

Architecture & Design Scotland

Ailtearachd is Dealbhadh na h-Alba

ASPIRATION → GROWTH

Trinity Academy City of Edinburgh Council Stakeholder Workshop 21st September 2018

PLACE
COMMUNITY

ASK THE
KIDS +
TEACHERS !!
- WHAT DO THEY
NEED/WANT?

LACK OF
- IT
- MODERN
PERFORMING
SPACE

LEARNING +
TEACHING
- MODERNISE
- FLEXIBLE
- DESIGN
- IT
- CLASSROOM

LACK OF
- PE
FACILITIES
- ON-SITE
INDOOR PE.

Not used
much after
School hours

Growing catchment population
Diverse community
strong
Faster than forecast
Build some room
for expansion & lagging
perceptions

departments
spread out
- Potential for
silos

Improved percept on but
estate limiting potential
Goodly the school

PROVIDE
TEACHING

Trinity sch
flexible accommodate
Assess all in
shows / concern →
large festival venue

Upgrade
to bring in line
with new learning

Bangholm site
PE classroom(s)
20
4 court hall
1 court hall
Dance studio
Gym
swimming pool

① ~~INDOOR~~ ~~SPORTS~~
TRINITY
PE class rooms
Dining facilities
upgrade existing
accommodation
Technology fit for
purpose
* Transform existing PE
facilities into classroom
workshop space - available
for secondary / primary papers

TENNIS
COURTS /
BASKETBALL
- VIC PARK

Larger footprint
- School
Sports/drama/
music
facilities
depend

lack of modern
PE facilities

Lock down
doors to
section
spaces /
secure areas
while others are
being used

NO COMMUNITY
hub

ASSEMBLY
HALL DOUBLES
UP!
EXAMS, ASSEMBLIES
CLUBS, INDOORS
SPORT

Free
Accessible
parking

Path ch. through
(through education)

Community Hub /
Heart

OPEN!
8 - 8 pm
- COMMUNITY
USE

+ LACK
- QUALITY OF
RESOURCES
AVAILABLE / Maintenance
+ minimum standards
- FINANCE MADE
AVAILABLE
- EDUCATION TIME
REDUCES

? PATH
THROUGH TO
HEADWATER
VIA POWDERMILL

CYCLE
PATHS!
(ACCESS ONLY
VIA BANGHOLM
AT PRESENT)

Context

This report summarises workshop conversations on issues and opportunities for planned investment in Trinity Academy and the benefits for the learning cluster, and wider community.

The report uses the words, phrases and discussions used by participants to provide an accurate and authentic feedback of the workshop.

The workshop was hosted by City of Edinburgh Council at Trinity Academy on 21st September 2018. It brought together schools in the cluster, teachers from Trinity Academy, parent councils, community groups, officers from City of Edinburgh Council and members of the design team for Trinity Academy, Holmes Miller Architects. The attendance is set out in Section 1.0

The workshop was facilitated by Architecture and Design Scotland, the national champion for design and placemaking.

www.ads.org.uk

Layout

The report is laid out in two parts:

- The main report is laid out following the format of the workshop. A summary of the opening context setting is provided, followed by an overview of the discussions for each question in the workshop. The flipchart diagrams created by the workshop facilitator summarise the outcome of each session at the workshop and are also included as an aide memoire.
- The report Appendix is a set of post workshop reflections created by A&DS. This section distils down the key issues from the workshop into a summary of the Ambitions emerging from the discussion, and the business case for an integrated approach to the planned investment. The reflections are supported by two diagrams, created using insights shared by delegates at the workshop. The first diagram looks at the geography of the wider community and the learning cluster, and summarises the issues and opportunities discussed at this scale. The second diagram summarises the geography for a holistic view of Trinity/Bangholm/ Victoria Park based on discussions at the workshop.

