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1.0 INTRODUCTION

1.1 INTRODUCTION

This document has been prepared by Stallan-Brand in conjunction with Turner and Townsend to review the future development of the Eyemouth Primary School and former High School site on Coldingham Road.

An analysis of the existing context has been undertaken to understand the historic context of the site and its close relationship to the neighbouring conservation area to ensure the architecture is developed with a strong sense of place. The existing community and educational facilities in the town have been mapped to illustrate the spread of provision within Eyemouth, this exercise has reinforced the value of continuing to offer educational facilities and in bringing community facilities to the site.

This is followed by an analysis of the existing school site as well as the roll requirements and brief for the new Primary School facility to understand the base requirements and the additional community facilities proposed for the building. Understanding these requirements in the context of the broader site development is key to unlocking the potential of the entire site for further development beyond the school itself. This includes the formation of a new access road and how the existing Primary School and early years can remain operational and provide the required level of facilities in the interim period whilst minimising disruption.

A site appraisal has been undertaken based on our holistic understanding of the context and the requirements of the brief. The first step is the analysis of the key site drivers, these are the risks and opportunities present on the site itself. This goes on to inform two site arrangements and building massing positions which explore different priorities, the first option is the development of a community focused building with a street presence in the town and the second option prioritises the quality of aspect and orientation of the new building.

The final chapter is a reflection on the design of educational buildings generally and the work Stallan-Brand have undertaken with Scottish Borders Council on Broomlands, Langlee and Jedburgh schools to develop an innovative and learner focused environment.
1.2 THE CONCEPT

More than a school.....A Community Asset.

Fundamental to the proposal to not only provide new Primary School facilities in Eyemouth but to also integrate community facilities in a combined purpose built facility for the benefit of the entire community.

Through initial community engagement sessions we have gained an understanding of the key issues and concerns locally, and the proposals have been developed to include a community library and touch down space, family support centre and an enhanced large multi function community hall to host events such as the annual ‘Herring Queen’ festival, and variety show.

The intention is to create a vibrant and flexible facility that can be used simultaneously by both the community and the school.

It is important that whilst the community accessible elements of the building are welcoming and accessible there must also be the appropriate security measures in place. The evolving design will look to address this by grouping these facilities together and creating a further security control point at the entrance to the school itself.
1.0 INTRODUCTION

1.3 LOCATION

The site for the planned development sits centrally in the town and with strong access links to the main A1107 route to and from the town.

The leisure facilities in Eyemouth are mainly found on the peripheries of the town. In contrast the community facilities are closely grouped around the town centre with the Eyemouth Community Centre being the closest facility to the site. This presents an excellent opportunity to add to a network of linked community facilities and to bring sports facilities back to the centre of the town.

Schools
1. New High School
2. Primary School

Community Facilities
1. Community Centre
2. Library
3. Eyemouth Hippodrome

Sports Facilities
1. Swimming Pool
2. New High School Pitches
3. Eyemouth Studio

 Fighter

Main Road to / from town centre

Site Boundary
1.0 INTRODUCTION

1.4 HISTORY AND IDENTITY

Eyemouth began life as a settlement at the mouth of the river Eye in the 12th century. Its sheltered location led to the development of the first pier in 1747, increasing trade through the town and leading to its growth as a settlement. As can be observed in the map extracts, the development of Eyemouth has centred around the expanding harbour for many years. The harbour has remained a working harbour over the years and is still the case to this day.

The 1950 map shows the first building on the site in the form of a school and some houses along Coldingham Road. Up until this point, the site was likely agricultural land on the outskirts of the town. From this point onwards, the town has seen residential expansion which has wrapped around and beyond the school site.
1.0 INTRODUCTION

1.5 TOWNSCAPE & ARCHITECTURE

The architectural character of Eyemouth is very much that of a harbour town, with winding streets lined with two storey 18th and 19th century stone terraces interspersed with more modern additions. Narrow streets and pavements are the norm with the exception of the former market square at the centre of the town. The more significant buildings surround the harbour, include the John Adam designed Gunsgreen House, which itself is an impressive structure.

