

**REPORT TO: EDUCATION COMMITTEE - 27 SEPTEMBER 2010**

**REPORT ON: HARRIS ACADEMY - REVIEW OF FEASIBILITY STUDY**

**REPORT BY: DIRECTOR OF EDUCATION**

**REPORT NO: 565 - 2010**

## **1.0 PURPOSE OF REPORT**

1.1 This report describes the options explored for upgrading or replacing Harris Academy and seeks approval to develop more detailed designs for the consideration of Historic Scotland.

## **2.0 RECOMMENDATIONS**

2.1 It is recommended that the Education Committee:

- (i) notes the contents of this report;
- (ii) agrees that more detailed designs based on option 4 ("new build on existing site") should be developed for the consideration of Historic Scotland and instructs the Capital Projects Director to continue negotiations with Historic Scotland in this regard;
- (iii) agrees to retain the services of LDN Architects to complete the full Conservation Study for submission to Historic Scotland and to support the Council in its ongoing negotiations with Historic Scotland at a total cost not exceeding £25,000; and
- (iv) instructs the Director of Education to report back to committee when a design solution has been identified that meets Historic Scotland's criteria and delivers the required educational functionality.

## **3.0 FINANCIAL IMPLICATIONS**

3.1 The current capital plan 2010-13 will require to be updated in line with the indicative capital cost. The cost of the preferred option is estimated to be £31.25m attracting Scottish Government funding of £20.84m (2/3 of the capital cost).

3.2 The eventual capital cost will not be able to be determined until structural and site surveys have been carried out, negotiations concluded with Historic Scotland and the successful construction tender received and accepted.

## 4.0 MAIN TEXT

### ***Background***

- 4.1 Reference is made to Article IV of the minute of the meeting of the Education Committee of 7 December 2009 when the Committee noted the contents of Agenda Note AN250-2009 including, *inter alia*, the proposal that the Capital Projects Director would convene a Management Group to review the original feasibility study on the refurbishment of Harris Academy and produce a comprehensive report reviewing the options appraised.
- 4.2 Reference is also made to Article III of the minute of the meeting of the Education Committee of 28 June 2010 when the Committee considered Report No 352-2010 and:
- (i) noted the progress made on the review of the original feasibility study on the refurbishment of Harris Academy;
  - (ii) noted that work had included the consideration of five options for Harris Academy;
  - (iii) agreed that further investigation of options 3 ('transformation of existing building') and 4 ('new build on existing site') should be undertaken;
  - (iv) agreed that options 1 ('do nothing'), 2 ('refurbish existing building') and 5 ('new build on another site') should be rejected; and
  - (v) instructed the Director of Education to bring a final report on the review of the original feasibility study for the consideration of the Education Committee on 27 September 2010.

Report No 352-2010 also recorded that LDN Architects had been commissioned to carry out what is effectively the first stage of a Conservation Study by way of preparing a Conservation Statement and Appraisal of Development Options to review whether it is possible to reconcile conservation and educational needs when upgrading or replacing Harris Academy.

- 4.3 Members will also recall that on 2 June 2010 it was confirmed by the Scottish Government that the replacement of Harris Academy has been included in the first tranche of Scotland's Schools for the Future programme and that it will attract grant funding of up to £20.84m commencing in financial year 2013/14 from the Scottish Government via the Scottish Futures Trust. The grant funding of £20.84m is based on two thirds of the projected capital cost of £31.25m. It was also confirmed that the preferred procurement route for the construction contract for Harris Academy will be through the Scottish Government sponsored procurement consortium, the East Central Territory Hub.

### ***Initial Tasks***

- 4.4 Key tasks allocated by the Management Group to working groups of appropriate officers included:
- (i) projecting future S1 intake and roll capacity for new school - these were subsequently confirmed as 220 and 1185 respectively;

- (ii) modelling teaching accommodation requirements based on the maximum S1 intake, S5/6 staying on rates and existing and projected subject timetables;
- (iii) meeting with school senior management team and individually with principal teachers to discuss preferred departmental and resource adjacencies and also departmental accommodation requirements;
- (iv) producing an indicative accommodation schedule based on (i) - (iii) above - this is attached at Appendix 1;
- (v) establishing whether there was an acceptable alternative site of sufficient size (approx 7 - 8 hectares) within the catchment of Harris Academy; and
- (vi) meeting with Historic Scotland to discuss the possibility of demolishing all or part of the 1930s Category B Listed building.

