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Pentland Community Engagement Workshop 01

19th June 2019

List of Attendees

Mike Avery	City of Edinburgh Council
Sarah Bangham	Currie High School
Calum Brooks	Currie Library Team Leader
Cllr Graeme Bruce	
Gerry Butler	Currie Football Club & Community Centre
Deborah Clark	Community Link Worker
Julie Duncan	City of Edinburgh Council
Andrey Elizondo	The University of Edinburgh
David Erskine	Local Resident, Currie Community Council, Parent Councils (PS & HS)
Lucille Erskine	The Bees Knees Nursery
Cllr Ricky Henderson	
Kevin Kealy	Local Resident
Douglas Lowe	Currie & District History Society
Deborah Mackle	Edinburgh Health & Social Care Partnership
Hana Mackechnie	City of Edinburgh Council
Doreen MacKinnon	Currie High School
Karen McGrath	Edinburgh Leisure
Dee McIntosh	Local Resident
Michelle Moore	City of Edinburgh Council
Perrotine Orr	Edinburgh Leisure
Lynn Paterson	City of Edinburgh Council
James Ross	City of Edinburgh Council
Ivor Santer	Currie Rugby Club
John Schmidt	Currie High School
Dorothy Simpson	Currie Day Care Centre
Lynda Spencer	Local Resident
Pauline White	Local Resident
Laura Wicks	Heriot-Watt University & Local Resident
Pupils x 12	Currie High School
Pupils x 4	Balerno High School

Facilitators

Danny Hunter	Architecture & Design Scotland
Diarmaid Lawlor	Architecture & Design Scotland

1.0 Introduction

Context

The City of Edinburgh Council have committed to a programme of outcome improvement in localities by looking at service design opportunities and an integrated approach to estate planning. The aim is to improve service experiences based on local need, support a more joined up approach and use these ambitions to realise efficiencies in the way resources and assets are used.

Under the Wave 4 investment programme, Currie High School is a planned replacement project. This project will be largely focused on learning provision, with limited co-location of other community services.

The City of Edinburgh Council plan a programme of engagements with the local community to explore what the future services and outcomes for Currie might look like, and how the future ambitions can be achieved through service design and integrated planning.

Workshop

A workshop was hosted by City of Edinburgh Council at Currie Community Centre on 19th June 2019, and was facilitated by Architecture and Design Scotland, the national champion for design and placemaking.

This report summarises workshop conversations on issues and opportunities for planned investment in Currie High School 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.

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Flipchart Diagram Summary: Sense of Place

This place has a strong sense of community. It is clean, tranquil and welcoming, with good schools, and is well connected to the city centre.

The place works as 'bunches of villages'. Not everything works together. Local access to resources like hospitals and big shops is poor. Some have a sense there is 'nothing to do here'

2.0 What makes this place special?

The workshop participants were asked to discuss 'what makes this place special?' in their individual groups. Their comments were then discussed collectively and summarised by the facilitator in a flipchart diagram as shown on the facing page. Further comments are also summarised below;

- People in the Community care
- Convenient to get around
- Well connected to the City and the airport
- Well organised
- Bunch of villages
- Welcoming
- Happy
- Family centric
- Proximity to both city and countryside
- Engaging
- Sense of community
- Quality schools
- Families returning to local communities
- Great community village feel with big city benefits
- Inclusivity
- Tranquil & quiet
- Varied demographic - rapidly changing
- Pride - pro-active
- Magnetic
- Active travel
- Flux - new families
- Good local green spaces & reservoirs
- Everyone in Balerno knows each other and it means the village is friendly
- Addition of Astro turf in Balerno has gave teens something to do
- Good walking facilities throughout the community
- The open spaces (grassy areas etc)
- Proximity to airport
- The people are very approachable and open to helping you if you need it
- Good parks
- We work well with neighbouring communities - facebook pages, local events
- Volunteer groups are very active
- Good schools, teachers that care
- Passionate local community
- Village feel. Strong willed. A big team. Spreads far and wide
- Good primary schools and high schools with good teachers, staff
- Currie High School is the heart of the community and keeps everything together
- The diversity and the people. Everyone is really lovely and passionate
- Access to 'green'
- Sporting events
- Community facilities good
- Clean
- Close to countryside
- Friendly
- Continuity - many generations
- Proud to live here
- Supportive families
- Identity important

ROLLING POPULATION : DIFFERENT NEEDS

transition spaces

School

Place of choice, attracts back

Places of potential

Community facilities
Age seperated group

Used by?

WHO KNOWS?

