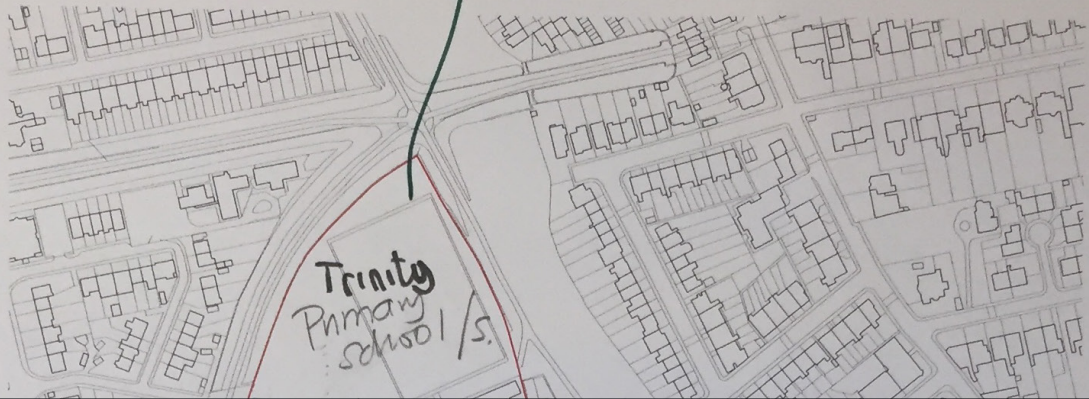


Architecture & Design Scotland

Ailtearachd is Dealbhadh na h-Alba

*Trinity Academy
Primary School*



Trinity Academy

Staff Perspective

29th October 2018

*See
How class
P.S.*

*INCREASED
JOURNEY
TIMES
ALONG
PATH*

*DEFINED
SECONDARY +
SPORTS SITE.*

*MOVE P.S.
90
BANKHILL AVE.*



Trinity Academy Learning Partner's Workshop

Attendance List

Date: Monday 29th October 2018
Time: 3.30 – 5.00pm
Location: Trinity Academy, Edinburgh

Staff

Name	Role/Department
Rebecca Hutton	Teacher - Geography
Richard Hart	Teacher - modern studies
EMMA STIELING	CL OF PE + HWS
Dougie Reus	Teacher D&T
Adam Caldwell	CL COMPUTING
Michelle Miller	Mod lang
Rikki Beach	Teacher of Bios
KATH BENVANT	DHT
Laine Anne Cam	TEACHER OF ART
MARIA DEVON	TEACHER / ENGLISH DEPT EIS REP
JOHN CLARSON	LIBRARIAN
JAMES TODD	DHT
GILLIAN BARRET	BUSINESS MANAGER
Rachel Labimer	English
Bryan Campbell	DHT
John Stenbridge	DT

1.0 Introduction

In order to create a masterplan for Trinity Academy, City of Edinburgh Council are progressing with a number of stakeholder engagements to help determine the strategic brief for the investment. The masterplan will consider future options for the school, links with the cluster primary schools and wider community service needs before determining the mix of facilities to be provided.

A workshop was held on 21st Sept 2018 which brought together schools in the cluster, teachers from Trinity Academy, parent councils, community groups, officers from CEC and members of the project team for Trinity Academy. One of the priority outcomes from this workshop was the need to consult with both teachers and pupils at Trinity Academy on learning and teaching needs. These took place on Monday 29th October 2018 and this report is a summary of the teacher's workshop.

Architecture & Design Scotland, a non-departmental public body of Scottish Government, has been invited by City of Edinburgh Council to facilitate conversations with learners, staff and community stakeholders to help explore opportunities and determine priorities for Trinity Academy.

www.ads.org.uk

1.1 Purpose

To agree the learning & teaching vision to guide future development.

1.2 Outcomes

To describe the learning & teaching priorities for investment and to set out the criteria for the masterplan.