A notable widening of the streets and an increase in the scale of the buildings to larger stone villas and churches can be seen when travelling inland from the harbour. Moving outside the conservation area the development of the town is a variety of post-war semi-detached properties and newer housing developments.
1.0 INTRODUCTION

1.6 PLANNING CONTEXT

The Scottish Borders Local Development Plan (LDP) was adopted on 12 May 2016 and sets out the policies on development and land use within the Scottish Borders.

The central location is important in relation to the Conservation Area, Proposed Housing Development Sites and Employment Land.

The former High School site is described as a 7 hectare site with capacity for 90 units. There is land identified elsewhere in Eyemouth for a further 462 homes reflecting an anticipated demand for new housing.

The peripheral housing development areas indicated on the Local Plan will further cement the central position of the school site.
Eyemouth Review

Brief

2.0 Brief

2.1 Existing School Sites
2.2 Estates Review
2.3 Roll Analysis and Facilities
2.4 Masterplan Components
2.0 BRIEF

2.1 EXISTING SCHOOL SITES

Eyemouth Primary School is centrally located and accessed via a narrow lane between two rows of houses. There are currently generous grass playing fields to the south of the school building. There are areas of fenced rough ground around the school on the sites of the former High School and Nursery buildings.

Eyemouth High School was opened in 2009 and provides a successful modern learning environment with generous new facilities including sports pitches and community facilities. The High School is located on the eastern outskirts of the town, around a 10-minute walk from the town centre but a longer distance from many of the residential areas around the town.

The relocation of the High School was essential to provide the level of facilities required however it offers a more disparate educational progression. For this reason, it is fundamental that the new Primary School creates a high-quality community and learning hub within the town beyond the provision of educational facilities alone.
2.2 ESTATES REVIEW

A partial demolition programme has been undertaken by SBC on the site of the Primary School and former High School. The majority of the derelict High School building has been removed with a small component remaining to retain an SBC contact centre. The standalone nursery building to the east of the site has also been demolished with the nursery facilities being provided in a remaining portion of the former High School building. Some additional temporary accommodation is also being used to support the early years provision.

The Primary School facilities are of an age, size and layout that makes them ineffective to operate from a staffing, maintenance and running cost perspective. In addition to this the spaces are not of the standard being delivered elsewhere in the Scottish Borders.
2.3 ROLL ANALYSIS AND FACILITIES

School Summary

The two stream Primary School will include 15 classrooms arranged in clusters to suit the learning stages P2 to P4 and P5 to P7. Classrooms will be paired in a similar manner to Jedburgh.

The P1 cluster will be adjacent to the nursery allowing sharing of breakout and play areas to encourage a smooth transition.

The family support centre will provide a range of facilities to support the local community.

allow parenting classes, breakfast clubs and the like in addition to potentially community access.

The kitchen will allow preparation of food on site. There may be benefits in the relationship with the extra care facility.

The dining hall and sports hall will offer flexibility for community use.

There may be potential for the school and extra care facilities to benefit from shared plant facilities and possibly also shared sprinkler facilities. Other sharing benefits may include drop off areas and growing spaces.

School Grounds

School grounds will be developed to facilitate the functional and operational requirements along with maximising learning opportunities.

SFT Funding Area Analysis

<table>
<thead>
<tr>
<th>School</th>
<th>Current Capacity</th>
<th>Proposed Capacity</th>
<th>SFT Area Cap (m²)</th>
<th>SFT Metric GIFA</th>
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<tr>
<td>Primary School</td>
<td>373 Pupils</td>
<td>465 Pupils</td>
<td>6.5 m²/pupil</td>
<td>3023 m²</td>
</tr>
<tr>
<td>Nursery</td>
<td>100 Pupils</td>
<td>100 Pupils</td>
<td>5.8 m²/pupil</td>
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Community Enhancement

Library, Enhanced Community Hall, Community Enterprise Space and Family Support Centre

<table>
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<th>Total Enhancement GIFA</th>
<th>250 m²</th>
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<tr>
<td>Total GIFA</td>
<td>3853 m²</td>
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<tr>
<td>Existing GIFA</td>
<td>3540 m²</td>
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This proposal will result in a rationalisation the SBC wider estate which may allow the Authority to realise savings in property related costs, such as rates, heating and facility management.
2.0 BRIEF

