

Stallan-Brand

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Earlston Review



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Earlston

Introduction

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1.0 Introduction

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1.0 INTRODUCTION

1.1 INTRODUCTION

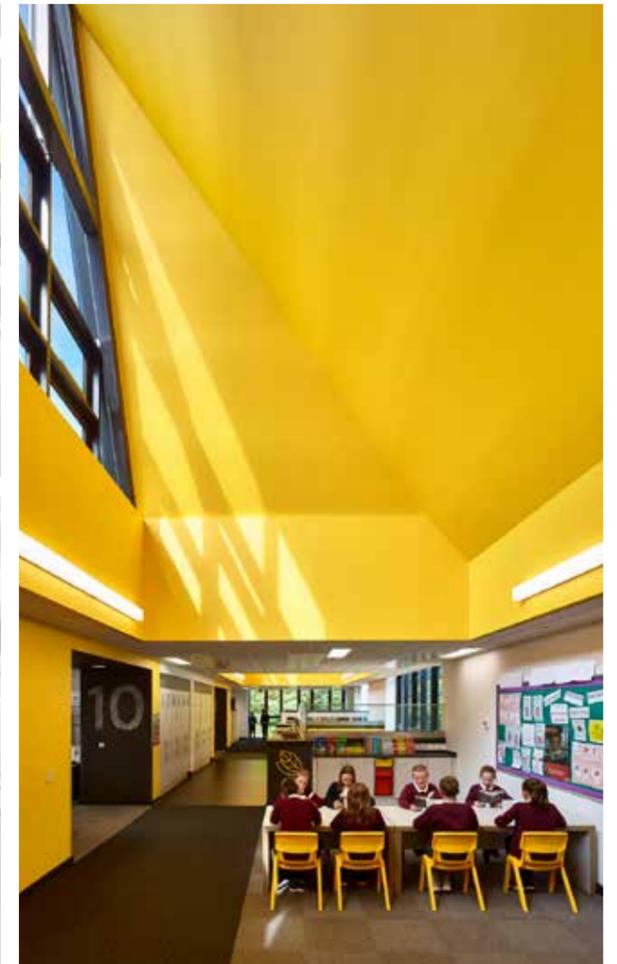
This document has been prepared by Stallan-Brand in conjunction with Turner and Townsend to review the future development of the Earlston Primary School and former High School site on the High Street.

An analysis of the existing context has been undertaken to understand the historic context and townscape to inform the architecture and ensure a strong sense of place is developed. The existing community and educational facilities in the town have been mapped to illustrate the spread of provision within the town. 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 developing a cohesive approach which strengthens the site and town as a whole. This includes 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 options which explore different overall site strategies, both of which seek to create a new community square and reintroduce the East Green as a public Green space. The two options differ in their external school spaces and approach to the site.

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.



1.0 INTRODUCTION

1.2 THE CONCEPT

More than a school... A community asset.

The fundamental requirement of the proposal is to provide new Primary School facilities in Earlston that integrate education and community facilities in a shared 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 village hall to host local events.

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

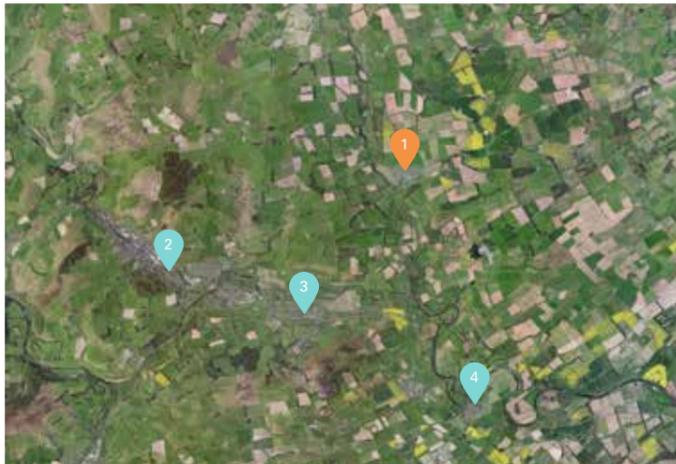
Earlston is a market town within the county of Berwickshire within the Scottish Borders. It is situated on the Leader Water in Lauderdale, North of Galashiels, Melrose and St Boswell. The Turford Burn which runs into the Leader Water runs along the southern edge of the town.

1_ EARLSTON

2_ GALASHIELS

3_ MELROSE

4_ ST BOSWELLS



1.0 INTRODUCTION

1.4 HISTORY & IDENTITY

The site of Earlston was originally an early settlement known as Ercildoune, established in the 1200s. Local landowner, Thomas Learmont of Ercildoune, built a small castle here. Thomas Learmont, or as he is more commonly referred to as 'Thomas the Rhymer', is perhaps one of Earlston's most notable people; a Scottish laird and prophet, he is said to have predicted many great Scottish events, including the death of Alexander III. Known as 'Rhymer's Tower' the ruins of the castle can still be visited today. When the manor of Ercildoune passed to the Earls of Dunbar the name was changed to Earlstoun or Earlston.

Like many market towns farming is key to the history and development of the town. Its historic Market Square and Green to the west along with it's Horse Market to the east saw annual fairs where sheep, cattle and horses were sold and where male and female farm workers negotiated with farmers with the hope of securing work for the coming 6 months to a year.



Kidgate, Earlston



Rhymer's Tower



Bank and Courthouse, early 1900's



Butcher on High Street

1.0 INTRODUCTION

1.4 HISTORY & IDENTITY Continued

1858

This early map clearly shows the historic high street bookended by The Green and Market Square to the west and the Horse Market to the east. The current Primary School site was an open field with the town's Gas Works bordering the south eastern corner of the site. The school of that time was located south of The Green on Station Road. Another significant aspect which no longer exists is the railway which ran along the southern edge of the now existing Primary School site.



1898

This map shows that by this time the school had been relocated to what is now the existing Primary School site, south of the High Street, adjacent to the town's Gas Works.



1954

This map shows the beginnings of an expansion of the town Northwards. In addition a small building can now be seen located in the Horse Market area in a similar location as that of the current nursery.



1962

This map shows the increased expansion of the town Northwards. A new school building can also be seen on the existing Primary School site.



1.0 INTRODUCTION

1.5 TOWNSCAPE & ARCHITECTURE

The townscape of Earlston is typical of a market town with a strong high street lined with buildings on both sides comprising of a mixture of uses including residential, retail and small business. The existing Primary School is situated at the eastern end of the high street with the historic Market Square and Green at the western end.

The architecture of the high street is traditional comprising of one and two storey stone buildings, some of which are rendered, with slate roofs and windows with strong stone surrounds. Another key architectural characteristic of the town is the strength of the building gables, some of which face onto the high street creating sequences of "rooms," clusters and public spaces within the town.

Earlston is home to a number of landmarks, including the Black Hill of Earlston, part of the Eildon Hills. 'Scott's View' overlooking the valley of the River Tweed, which is thought to be one of the favourite views of Sir Walter Scott. As the story goes, Sir Walter Scott visited this spot so frequently that his horses would come to halt without command.



