

01 Existing Site

Overview

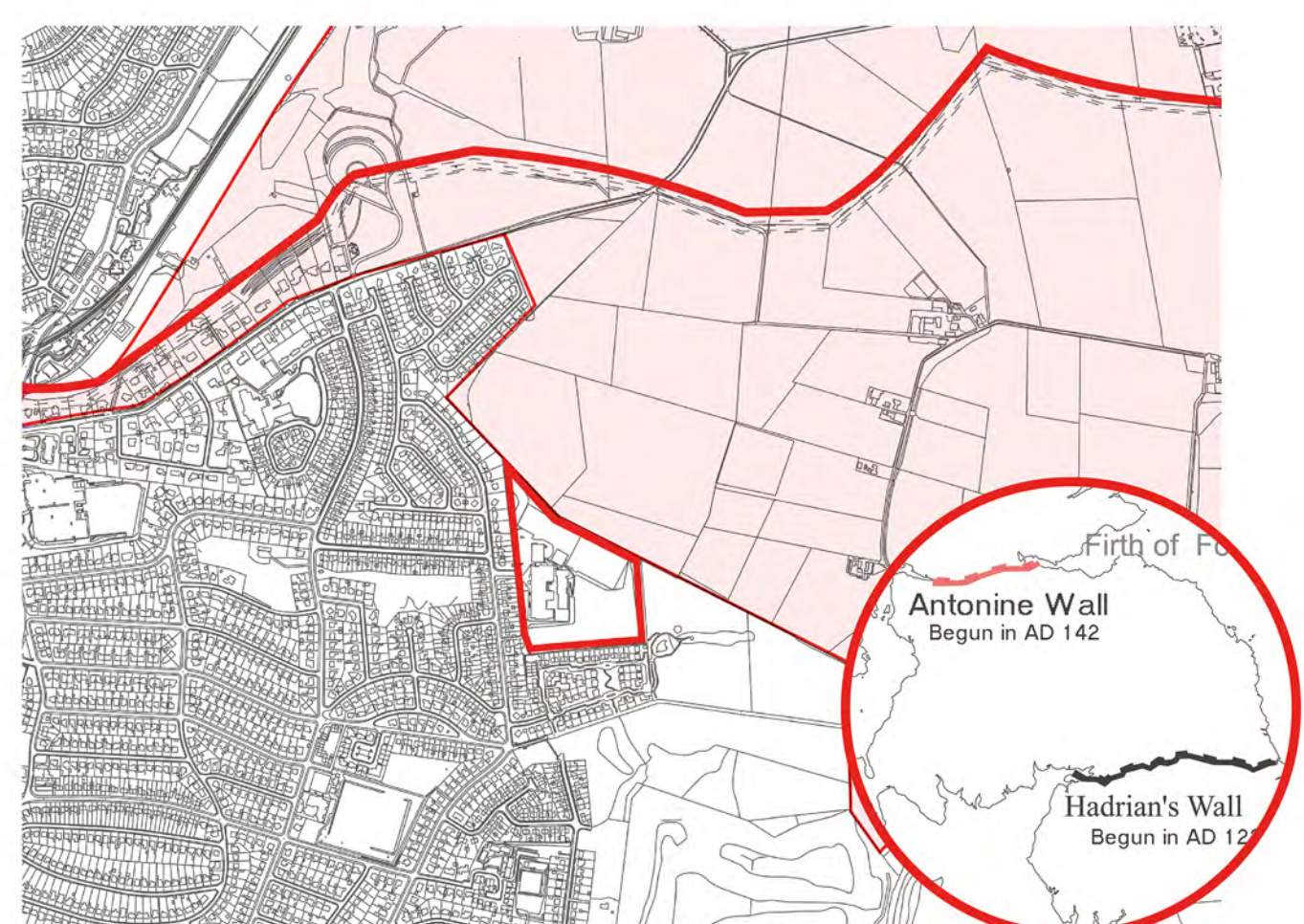
Boclair Academy is an existing secondary school which serves its catchment area of south Bearsden and the village of Torrance. East Dunbartonshire Council (EDC) has appointed an external team to develop a proposal for the construction of a new secondary school in Bearsden to replace the existing Boclair Academy. EDC have established a need to replace the school based on a future design roll of 1,050 learners.