1.0

Introduction

Date: 21st September 2018

Location: Trinity Academy, Edinburgh

Attendees:

Gillian Barrett	Trinity Academy
Mark Bedey	Parent
Liz Blair	Trinity Academy Parent Council
Jim Campbell	City of Edinburgh Council
Robbie Crockett	City of Edinburgh Council
Helen Duncan	TPS Parent Council
Susan Edwards	Parent Council
Lindsay Glasgow	City of Edinburgh Council
Mark Gorman	Forth Children's Theatre
Colin Gordon	City of Edinburgh Council
Astrid Gracie	Wardie Primary School
Carol Graham	TARFC
Ryan Holmes	Holmes Miller Architects
Cleo Jones	City of Edinburgh Council
Dave Kelman	Parent
Michaela Lyons	City of Edinburgh Council
Alasdair MacLean	Holmes Miller Architects
Crawford McGhie	City of Edinburgh Council
James McDevitt	Holy Cross Primary School
Perrotine Orr	Edinburgh Leisure
Lynn Paterson	City of Edinburgh Council
Morag Reid	Trinity Academy Parent Council
Mark Richardson	Doig and Smith
Emma Stirling	Trinity Academy
Allan Spencer	TARFC
Laura Thomson	Victoria Primary School
Stuart Watson	Trinity Academy Parent Council

Facilitators:

Danny Hunter	A&DS
Diarmaid Lawlor	A&DS

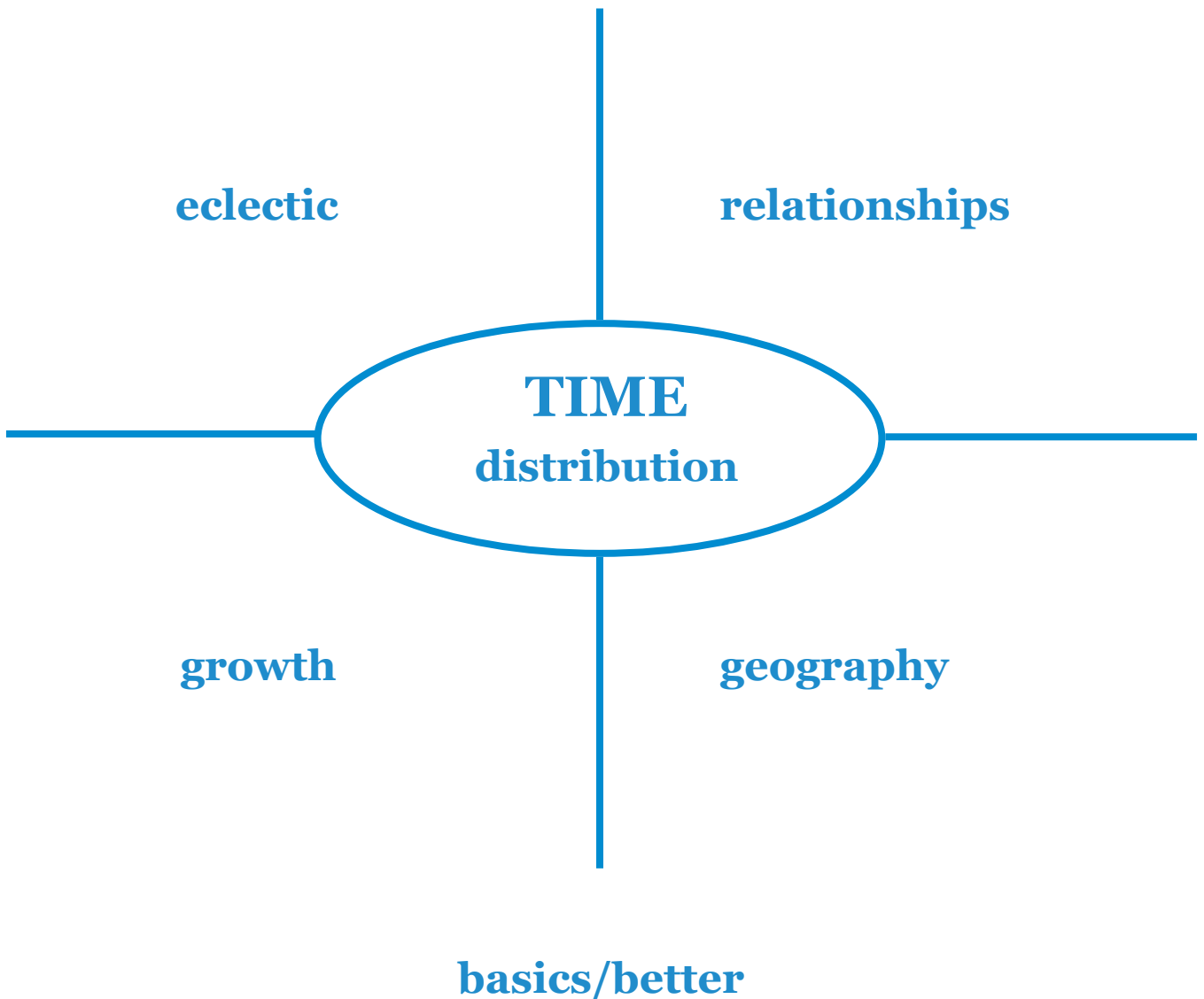
Introduction:

Crawford McGhie: Purpose of today's session is to try and determine 'what's the best way to distribute the investment'?