Black Hill



Eildon Hills



Scott's View



Market Square



High Street



1.0 INTRODUCTION

1.6 AMENITIES



Schools

- 1. Primary School
- 2. High School
- 3. Leader Valley School



Sports Pitches

- 1. High School Pitches



Townscape

- 1. The Green
- 2. Market Square



Heritage

- 1. Rhymers Tower



Amenities

- 1. Post Office
- 2. Health centre
- 3. Library



1.0 INTRODUCTION

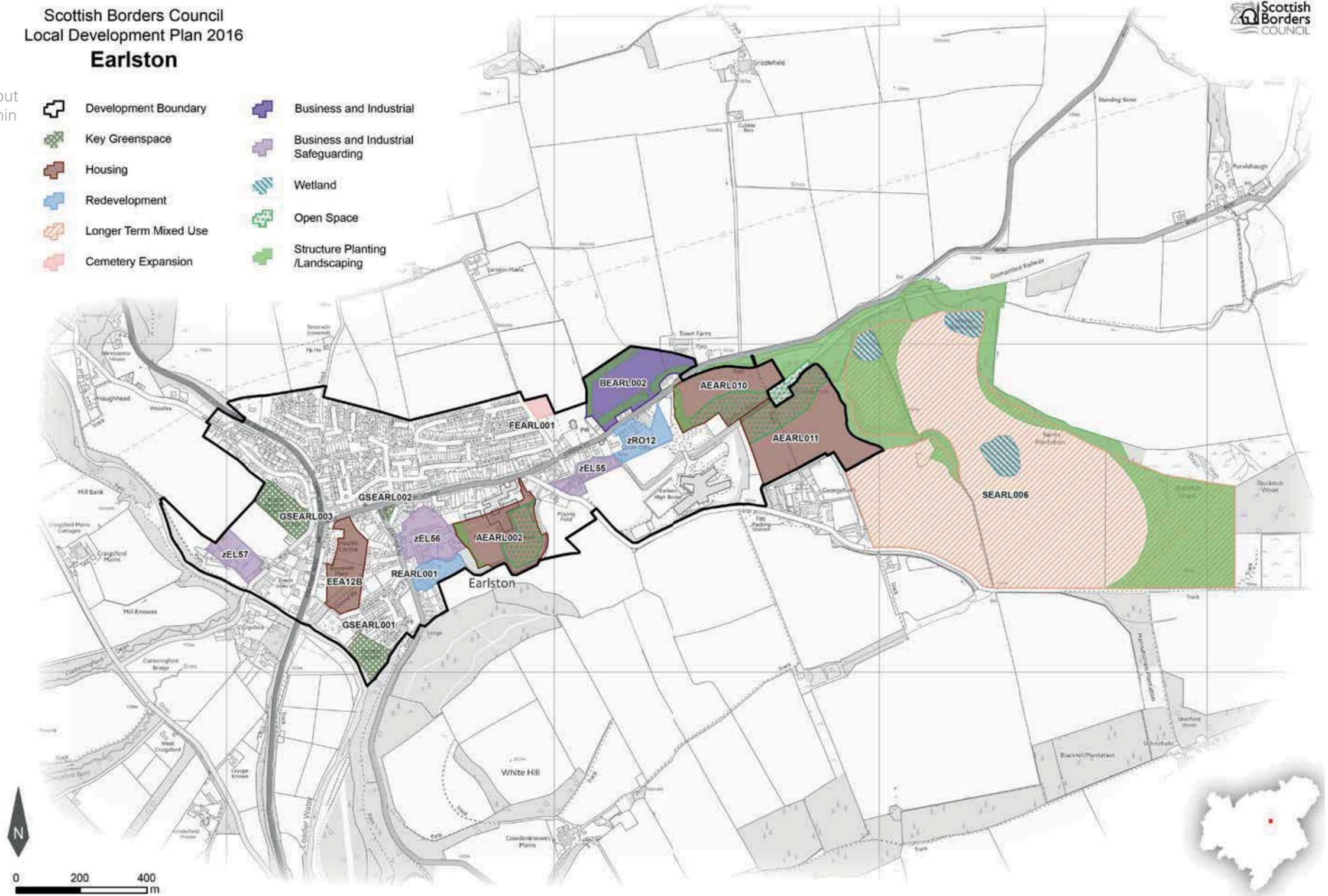
1.7 PLANNING CONTEXT

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.

Opposite is a copy of the Local Development Plan specific to Earlston which highlights key development sites within the town.

Scottish Borders Council
Local Development Plan 2016
Earlston

- | | | | |
|---|-----------------------|---|--------------------------------------|
|  | Development Boundary |  | Business and Industrial |
|  | Key Greenspace |  | Business and Industrial Safeguarding |
|  | Housing |  | Wetland |
|  | Redevelopment |  | Open Space |
|  | Longer Term Mixed Use |  | Structure Planting /Landscaping |
|  | Cemetery Expansion | | |



Earlston Brief

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2.0 Brief

- 2.1 Existing School Sites
- 2.2 Estate Review
- 2.3 Roll Analysis and Facilities

2.0 BRIEF

2.1 EXISTING SCHOOL SITES

Prior to the opening of a new High School building in 2009, all of the educational facilities within Earlston were located on the same site adjacent to the historic High Street. The High School is now located on the eastern peripheries of the town.

A new special educational needs school opened in Earlston in 2017 combining previous provision, which was dispersed amongst Primary Schools in Hawick and Innerleithen, into a purpose built facility in Earlston named the Leader Valley School.

PRIMARY SCHOOLS

- 1 Earlston Primary School

SECONDARY SCHOOLS

- 1 Earlston High School

SEN SCHOOLS

- 1 Leader Valley School



2.0 BRIEF

2.2 ESTATE REVIEW

Scottish Borders Council have carried out a review of all of its education facilities and Earlston Primary School has been identified as a school in need of upgrading. The school is currently housed within out dated former High School buildings following the relocation of the High School to the eastern end of the town. The southern portion of the former High School buildings have been demolished.

The Leader Valley School, recently completed, sits adjacent to the existing Primary School with the provision of two new MUGA pitches located where a previous building was located prior to demolition. The aerial image opposite shows the site prior to demolition of these former school buildings. These relatively recent alterations to the existing Primary School site provide opportunities for the replacement of the existing Primary School on the existing site through a tandem build strategy whilst other locations within Earlston offer up alternative sites to be considered.

Opposite:

- 1. Existing Primary School Building
- 2. Independent Nursery Building
- 3. Leader Valley Primary School
- 4. Demolished old High School building
- 5. Site designated for proposed housing development
- 6. Flood plain
- 7. Historic High Street
- 8. Tennis Courts



View of the new Earlston High School



View of the new Leader Valley School



View of Earlston Primary School from the High Street looking west



View of Earlston Primary School entrance

2.0 BRIEF

2.3 ROLL ANALYSIS AND FACILITIES

The size capacity of the building proposed has been estimated based on existing school rolls but also to reflect other key factors. As new schools are built SBC anticipate that more pupils will attend school within their catchment. There are also areas allocated for housing development within Earlston, and estimates reflect this.

A key aspect of our design is that they will offer flexibility for changing rolls. The entrance and building configuration will enable complimentary and community facilities and services to be incorporated in different ways with potential for other integration such as enterprise and use of vacant spaces by the community for activities. There are other excellent examples in Scotland where available classrooms are being used by a wide range of residents in the local community, delivering significant benefits. For example, elderly groups attending exercise or art classes and interacting with the secondary pupils in circulation spaces. They would typically have chosen to avoid each other before these initiatives.

A key aspect of our approach is an aspiration to reduce the area provision per pupil compared with industry metrics on the basis of more efficient use of space and enhancement of it. For example, facilitate use of spaces an appropriate size for the task such as teachers preparing for classes in agile booths rather than in classrooms and smaller sixth year study groups gathering in smaller study spaces rather than in classrooms.

School Summary

The one and a single stream Primary School will include 8 classrooms arranged in clusters to suit the learning stages P2 to P4 and P5 to P7.

The nursery will be designed to be flexible to align with SBC emerging model for nursery provision. The P1 cluster will be adjacent to the nursery allowing sharing of breakout and play areas to encourage a smooth transition.

The kitchen will allow for the preparation of food on site. There may be benefits in the relationship with the additional community facilities.

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

School Grounds

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

SFT Funding Area Analysis

Primary School		
Current Capacity	307	Pupils
Current Roll	166	Pupils
Proposed Primary Capacity	248	Pupils
SFT Area Cap (m ²)	7.5	m ² /pupil
SFT Metric GIFA	1860	m ²

Nursery		
Current Nursery Capacity	64	Pupils
Proposed Nursery Capacity	64	Pupils
SFT Area Cap (m ²)	5.8	m ² /pupil
SFT Metric GIFA	371	m ²

Community Enhancement

Library, Enhanced Community Hall, and Community Enterprise Space

Total Enhancement GIFA	150	m ²
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Total GIFA	2381	m ²
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Existing GIFA	4155	m ²
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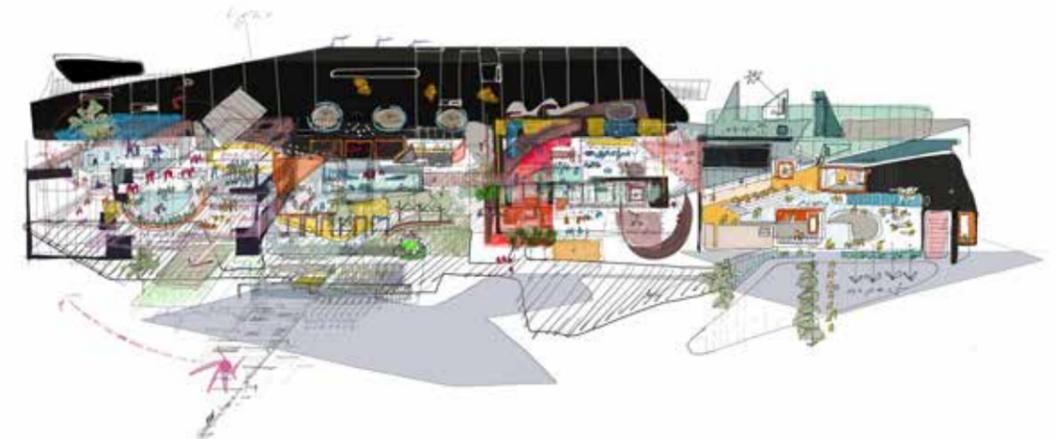
This proposal will result in a rationalisation of floor space of approx. 1774m² in the new facility and the Authority will realise a savings in property related costs, such as rates, heating and facility management.

Site Area Analysis

Primary & Nursery Site Area	
Nursery Site for 100 pupils	0.16h
Primary School Site	0.6h
Primary Playing fields	0.4h

Recommended Primary Site Area	1.16h
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As per School Premises Regulations Act 1967



Earlston

Site Options & Appraisals

3

3.0 Site Options & Appraisals

- 3.1 Sites Overview
- 3.2 Site Options
- 3.3 High Street Opportunity
- 3.4 Existing School Facilities
- 3.5 Site Phasing
- 3.6 Wider Masterplan
- 3.7 Site Drivers
- 3.8 Site 01 - Site Plan / Layouts / 3D Massing
- 3.9 Site 02 - Site Plan / Layouts / 3D Massing

3.0 SITE OPTIONS & APPRAISALS

3.1 SITES OVERVIEW

Having reviewed the Local Plan and the Earlston Townscape three possible areas for the location of a new Primary School have been identified. The first is on the site of the existing primary school; the second is to the south of the town and the third area would be on a site adjacent to the new High School.

- 1 Existing Primary School Site
- 2 Site South of the Town
- 3 Site Adjacent to the New High School



3.0 SITE OPTIONS & APPRAISALS

3.2 SITE OPTIONS

Each of the site options have been assessed and the pros and cons of each listed.