The existing Bocclair Academy will remain operational during the construction of phase 1 of the project. Once the pupils have decanted into the new building phase 2 will commence and will include the demolition of the existing building and any remaining landscaping works.

It is the ambition of EDC to design a new school that maximises the use of flexible space to provide learning environments outside the formal classroom space and external landscape.

Historic Context

The existing site is located in the proximity of the historic area of the Antonine Wall.

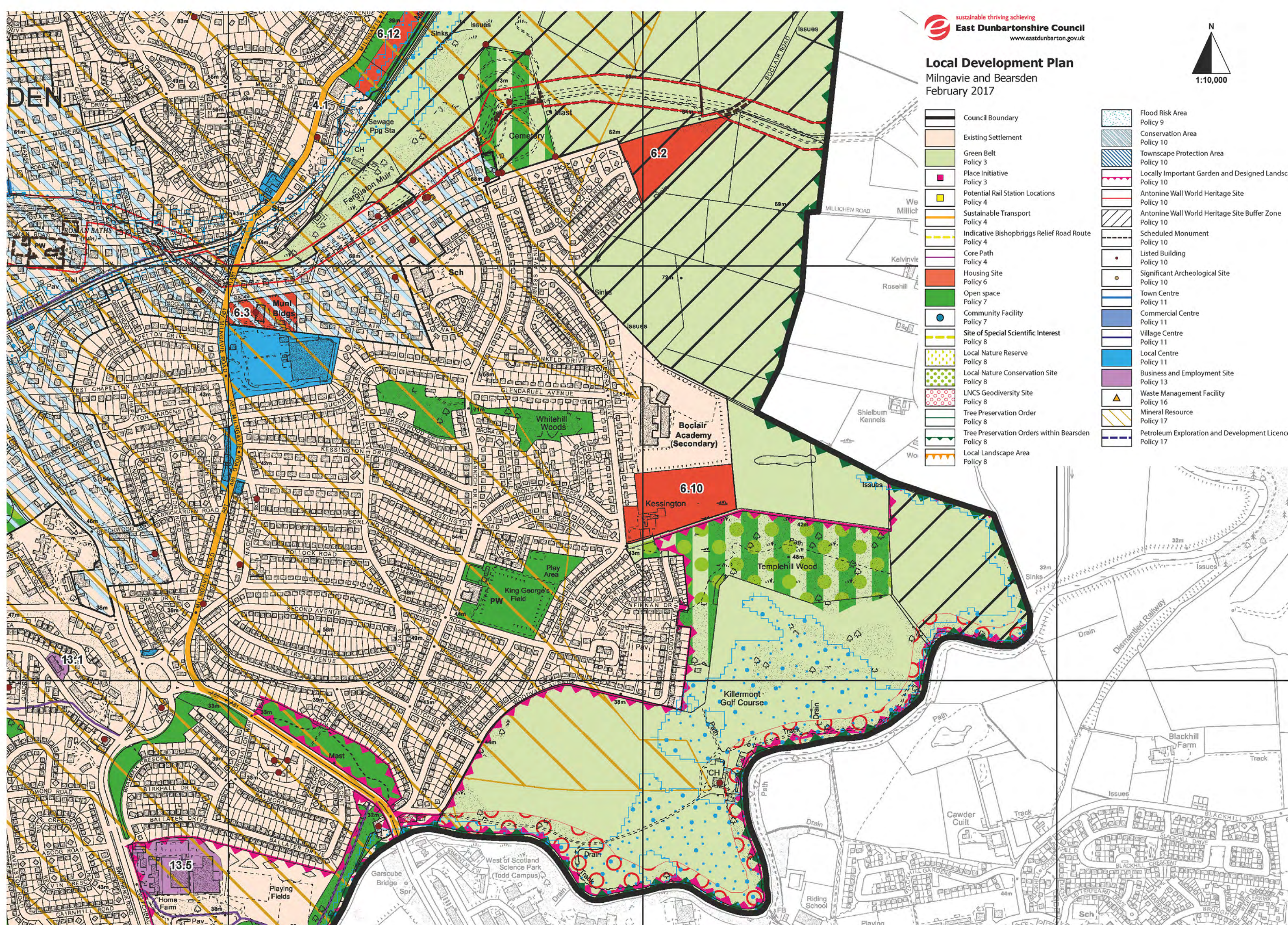
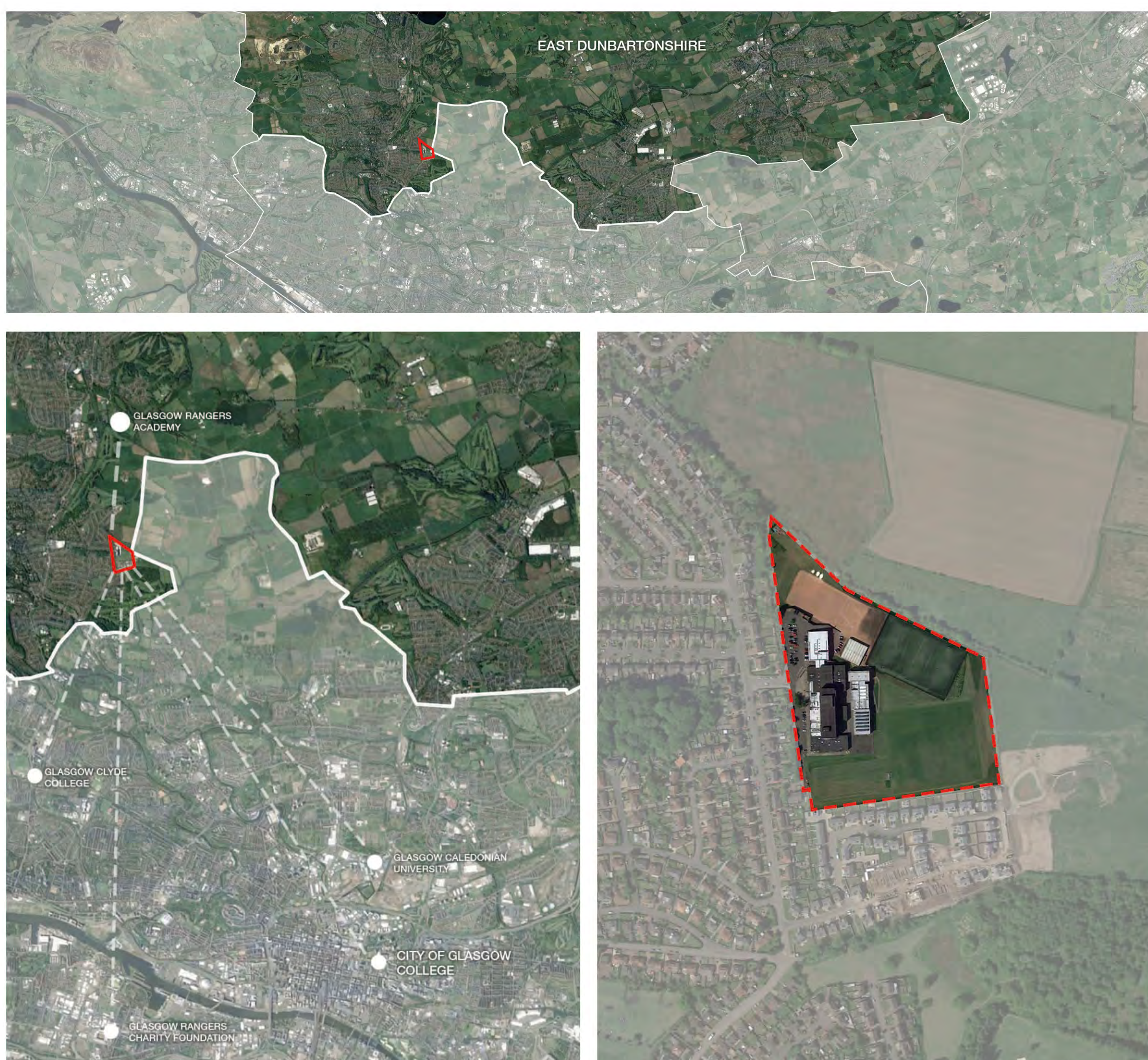