Lindsay Glasgow: How can our assets work harder and benefit the community more?
We need to make properties more efficient.
How can spaces be shared and used together more?
We need to be more agile in the way we work together.

ISSUES

aspiration/participation



Flipchart Diagram Summary:

This flipchart diagram prepared at the workshop summarises the discussion on key issues. Two overarching issues were identified:

1. The need for the investment to raise aspirations and increase participation in learning
2. Improve current provision from 'basics' in certain experiences to 'better'.

At the heart of the discussion was a concern about the distribution of facilities and experiences, and the time lost moving in transit. Surrounding these core issues, workshop participants suggested that it is important to be mindful of the 'eclectic' character of the communities and their needs; that improving relationships across the cluster, including Holy Cross and between the cluster and communities matter; that this area of Edinburgh is experiencing growth which will increase pressure on provision across time; but also that the geography of the wider offers benefits in terms of waterfront, regeneration, learning partnerships etc

2.0 Issues

'From your point of view what are the key issues for learning in this 'place'?'

*'place' as in wider community of Wardie, Trinity etc.

- Sports facilities are not good
- Pride Issue
- IT & Technology has been an issue
- Performing spaces are an issue – lack of
- Eclectic nature of people
- Untapped potential of the waterfront – how well is the geography working?
- Growth placing pressure on facilities – growing catchment population faster than forecast
- Time wasted moving around the building and neighbourhood
- School is spread out - difficult to deliver CFE
- Education time reduced due to positioning of our sports resources
- Number of sports pitches inadequate
- Evening classes & community use – lots of untapped potential - Trinity Academy lies empty of an evening
- Need to upgrade what we've got 'Isn't any different to when I was at the school'
- Aspirations – shouldn't undervalue what a place or environment does to people
- Respect – well-maintained buildings
- Pride – need to use words like this
- A real heart to this community
- Competitive nature to schools in Edinburgh – can't hide from this
- Need to explore opportunities of linking clusters
- Quality of facilities available outdated – lack of lets as a result
- Improved perception but estate limiting potential
- Departments spread out – potential for silos
- Lack of onsite PE facilities
- Cycle paths, Victoria Park – all about movement
- Wider learning – community learning - 'everyone is desperate for it!'
- Nature of Trinity Academy doesn't lend itself to moving around the school – wasted time on movement
- 'Community Catalyst'
- Diversity of area and meeting all needs
- Building capacity for early years provision across the area

PRIORITIES



Flipchart Diagram Summary:

This flipchart diagram prepared at the workshop summarises the discussion on priorities.

At heart of this discussion were enhancing benefits for communities, and making it easier for staff to build relationships to deliver enhanced learning experiences.

Surrounding this set of priorities are: raising aspirations and pride; making more of what we already have at the level of the cluster and the Academy; investing to improve things but also investing in sustainable maintenance; and maximising opportunities to strengthen connections between learning experiences, within buildings, using technology and between places using the cyclepath.

3.0 Priorities

Group 1 Summary of Priorities:

- More Outdoor Learning Spaces – Victoria Park is ideal opportunity
- Use time & spaces more efficiently
- Support more nurture

Group 2 Summary of Priorities:

- Movement: Cycle Path Network – joining up community, pupils moving around more efficiently
- Pride: Improved attainment and retention of good staff
- Community: heart of community, people are desperate to engage. Links with other community groups. Support staff required to facilitate community hubs