4.5 The options that were considered initially for upgrading or replacing Harris Academy were:

- (1) to do nothing (other than addressing ongoing maintenance requirements);
- (2) to refurbish existing buildings (as original feasibility study);
- (3) to transform/reconfigure as much as is practical of 1930s building, demolishing other buildings including part of 1930s building, and adding new build where required (now option 3.1);
- (4) to construct a new building on the existing site (following demolition of the existing buildings); and
- (5) to construct a new building on another site

4.6 On the advice of LDN Architects, two further options were added albeit primarily for the enlightenment of Historic Scotland.

These were:

Option 3.2 to retain only the existing Perth Road 1930s facade, demolish all other buildings, replace with new build; and

Option 6 to construct a new building on the existing site whilst retaining the 1930s building in its existing condition for another use at some time in the future.

### ***Consideration of Options***

4.7 As reported to the Education Committee on 28 June 2010, it was agreed following discussion within the Working Group that option 1 ("do nothing") and option 2 ("refurbish existing buildings") should not be investigated further since they could not fully address the constraints of the existing accommodation and therefore compromised the delivery of education for staff and pupils. Furthermore, when it was confirmed that there was no alternative site available for Harris, it was decided that concept plans for option 5 ("new build on another site") could not be progressed.

4.8 Subsequently it was also agreed that option 6 ("new building on another part of existing site") was not a realistic proposition and should not be progressed.

- 4.9 The 3 remaining options for which concept plans have been prepared are:
- Option 3.1 ("transformation of existing building");
- Option 3.2 ("facade retention with new build"); and
- Option 4 ("new build on existing site").
- 4.10 The concept plans use "departmental blocks" based on the indicative accommodation schedule (attached at Appendix 1) to demonstrate how an option might be accommodated on the site rather than purporting to represent definitive design layouts. However this approach allows the feasibility of the different options and also different layouts for each option to be explored and the advantages and limitations of each identified without incurring the time and cost of preparing more detailed plans (which in any case would not normally be prepared at feasibility stage).

***Comparison of Options 3.1, 3.2 and 4***

- 4.11 Detailed comments on the educational functionality of options 3.1, 3.2 and 4 are attached at Appendix 2. Unsurprisingly both options 3.1 and 3.2 are compromises between achieving educational, social and access requirements and retaining all or some of the 1930s building, with option 3.2 which retains only the Perth Road 1930s facade being the more acceptable of the two. However the only option which delivers a school which meets all of the educational, social and access requirements is the new build option 4.
- 4.12 Also, whereas with option 4 the accommodation requirements identified in the indicative accommodation schedule (Appendix 1) can be provided within a building of approx. 15000m<sup>2</sup> in total area, the area of option 3.1 ('transformation of existing building') is approx. 17000m<sup>2</sup> and for option 3.2 ('facade retention with new build') is approx. 16000m<sup>2</sup>. The additional area is primarily due to the retention of 1930s spaces which are not readily usable (or sometimes desirable) and also to longer circulation routes.
- 4.13 In addition, the more of the 1930s building that is retained, the greater will be the requirement for major works such as strengthening the structure, removing split level floors, re-aligning windows with new floor levels and adding damp proof courses, with these being carried out with the external shell of the 1930s building in situ.

4.14 The indicative capital costs for options 3.1, 3.2 and 4 are:

	<b>Option 3.1 (transformation)</b>	<b>Option 3.2 (facade retention)</b>	<b>Option 4 (new build)</b>
Total area	<u>17000m<sup>2</sup></u>	<u>16000m<sup>2</sup></u>	<u>15000m<sup>2</sup></u>
Estimated Capital Expenditure Based on Area	£35.5m	£33.5m	£31.25m
Provision for 1930s structure	<u>£2m</u>	<u>£1m</u>	—
<b>Indicative Cost</b>	<u>£37.5m</u>	<u>£34.5m</u>	<u>£31.25m</u>

4.15 It will be appreciated that projected capital costs at feasibility stage can only be indicative and, in this particular case for a project with numerous complexities, more accurate costs will not be able to be ascertained until significant survey work has been carried out and negotiations with Historic Scotland are at an advanced stage.