1 Existing Primary School Site

The existing Primary School site has the potential for an enhancement of the streetscape and enterprise opportunity. It can accommodate an expansive school garden and a public square adjacent to the High Street. In addition it can incorporate a community playground and shared space with the Leader Valley School (SEN). The site has been considered within a wider masterplan with housing proposed to the south, accessed via a new road.

2 Site South of the Town

The area of proposed housing has been identified as having a route through to a potential bridge which would link to the second site. A school building could be accommodated on this site if the additional infrastructural links are put in place.

Pros:

- Proposed use already established on site
- Proximity to Leader Valley School and opportunity for shared external space
- Adjacency to high street and opportunity for integration of community facilities
- Within walking distance of housing areas
- Ownership within SBC

Cons:

- Requirement for tandem build with portion of existing school remaining fully operational adjacent to construction site throughout build period



1. Site Area: Approx. 1.4Ha

Pros:

- Existing School can remain fully operational until new build has been completed

Cons:

- Disconnected from the town by the Turford Burn
- Construction of a bridge required to provide physical route to site from the newly proposed housing area
- Viability reliant on new infrastructure to the site
- Disconnected from Leader Valley School
- Ownership outwith SBC



2. Site Area: Approx. 2.0Ha

3.0 SITE OPTIONS & APPRAISALS

3.2 SITE OPTIONS Continued

3 Site Adjacent to the New High School

The site of the existing High School is surrounded by several areas of open land. We have identified 3 sites as possible locations for a Primary School.

- a Greenfield Site Adjacent to School Turning Circle
- b Greenfield Site Current Allocated for Housing within the Local Development Plan
- c Site of High School Rugby Pitches

Option A Pros:

- Existing School can remain fully operational until new build has been completed
- Existing Infrastructure

Option A Cons:

- Outwith walking distance of town centre
- Potential congestion created with additional school access requirements for nursery and primary pupil drop off
- Disconnected from Leader Valley School
- Ownership outwith SBC



3a. Site Area: Approx. 1.9Ha

Option B Pros:

- Existing School can remain fully operational until new build has been completed

Option B Cons:

- Site currently designated for housing within the Local Development Plan
- Outwith walking distance of town centre
- Potential congestion created with additional school access requirements for nursery and primary pupil drop off
- Disconnected from Leader Valley School
- Ownership outwith SBC



3b. Site Area: Approx. 2.8Ha

Option C Pros:

- Existing School can remain fully operational until new build has been completed

Option C Cons:

- Loss of rugby pitch facilities to the High School, alternative site would require to be identified for these to be relocated
- Outwith walking distance of town centre
- Existing context restricts the necessary infrastructure upgrades required to allow access from the west
- Disconnected from Leader Valley School
- Ownership outwith SBC



3c. Site Area: Approx. 3.0Ha

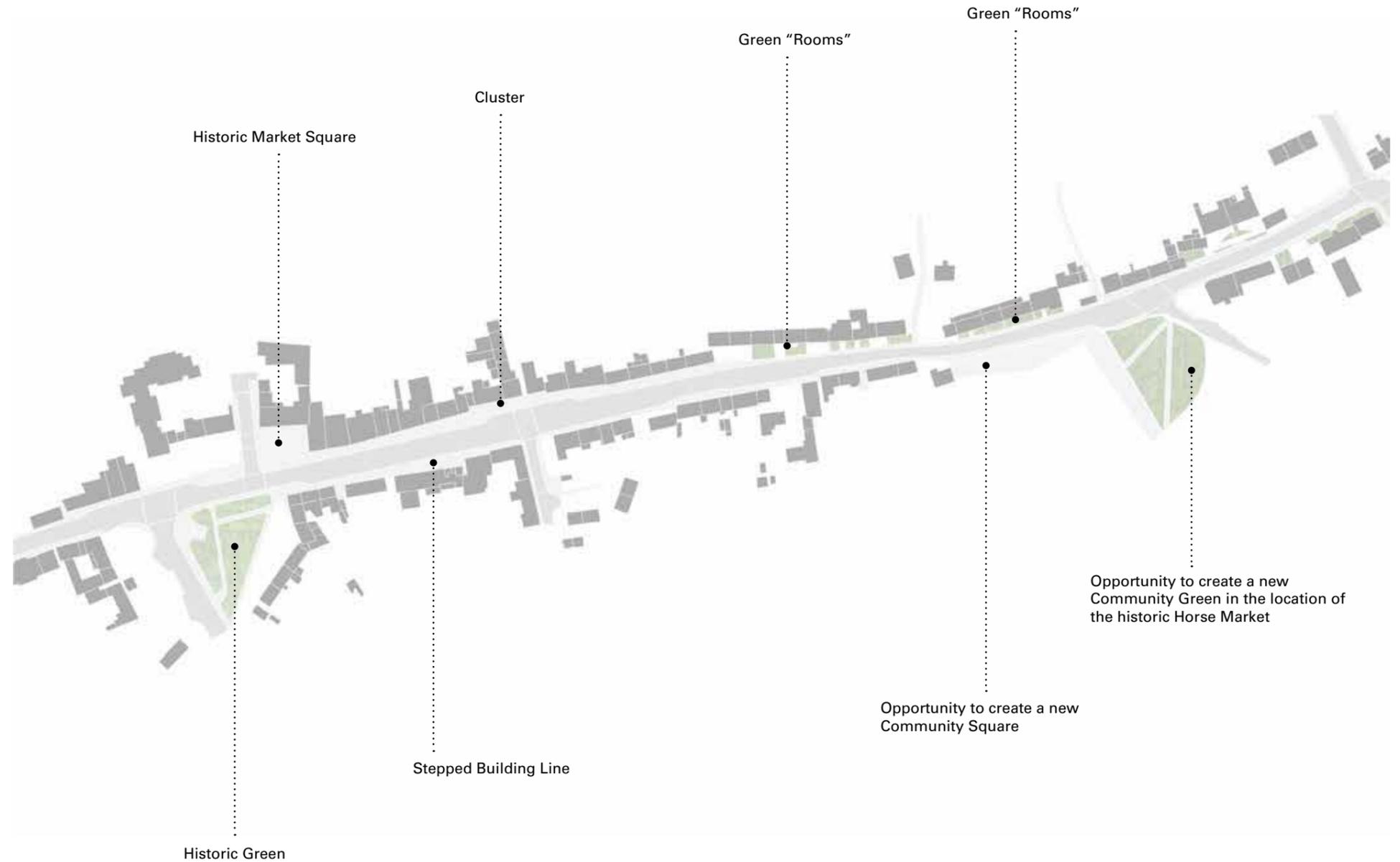
3.0 SITE OPTIONS & APPRAISALS

3.3 HIGH STREET OPPORTUNITY

Like many market towns of its time Earlston has grown along its high street with a focal point at its western end in the form of a historic Market Square and Green. The east end of the High Street is where the former Horse Market was located. This site is now the location of a private nursery and external play area. The layout of buildings along the high street vary sequentially by the presence of steps in the building line, visible gables and the introduction of a small number of front gardens. These subtle changes create what feels like a sequence of clusters or rooms.

The existing Primary School site forms a weak point in what is an otherwise very strong high street. The relocation of the High School creates an opportunity for the site to be redeveloped to strengthen the High Street through the introduction of a new community square which will mirror the historic market square and fuse a greater connection between community and education facilities.

The amalgamation of East Green Nursery into the new Primary School will create the opportunity to re-form a community Green on the former site of the Horse Market to once again bookend the high street with Public Green spaces and strengthen the sequence of public spaces within the town.



3.0 SITE OPTIONS & APPRAISALS

3.4 EXISTING SCHOOL FACILITIES

The existing Primary School facilities which were the former High School facilities are out dated and not ideal for their purpose.

