should be located near ESB and Wellbeing Hub.

PSL Workspace

This workspace is where the Pupil Support Leaders (PSLs) will be based. This space will store active student records, along with a workspace for the current 3 PSLs, although with the increased roll enough space for a 4th. This will have a workstation, with access to appropriate IT access to work with their caseloads.

Interview Rooms

4 individual spaces that can be used for confidential conversations within the integrated support zone, with parents/carers and students. There is no need for IT facilities however would need a desk and chairs for use. This space can also double-up as rooms for Assessment Arrangements (AAs) for assessments, final exams, etc. in line with SQA requirements.

PSE Classrooms

These spaces should be standard classroom size for delivering the Personal & Social Education (PSE) curriculum. They should be fitted with appropriate technology e.g. smart screen and flexible FF&E. Flexible partition between these classrooms should be explored to allow the space to be divided into two or kept as one. This provides the flexibility to host larger groups of students, and presentations from partners, etc.

ADMINISTRATION AND SUPPORT

Accommodation to support administrative and non-teaching staff (technicians/FM officers etc.) is included within this section of the schedule of accommodation. This space should be located near the main front entrance to the building.

The majority of spaces comprise stores and ancillary space and would usually include:

First Aid Room, Reprographics Room, Secure Records Store, PPR (Pupil Profile Record) Store, SQA Store

OFFICE AND RECEPTION

A general Office for administrative staff based on the 1200 roll assumes accommodation for approximately 8 workstations, including two positions which provide the main Reception point for building users. The operation of this Reception area will need to determine how best to serve both the young people attending the school and the wider community. It may be that these two functions need to operate separately, either within the same space or at separate locations, with the Community reception potentially taking the form of a 'wayfinder' service.

FACILITIES MANAGEMENT

FM requirements (including FM and Cleaner Stores) are set out within the schedule of accommodation (Appendix A) although it is important to note that the current operational model would require an FM Hub Office for 6 people to work from. This should be separate from the FM facility that would include CCTV systems.

FLEXIBLE SPACES FOR WHOLE CAMPUS USE

Whole campus spaces should be located in the invited zone of accommodation and be easily accessed from the front entrance.

Flexible, multi-use spaces will benefit a variety of building users. The ability to engage with community learners in informal, comfortable spaces will strengthen partnerships across the community.

The security strategy should consider ways in which secure lines can be flexibly adapted throughout the school day and beyond to accommodate community use without compromising learner safety.

CONFERENCE ROOM

A Conference/Tutorial space should also be included within the invited zone and allow meetings of around 14 people.
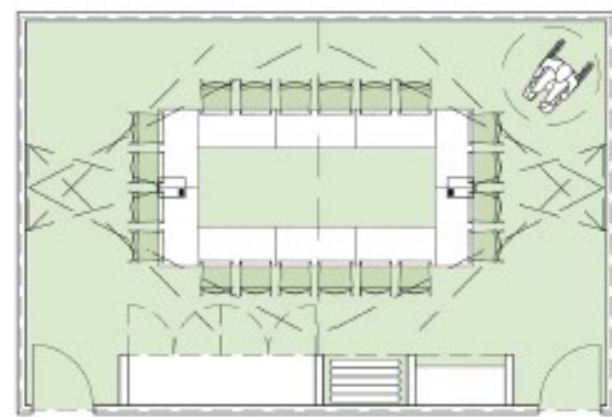
COMMUNITY ACCESS AND SECURITY ZONING

The zoning strategy and creation of a welcoming and comfortable entrance experience for building users, including parents and the wider community, is outlined in this section. The following entrance/community foyer spaces are featured in the schedule of accommodation (appendix A):

Draft Lobbies

Reception & Waiting

Design development and arrangement of campus accommodation should explore the relationship between the reception area and the administration office. A direct adjacency would be advantageous in supporting staff rotating between administrative and reception tasks.

Meeting Spaces

A suite of bookable meeting rooms of varying sizes should be included, featuring rooms to accommodate 2, 4, 6 and 8 person meetings as well as a larger 14 person (approx) Conference Room.

Library and Community Café

The vision for Edinburgh's learning estate embraces the strategy for co-location of services and in particular, those of a Community Library.

The area allocation in the Schedule of Accommodation for a Community Library responds to this requirement by including an additional area allocation to be used for public library activity.

A Community Café is also included with an area allowance to enable an approximate capacity of 50 users at any one time. Its location should be in close proximity to the main entrance in this public accommodation zone.
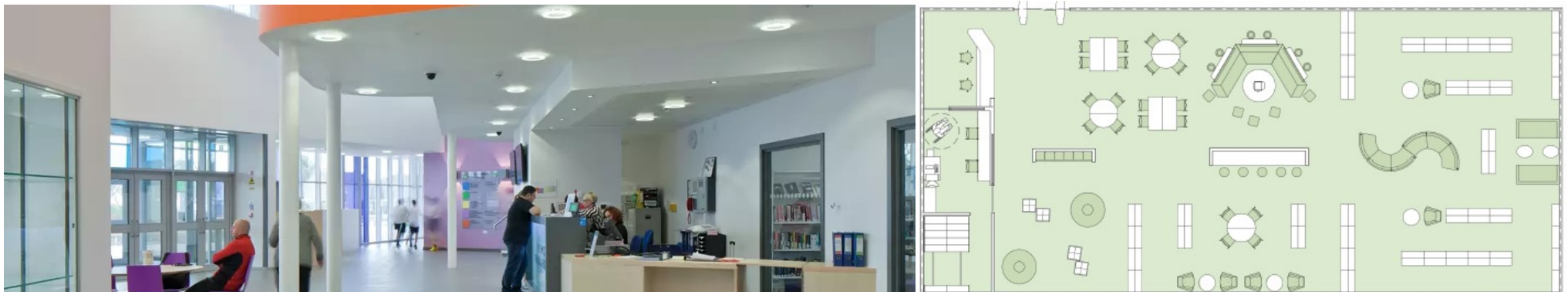
ZONING STRATEGY

Concerns around learner safety with community users accessing accommodation during the school day is a common factor. A well-defined zoning and security strategy (which clearly defines the accommodation that sits in public, invited, and private zones) is a key enabler in establishing appropriate security measures in the design development stages.