#### ***Historic Scotland***

4.16 At the meeting with representatives of Historic Scotland on 3 February 2010, it was confirmed should we wish to demolish all or part of the 1930s building we would need to provide evidence to show that:

- (a) the building is not of special interest; or
- (b) the building is incapable of repair; or
- (c) the demolition of the building is essential to delivering significant benefits to the economic growth of the wider community; or
- (d) the repair of the building is not economically viable and that it has been marketed at a price reflecting its location and condition to potential restoring purchasers for a reasonable period.

4.17 Subsequently LDN Architects were commissioned to carry out a Conservation Statement and Appraisal of Development Options to review whether it is possible to reconcile conservation and educational needs when upgrading or replacing Harris Academy.

4.18 A second meeting with Historic Scotland took place on 19 August 2010 at which LDN Architects gave a presentation summarising their study and its findings to date.

4.19 The study addresses the four key assessment criteria set out in paragraph 4.16 above and describes:

- the building and its significance;
- the building's condition and the indicative cost of repairs;
- the feasibility of development options in relation to the adaptive re-use of the building;
- the community benefits of demolition and redevelopment; and
- why the buildings cannot be sold and a school built elsewhere.

4.20 The key findings of the study are:

- (i) The architects of the original school building, Thoms and Wilkie, were a local practice more recognised for their work on private houses and church buildings than school buildings. The architectural design of the school does not match the significance of national comparators nor others within Dundee including the Category A Listed Morgan Academy and Dundee High School. Aspects of its design are however of some interest:
  - The front elevation is carefully composed and, whilst large in size, its splayed and receding wings create a domestic scale entrance.
  - The plan layout of the school is of some interest but has been compromised over the years and now detracts from current needs.
  - Despite its size, the school is virtually invisible from Perth Road and fits in well to the scale of the surrounding townscape.
- (ii) Even on completion the pupil roll was considerably higher than its designed capacity. Subsequent changes in education policy and increases in pupil rolls have been addressed by pragmatic extensions which, whilst addressing short-term needs, have resulted in an educational layout that is very fragmented and difficult to service.
- (iii) The existing layout cannot accommodate the key educational and operational adjacencies and the building is non-compliant in terms of accessibility and circulation under the Disability Discrimination Act.
- (iv) Deterioration of the fabric through water ingress is progressive. The structural elements are nearing the end of their lifespan and due to their design limitations are very costly to alter. Due to constraints of the existing building, optimum layouts have been very difficult to achieve in alterations carried out to date. Classroom sizes are also approximately one third smaller than current standards and suffer from excessive solar gain and poor environmental conditions.

4.21 Various development options, prepared by Dundee City Council, were examined in the study in terms of their costs/benefits and their impact on retention of the existing listed building. The study concludes that:

- (i) whilst elements of the existing buildings are of some architectural significance, they are not of such value that they should be retained at the expense of creating a new school that is not fully fit for purpose.
- (ii) the existing buildings cannot be economically repaired and adapted in a way that will meet current and future needs.

4.22 Following the presentation it was confirmed by Historic Scotland that they will initially require the full Conservation Study with backup documentation to be completed and submitted for their further consideration. Thereafter the Council should develop more detailed design proposals based on the Council's preferred option for discussion with Historic Scotland.

## **Conclusion**

- 4.23 The only option that delivers a school which meets all of the educational, social and access requirements is option 4 ("new build on existing site"). In addition, this option should be the least expensive in terms of capital expenditure but also for annual running and maintenance costs (due to its smaller area).
- 4.24 To allow negotiations to be progressed with Historic Scotland, detailed design proposals (based on option 4) will require to be developed and submitted for their consideration. It is expected that the sensitive and imaginative re-use of materials from the Perth Road 1930s façade in a design which uses the contours of the site to best advantage can deliver the required educational functionality whilst at the same time gaining the approval of Historic Scotland.
- 4.25 It should be stressed that the negotiations may be protracted and incur a significant amount of abortive work as proposals are submitted, rejected and reworked. It is anticipated that this could take up to a year or more from the submission of the first detailed design proposals to Historic Scotland early in 2011. However this should not delay the start of construction works since the funding from the Scottish Government is not due to commence until financial year 2013/14.

## **5.0 POLICY IMPLICATIONS**

- 5.1 This report has been screened for any policy implications in respect of sustainability, strategic environmental assessment, anti-poverty, equality impact assessment and risk management. There are no major issues. An Equality Impact Assessment has been carried out and will be made available on the Council website: <http://www.dundee.gov.uk/equanddiv/equimpact/>

## **6.0 CONSULTATIONS**

- 6.1 The Chief Executive, Depute Chief Executive (Support Services) and Director of Finance have been consulted on this report.