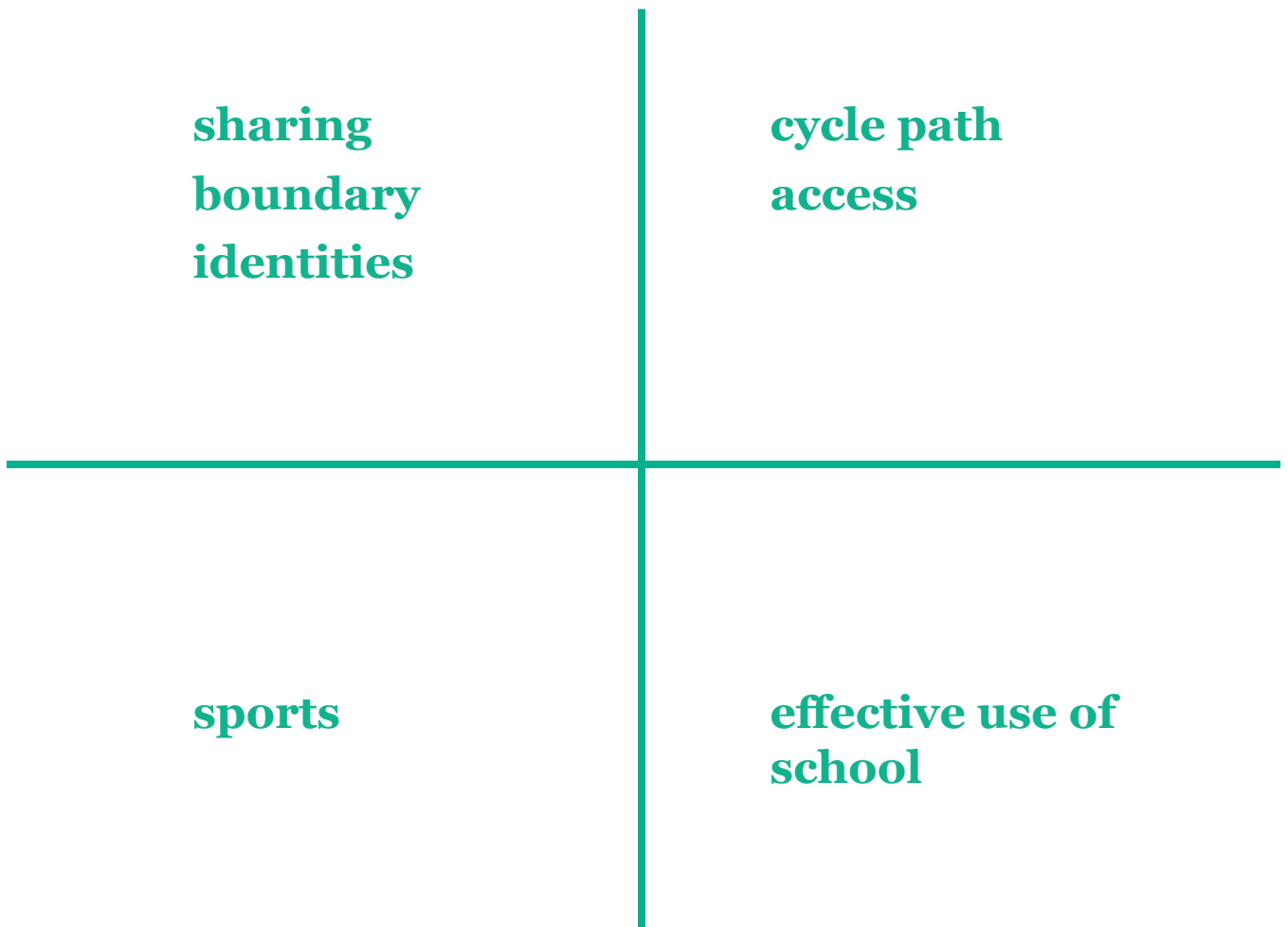
Group 3 Summary of Priorities:

- Building needs improvement - a welcoming environment where people feel valued
- Maintain minimum standards – make sure investment allows for maintenance
- Technology – need to keep up
- Spaces appropriate for activity

Summary:

- Pushing at open door to widen community benefits
- Making more of what we already have – in each part of the cluster
- Cycle Paths – connect clusters down to waterfront
- Technology – entire community is connected up

CRITERIA



Flipchart Diagram Summary:

As part of the discussion on priorities, the idea of using the investment in Trinity to better support the community as a hub was discussed. This led to a discussion of what would be needed to make this work. Four key issues emerged as criteria to review community hub options:

1. Different communities like Newhaven have distinct identities. They tend to see the scope of their community within certain boundaries. Within these places, clustering local services, sharing services and spaces for local benefit might be possible, with more strategic services clustered elsewhere in an accessible part of the wider community.
2. The cycle path should be used as a means to facilitating ease of access between local clusters and Trinity, allowing a diverse range of experiences
3. Sport emerges as a service which could connect the communities
4. Learning and teaching improvement is the focus. This should drive more effective use of school spaces, and clear consideration of where and how community uses and services are integrated.