- Existing Primary School
- Leader Valley School
- Nursery



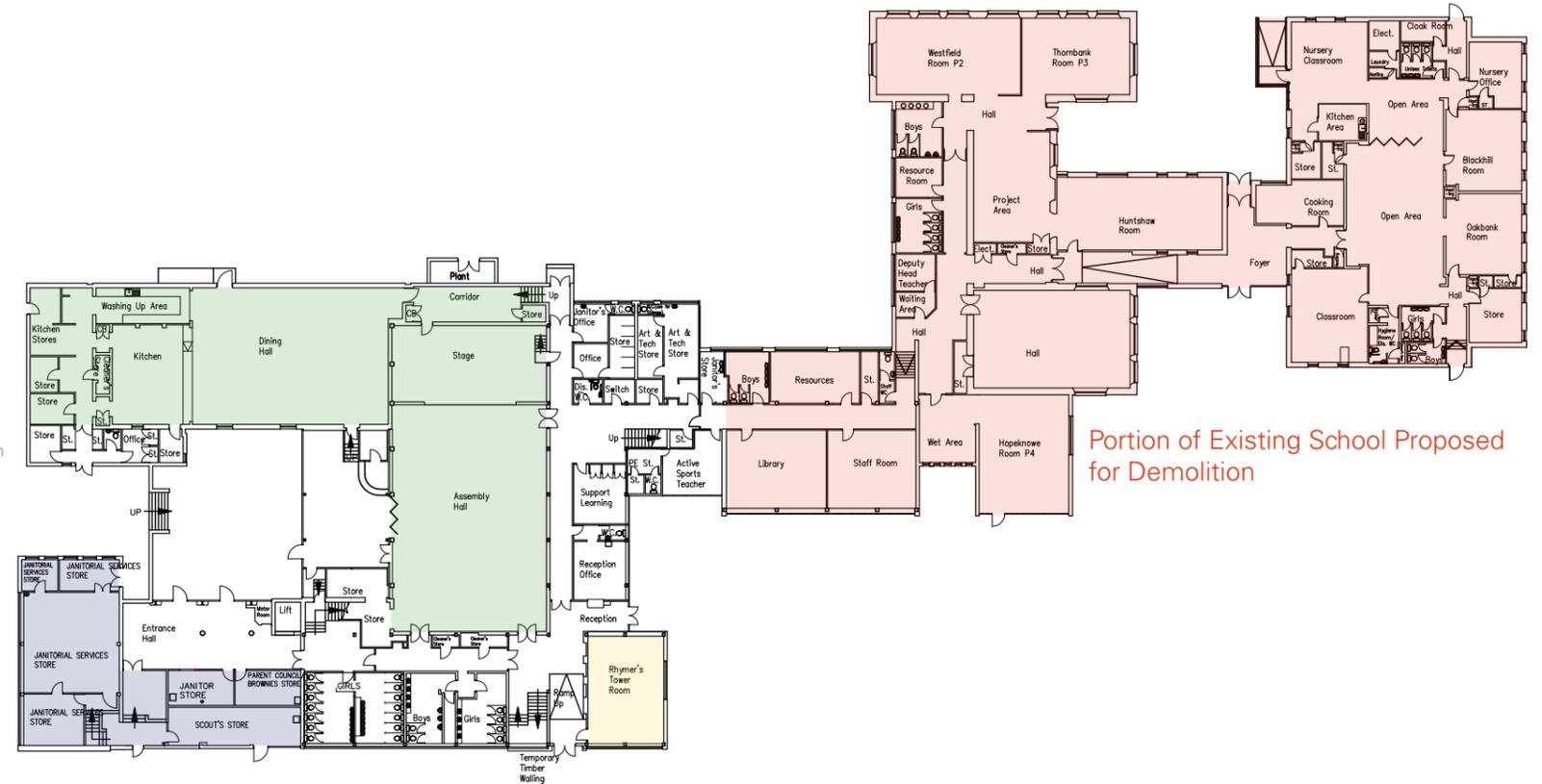
3.0 SITE OPTIONS & APPRAISALS

3.4 EXISTING SCHOOL FACILITIES Continued

The feasibility of redeveloping the existing Primary School site has included an assessment of the capacity of the site and the extent of the existing buildings. The diagrams opposite demonstrate the extent of the existing buildings that would require to be demolished as well as the areas of the existing that would be retained. This would allow existing school to remain fully operational within the confines of the remaining building, whilst allowing adequate development area for the new build school to be undertaken.

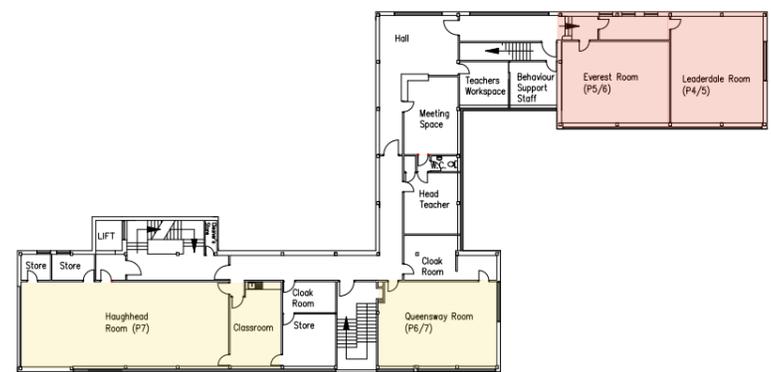
7 classrooms and a nursery area have been identified within the portion of the school to remain to facilitate the tandem arrangement.

- Portion of Existing School Proposed for Demolition
 - Rooms identified for use as classrooms
 - Rooms identified for use as Nursery Area
 - Existing Games Hall & Dining room
- Non core facilities which are not highlighted would retain existing function

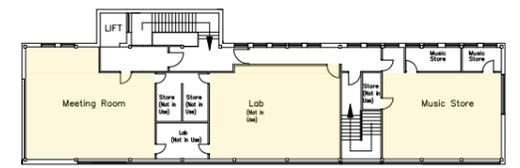


Portion of Existing School Proposed for Demolition

Ground Floor Plan - NTS



First Floor Plan - NTS



Second Floor Plan - NTS

3.0 SITE OPTIONS & APPRAISALS

3.5 SITE PHASING

The phasing of the site and indicated construction zone have been established so as to ensure the existing nursery, Leader Valley School and retained portion of the existing Primary School can continue to function fully in tandem with the build process.

There is an understanding that the majority of utilities serving both the existing Primary School and neighbouring Leader Valley School are fed through the existing Primary School building. This shall be a key consideration in the development of more detailed sequencing plans in the next stages of the projects development.

On completion of the new Primary School, the existing building can then be demolished to make way for the forming of a new playground, shared school garden and a community play area.

Existing Status

- Existing Primary School
- Leader Valley School
- Nursery



Demolition Phase

- Portion of Existing Primary School to be Retained Throughout Construction
- Portion of Existing Primary School to be Demolished
- Leader Valley School
- Nursery



Construction Phase

- Portion of Existing Primary School to House the Entire Primary School During Construction of New Building
- Leader Valley School
- Nursery



3.0 SITE OPTIONS & APPRAISALS

3.6 WIDER MASTERPLAN

To date, the existing Primary School site has been considered within a wider masterplan which encompasses the full Primary School site, Leader Valley School and an area to the south designated for housing. The masterplan considers all of these relationships and the new infrastructure required to facilitate these developments.

- 1 _ Proposed Public Space
- 2 _ Proposed Community Spaces
- 3 _ Proposed Shared Break Out
- 4 _ Proposed Learning Spaces
- 5 _ Proposed Playground
- 6 _ Proposed School Garden
- 7 _ Proposed Community Play Area
- 8 _ Proposed School Parking
- 9 _ Existing MUGA Pitches
- 10 _ Leader Valley School
- 11 _ Existing Tennis Courts
- 12 _ Proposed Housing
- 13 _ Floodplain
- 14 _ New Route
- 15 _ New Route
- 16 _ The Green
- 17 _ Possible Future Route



3.0 SITE OPTIONS & APPRAISALS

3.7 SITE DRIVERS

Zoning

- Proposed Primary School Construction Site
- Temporary Tandem Primary School Site
- Housing Development Site
- Leader Valley SEN School
- Nursery
- Existing MUGA Pitches
- Existing Tennis Courts



Site Constraints

- Construction Site
- River
- Floodplain
- Existing Trees On Site To Be Retained
- Tandem Primary School
- Tandem Nursery
- Former Gas Works Location (Possible Contamination)

Note: An approximate 5m offset has been allowed for from the tandem Primary School and Nursery buildings to determine a safe and achievable construction zone for the new Primary S-school building

The former Gas Works that border the south east corner of the site have since been capped off, however, this will be something to be considered when the housing to the south of the school site is being developed and the new road being constructed outwith the boundary of the school development.



Active Links & Routes

- Construction Site
- Primary High Street Route
- Existing Access to SEN School
- Future Safer Route to School
- Alternative Future Route into School Site
- High Street Pavement Narrowing Pinch Point
- Vehicular Routes into Future Housing Site
- Possible Future Vehicular Routes into Future Housing Site
- Possible Pedestrian Routes into Future Housing Site



Site Opportunities

- Construction Site
- Response / Engagement with the high street & community
- Possible Connections & Relationships to Future Green Space
- Potential for Shared Green Space
- Views out to the Landscape