## **7.0 BACKGROUND PAPERS**

- 7.1 Equality Impact Assessment  
Concept Plans

Jim Collins  
Director of Education  
15 September 2010

## Harris Academy Indicative Accommodation Schedule

## Appendix 1

<b>Department</b>	<b>Accommodation</b>
<b>Administration</b>	<i>General Office/Reception</i>
	<i>Archive Store</i>
	<i>Stationery Store</i>
	<i>PPR Store for current pupils</i>
	<i>Public Entrance/Waiting</i>
	<i>Visitors' WC</i>
	<i>Senior Admin Officer</i>
	<i>Business Manager</i>
	<i>Staff Toilet</i>
	<i>Head Teacher</i>
	<i>Depute Head Teacher 1</i>
	<i>Depute Head Teacher 2</i>
	<i>Depute Head Teacher 3</i>
	<i>Depute Head Teacher 4</i>
	<i>Depute Head Teacher 5</i>
	<i>Conference Room</i>
	<i>Interview Room General 1</i>
	<i>Interview Room General 2</i>
	<i>Staff Room</i>
	<i>Staff WC</i>
	<i>Staff WC</i>
<b>Pupil Support</b>	<i>Office-Principal Guidance 1</i>
	<i>Office-Principal Guidance 2</i>
	<i>Office-Principal Guidance 3</i>
	<i>Office-Principal Guidance 4</i>
	<i>Interview Room 1 (Off Guidance Office)</i>
	<i>Interview Room 2 (Off Guidance Office)</i>
	<i>Interview Room 3 (Off Guidance Office)</i>
	<i>Interview Room 4 (Off Guidance Office)</i>
	<i>PSE Classroom</i>
	<i>PSE Classroom (Misc Classroom)</i>
	<i>PSE Store includes Residential Materials</i>
	<i>Staff/Visitors' WC</i>
	<i>Pupil Toilet Accom - Individual</i>
	<i>Pupil Toilet Accom - Individual</i>
	<i>Professional Supp Team (Offices)</i>
<b>Support for Learning</b>	<i>Classroom 1 (Shared Craft Room etc)</i>
	<i>Classroom 2</i>
	<i>Small Classroom</i>
	<i>Small Classroom</i>
	<i>Quiet Room 1</i>
	<i>Quiet Room 2</i>



	<i>Quiet Room</i>
	<i>Physiotherapy Room + Store</i>
	<i>Staff Base</i>
	<i>Supp for Learn Store</i>
	<i>Chair/Battery Store</i>
	<i>Assisted Bathroom</i>
	<i>Recovery Room</i>
	<i>Pupil Support Team (Pupil Work area)</i>
	<i>School Support Workers</i>
	<i>Staff WC / DWC</i>
	<i>Pupil Toilet Accom - Individual</i>
	<i>Pupil Toilet Accom - Individual</i>
<b>Enhanced Provision</b>	<i>Full size General Classroom</i>
	<i>Activity Space with Snack Kitchen</i>
	<i>Staff Prep area</i>
	<i>Quiet room</i>
	<i>General Store</i>
	<i>Staff WC / DWC</i>
	<i>Pupil Toilet Accom - Individual</i>
	<i>Pupil Toilet Accom - Individual</i>
<b>Ancillary</b>	<i>Medical/Rest Room/Auxiliary</i>
	<i>DWC</i>
	<i>Reprographics &amp; Print Office</i>
	<i>Paper Store</i>
	<i>IT Base (Cluster Technician)</i>
	<i>DCC Facil Co-ordinator</i>
	<i>Facilities Man Store</i>
	<i>Kitchen/Servery</i>
	<i>Sandwich Bar</i>
	<i>Dining/Social</i>
	<i>Snack Kitchen + Store</i>
	<i>Kitchen Staff Accom</i>
	<i>Kitchen Staff toilet</i>
	<i>Kitchen Dry Goods Store</i>
	<i>Kitchen Equip Store</i>
	<i>Kitchen Cleaning Store</i>
	<i>Kitchen Office</i>
<b>Central Resources</b>	<i>Library/Resources Room</i>
	<i>Library/Careers Office</i>
	<i>Library/Careers Office</i>
	<i>Assembly Hall/Social (excl. stage.)</i>
	<i>Store (Chair/Hall)</i>
	<i>Technicians' Base &amp; Store</i>
<b>English</b>	<i>Classroom 1</i>
	<i>Classroom 2</i>
	<i>Classroom 3</i>
	<i>Classroom 4</i>
	<i>Classroom 5</i>