4.0 Map review

The participants were asked to review maps of the wider community area and comment on facilities that were missing, and facilities which could be shared or utilised by all. Summaries of these discussions have been brought together into diagrams in Section 8.0 Appendix.

Handwritten Notes:

- PRIVATE SCHOOLS OUTDOOR FACILITIES.
- PRIVATE LEISURE CENTRES W. SW. POOLS - SYNERGY?
- ACCESS TO BANBOLM + NOT ANNOYING THE NEIGHBOURS
- NO DRAMA FACILITIES

Map Annotations:

- CRAIGROYSTON HIGH X
- NO COMMUNITY IN THE NEW NEWHAVEN
- Existing Victoria Primary - possible Community Asset Transfer for Community Hub Open meeting 4th Oct
- Libraries
- College Links - Granton Campus
- Youth Centre, Mill Hill Cultural Family Base - family 11-15 year

KEY:

- City of Edinburgh Council
- NHS Lothian
- Others

Notes at bottom of map:

1. COMMUNITY CENTRE with outdoor sports ground, community room, B.B.
2. BANBOLM COMMUNITY M. P. GRASS + BOLD.
3. NEW HALL 4. PRODUCTS + MORE
4. NEW HALL 4. LANDSCAPE.
5. FUTURE - PROZAC HERE
6. BANBOLM FFF WITH BUNKER OR BOW G.P.E.
7. LIBRARY

HUB:

- 1. STEAM/Hub/Transition**
- 2. Big Show/Drama**
 - Leith Theatre
 - Sculpture Workshop
- 3. Outdoor Learning Network**
- 4. Big Sports**
- 5. Excellent Learning & Teaching**
- 6. Participation**
 - Staff
 - Learners
 - Families

Flipchart Diagram Summary:

This flipchart diagram prepared at the workshop summarises the discussion on what a possible Hub at Trinity Academy might look like.

The discussion suggested that Trinity should be a hub to connect experiences, but not necessarily provide space for all experiences at the school. For example, there is a need for big spaces for drama in the cluster, but could existing spaces in the community be better used for this purpose rather than building a new drama space at the school?

STEAM emerged as a key focus, for the Academy and cluster, and specialist facilities with supported facilities in the cluster schools could help connect learning experiences, and better manage transitions.

Connecting the range of outdoor experiences in the cluster, from great parks, to outdoors and big sports and ecology emerged, so all learners have opportunities of diverse experiences accessible across the cluster.

The main focus though was to ensure that excellence in learning in teaching remains the priority. To help define what this means needs more participation and engagement with learners, teachers and families

5.0 Hub

'What is your idea of an effective community use/hub in Trinity?'

- School extends opening hours for community use. This brings service challenges but doesn't necessarily need janitors – community can do this themselves.
- Don't design the car park!
- PE Classroom needed for both community use and learners
- Improve cycle routes – make safer with wider paths and better lighting
- Creativity Hub
- Multiple access points to Bangholm site
- Need direct engagement with teachers and pupils
- More engagement with families in the community
- STEAM rather than STEM – include Arts
- Use spaces that exist already rather than create additional/duplication spaces

PRIORITIES FOR INVESTMENT:

1. INTEGRATED PLAN

- All 3 sites + cycle network + buildings

2. More TRANSITION opportunities

More ENHANCED

More SHARING

3. Community Hub

Flipchart Diagram Summary:

This flipchart diagram summarises the discussion on priorities for investment. Three priorities emerged:

1. Prepare an integrated plan which looks at how Trinity/Bangholm/Victoria Park work together, and how this hub connects to the wider community/learning cluster
2. Prioritise more and better opportunities for smoother transitions, more enhanced learning experiences across the cluster, and more sharing of resources. The issue of savings and efficiencies as an output of effective sharing was discussed.
3. Community hub at the Trinity/Bangholm/Victoria Park location which integrates sports, compatible community services and lifelong learning supported by a management regime that enables continuous use across the day and year.