2.4 MASTERPLAN COMPONENTS

The masterplan has been developed to take account of several different elements that require to work together coherently on the site. As described in more detail in the next chapter the existing Primary School and early years facilities will require to remain operational during the construction of the new Primary School and a working boundary has been proposed to facilitate this. The new Primary School is to occupy the site adjacent to the existing school with a frontage on Coldingham Road. The rear of the site is to be unlocked by a new access road which will lead to the Extra Care facility and affordable housing site to the south west. Finally, it has been assumed that the site to the north of the existing cemetery will be used for the planned cemetery expansion.
Eyemouth
Site Options & Appraisals

3.0 Site Options & Appraisals
3.1 Site Drivers
3.2 Development Boundaries
3.3 Option 1 Site Plan
3.4 Option 1 Layouts
3.5 Option 1 3D Massing
3.6 Option 2 Site Plan
3.7 Option 2 Layouts
3.8 Option 2 3D Massing
3.0 SITE OPTIONS & APPRAISALS

3.1 SITE DRIVERS

- Requirement to maintain an adequate offset from the sites closest neighbours
- Required boundary to maintain existing school facilities
- Limited available positions for a new access road to unlock the land to the south of the site
- HV electrical cable route which it is not feasible to relocate or to build over
- Areas with significant level changes
- Consideration of the neighbouring cemetery and the need to form a visual buffer
3.0 SITE OPTIONS & APPRAISALS

3.2 DEVELOPMENT BOUNDARIES

The adjacent diagram illustrates the key drivers in establishing the development boundaries on the site. The first component is the access road to unlock the rear of the site for further development, due to the proximity of other junctions the access road cannot be positioned to the western edge of the site to the side of the cemetery. The road has been positioned as close as possible to the existing school before turning to follow the line of the existing HV Cable which cannot be relocated or built over.

The red line boundary for the site is then extended as far back as required to provide the required area. The blue boundary indicates the area required by the existing Primary School to remain operational in the interim period. Due to level changes and varying ground quality a more generous area than required by statute has been allowed.
3.0 SITE OPTIONS & APPRAISALS

3.3 OPTION 1 - SITE PLAN

- Community Meeting Space
- Main Entrance
- Accessible Parking
- New Access Road
- Nursery External Playspace
- Green Buffer Zone
- Playground
- MUGA Pitch
- Car Park
- 66 x 45m Grass Pitch
3.0 SITE OPTIONS & APPRAISALS

3.4 OPTION 1 - LAYOUTS

Key Strengths
- Street presence and strong sense of arrival and a community gathering space at the front of the school.
- Clear diagram with a central street leading through to the play space.
- Community facilities are clustered at the front of the school.
- Close proximity of nursery and P1 with defined play area.
- Dining space as part of central street offering maximum flexibility.

Key Weaknesses
- Close proximity to west boundary offering limited views.
- Limited connection between classrooms and playground.
- North / south orientation does not make the most of the best vistas.

Classrooms
Library / Community
Nursery
Hall / Games
Dining
Ancillary / Stairs / WCs
Staff / Admin
3.0 SITE OPTIONS & APPRAISALS

3.5 OPTION 1 - 3D MASSING
3.0 SITE OPTIONS & APPRAISALS

3.6 OPTION 2 - SITE PLAN

- School Green Space
- New Access Road
- Bus Drop Off
- Playground
- Community Meeting Space
- Main Entrance
- Accessible Parking
- Nursery External Playspace
- Car Park
- 66 x 45m Grass Pitch
- MUGA Pitch
3.0 SITE OPTIONS & APPRAISALS

3.7 OPTION 2 - LAYOUTS

Key Strengths
- Optimum classroom aspect with opportunities for sea views from the upper level north facing classrooms.
- Clearly defined arrival space and entrance.
- Community cluster created around the central library space.
- Strong connection between classrooms and playground.
- Close proximity of the nursery and P1 and a well defined south facing external play area.
- Minimises boundary proximities and limits the views to the cemetery.

Key Weaknesses
- Playground to the front of the school does not give the building the same street presence and could be perceived as less welcoming.
3.0 SITE OPTIONS & APPRAISALS

3.8 OPTION 2 - 3D MASSING
Eyemouth Design Aspirations

4.0 Design Aspirations

4.1 Transformational Learning Environments
4.2 The Evolution of Teaching Space
4.3 Sustainability
4.4 Landscape Statement
4.0 DESIGN ASPIRATIONS

4.1 TRANSFORMATIONAL LEARNING ENVIRONMENTS

Adaptable Learning Environments Where Pupils Can ‘Learn To Learn’

Excellent school designs can better support teachers in delivering a dynamic curriculum that prioritises not only a pupil’s core skills in literacy and numeracy but also assists in the development of a young person’s essential interpersonal social skills, self confidence and knowledge. In this respect we have designed exemplary schools with adaptable learning environments where pupils can ‘learn to learn’.