Scattered parks - not all
well used

Need more than the woods

Astro turf pitches

PLACES EVERYONE COMES TOGETHER

Flipchart Diagram Summary: Key Issues

This place has a changing, rolling population, with different needs. The area needs transition spaces to support different needs at different life stages and more places that bring everyone together.

There are resources and amenities available but not everyone is aware of what exists. Schools here have a good reputation. They bring people and families who have moved away back. There are some other places of potential like community spaces but services here are often separated by age and timetables. They are not always attractive to users because of what's on offer. Parks are scattered and not well used. They don't connect the area. For young people here is a sense of very limited spaces to be. They want more than the woods and the edges of astro turf pitches to gather

3.0 What are the issues of this place?

Following the discussion around 'what makes this place special?', the participants were asked to highlight the key issues of the area. Their comments were then discussed collectively and summarised on a flipchart diagram as shown on the facing. Their comments are also summarised below;

- Poor transport links - more frequent buses req'd
- Main road is not pedestrian friendly
- Nowhere for young people to go out of school
- Significant housing & development - need local resource
- Transport issues - buses & road
- Cycling safety - roads
- Disparate parks
- No big supermarket
- Disadvantages of being perceived as an affluent area
- Poor transport links to hospitals, Gyle & College campus
- Poor resources such as clubs, groups etc.
- Poor sporting facilities
- Little industry now
- One off events not regular and varied enough
- Social events are not engaging and not known about
- Inaccessible spaces
- No banks near
- Nothing to do at night time
- The lights on the astro turf are rarely turned on and therefore when it is late at night or if it goes dark early people can no longer play on it
- No support for online access
- Access to banks (not good)
- facilities are not joined up
- Lacking social hubs
- Lack of trains into Edinburgh
- Lack of parking in centre of Balerno
- Lack of parking at tram stops
- Lack of playground facilities nearby
- Cycle paths need improved/expanded here
- Limited part time/Saturday jobs for older teens
- Daytime activities; nowhere to swim within walking distance
- Limited under 5s activities during the day
- Soft play missing - grandparents wanting to take grand kids to day time activites
- Lanark Road - very busy, cannot take more traffic
- Not everything works together
- Good sporting facilities but lacking social/leisure facilities
- Cultural/social events not well advertised - people don't know about it
- Connectivity is poor - people don't know about things
- lack of inbetween spaces connecting all generations
- not everyone knows what's there - having things is not enough

List of Stuff we need

Noisy spaces & quiet spaces

Spaces to roam freely

Social spaces

Intergenerational spaces

Family friendly spaces & dogs

Space for clubs

Support spaces

Peer spaces - move needs

Active spaces

Accessible spaces

Connected spaces

Service spaces eg. Banks

4.0 What are the priorities for the community?

Participants were asked to prioritise needs and actions. The outcome was a set of experiences and spaces broadly categorised under the following 3 headings;

Social experiences

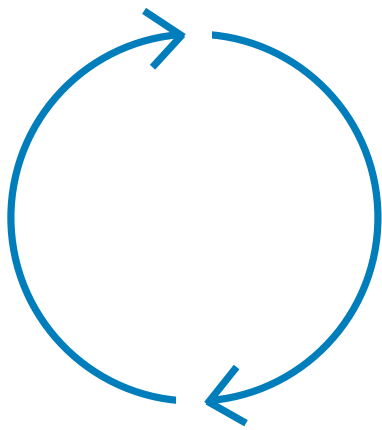
- High School
- Primary School
- Woodlands
- Informal drop in space
- Social media app with opportunities to plan a day
- Affordable social spaces
- Places for teens to go instead of woods
- Better seating areas
- More seating areas for large groups in School & Community
- How about a putting green? Crazy golf
- Youth cafe at a High School
- Communal space for young people/all ages to socialise
- Informal social space
- Restaurants (family/all)
- Pubs! Family and dog friendly - more 'variety'
- Place to have coffee and chat
- Cat Cafe
- Soft play
- Senior Citizen's club for people who don't have much else to do
- Good clubs and activities, well advertised for the Community
- Somewhere for young people to go at night - unsupervised (not Youth Club!)
- Active spaces (gym)