Planning Context

EDC, as part of their major assets delivery programme, intend to submit a planning application for the redevelopment of the existing Bocclairn Academy to form a new secondary school and associated facilities. The proposed redevelopment will deliver a new purpose-built facility which will include the provision of improved outdoor sport facilities.

As part of the formal planning process, a Proposal of Application Notice (PAN) was submitted to EDC's Planning Service on 31 January 2020 and these public exhibitions are now being held in order to engage with local communities and stakeholders to seek feedback prior to proposals being finalised.

The site is identified within the 'Existing Settlement' boundary of Bearsden within EDC's Local Development Plan (LDP), therefore the principle of development on the site is established.



02 Background Information

Existing School

Boclair Academy is a co-educational comprehensive secondary and serves pupils aged 11–18 from southern Bearsden, Westerton and Torrance. Boclair Academy is affiliated with four local primary schools within its catchment area, Westerton Primary School, Killermont Primary School, Colquhoun Park Primary School and Torrance Primary School Schools.

Boclair Academy was built in 1976 and is currently reported as category B for both condition and suitability with a capacity of 1,050 learners in the 2018 Scottish Government data set. Teaching and learning is constrained in the current building by the size and nature of spaces.

Boclair Academy works with a range of Partners (shown below) to enhance the quality of the learner experience.

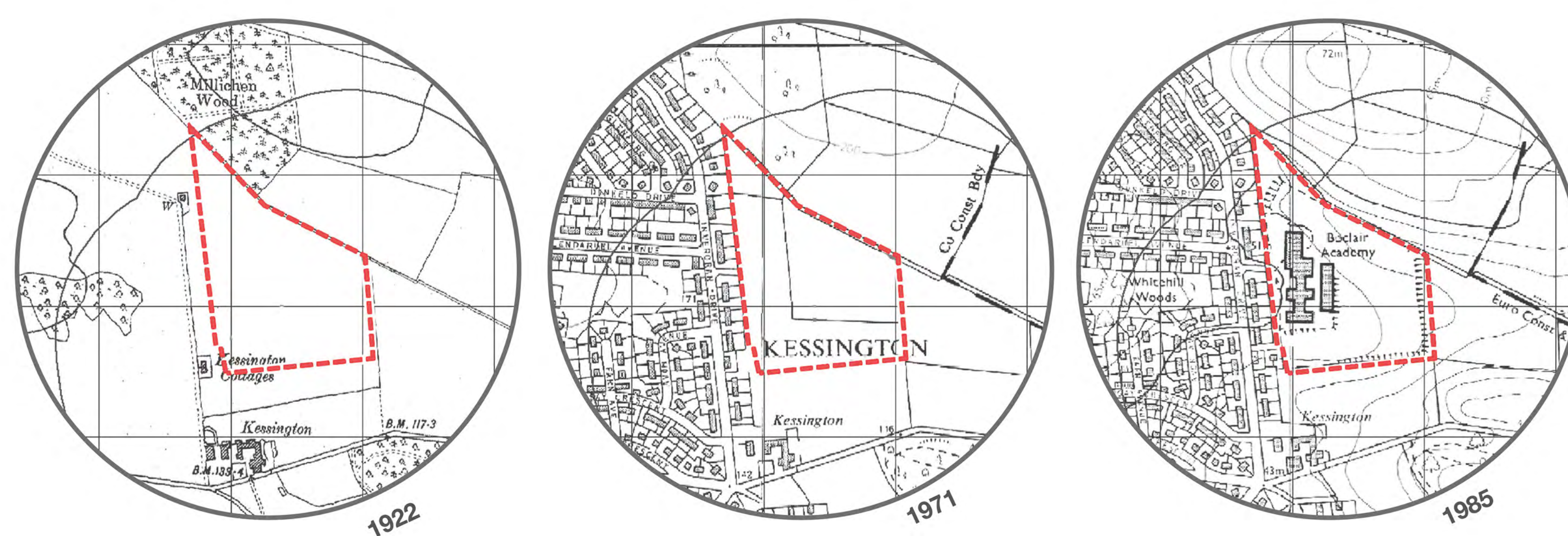


The New School

The new Bocclair Academy will embody EDC's commitment to delivering an excellent, lifelong pupil experience within a learning culture that places people at the centre of what it does. It will support a motivated, vibrant, diverse community of learners and teachers to evolve efficient and effective approaches to study and pedagogy by facilitating innovation in teaching and supporting pupil development through individual study, collaboration and maximising potential, through wider achievement.

Development Area

The development area is shown below and is determined by maintaining the existing school and 3G pitch fully operational during the construction phase of the new development. A further phase to demolish the old school will commence after the completion of the new development.