3.0 SITE OPTIONS & APPRAISALS

3.8 OPTION 1 - SITE PLAN



OPTION 1 - School Access from South West

- Pedestrian Access
- Vehicular Access

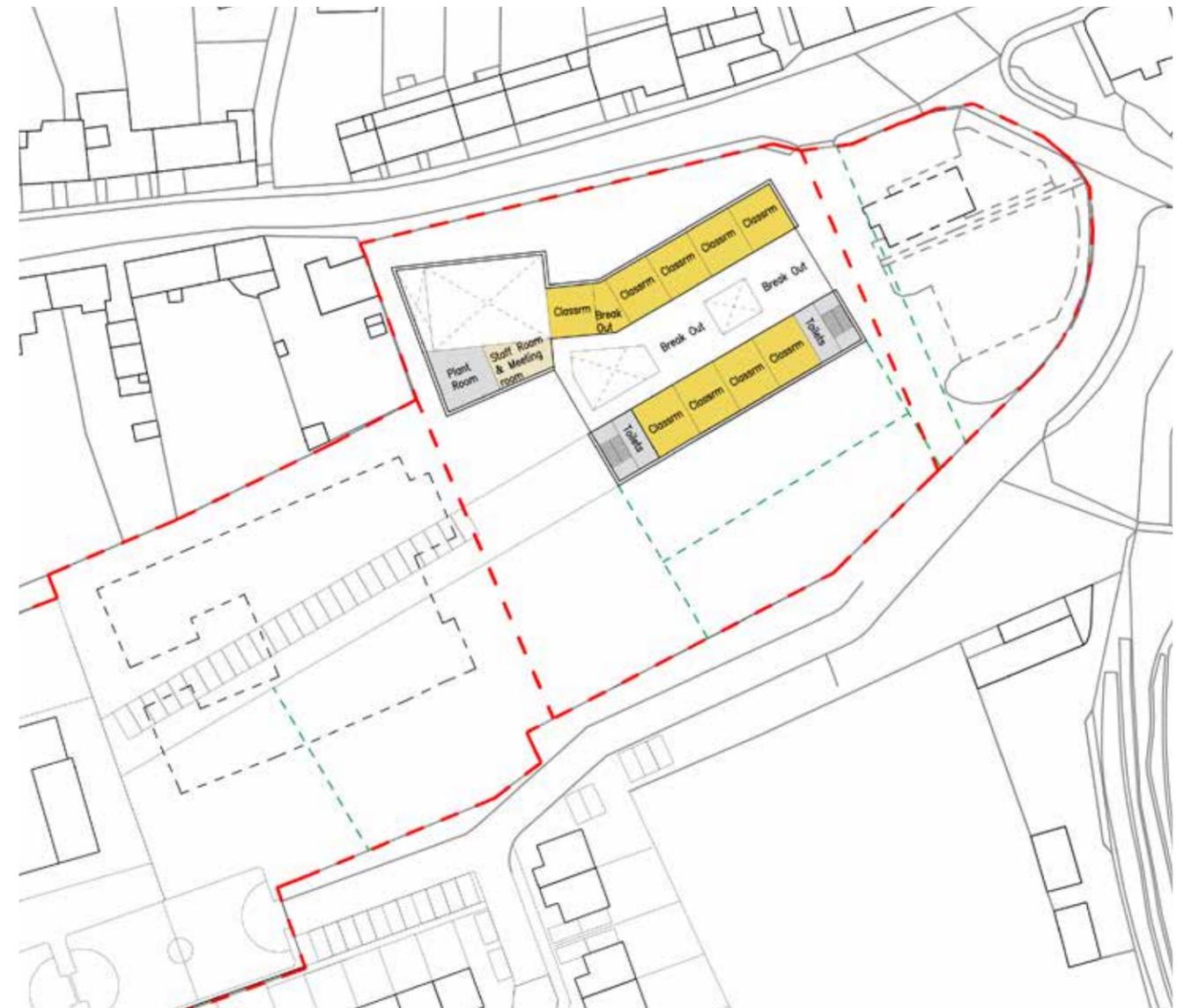
3.0 SITE OPTIONS & APPRAISALS

3.8 OPTION 1 - LAYOUTS



OPTION 1 - Ground Floor

- | | |
|---|--|
| Classrooms /Teaching Spaces | Dining |
| Library / Community | Ancillary / Stairs /Toilets |
| Nursery | Staff / Admin |
| Hall / Games | |



OPTION 1 - First Floor

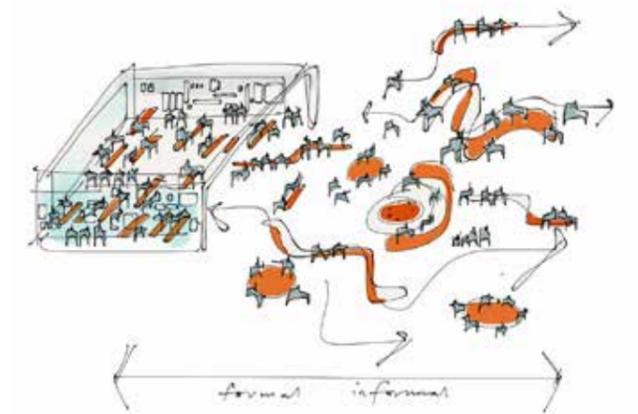
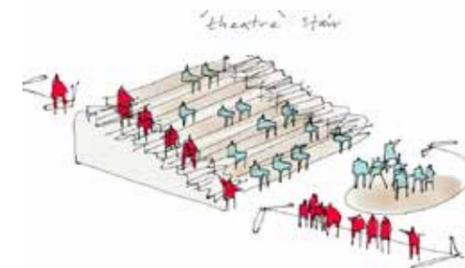
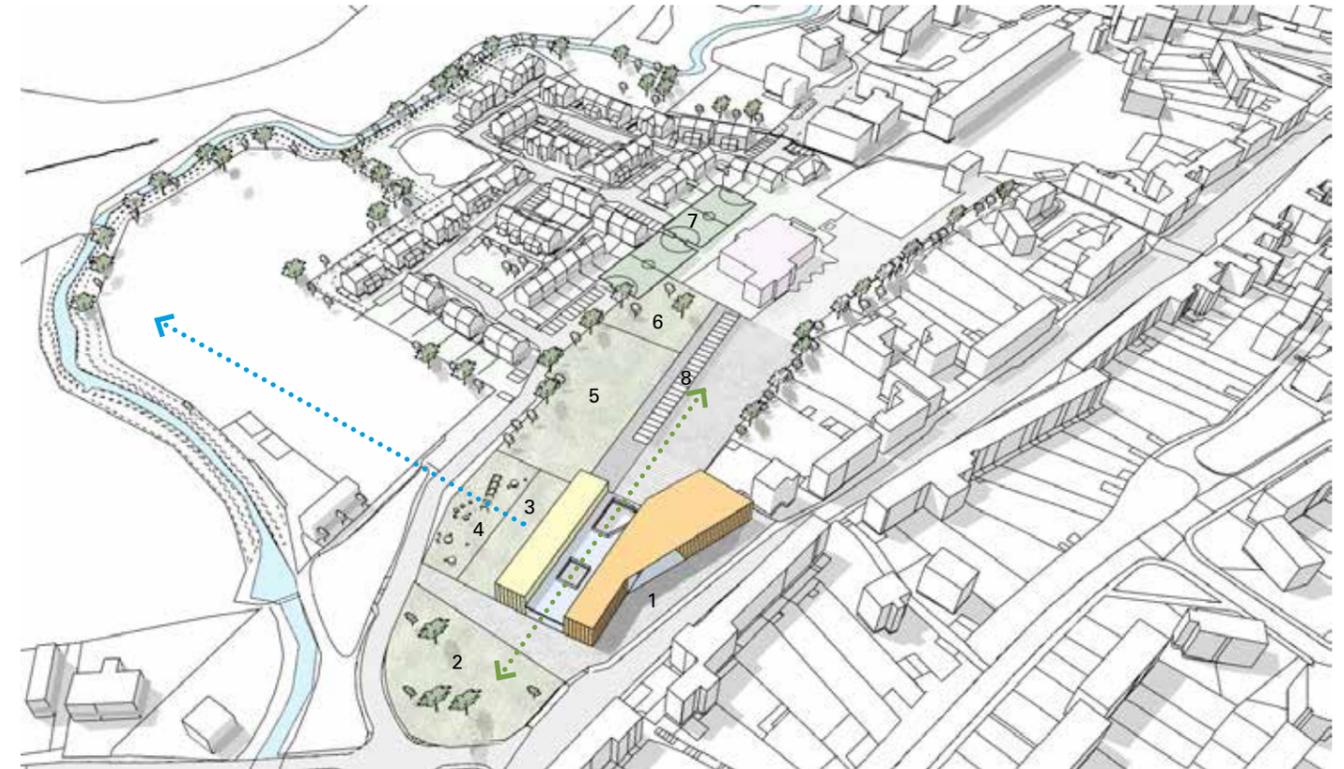
Option 1 Summary

This option would deliver a new school building with a community facing wing to the north and education to the south. The main entrance is from the west via a shared pedestrian and vehicular approach to the building whilst having an additional community entrance from the north with secure controlled access. The admin control point is located directly adjacent to the entrance with the Nursery also to the south west of the plan for ease of access for parents collecting and dropping off young children.

3.0 SITE OPTIONS & APPRAISALS

3.8 OPTION 1 - 3D MASSING

- 1 _ Community Square
- 2 _ Community Green
- 3 _ Early Years Garden
- 4 _ Community Play Area
- 5 _ Playground
- 6 _ Shared School Garden
- 7 _ Existing MUGA Pitches
- 8 _ Carparking