COMMUNITY SPACES (NO SIGN IN)

In line with the ambition to encourage community use, spaces that are most likely to be used to deliver adult learning or to support community use should ideally be located to the front of the building and main entrance. The Community Café, as already described, should be located within this zone to give visitors access to refreshments and food. This space is intended to be used flexibly to accommodate learning, dining and social activity at various times across the day. Therefore, fittings, fixtures and equipment (FF&E) will need careful consideration in the design development. Meeting spaces should be easily accessed from the reception and waiting area. An open & welcoming design of the reception desk will be an important design consideration.

INVITED SPACES (SIGN IN)

Skills-focused spaces that will support curriculum delivery should be easily accessed from public and core teaching and learning zones. Whole campus spaces like performance and dining also need to be accessible from the main entrance to support evening events and performances.

PRIVATE SPACES (CORE TEACHING & LEARNING)

The design development needs to carefully consider core teaching and learning spaces in terms of the relationship and key adjacencies between curricular groupings

As previously mentioned, consideration of those core teaching spaces which community will access out of school hours should be undertaken to ensure easy routes and journeys from the front door.
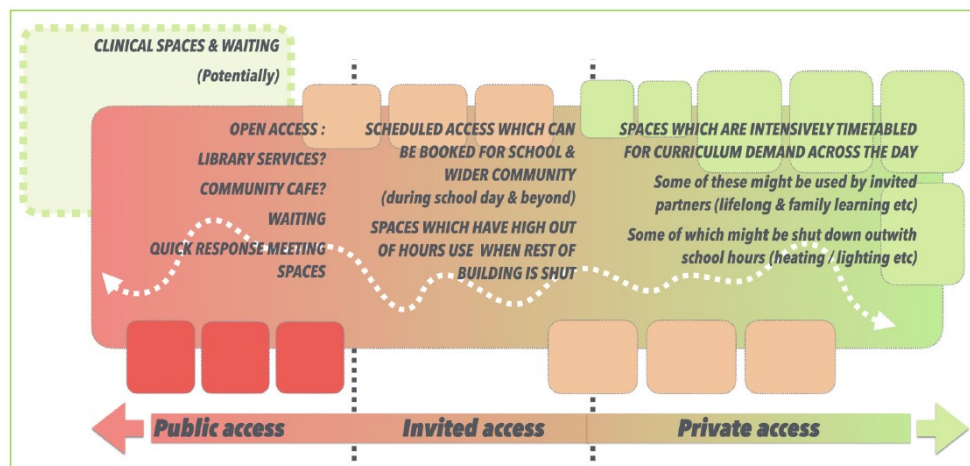
An example is sports accommodation, which should have community use as well as supporting curriculum delivery during the school day. Supposing this accommodation is located appropriately between invited and core teaching and learning space, it should be possible to change secure lines across the day.

Learners should be able to travel between core teaching and learning space and those invited and public spaces needed to support curriculum delivery with ease. In addition, the design team should consider visibility and security within these zones of accommodation.

FLEXIBLE LEARNING AND OUTDOOR SPACES

SKILLS FOCUSED SPACES

A range of flexible spaces should be included to enable a greater variety of wider community use, with these spaces being used to deliver adult, family and youth learning. Careful detailed briefing should ensure that the furniture, fittings and equipment (FF&E) support many users and activities.

These spaces are not considered as timetabled spaces. This should allow any increase in community use to be accommodated without impacting on the delivery of curriculum.

FREE FLOWING LEARNING ENVIRONMENTS - OUTDOOR LEARNING

All learning zones, where possible, should have immediate access to an external space that can be developed into a faculty specific learning area for a free-flowing extension of their internal learning space.

A key part of encouraging staff and learners to take their learning outside as an essential part of the curriculum is the provision of features that help remove potential barriers.

A significant barrier to outdoor learning in Scotland is willingness to be outside in wet, windy and cold weather. Solutions for easy access in all weathers should be designed into the building and landscape. Considering use of canopies to create useable sheltered outdoor space, barrier matting and easy access wet weather gear storage and drying.

DESTINATION LEARNING ENVIRONMENTS FOR OUTDOOR LEARNING

The free-flow faculty external spaces would be complimented by a variety of destination spaces located throughout the school grounds. These spaces would be set up to provide the basic needs of the teacher with little requirement to bring along a lot of extra resources.

For example, Biology lessons could happen at an area of the grounds designed as a biodiverse nature reserve, including a wildlife hide.

If it is not possible for all learning zones to have immediate breakout into an outdoor space, the priorities of each zone are listed here for reference examples:

- STEM ZONE: outdoor breakout for science and growing space
- HEALTH & FOOD TECHNOLOGY: outdoor breakout for kitchen garden
- ART: outdoor breakout to allow more messy/ventilated work
- SKILLS SPACE: link with Technologies workshop and be on the vehicle drop/off delivery area.
- INTEGRATED SUPPORT ZONE AND WELLBEING: a private/quiet outdoor space for wellbeing and reflection.
- EXPRESSIVE ARTS ZONE: can make use of destination outdoor spaces e.g. an outdoor amphitheatre/ quiet & natural spaces to draw and paint.
- LANGUAGES AND HUMANITIES ZONE: can make use of destination outdoor spaces