Constraints and Opportunities

Given the context shown on the left, technical assessment of the site is currently being undertaken by the EDC project team and the planning application will be accompanied by a range of technical information in order to demonstrate the suitability of the proposal. This is likely to include:

- Drainage Assessment and SuDS Strategy;
- Flood Risk Assessment;
- Transport Assessment;
- Design and Access Statement;
- Ecological Surveys;
- Planning Statement; and
- Pre-Application Consultation Report.

The scope of the technical documents to be submitted will be discussed and agreed with EDC to ensure that all matters pertinent to the proposed development are considered and any required mitigation measures identified.



04 Briefing and Engagement

Educational Brief

The new school is envisaged as being an environment that supports collaborative approaches to teaching, learning and working. In order to foster a cross curricular approach, an organisational model was agreed in which key subject areas who work closely together will be located within easy reach of each other. It is hoped that new links and collaborative opportunities will be developed out of this approach, and subject groupings have been developed to reflect ambition moving forward.

It is intended that the new school will be designed around curricular groupings of related subjects under the following headings :

- CG 1 : Languages & Humanities
- CG 2 : STEM (Science, Technologies, Food Technology, Business & Computing)
- CG 3 : Expressive & Performing Arts
- CG 4 : Learning Support

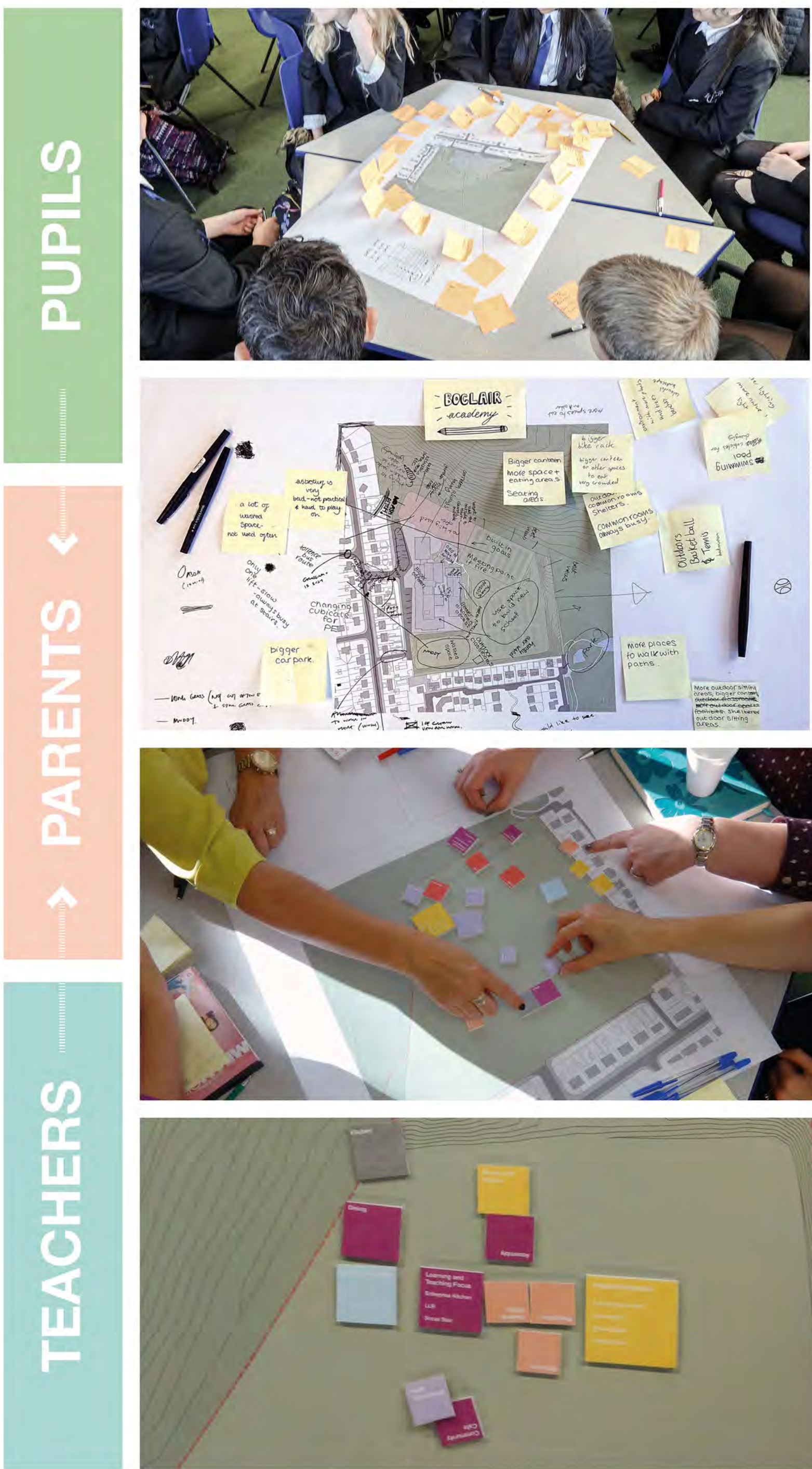
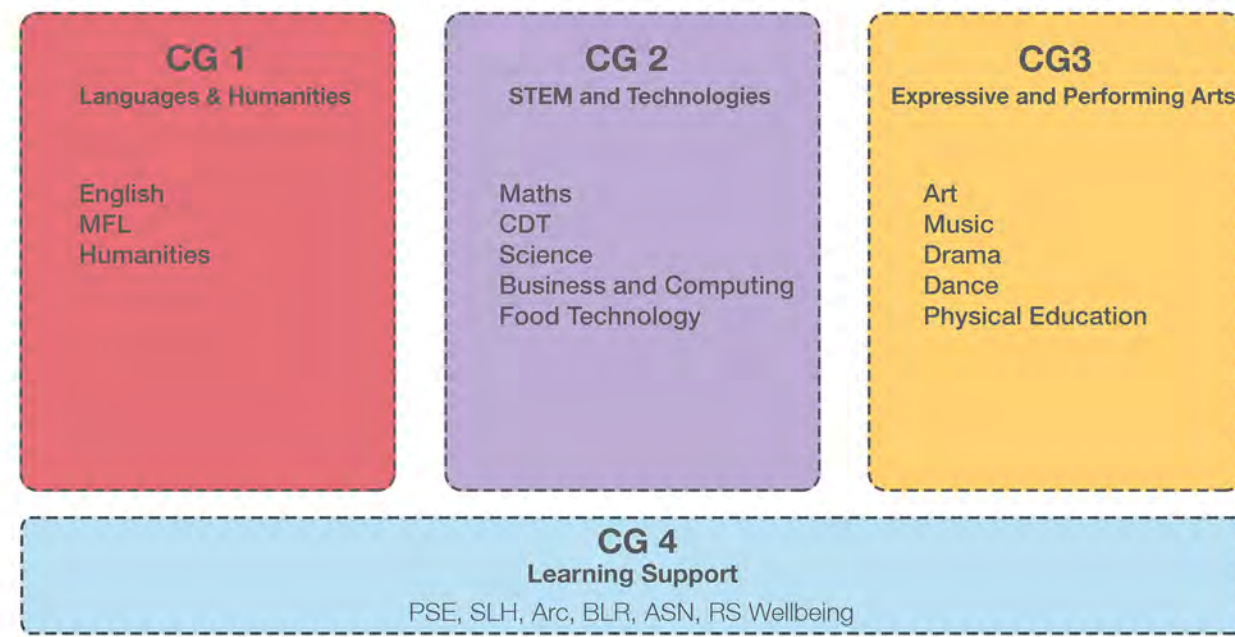
In line with the Curriculum for Excellence (shown on the right) key aims “to help young people gain knowledge, skills and attributes needed for life in the 21st Century including skills for leaning life and work”.

Strategic Briefing and Engagement

Through the early design stages there has been detailed engagement with pupils, staff and the Parent Council which has informed a strategic brief for the new school.

The completed strategic brief:

- Articulates the education and learning aims, priorities and ambition for the new learning facility
- Translates the vision into a concept and accommodation schedule which can support the priorities articulated for future learning
- Presents a budget which reflects the ambition for the schools within a bench marked, efficient, effective and affordable envelope of space.