	<i>Classroom 6</i>
	<i>Classroom 7</i>
	<i>Classroom 8</i>
	<i>Staff Base</i>
	<i>Subject Store</i>
	<i>Pupil Toilet Accom - Individual</i>
	<i>Pupil Toilet Accom - Individual</i>
	<i>Staff WC / DWC</i>
<b>Mathematics</b>	<i>Classroom 1</i>
	<i>Classroom 2</i>
	<i>Classroom 3</i>
	<i>Classroom 4</i>
	<i>Classroom 5</i>
	<i>Classroom 6</i>
	<i>Classroom 7</i>
	<i>Classroom 8</i>
	<i>Staff Base</i>
	<i>Subject Store</i>
	<i>Pupil Toilet Accom - Individual</i>
	<i>Pupil Toilet Accom - Individual</i>
	<i>Staff WC / DWC</i>
<b>Languages</b>	<i>Classroom 1</i>
	<i>Classroom 2</i>
	<i>Classroom 3</i>
	<i>Classroom 4</i>
	<i>Classroom 5</i>
	<i>Staff Base</i>
	<i>Subject Store</i>
	<i>Pupil Toilet Accom - Individual</i>
	<i>Pupil Toilet Accom - Individual</i>
	<i>Staff WC / DWC</i>
<b>Social Subjects</b>	<i>History Classroom 1</i>
	<i>History Classroom 2</i>
	<i>History Classroom 3</i>
	<i>Geography Classroom 1</i>
	<i>Geography Classroom 2</i>
	<i>Modern Sub. Classroom 1</i>
	<i>Modern Sub. Classroom 2</i>
	<i>Tutorial Room</i>
	<i>Social Sub./RME Base</i>
	<i>Social Subject Store 1</i>
	<i>Social Subject Store 2</i>
	<i>Social Subject Store 3</i>
	<i>RME Classroom 1</i>
	<i>RME Classroom 2</i>
	<i>RME Subject Store</i>
	<i>Pupil Toilet Accom - Individual</i>
	<i>Pupil Toilet Accom - Individual</i>
	<i>Staff WC / DWC</i>

<b>Sciences</b>	<i>Physics Laboratory 1 TBC</i>
	<i>Physics Laboratory 2 TBC</i>
	<i>Physics Laboratory 3 TBC</i>
	<i>Chemistry Laboratory 1 TBC</i>
	<i>Chemistry Laboratory 2 TBC</i>
	<i>Chemistry Laboratory 3 TBC</i>
	<i>Chemistry Laboratory 4 TBC</i>
	<i>Biology Laboratory 1 TBC</i>
	<i>Biology Laboratory 2 TBC</i>
	<i>Biology Laboratory 3 TBC</i>
	<i>Biology Laboratory 4 TBC</i>
	<i>Biology Laboratory 5 TBC</i>
	<i>VI Science Laboratory</i>
	<i>VI Science Laboratory</i>
	<i>Science Base</i>
	<i>Science Technician/Store</i>
	<i>Chemical Store</i>
	<i>General Science Store</i>
	<i>Internal Cylinder Store</i>
	<i>Radiation Store</i>
	<i>Pupil Toilet Accom - Individual</i>
	<i>Pupil Toilet Accom - Individual</i>
	<i>Staff WC / DWC</i>
<b>Computing</b>	<i>Computer Studies Room 1</i>
	<i>Computer Studies Room 2</i>
	<i>Computer Studies Room 3</i>
	<i>Computer Studies Room 4</i>
	<i>Com/Bus Base</i>
	<i>Store</i>
	<i>Pupil Toilet Accom - Individual</i>
	<i>Pupil Toilet Accom - Individual</i>
	<i>Staff WC / DWC</i>
<b>Business</b>	<i>Business Studies Classroom 1</i>
	<i>Business Studies Classroom 2</i>
	<i>Business Studies Classroom 3</i>
	<i>Business Studies Simulated Office</i>
	<i>Store</i>
<b>CDT (Tech. Educ)</b>	<i>Workshop - woodwork 1 (combined)</i>
	<i>Workshop - woodwork 2 (combined)</i>
	<i>Workshop - wood/metal work</i>
	<i>Technological Studies 1</i>
	<i>Graphic Communication 2</i>
	<i>Graphic Communication 1</i>
	<i>Wood Store/Prep Area</i>
	<i>Metal Store/Prep Area</i>
	<i>Prac Consumables Store</i>
	<i>Project Store</i>
	<i>Work Store</i>
	<i>Shared Staff Base</i>
	<i>Staff WC / DWC</i>