3.0 SITE OPTIONS & APPRAISALS

3.9 OPTION 2 - SITE PLAN



OPTION 2 - School Access from North East

- Pedestrian Access
- Vehicular Access

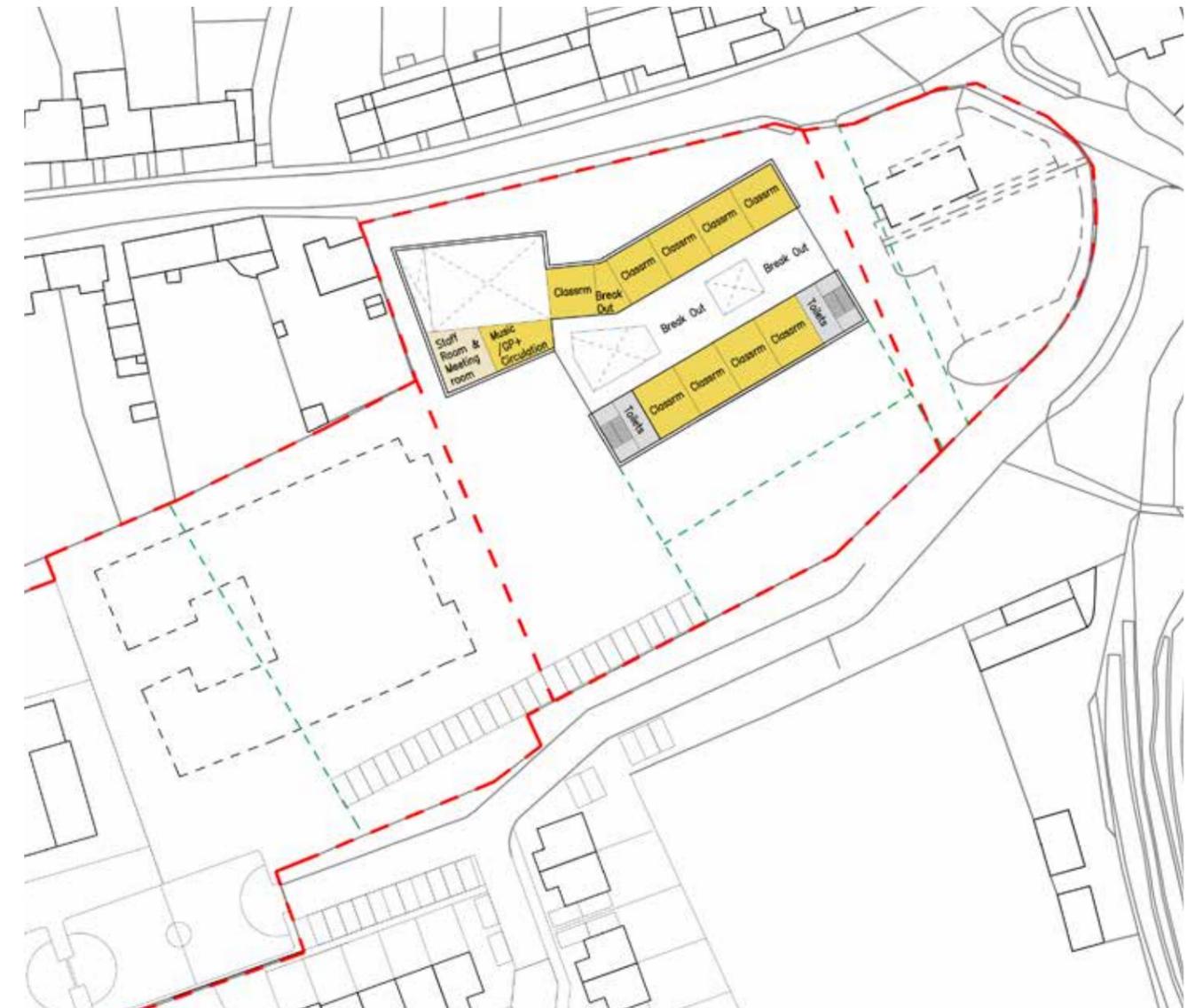
3.0 SITE OPTIONS & APPRAISALS

3.9 OPTION 2 - LAYOUTS



OPTION 2 - Ground Floor

- | | |
|---|--|
| Classrooms /Teaching Spaces | Dining |
| Library / Community | Ancillary / Stairs /Toilets |
| Nursery | Staff / Admin |
| Hall / Games | |



OPTION 2 - First Floor

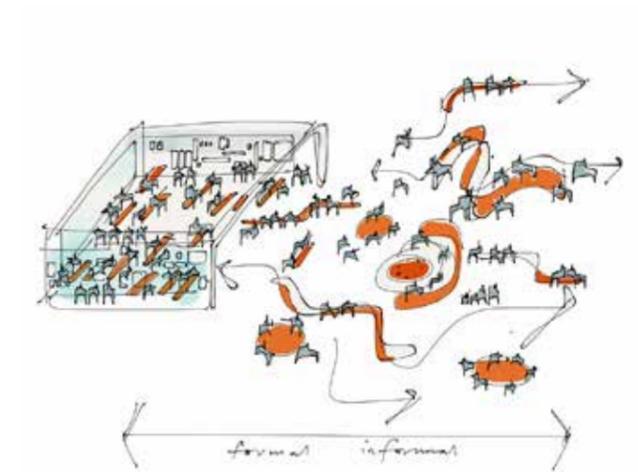
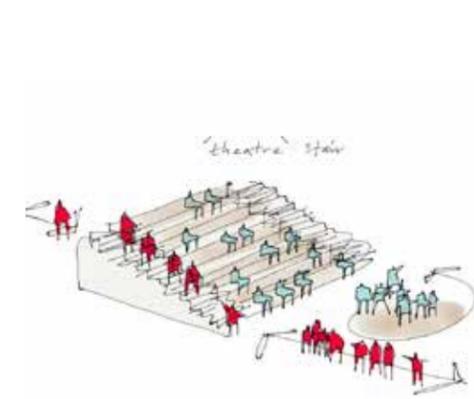
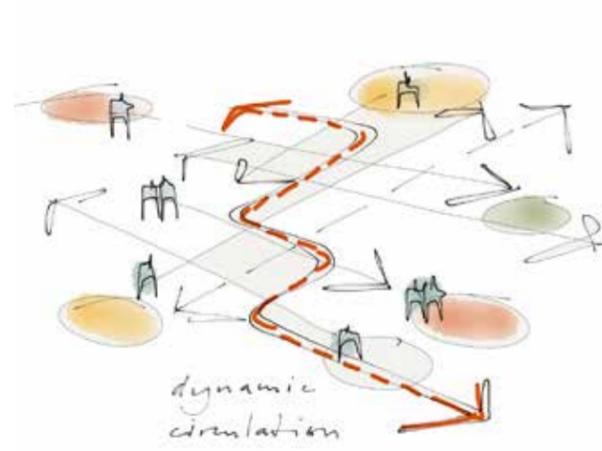
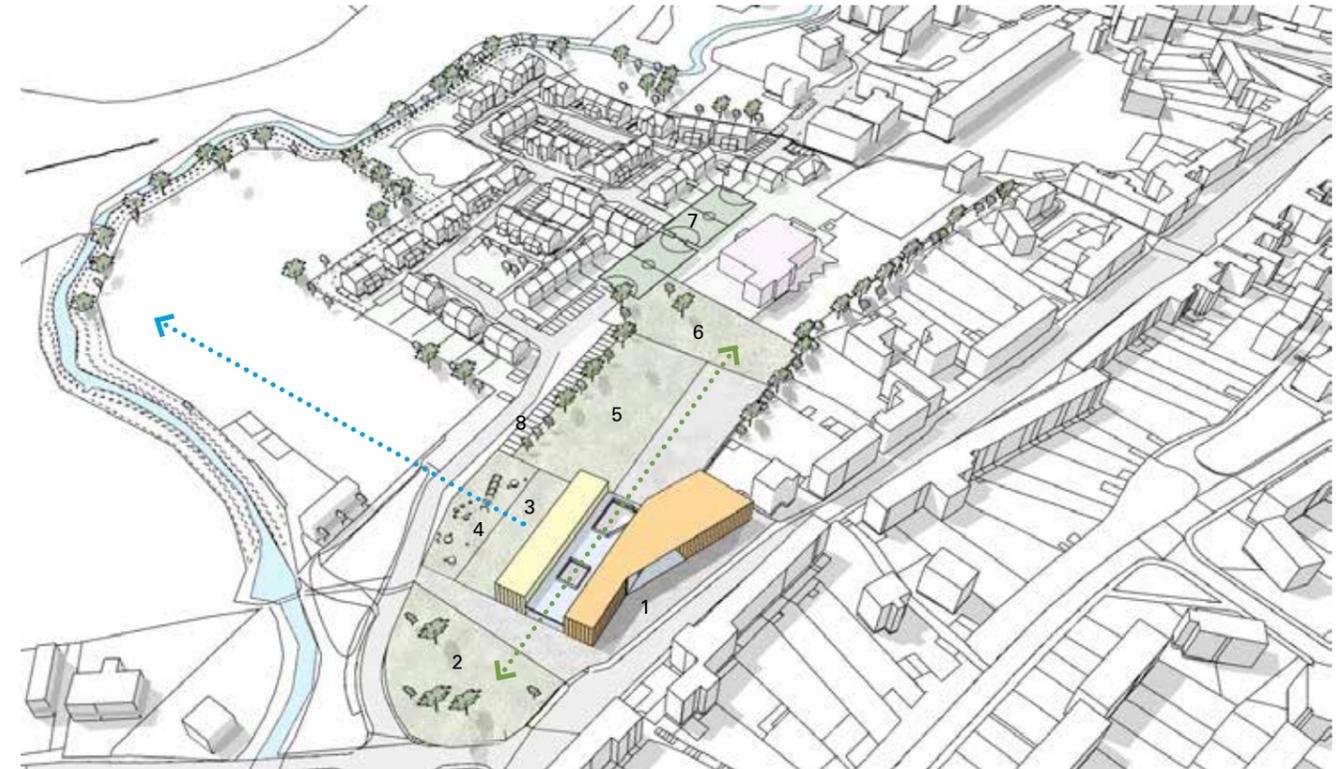
Option 2 Summary

This is the preferred option which would also deliver a new school building with a community facing wing to the north and education to the south. The main entrance is from the east with the key move of separating the pedestrian and vehicular approach to the building. An additional community entrance is proposed from the north with secure controlled access. The admin control point is located directly adjacent to the east entrance with the Nursery also to the south east of the plan for ease of access for parents collecting and dropping off young children.

3.0 SITE OPTIONS & APPRAISALS

3.9 OPTION 2 - 3D MASSING

- 1 _ Community Square
- 2 _ Community Green
- 3 _ Early Years Garden
- 4 _ Community Play Area
- 5 _ Playground
- 6 _ Shared School Garden
- 7 _ Existing MUGA Pitches
- 8 _ Carparking



Earlston

Design Aspirations

4

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 deliver a dynamic curriculum that prioritises not only a pupils core skills in literacy and numeracy but also assists in the development of a young persons 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 motivated 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.