Wellbeing experiences

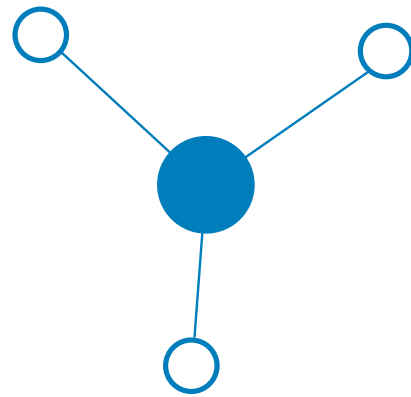
- Space to 'hang out' for all - intergenerational, affordable, flexible
- Health Centre
- Chance to just roam around safely
- Swimming pool classes e.g Aqua Aerobics
- Play park for young children
- Uninterrupted cycle paths away from the roads
- Daytime activities - all on doorstep of this community, rather than by bus or car
- Peer support spaces, adapt as population changes
- Support spaces, wellbeing and advice
- Accessible spaces (varying needs)

Functional experiences

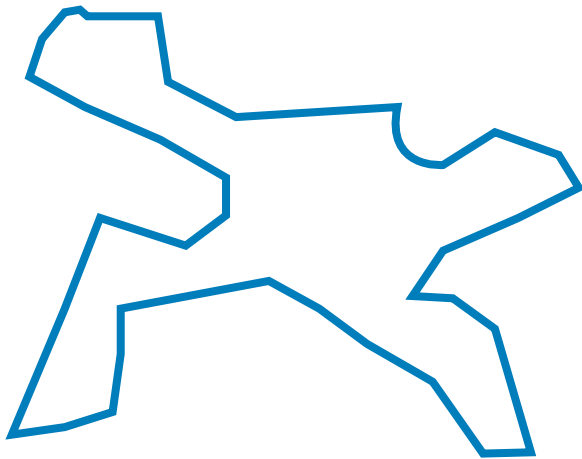
- High School
- Primary School
- Old folk need banks, toilets, bus transport to Livingston, Gyle etc
- A decent shop
- Communities need large hub
- Toilet facilities in the community
- Need 2G pitches as well as 3G for hockey
- No compromise should happen to/for the quality of the High School and educational needs
- Better connections between existing niche sites - parks/library/community centre
- We need to have more shops in the community - everyone travels elsewhere to do things
- Service spaces - Banks etc
- Joint High School sports facility for Balerno & Currie