	<i>Pupil Toilet Accom - Individual</i>
	<i>Pupil Toilet Accom - Individual</i>
<b>Home Economics</b>	<i>Food Room</i>
	<i>Food Room</i>
	<i>Hospitality Food Room</i>
	<i>Fabric Room + Fabric Store</i>
	<i>Food Store</i>
	<i>Laundry</i>
	<i>Home Economics Store</i>
<b>Art + Design</b>	<i>Art Room 1</i>
	<i>Art Room 2</i>
	<i>Art Room 3</i>
	<i>Art Room 4</i>
	<i>Kiln Room</i>
	<i>Kiln stacking Area</i>
	<i>3D Clay prep Area</i>
	<i>Computer Area + Dept Lib + Lecture</i>
	<i>Materials Store/Staff Library</i>
	<i>Staff Materials Store</i>
	<i>Work Store</i>
	<i>Work Store</i>
	<i>VI Art Room</i>
	<i>Art/Music/Drama Shared Base</i>
	<i>Staff WC / DWC</i>
	<i>Pupil Toilet Accom - Individual</i>
	<i>Pupil Toilet Accom - Individual</i>
<b>Music</b>	<i>Music Class/Bandroom</i>
	<i>Music Classroom 1</i>
	<i>Music Classroom 2 (shared with Drama)</i>
	<i>Music Practice Room 1</i>
	<i>Music Practice Room 2</i>
	<i>Music Practice Room 3</i>
	<i>Music Practice Room 4</i>
	<i>Music Practice Room 5 - Piano</i>
	<i>Music Practice Room 6 - Drums</i>
	<i>Recording/Practice Room</i>
	<i>Music Store</i>
	<i>Instrument Store</i>
<b>Drama</b>	<i>Drama Studio - Assembly Hall Stage</i>
	<i>Drama Store 1</i>
	<i>Drama Store 2</i>
	<i>Changing/Rehearsal Room</i>
<b>Physical Education</b>	<i>Games Hall</i>
	<i>Gym</i>
	<i>Gym/Dance Studio</i>
	<i>Fitness Room</i>
	<i>Physical Heath Base</i>
	<i>Staff Changing Showers/WC</i>
	<i>Staff Changing Showers/WC</i>

	<i>Washing Mach/Tumble Dryer Area</i>
	<i>Games Hall Store 1</i>
	<i>Games Hall Store 2</i>
	<i>Gym Store</i>
	<i>Dry Changing, WC's &amp; Showers 1</i>
	<i>Dry Changing, WC's &amp; Showers 2</i>
	<i>Dry Changing, WC's &amp; Showers 3</i>
	<i>Dry Changing, WC's &amp; Showers 4</i>
	<i>Dry Disabled Changing</i>
	<i>Swimming Pool Store</i>
	<i>Swim Pool Attendant</i>
	<i>Swimming Pool</i>
	<i>Swim Pool Chng/WC 1</i>
	<i>Swim Pool Chng/WC 2</i>
	<i>Swim Pool Disabled Changing</i>
	<i>Swim Pool Cleaning</i>
	<i>Swim Pool Chem Store</i>
<b>Community</b>	<i>Swim Pool Reception</i>
	<i>Swim Pool Entrance (Café)</i>
<b>Miscellaneous</b>	<i>Cleaners Stores</i>
	<i>Bank Pupil Toilets</i>
	<i>Servers</i>
	<i>Circulation</i>
	<i>Plant</i>

**Commentary on educational functionality of options****Option 3.1: Transformation of the existing 1930's building****General Comments**