Our school designs have addressed the needs of the 21st century learner by detailing spaces that are both well structured and adaptable as well as facilitating teaching staff to deliver more creative lessons. We are excited at the prospect of teaching staff being excited by a well-designed school and the new learning possibilities. We have also thought about the teaching staff in our schools designing environments that can encourage improved teamwork.

Optimising the Internal and External Learning Experience

Optimising the quality of the internal and external learning experience in each of the schools we have designed has been core to our approach. The preferred arrangement of spaces varies between different local authorities. For example, on one primary school framework, many of the primary schools being replaced were open plan, therefore a brief requirement was for single storey schools and each classroom required to have a sliding partition to allow each classroom (arranged in lower, middle and upper school clusters) to open on to a central street space and also to open out to an external learning space.

Clear Building Diagrams and Forms which are Easy to Navigate and Have Clear Identities

Regardless of the challenge, we have a design process which has delivered a consistently high quality of learning environment. The areas we have focused on are the relationships between the internal spaces, the flexibility of those spaces, the relationship between inside and outside and optimising natural daylight and ventilation.

The way in which we approach these aspects leads to buildings with clear diagrams and forms which make them easy to navigate with clear identities.
4.0 DESIGN ASPIRATIONS

4.2 THE EVOLUTION OF TEACHING SPACE

Scottish Borders Council have developed a unique approach to classroom cluster arrangements through extensive research. The following diagrams illustrate both conceptually and practically the way in which the cluster has evolved with each school delivered by SBC.

Standard Classroom Historically
- 70sqm (circa 7m x 10m)
- 7m deep for natural ventilation and daylight
- Storage wall, sink and computer benching within classroom
- 1800mm wide corridor

Broomlands Primary School
- 60sqm (circa 7.5m x 7.5m)
- Semi open plan allows cross flow of natural ventilation
- Storage, sink and computer benching in breakout
- Maintains similar usable floor area within classroom
- 8250mm wide breakout allows usable space and voids for daylight and ventilation
- Reduced amount of external wall

Jedburgh Primary Cluster
- 120sqm classroom (circa 7.5m x 15m)
- Essentially partition removed between 2no 60sqm classrooms
- Optimises staff flexibility in terms of pupil and assistant numbers
- Optimises space flexibility and pupil integration
- Optimises investment in equipment such as SMART Screens
- Semi open plan allows cross flow of natural ventilation
- Storage, sink and computer benching in breakout
- Maintains similar usable floor area within classroom
- 8250mm wide breakout allows usable space and voids for daylight and ventilation
- Reduced amount of external wall

Jedburgh Secondary Cluster
- 120sqm open plan classbase / 60sqm enclosed classroom
- 120sqm practical base / 60sqm student workspace
- Optimises staff flexibility in terms of pupil and assistant numbers
- Optimises space flexibility and pupil integration
- Optimises investment in equipment such as SMART Screens
- Semi open plan allows cross flow of natural ventilation
- Maintains similar usable floor area within classroom
- 8250mm wide breakout allows usable space and voids for daylight and ventilation
- Reduced amount of external wall
The classroom cluster model evolved through detailed research and analysis. A move from the traditional 70sqm classroom with storage, sinks and computer benching in classrooms was explored at the SFT Pilot School, Lairdsland Primary. The classrooms were 56sqm with generous breakout areas containing storage, sinks and computer benching. In Lairdsland they are single loaded along the playground elevation.

Broomlands follows a similar theme, however, classrooms are 60sqm and double loaded which allows the breakout space to be shared between 4 classrooms instead of 2. Importantly these were laid out to relate to curriculum for excellence learning stages.