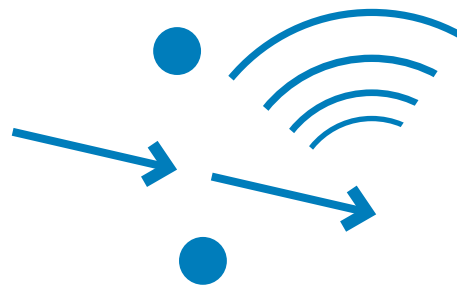
communal/social



network of services
digital communities - real places



unstructured



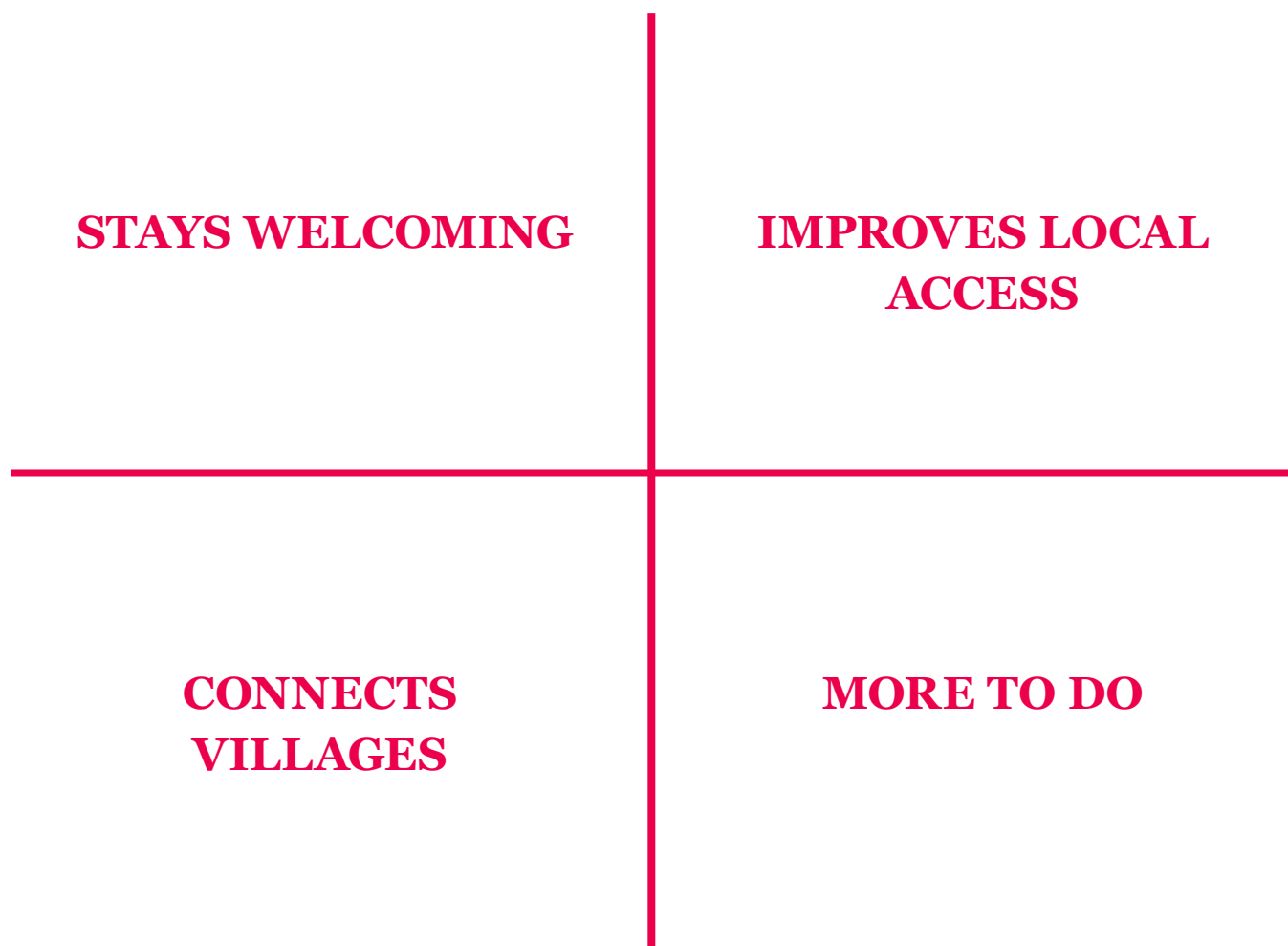
accessible

Flipchart Diagram Summary : Types of space

The future place should be connected by more 'communal/social spaces', a mix of private, public and community spaces like gyms, cafe, hubs and markets. The villages should act as a 'network of services' where digital services from elsewhere are accessed by all with support in social spaces, and a different mix of services which are distributed across the villages supported by greater accessibility. The infrastructure of connection should include digital and accessible spaces, supported by unstructured spaces and landscapes which are high quality and enable people to create their own choice of activities and how to access services and amenities

5.0 Shared needs across the generations

Participants were asked to describe intergenerational needs. The outcomes were expressed as experiences and spaces;



Flipchart Diagram Summary: Experiences

Participants wanted the things that give this place a sense of being welcoming to stay welcoming. The future should provide more to do, in better connected villages with improved local access.

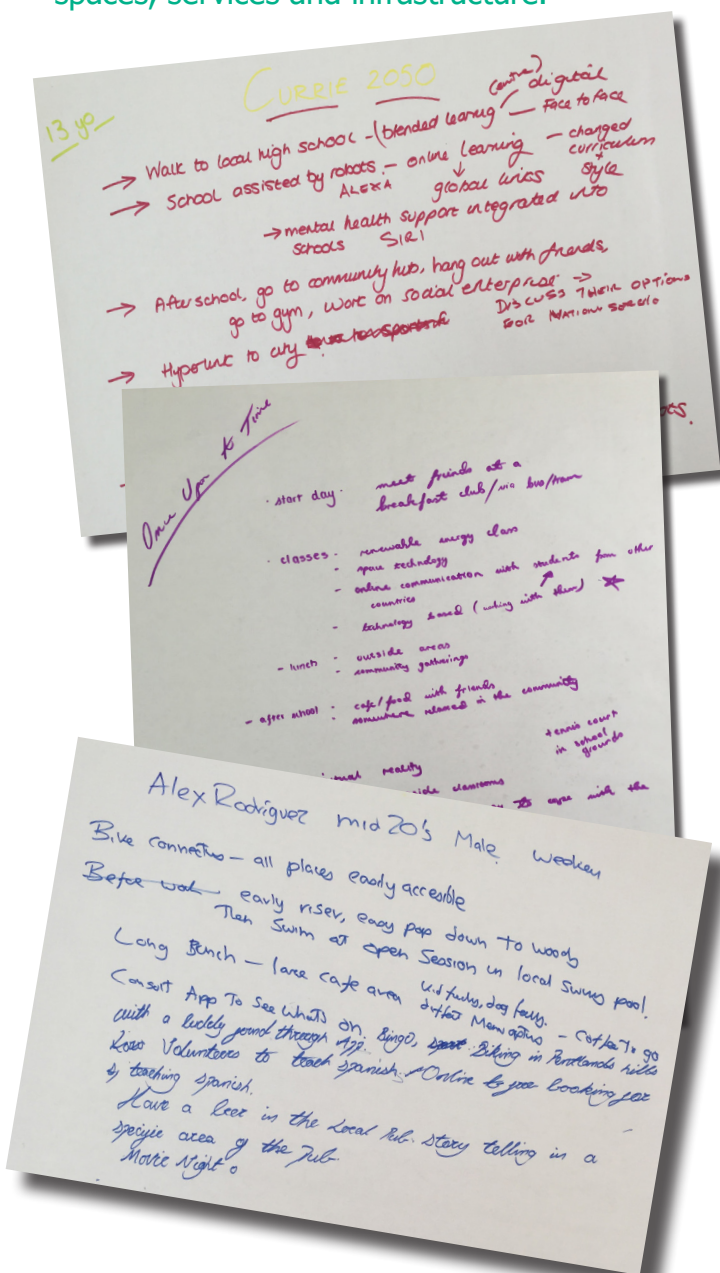
Participants were asked to describe the future of the villages in stories which communicate the experiences of accessing and using future spaces, services and infrastructure.