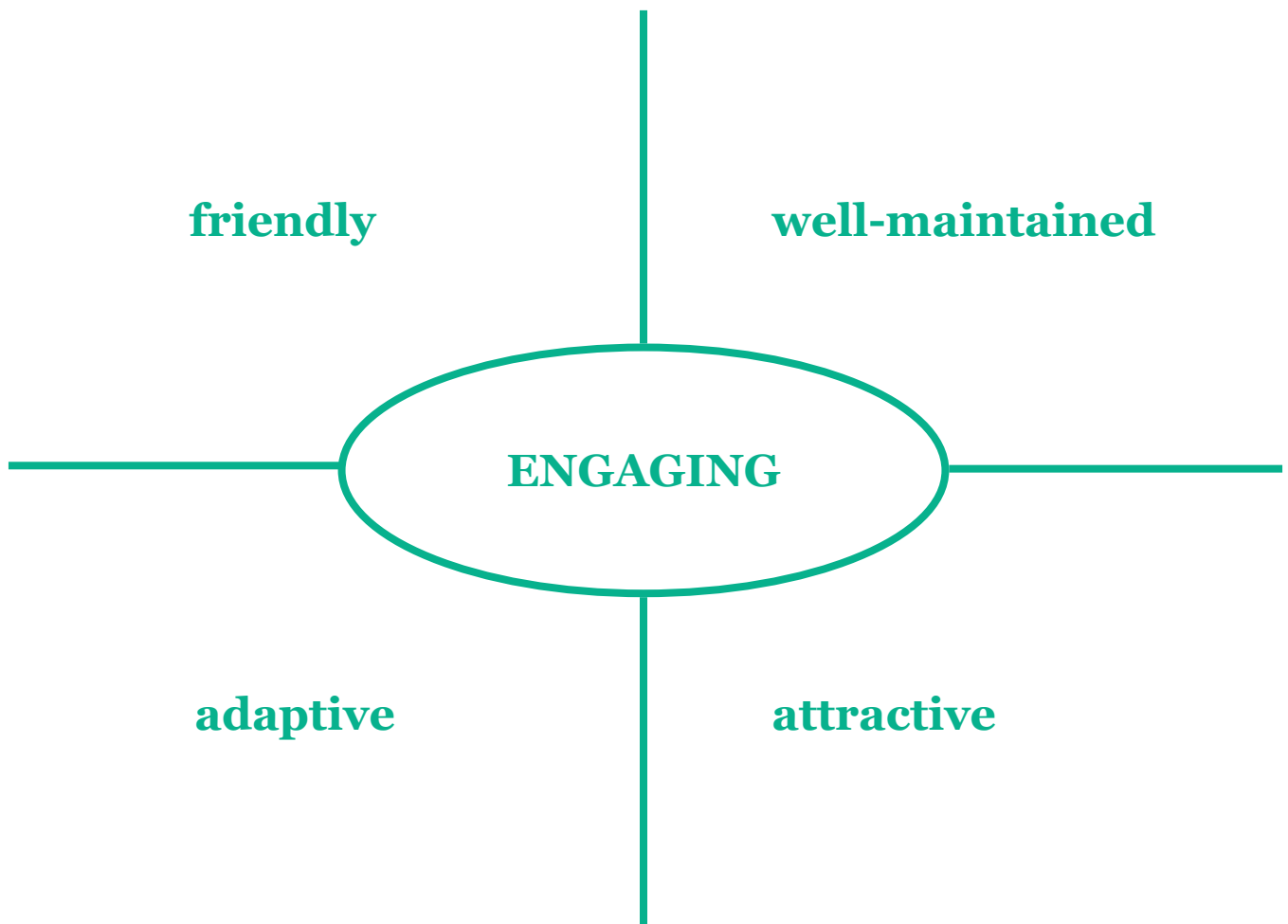
2.0 Imagine the school is a person, what type of person is it?

At the Pupil's workshop earlier in the day, they were asked to imagine the school was a person rather than a building, and asked to describe it's personality/character. The teachers were asked the same question at the start of the workshop and their responses are summarised below;