6.0 Priorities for Investment

'What should priority for school investment be for Trinity Academy?'

- Bangholm – should this be a separate community hub? Rugby club is a different beast to community hub – it should be a community hub that could be used by Rugby club rather than other way around.
- Need to look at 3 sites together – Trinity Primary, Trinity Academy and Bangholm – integrated plan required
- Provide education spaces on Bangholm site
- Provide dance studio, fitness suite and pool at Bangholm site
- Part of Bangholm site adjacent to Holy Cross Primary is not utilised at present
- Flexible accommodation required
- Assembly Hall should be upgraded for use as a performance space/theatre
- More transition opportunities
- More enhanced
- More sharing
- Community Hub – rather than just a sports facility
- Technology fit for purpose

- 1. No STEAM = Status Quo
Basic, not better
Transition**
- 2. Attract by sharing - prepare to rationalise**
- 3. Alternative business models**
- 4. Cluster specialisms**
- 5. Participation/PE/Health Outcomes**

7.0 Choices & Scenarios

'What if certain things can't be provided? What impact will this have on the community and learners?'

At the end of the workshop the participants were asked to focus on choices, and asked 'what if certain things can't be provided? What impact will this have on the community and learners?'

Five issues emerged;

- 1.** If the investment is not directed at priorities, then the benefits of enhanced STEAM across the cluster will fail to be realised. This will mean a continuation of the current basic provision, which participants felt is creaking. It will prevent the move in provision from 'basic to better', and it will not improve transitions.
- 2.** Parents in this part of Edinburgh make choices about private school or public provision based on perception and reputation and facilities. It was felt that sharing resources, experiences and amenities across the cluster could strengthen the offer to parents, and the quality of provision and improve competitiveness. This may mean rationalisation of some current provision within the community, and service re-design. It also means that preparing the community for this conversation, collectively, is important.
- 3.** Lets by the schools for space like swimming pools and halls is an important part of their business model. If there were no swimming pool provision, new business models to raise income would need to be explored.
- 4.** If sharing of resources and experiences were possible, schools within the cluster may be able to offer specialist provision based around their particular assets, like intergenerational experiences at Newhaven, or outdoor learning at Wardie etc.
- 5.** A concern about the nature of sports provision and the risks of no investment relates to reduced participation in sports, particularly by girls, and the impact on health outcomes within the school and the community; and the future costs this presents. Making participation attractive is important.

7.0 Appendix

Facilitator Reflections

8.0 Appendix - Facilitator Reflections

Ambition

1. Excellence in learning and teaching experiences

Raise aspirations, improve transitions, attract quality teaching staff through enhanced shared learning and teaching experiences supported by quality environments which maximise the benefits of this part of the city

2. Enhanced local participation

Improve access and connectivity to meet all learner needs, reduce time lost moving around, and address the eclectic character of the community, enabling improved wellbeing outcomes and more sustainable parental participation

3. Strengthened community relationships

Support more integrated experiences by clustering the right services in the right places around local need and identities, with enhanced learning, compatible services, partnerships, and support strengthening Trinity as a hub of the community

4. Create more efficient experiences and use of resources

Make more of what we already have, and share resources supported by sustainable long term maintenance in a reduced estate which makes better use of space and new ways of working to improve local outcomes

Making the case

1. Reduced estate

Less space used better with sustainable savings prioritising excellence in learning and teaching outcomes