05 Design Development

The Concept

The concept for the new school is to maximise the external landscape setting and realise a building that integrates fully within the new landscape design and semi-rural setting. In contrast to the existing tall building the new school will be predominantly two storey and horizontal in form to reduce visual impact from neighbouring properties and maximise natural daylight and ventilation within the new school. The key spaces are described below:

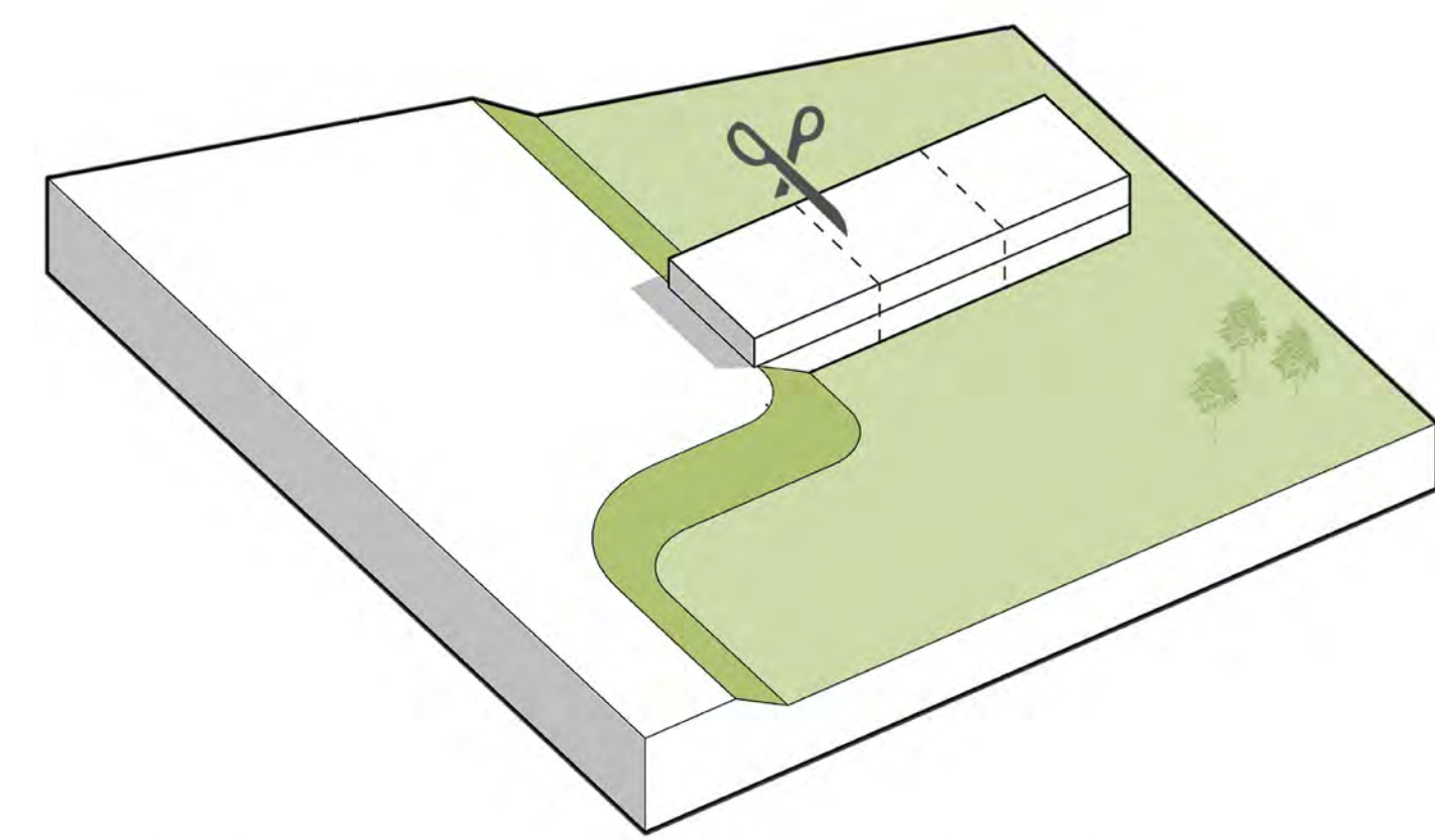
- **Improved car parking and bus drop off**
Car parking and dedicated bus drop off is included at the front of the site. Parking has been provided in line with Council parking standards.

- **Green boulevard**
A green welcoming walkway leads to a welcoming, non-institutional entrance.