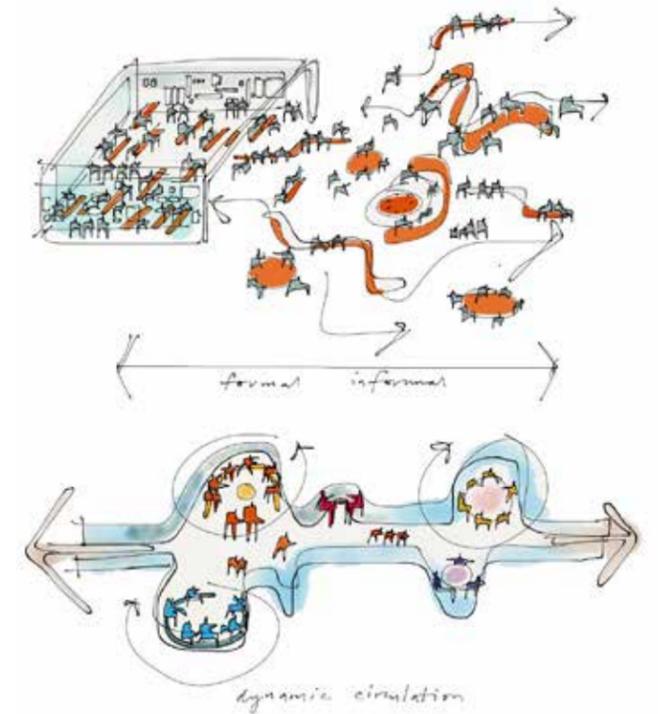
Optimising the Internal and External Learning Experience

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 uppers 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.

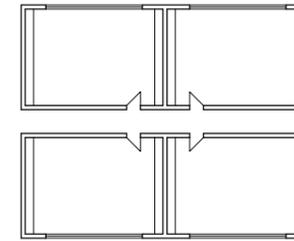
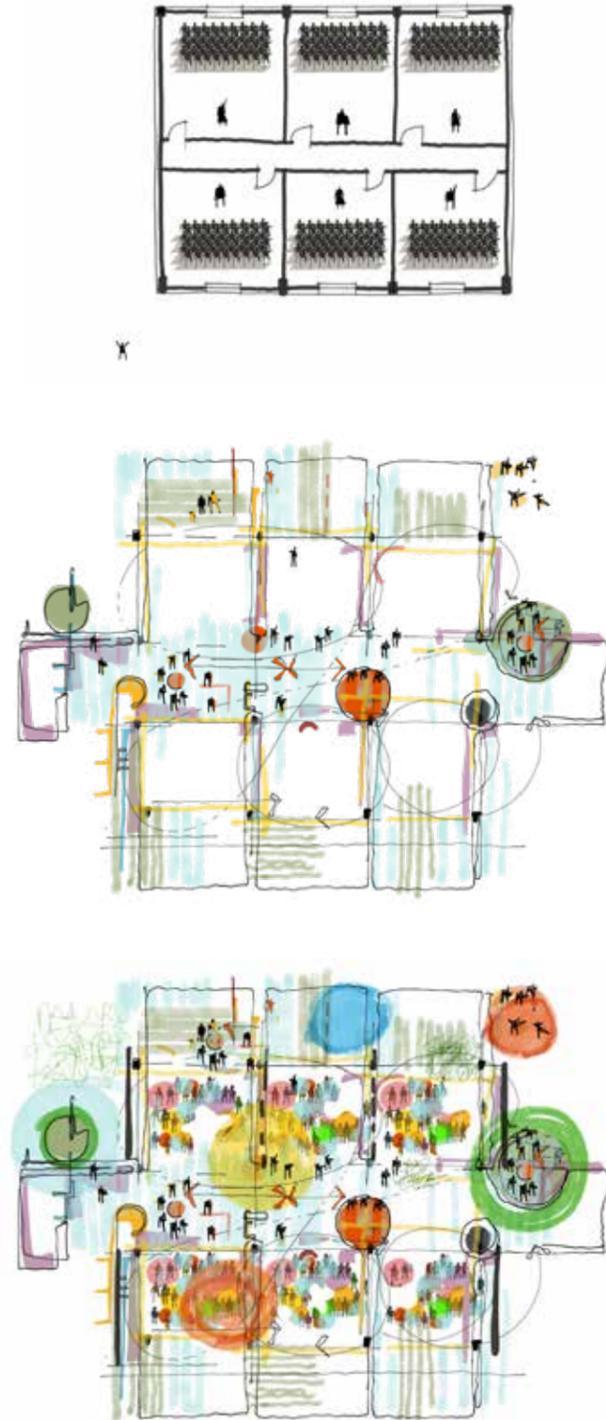
The way in which we approach these aspects leads to buildings with clear diagrams and forms which make them easy to navigate with clear identities.



4.0 DESIGN ASPIRATIONS

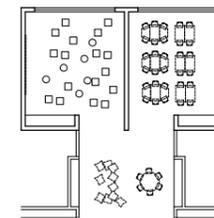
4.2 THE EVOLUTION OF TEACHING SPACE

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.



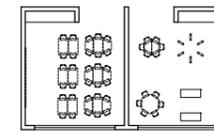
Standard Classroom Historically

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



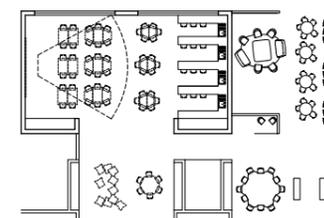
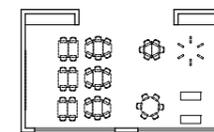
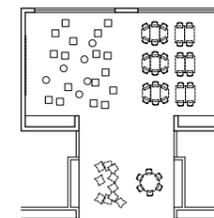
Broomlands Primary School

- 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

4.0 DESIGN ASPIRATIONS

4.2 THE EVOLUTION OF TEACHING SPACE Continued

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

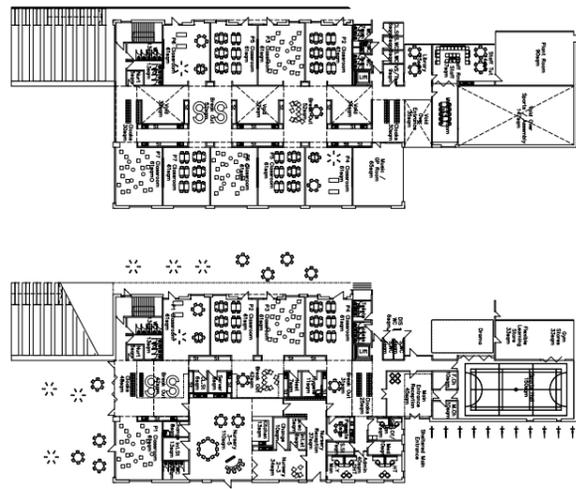
ensuring pupils from two Primary Schools which are amalgamating are fully integrated. The secondary classroom clusters are a variation of the primary clusters. They are essentially based on a 6 classroom grid, however, one pair is fully open plan, one pair creates a practical base, one class remain a single enclosed class base and one student base.

A key aspect in the development of Eyemouth, Earlston, Hawick and Galashiels is the way the learning clusters relate to the overall school roll and the site context.

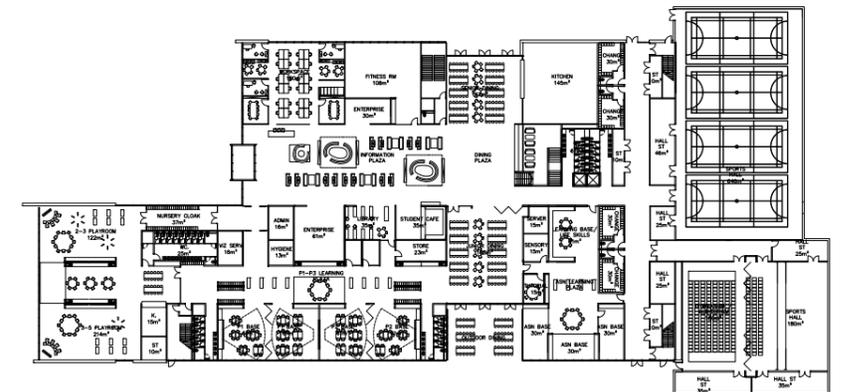
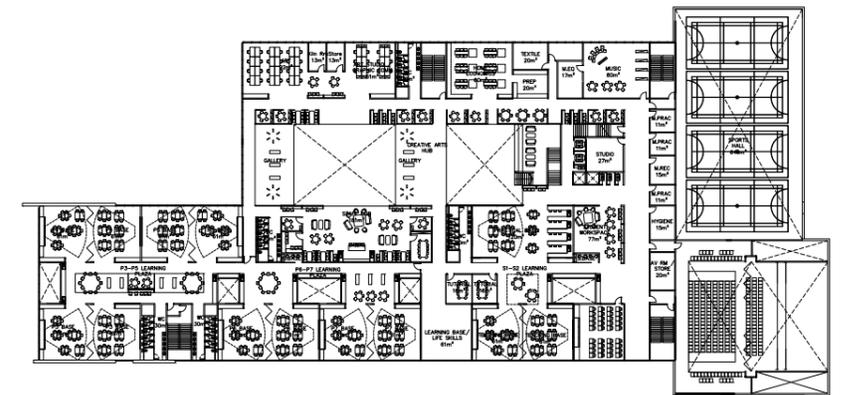
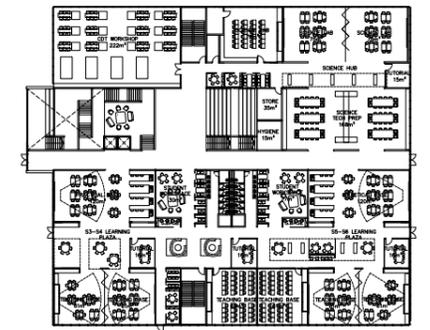
Earlston is a 8 classroom (single stream) primary with 64 place nursery. Assuming 2 storey, this is likely to result in the ground floor being mainly early years. P2-P4 and P5 to P7 are likely to be on the upper floor therefore connection to the playground is a key consideration. Double Loaded classrooms on the upper floor allow for a similar shared breakout approach as was developed for Broomlands.