2. Sustainable maintenance

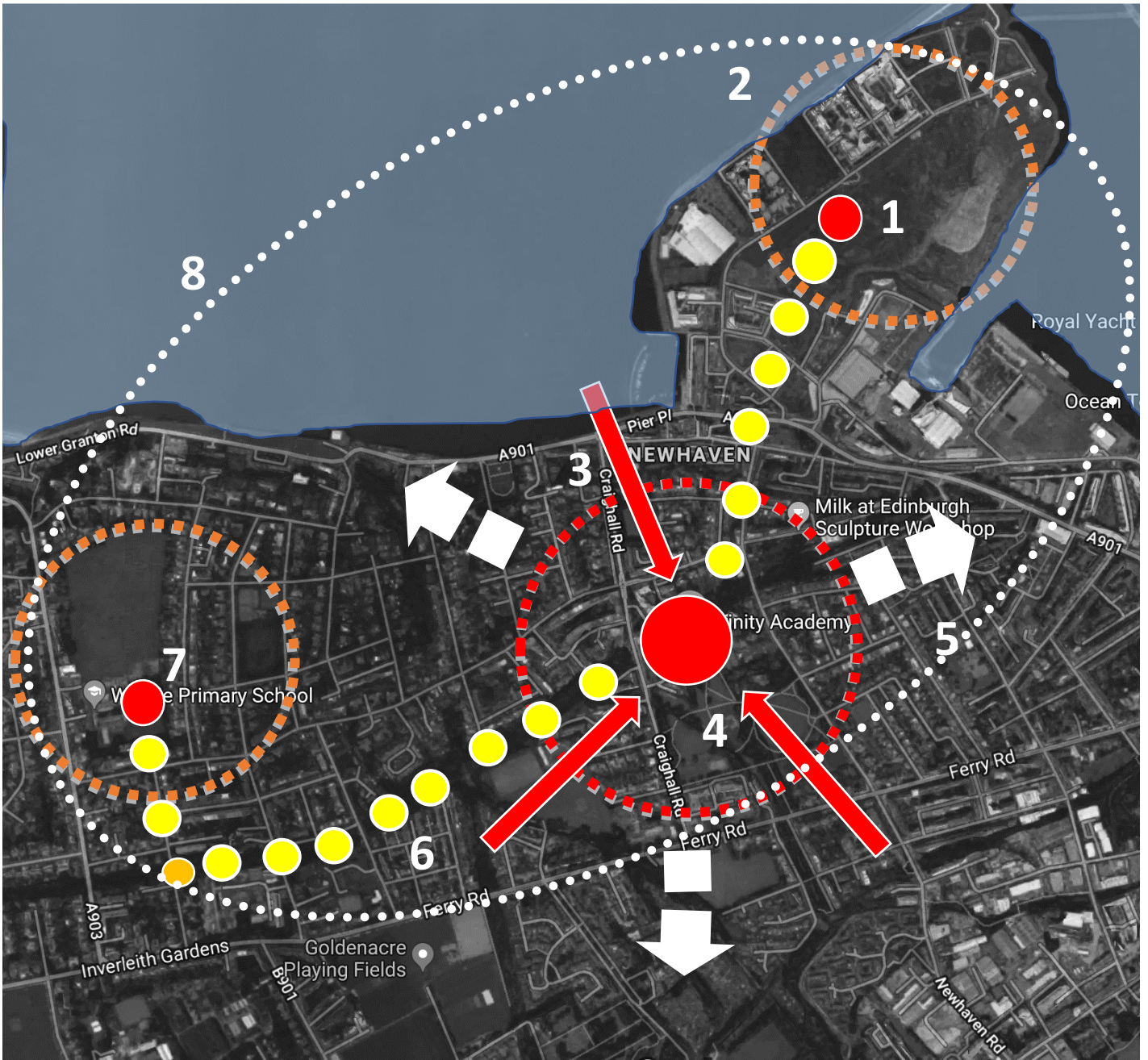
Outcome focused operational resourcing and partnerships across time supported by new sustainable business models

3. Service transformation

Improved collaborative working with more joined up experiences and outcomes for the whole community