- The restrictions imposed by the existing building footprint compromises the configuration of department/area adjacencies that leaves a number of existing difficulties unresolved, e.g. deliveries, efficient circulation, shared teachers' base facilities, flexible use of dining/assembly/social spaces, emergency vehicle access to the east side of the building.
- A significant number of rooms without natural light.
- Amount of outdoor social space for approximately 1200 pupils not sufficient.
- The location of the main outdoor social space would result in many pupils having to travel the length of the school before/after breaks to get to/from their timetabled class.
- Limited access/egress. Access to/from outdoor social areas appears to be limited - given the number of pupils that will access the outdoor social spaces and return to the building after breaks. There needs to be a number of suitable access point to ensure that no one entry is over crowded.
- The proposed layout does not reflect the advantages of locating departments with class sizes of 20 on the upper levels of the building - where practical. Given the circulation of pupils between periods it is important to consider the numbers of pupils using the stairs at the same time.
- Department adjacencies: A number of departments have been split from their shared base partners which will result in an additional number of bases required thus increasing the overall floor area.
- There are still a number of single sided corridors - the length of a number of corridors of a restricted width is a cause for concern - informal supervision and general behaviour of pupils is not helped by long narrow corridors.
- There would appear to a number of areas that seem to be unusable or desirable.
- Evacuation assembly points: Concerned that there will be insufficient areas for required assembly points that can be evacuated from in the event of an emergency that results in the front of the building being inaccessible.

**Level 2**

- Enhanced Provision: Location of enhanced provision - At front of school - near to the Perth Road. Given the pupils that will be using this provision - concern about traffic noise/distractions - no direct access to secure outdoor area.
- Art: This department requires good natural light to all the Art rooms. Location on the upper floors of the building needs to be exploited to provide views of the surrounding area - much of the department will overlook the courtyards which will also restrict the natural light available.
- Languages: The proposed layout would result in an area remote from the rest of the department which is one of the fundamental flaws of the existing school.
- English: The proposed layout would result in an area remote from the rest of the department which is one of the fundamental flaws of the existing school. While not critical there is a desire expressed by English Teachers that the department should have a direct relationship with the Library. Use of natural light restricted by single sided corridor and courtyard aspect.

### **Level 1**

- Administration / Ancillary: Split over 2 levels.
- Assembly/Dining/Social Space: These areas are split over 2 levels which will make supervision and management of the Social spaces difficult and reduces the flexibility of the use of these spaces for school purposes. Kitchen deliveries and waste disposal are not directly off the identified service yard.
- Sciences: The relationship of this department and the Science stores, (in particular the Chemical store), to a suitable lift and location of lift in relation to the service yard to facilitate the delivery of Chemicals and other materials is an important consideration. Travel distances to/from lift location should be kept to a minimum. The need for local exhaust ventilation from the chemical store and fully vented fume cupboards might also have an impact on the location of this department.
- Drama: Department split over 2 levels. Access for delivery of props and scenery to stage.

### **Level 0**

- Pupil Support: Further information required on the areas that will be assigned to Support for Learning and Guidance. Proposed location of Pupil Support does not allow for drop off of vulnerable pupils directly to department.
- Courtyards: Access - Supervision of underpass.

### **Level -1**

- Music: Remote from linked departments. Access to the stage with movement of instruments has not been solved by bolting on this department to the back of the building with the main adjacency being the Swimming Pool.

## **Summary**

### Poor

- Educational adjacencies compromised
- Location of social areas constrained by 1930's fabric.
- Compromised accessibility and external social areas

### Good

- Improved site access and traffic management
- 1930's historic building footprint integrated
- Isolated/hard to supervise pupil toilets removed.

## **Option 3.2: Facade Retention with new build**

Following advice from LDN Architects it was agreed that the transformation option should include the examination of the retention of the existing facade on the 1930's building.

This option was assessed as a proposal that Historic Scotland might find an acceptable compromise given the difficulties noted in the full transformation of the 1930's building. However, while there are significant improvements over the full transformation option the retention of the facade would compromise the design, layout and management of the spaces provided in manner that would not deliver best value and an acceptable solution.