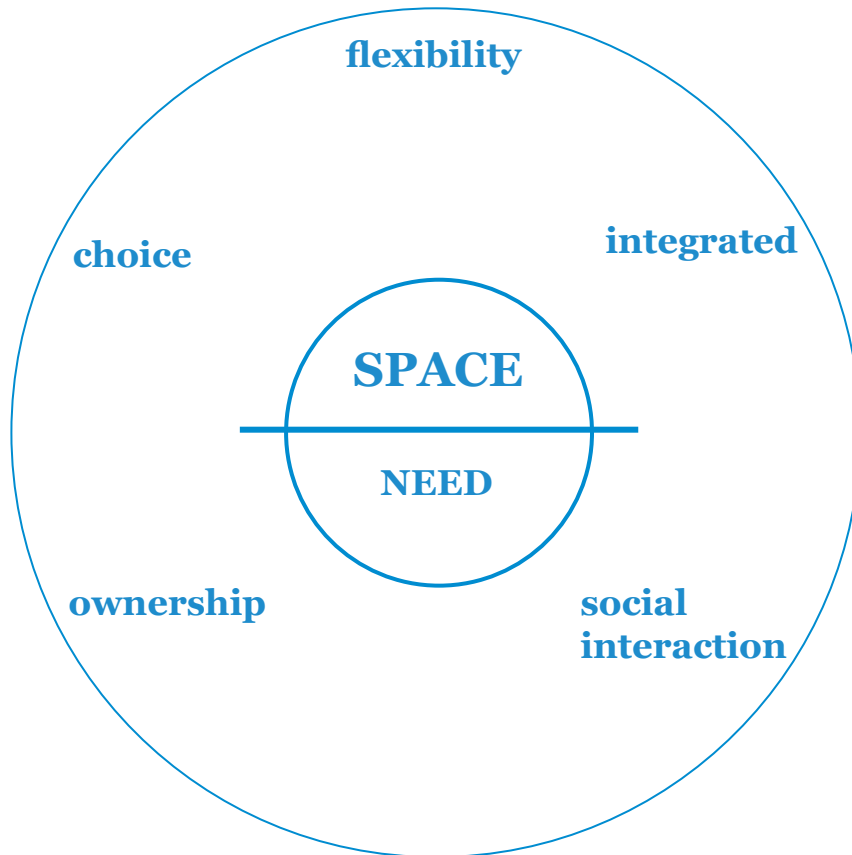


2.1 What type of person should it be?

Reflecting on the outcome of the discussion, the facilitators identified five qualities to describe the desired future experience of the built environment of Trinity Academy, which are summarised below;



LEARNING & TEACHING



Flipchart Diagram Summary:

The core of the discussion focused on two issues;

Learner needs at the heart

Excellence is about learning experiences and learning settings that are organised around learner needs, and adaptable to changing needs. This includes wellbeing and learning.

Space and identity

A 'sense of space' is important where the experience of the right amount of space for the right things in the right place enables more efficient, better, more connected experiences, in places that people identify with.

Qualities

Five qualities of an excellent learning and teaching experience were identified by teachers at the workshop:

- Ownership and identity: feeling part of the learning community, having a mix of specific spaces fit for purpose and shared spaces with shared ownership
- Choice: opportunities, decisions and variety in subjects and learning experiences, and opportunities in social experiences for learners and teachers
- Flexibility: spaces which are adaptable to changing needs, community interaction and different ways of learning, within and beyond buildings
- Integrated: subjects and experiences clustered together to connect learning experiences and manage travel, with technology enabling anytime learning and the design of circulation enabling learning and social experiences
- Social interaction: designing in a mix of settings to relate to the different ways learners and teachers connect with each other to build peer support and a sense of community, within and beyond the school buildings

3.0 What does 21st Century Learning & Teaching Excellence look like?

The first workshop with stakeholders and community members identified learning and teaching excellence as a core element to drive the future development of Trinity. This discussion was developed in the teachers workshop, exploring what 21st Century learning and teaching looks like. The results of these discussions are included below and overleaf;

Integrated

Integrated - divisive having a split site currently

Learning experience that meets the needs of all pupils - dynamic, engaging, accessible, varied, adaptable, flexible - wherever this happens

Element of choice

Accessible

Flexible - needs to adapt

Adaptable (not just furniture)

Layout needs to be more connected

Well resourced spaces

Ownership/Identity

Ownership of spaces as well as flexible learning

Shared areas can become a bit soul-less

'Frighten me not to have an area of ownership'

Personality

Flexibility

Furniture that is comfortable & robust

Ergonomic

Dynamic

Number of flexible spaces important

Environment

Light and openness

Library - very important space - used for study space

Practical

Environment needs to be controlled - temperature/air changes

Number of flexible spaces important

Technology around the school for all

Low energy/energy efficient

Social Interaction

Social spaces - important for staff as well as pupils

Social interaction - choice of spaces/have policy of inclusion

Technology

Technology (taking over!)

Technology around the school for all

Properly resourced
IT facilities &
w/shops.
Future Proofing
Fit For Purpose
ROOMS & FURNITURE
GOOD LIGHTING &
TEMP CONTROL.

- Adaptable learning spaces - bigger
- Light & open
- Be connected
- changes made easily

SPACE!

Adequate ~~#~~ technology resources in every classroom

- Easily accessible technology
- Tannoy system

NUMBER OF FLEXIBLE SPACES

Low energy/energy efficient.
- sensor lights

Source of identity plants -
An element of choice appropriate user friendly resources

Friendly
welcoming
~~big-hearted~~ / ~~stern~~ / ~~spontaneous~~
Enthusiastic
~~well dressed~~
~~mis-matched~~ / ~~gadget~~

Social spaces
- staff (room)
- pupils.
- work space

and spaces.
looks like
defo
split
sit
sight

exhausted
shabby
Dem-boy
Frightened
engulfed by train
Sad / sorry for them

site -
integrated

atmosphere / climate
= controlled at correct levels
Social spaces
Learning spaces
- independent
Adaptable spaces

Learning exp. that meet needs of all pupils - dynamic, engaging, accessible, varied, adaptable / flexible - wherever this happens

Sample of teacher's comments from the workshop

4.0 What is the key issue stopping this excellence in learning happening?

Reflecting on the outcomes of the discussion on 21st Century learning, teachers were asked to identify the key barriers to achieving these ambitions. Three key themes emerged;