This was further developed for Jedburgh where clusters have been developed for primary and secondary, again relating to curriculum for excellence learning stages. In the primary the partition between pairs of primary classrooms has been removed to allow larger classrooms ensuring pupils from two Primary Schools which are amalgamating are fully integrated. The secondary classroom clusters are a variation of the primary clusters. They are essential based on a 6 classroom grid, however, one pair is fully open plan, one pair creates a practical base, one class remain a single enclosed class base and one student base.

A key aspect in the development of Eyemouth, and Earlston, is the way the learning clusters relate to the overall school roll and the site context. Eyemouth is a 15 classroom primary with 100 place nursery. Assuming 2 storey, this is likely to result in the ground floor being mainly early years. P2-P4 and PS to P7 are likely to be on the upper floor therefore connection to the playground is a key consideration. 2 stream enables pairing of classrooms to be considered.
4.0 DESIGN ASPIRATIONS

4.3 SUSTAINABILITY

Optimising Environmental Conditions

Each unique site and schools brief though different share principles that are common. We have developed design strategies for temperature control, lighting levels, ventilation and acoustics all essential to optimise the learning experience. We have worked closely with engineers to assess individual spaces, groups of spaces and overall buildings for all of the projects we have delivered using advanced environmental modelling techniques.

Our design approach supports integrated and coordinated strategies for structure and services, creating spaces which are attractive but importantly which consider user friendliness and maintenance access.

An area we have developed specific expertise in is the design of strategies which optimise natural ventilation in schools whilst considering user friendly controls and acoustics. We have been able to develop this to include innovative smoke ventilation strategies which facilitated removal of doors in circulation spaces making the schools feel more open, easier to move through and more flexible at the same time as saving money and reducing maintenance and hazards for the pupils.

Safety and Security

Security is another fundamental aspect of our approach. There is an important balance to be struck between creating a welcoming and open environment and ensuring the environment is safe and secure. We have a detailed knowledge of best practice and legislation including Secured by Design and the Cullen Report. There are many areas of designing schools that require careful consideration such as balancing ease of escape in an emergency with the need to keep the pupils safe or ease of access balanced against control of access.

Incorporation of Renewables

In the delivery of a large number of schools, we have considered and incorporated a wide range of renewables. We understand these need to be specific to each project taking account of numerous issues such as service access, maintenance and visual impact.
4.0 DESIGN ASPIRATIONS

4.4 LANDSCAPE STATEMENT

A playful learning landscape
The landscape proposals should reflect the spectacular natural landscape of the Scottish Borders, and the inspiration is to seamlessly integrate a rich learning landscape into the everyday use patterns of the building. An easy transition from the inside to out should allow a free flow to a variety of outside spaces and resources.

‘Outdoor learning experiences are often remembered for a lifetime. Integrating learning and outdoor experiences, whether through play in the immediate grounds or adventures further afield, provides relevance and depth to the curriculum in ways that are difficult to achieve indoors.’

Curriculum for Excellence through outdoor learning

Facilitating meaningful interactions
Creating a varied playful learning landscape, through such as topography, natural or formal spaces, allows children to engage in smaller groups in a much wider range of play activities. This will allow children to find and create individual and meaningful interactions as well as making most of the whole outdoor space.

Topography
The playground should be profiled to create a stimulating topography with slopes, dips and planes, creating a variety of play opportunities and elements such as slides, swings, tunnels, viewing platforms or boulders that can be used to further enhance play and learning. The topography of the playground and its integrated elements need to be carefully considered to enable all children, including those with physical and visual impairments to enjoy this important resource.

Wild spaces/ Natural spaces
The playground should offer natural spaces where informal, creative and kinesthetic play can be fostered and an interaction with wildlife made possible. Trees and shrubs provide vertical elements that break a large space into smaller individual spaces with different atmospheres. They improve air quality and provide shade and protection from the elements. Furthermore they add movement, different smells and textures as well as providing a big material resource such as twigs, leaves and seeds.

Sports
Sport facilities, such as a trim trail, basketball hoops or a football pitch can be integrated within the play landscape, offering the more traditional sports facilities without dominating the playground.

Supporting active living
Providing the opportunity to grow food or even look after animals such as chickens can help to strengthen the children’s relationship to nature and stay physically active. Gardening and planting fosters the understanding of life circles and healthy eating, the development of interpersonal skills by working with others as well as holding responsibilities.

In addition these elements could be a valuable link to the community or extra care facilities with different groups and generations coming together to interact, work and share valuable moments.

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