## **General Comments**

- Facade compromises the final design solution - holding the build solution in close proximity to the Perth Road.
- Main entrance to the school is 'hidden' at what most would describe as the back of the school building.
- Access/Egress to/from the site from the Perth Road for 1200 pupils, plus staff and visitors is insufficient.
- A significant number of rooms without natural light. Rooms on the Perth Road side of the building, particularly those below road level, (Level 0 & 1), will get very limited natural light due to the proximity of the existing retaining wall.
- Amount of outdoor social space for approximately 1200 pupils appears to be insufficient. While this proposal suggests that the outdoor social area could be supplemented by using the roof of the PE Department this would raise other concerns. (Note: Use of the PE roof for all parking might allow other school entry options to be explored.)
- Limited access/egress. Access to/from outdoor social areas appears to be limited - given the number of pupils that will access the outdoor social spaces and return to the building after breaks there requires to be a number of suitable access point to ensure that no one entry is over crowded. Given the likelihood of restricted access to the main entrance from the outdoor pupil social areas it is unlikely that this would be used at intervals.
- Given the length of the corridors and the circulation of approximately 1200 pupils, over 3 levels, every period change over it would be important to ensure that the corridors are not narrow. The width of corridors is a cause for concern - informal supervision and general behaviour of pupils is not helped by long narrow corridors.
- Concerns regarding detailed layout of rooms at the internal corners and the difficulty in providing natural ventilation and light.
- Vehicle access to the rear of the building - down a very long slope.
- Noted that overflow parking suggested for the roof of PE with entry adjacent to main vehicle entry point which would also be a pedestrian access point. Concern over possible vehicle/pedestrian conflict.
- No consideration given to service access - present layout suggests that a service road would reduce the outdoor social space further.
- Long link road to Enhanced Provision that cuts through the full length of the site is a concern

## **Level 2**

- Circulation between floors at end of each period - location of lifts and stairs
- Sciences: The relationship of this department and the Science stores, (in particular the Chemical store), to a suitable lift and location of lift in relation to the service yard to facilitate the delivery of Chemicals and other materials is an important consideration. Travel distances to/from lift location should be kept to a minimum. (The need for local exhaust ventilation from the chemical store and fully vented fume cupboards have been reflected in the location of this department on this level.)

## **Level 1**

- Social Space: These areas are split over 2 levels which will make supervision and management of the Social spaces difficult and reduces the flexibility of the use of these spaces for school purposes.
- Circulation between floors at end of each period - location of lifts and stairs - access to Fitness Suite and the library with relationship to English department need to be considered in detail.



- Art & Design - need good natural light and, where possible, a good outlook. Proposed location would not provide this.
- Location/extent of Music accommodation not clear due to nature of block diagrams.

#### **Level 0**

- Entry - main & pedestrian access remote from administration & thus reception.
- Main entry at back of building.

#### **Summary**

##### **Poor**

- Facade compromises the final design solution - holding the build solution in close proximity to the Perth Road.
- Long sloping vehicle and pedestrian access to main entrance on South Elevation.
- Lack of natural light to a number of areas throughout the building with concerns about the light to classrooms on the North Elevation
- Concerns regarding ability to provide natural ventilation which can be controlled by the user to a significant number of internal areas.
- Some educational adjacencies compromised.

##### **Good**

- South facing external social areas
- Modern facilities
- Purpose built facilities that must meet identified educational needs.

#### **Option 4: New Building on the Existing site**

This is an option which is desirable from an educational and efficiency of build perspective to deliver a best value solution to meet the current highest educational standards.

Concept block plans demonstrate that a new build school, that meets the identified accommodation needs and designed to deliver modern educational practices, can be accommodated on the site. However, it is the option that is least likely to find favour with Historic Scotland and as such will require comprehensive justification to support the final design proposal.

It is important to note that the purpose of the plans produced in this option was to confirm that a new build was a viable option on this site given the restraints imposed by the slope of the site and the fixed boundaries. The concept plan is not intended to be a barrier to innovative development of a design that maximises the area available and uses the slope of the site to good advantage. However the plan confirmed that a new school would fit on the site and that it could provide the accommodation and facilities required.

#### **General Comments**

A new build will allow:

- Improved site access and traffic management
- Efficient circulation
- Use of natural light to provide light inspiring social areas
- Provision of efficient, (eco-friendly) heating and ventilation systems
- Modern facilities for practical and expressive subjects

- Optimum educational adjacencies and areas to achieve educational aspirations and operational management
- Purpose built facilities that meet identified educational needs
- Inclusive design to meet best practice on accessibility
- The development of spaces that can be multi-functional and used flexibly to provide student social space and modern catering and dining facilities
- External social areas to be maximised and the school grounds designed to allow the development of learning areas that could assist in the delivery of 'green' issues that form part of the curriculum as well as providing areas suitable for planting and growing vegetables
- Purpose built community access to sports facilities
- The concerns regarding the evacuation of the site in an emergency situation to be addressed