Group 1

Once upon a time, Cameron Wallace woke up out of his bed, opened his curtains & saw the **brand new gym** across the road. It was a Saturday morning and everyone was outside talking at the **farmers market**. Cameron made his way to the farmers market where he collected his vegetable soup and made his way to the **new leisure centre**. After his morning workout he made his way to the **badminton court** where he met his friend and had a game. After this they collected his dog - Buster - and went to the **dog friendly cafe** where they bumped into Cameron's school pupils who were bragging about their **50% cheaper gym session**. The school had made a good investment here. After the cafe he wandered to the **bank** to take out some cash for his pints at the Greyhorse later that night.

Group 2

A day in the life of Rosie; married with 2 children, 1 at High School and 1 at Primary School. **Walks** to school with primary child. High school child walks to school with pals. Walks to **cafe** to meet friends; then go and do **yoga** at the High School in the studio after booking classes online. Pick up lunch from **Community Cafe** in High School (in brown bag; no plastic!) Go for picnic with one of friends in the **local park**. Walk around **connected wooded areas** after lunch. Home get changed. Work from home with **strong wifi**; virtual meetings from laptop. Finish work; walk to pick up primary child. Walk to **community facility** for drama club; family **drama club for all ages**. (High school timetable has changed with a later start and finish time). High school child meets us at drama club. All walk to shops for tea. **Healthy** tea made from scratch; husband cooks. Homework done 'VR' style



6.0 Write a story about a person in Currie in 2050.....

Group 3

- A 50 year old. Lives in Currie but works elsewhere.
- More **frequent transport**, more **joined up** (direct routes etc.)
- Uses **Local 'Hub'** for all ages. Variety in activity (groups, clubs, events etc.) **Generation links** built through education/buildings/groups
- Uses **local shops** for food and varied **local businesses**
- Uses **gym/sports/health centre**
- **Green spaces** are retained **Green spaces**
- **Public services** are provided - toilets and schools open longer
- More **walkways** and **cycle paths**

Group 4

- 13 year old.
- Walks to local high school which is a **blended digital learning centre**.
- School is assisted by robots which has access to **online learning** and **global links to education**. Changed curriculum and style of teaching.
- **Mental health support** integrated into schools
- After school, go to **community hub**, hang out with friends, go to gym, work on **social enterprise**, discuss their options for **national service**
- **Hyperlink** to city centre
- Go home, grandparents live with family as well as assisted living robots

Group 5

At start of day meet friends at a **breakfast club** via bus or tram.

Classes included:

- **renewable energy** class
- space technology
- **online communication** with students from other countries
- **technology** based - working with students from other countries

Lunch is at outside areas with **community gatherings**

After school we go to **cafe**/food with friends, somewhere relaxed in the community

Different type of classrooms;

- outside classrooms
- digital classrooms
- built in a way to cope with the future
- moveable walls

Extra curricular activities after school such as tennis

Group 6

Alex Rodriguez. Mid 20s. Male. Weekend

Cycle connections - all places **easily accessible**.

Early riser, easy to pop down to woods. Then swims at open session in **local swimming pool**. Long brunch in **large local cafe** - kid friendly, dog friendly, different menu options, coffee to go. Consults **App** to see what is happening in local area - bingo, biking in Pentland Hills. **Volunteers** to teach spanish. Has a beer in the **local pub**. Attends **story telling** in a specific area of the pub. **Movie nights**.

Architecture & Design Scotland

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