- **The layout of the building:**

The experience of the current building is disjointed, old and of varying quality. The use character of the environment matters

- **Distance and travel:**

Learning experiences are distributed across the school. This results in a lot of travel, and a lot of movement in corridors, with anxiety about who needs to be where when, resulting in loss of time and impacts on readiness for learning sessions

- **Social spaces:**

The outdoor experience was highlighted as a key need, both in terms of the amount of spaces within the building campus and access, and use of the surrounding open spaces. A key issue is to understand learner needs around socialisation, when people like to be together, and the need for spaces to be alone

Layout

Building layout

The building is like a rabbit warren - very disjointed

Physical building - 3 different elements make it difficult

Dark and dusty

Can't access daylight - darkness and routes around building increase anxiety

Distance/Travel

Journey times through the school is a problem

Wider corridors would be better

Have too far to travel

Social Spaces

Kids don't play and socialise in the same location

Lack of outdoor facilities

Lack of central hub - central facility

No sense of wellbeing

Can't access daylight - darkness and routes around building increase anxiety

Primary Hub - all Trinity

**What is happening to Trinity Primary?
Is there potential for an all-through school?**

Could we move Trinity Primary over to Bangholm site and use their site to extend Trinity Academy?

Combine Trinity Primary with Holy Cross Primary School

Campus

Campus idea - could work in a number of different ways - need an organisation model - needs to be ordered

If there is a swimming pool it needs to be for community use

If swimming pool is located on site then it could be used by primary schools

A community hub - welcoming the community

Could we locate large spaces on Bangholm site such as halls, dining spaces etc to free up more space on Trinity site?

Staff can't afford to live locally so staff parking is required

How do we create more open space?

All on Bangholm

More effective spaces used more efficiently

Bangholm site would be preference for new school facility

Residents of Craighall Gardens would complain if link to Bangholm site was established down their road - already complain!

Building

Central space as entrance hub

Cluster subjects

Bigger Canteen

Outside space - part covered

Hub - circulation/staff/guidance/SLT

Defined secondary & sports site

Natural light

Breakfast clubs

Flexible IT suites

All departments need IT

Weight of pupil's bags is an issue if school is over multi-levels

5.0 Review of existing school estate

The teachers were given site plans and asked to review and comment on the existing school estate. Their comments are summarised overleaf and copies of their marked up plans are included on the following pages.

The outcomes of this discussion were:

[a] Development scenarios

A series of potential development scenarios for learning in the context of the existing Trinity Academy site and the wider area including Victoria Park and Bangholm grounds were suggested. These scenarios are:

Primary hub

Bring Holy Cross and Trinity primary together, with early years, at Banholm to join up these stages of learning and make the most the amenities of the sports provision at Bangholm. Include community learning and sports at the Bangholm grounds. Cluster all secondary facilities at Trinity Academy site.

New Trinity

Re-locate the entire Trinity Academy provision to Bangholm, integrating swimming pool and community facilities with sports provision. Release the Academy site for development which may include some sports provision to support Trinity Primary and enhance the quality of open space at Victoria Park.

Campus

Build an organisation model around timetabling, shared spaces, provision of specific learning at Trinity Academy and shared sports and learning at Bangholm as a campus masterplan. Share facilities with the primary schools and surrounding schools in the cluster.

[b] Spatial principles for learning spaces

A series of criteria emerged to inform the design of learning spaces, which include buildings, and outdoor spaces, within the development scenarios set out above. The key principles relate to:

- Clustering subjects and experiences
- Welcoming hub connecting support, enabling socialization, engaging community
- Bigger, more social canteen
- IT enabled learning

Inaccessible
space
constrained

Trinity
Primary
school / s.

ACCESS

INCREASED
TOURNEY
TIMES
ALONG
PATH

SELL
High class
P.S.

DEFINED
SECONDARY +
SPORTS SITE.

MORE P.S.
90

6.0 Next steps

Drawing on the knowledge and reflections of the staff from the workshop, the following next steps are suggested:

1. Culture

Engage the teaching community to develop practitioner enquiry on key priorities for 21st century learning and teaching excellence enabled by space; and community as partners in the learning experience in shared spaces

2. Design

Build a teacher project liaison team to engage with the development of the masterplan and the development of the building proposals over the construction period

3. Practice

Explore the opportunity to develop 'Try before You Buy' experiences in the short and medium term, led by students working with teachers, to test ideas on improving spaces before and within the construction phases.

This could draw on the Inspiring Learning Spaces Toolkit;

www.ads.org.uk/inspiring-learning-spaces-toolkit

and the Test of Change approach;

www.ads.org.uk/repurposing-learning-space-tests-of-change-information-resource/

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