4. Social impact

Enhanced community participation, more local economic partnerships

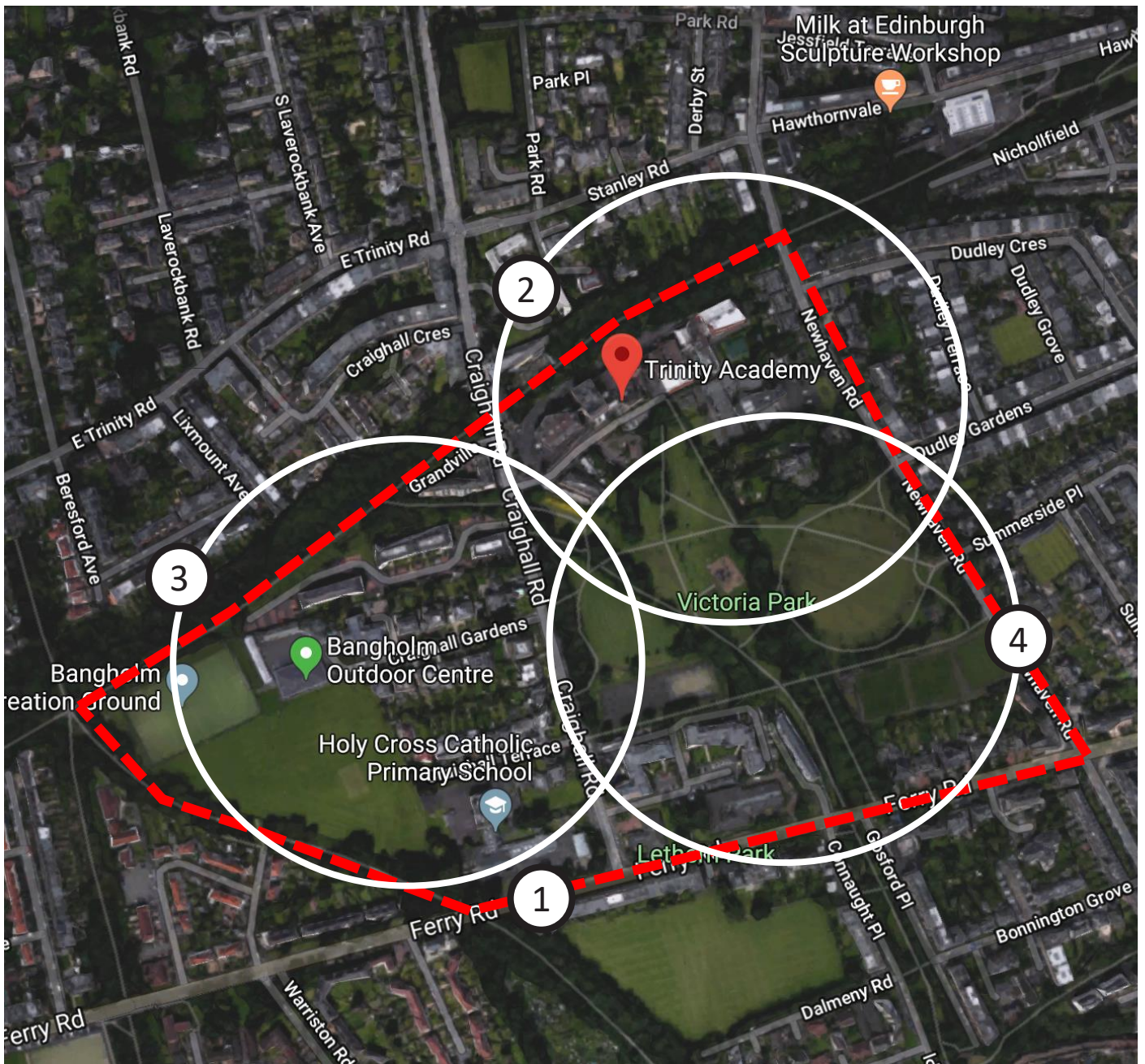


Community

The above diagram was developed by the facilitators following the workshop based on the outcomes of the map review as outlined in section 4.0

- 1 New Victoria: intergenerational and coastal communities
- 2 Coast, marine leisure and regeneration opportunities
- 3 Trinity as accessible strategic community hub anchored by sports, outdoor learning and lifelong learning

- 4 Integrated learning campus linking cyclepath, Bangholm, Trinity, Holy Cross and Victoria Park
- 5 Trinity hub sharing existing 'big space' community services and facilities eg. swimming, drama, sculpture etc
- 6 Cyclepath as learning space and community link
- 7 Wardie: enhanced outdoor learning, STEAM and sports
- 8 Digital connectivity and sharing across the cluster



Campus

The above diagram was developed by the facilitators following the workshop based on the outcomes of the map review as outlined in section 4.0

- | | |
|---|--|
| <p>1 Integrated plan area linking cyclepath, Bangholm, Trinity, Victoria Park:
<i>Enhancing participation</i></p> | <p>3 Banholm as community hub linking learning and sports:
<i>Strengthened community</i></p> |
| <p>2 Trinity as hub of lifelong learning and teaching at campus and cluster levels,
<i>Delivering excellence</i></p> | <p>4 Victoria Park as community hub and outdoor learning resource:
<i>Enhanced experiences and efficiency</i></p> |

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