SFT Pilot Project: Lairdslands Primary School
Single loaded 56sqm classrooms with generous breakout
Direct playground access from ground and first floor



Broomlands Primary School
Double loaded 60sqm classrooms with generous breakout
Direct playground access from ground and first floor



Jedburgh Intergenerational Community Campus
Evolution of primary cluster to 6 classroom secondary clusters
Direct access to playground from ground floor and top floor

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 OUBE LANDSCAPE STATEMENT

Earlston is located in the unique landscape of the Scottish Borders. With a strong rural feel, the village benefits from a tight community, a rich history and open views into the surrounding landscape. The landscape proposals would seek to respond to this locality, community and wider landscape setting whilst providing a safe, nurturing and rich learning environment for all.

The landscape proposals for the school will therefore:

- respond to the locality, both in terms of landscape setting and vernacular architecture
- reflect the rich history of the site, in particular the importance of farming over the years
- provide a community asset, by providing shared spaces that welcome all
- extend learning outdoors, by providing a strong inside – outside connection, and a variety of external spaces
- strengthen the biodiversity and natural features on site, such as the existing trees and

- burnside setting, and provide opportunities to have direct contact with nature at the heart of the school
- strengthen the high street by providing an appropriate public frontage to the school and a new green in the site of the former Horse Market, that will complement the market square
- strengthen links with the adjacent Leader Valley School through the provision of a shared green space

The motto for the landscape will be to develop a setting to 'Learn, Share, Play & Stay'.

- Learn: a varied range of external spaces that extend learning for pupils and the wider community
- Share: a number of communal spaces shared with the community and the Leader Valley School
- Play: a rich, flexible environment that encourages imaginative play during school days and at weekends (within the community spaces)
- Stay: key public spaces that will strengthen the high street and will encourage the community to slow down and stay



4.0 DESIGN ASPIRATIONS

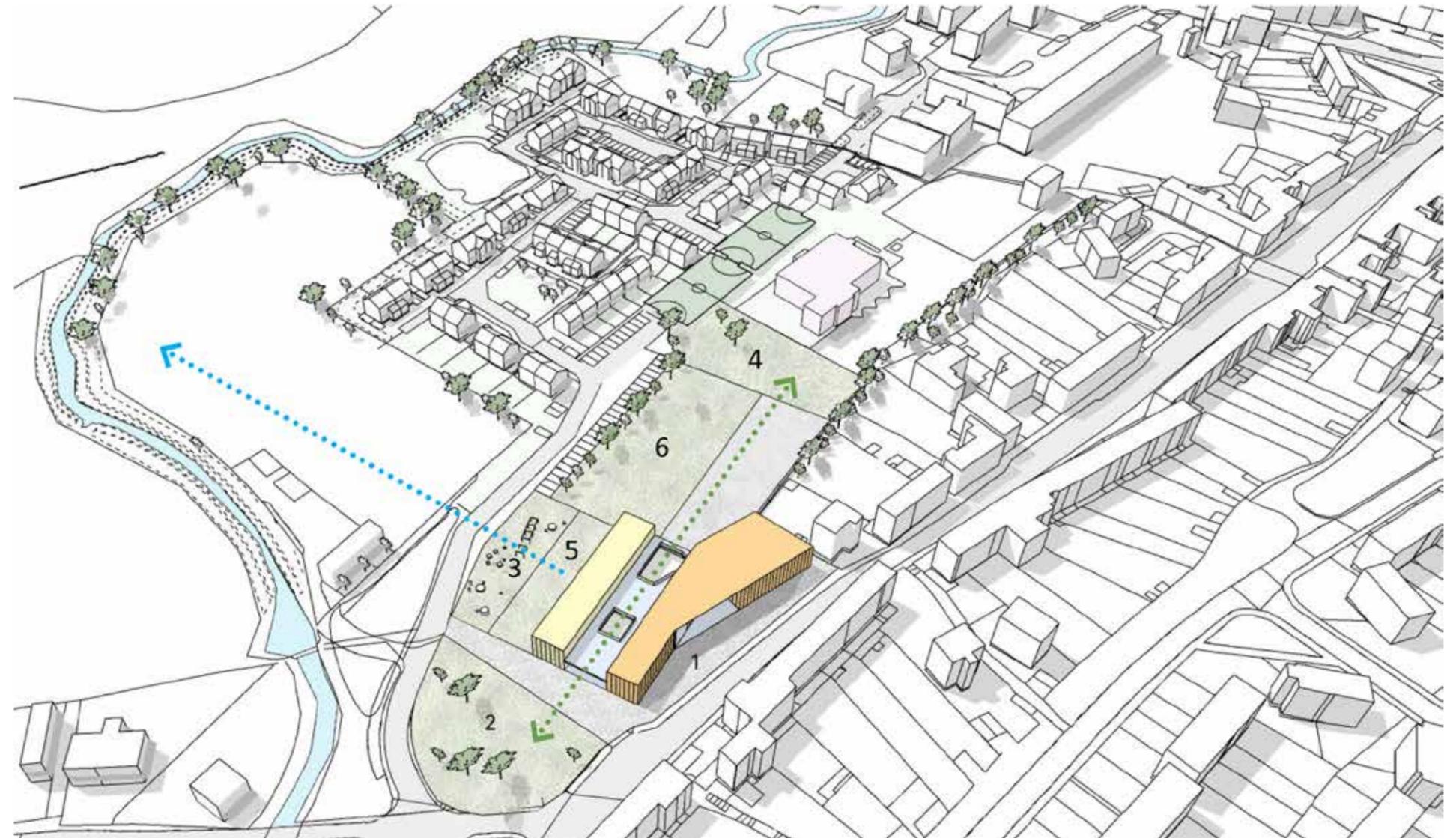
4.4 OOBELANDSCAPE STATEMENT Continued

Landscape masterplan

A variety of landscape spaces will be provided with a strong connection with the school building and wider context, this will include:

1. Community Square
2. Community Green
3. Community Play Area
4. Shared School Garden
5. Early Years Garden
6. School Playground

(Areas shown on site layout option 2)



4.0 DESIGN ASPIRATIONS

4.4 LANDSCAPE STATEMENT Continued

1. Community Square:

- The public frontage to the school and an opportunity to strengthen the high street at this weak point
- Features that encourage the community to gather and stay
- High quality materials that respond to locality

2. Community East Green:

- In the location of the historic Horse Market; the green will provide a bookend to the high street to complement the Market Square and Green at the west end
- Inclusion of features that reflect the farming history of the site
- Creation of a haven for the community: a biodiverse environment close to the Turfford Burn



4.0 DESIGN ASPIRATIONS

4.4 LANDSCAPE STATEMENT Continued

3. Community Play Area:

- Use of natural materials and features
- Safe and welcoming for all
- Flexibility and open ended layout to encourage imaginative play

4. Shared School Garden:

- Development of a wildlife or forest garden for both schools to share and come together
- Inclusion of a variety of habitats, and nature learning features, such as den building areas or bird and bug houses
- Inclusion of a sensory nature area, that uses natural features to stimulate the senses



4.0 DESIGN ASPIRATIONS

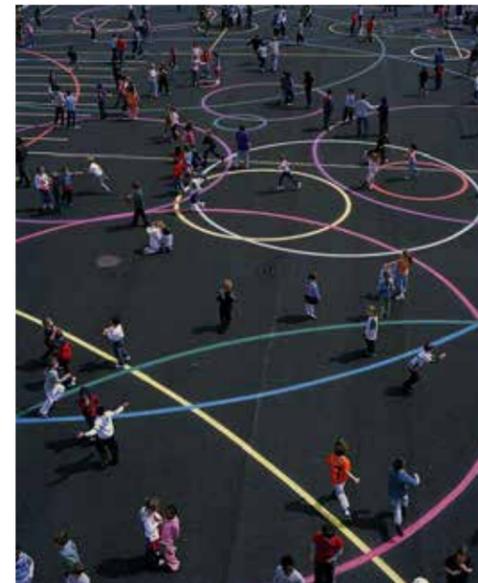
4.4 LANDSCAPE STATEMENT Continued

5. Early Years Garden:

- Strong inside-outside connection to encourage free flow outdoors
- A learning and play environment that develops and supports the Early Years Foundation Stage areas of learning
- Use of natural materials and existing features, such as trees, whenever possible

6. School Playground:

- Provision of outside classrooms for formal and informal learning
- Hard surfaces and soft areas for a variety of informal play
- Playground markings for learning and play
- Use of natural materials and existing features, such as trees, whenever possible
- Inclusion of trim trails, climbing features and growing areas



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