- **Exhibition and atrium**
At the heart of the building this mixed use space is the welcoming core of the building, also acting as an atrium space preceded by a large social stair allowing pupils and staff choice of how they use this space.

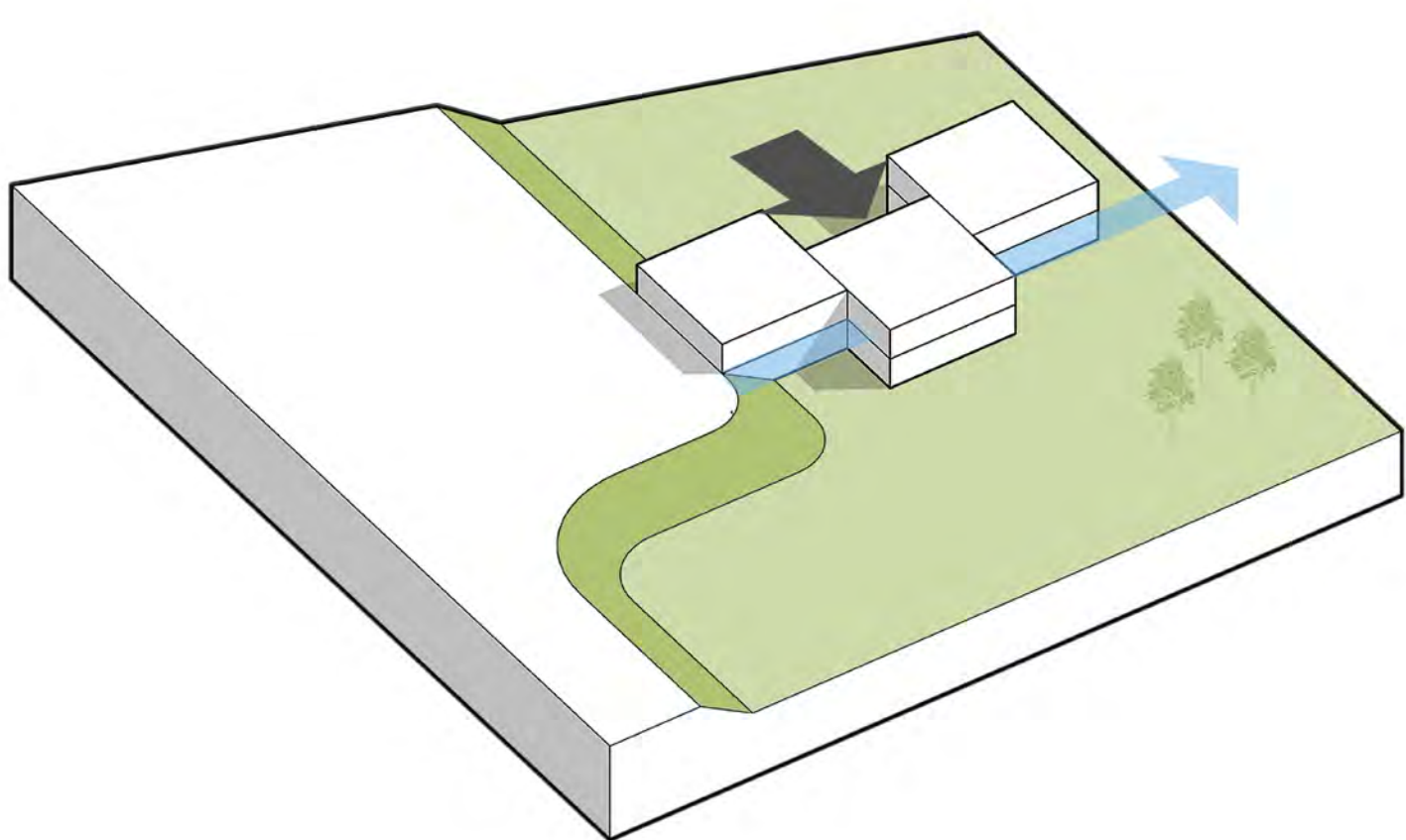
- **Dining**
From pupil and staff feedback this is a key space within the building. By being linked with both, the inner courtyard and the external covered dining space this creates a strong interior-exterior connection within the building and offering choice in how pupils use this space.

- **Outdoor classroom / courtyard**
From the pupil feedback during engagement sessions, this external enclosed area delivers multi-use and flexible teaching opportunities.



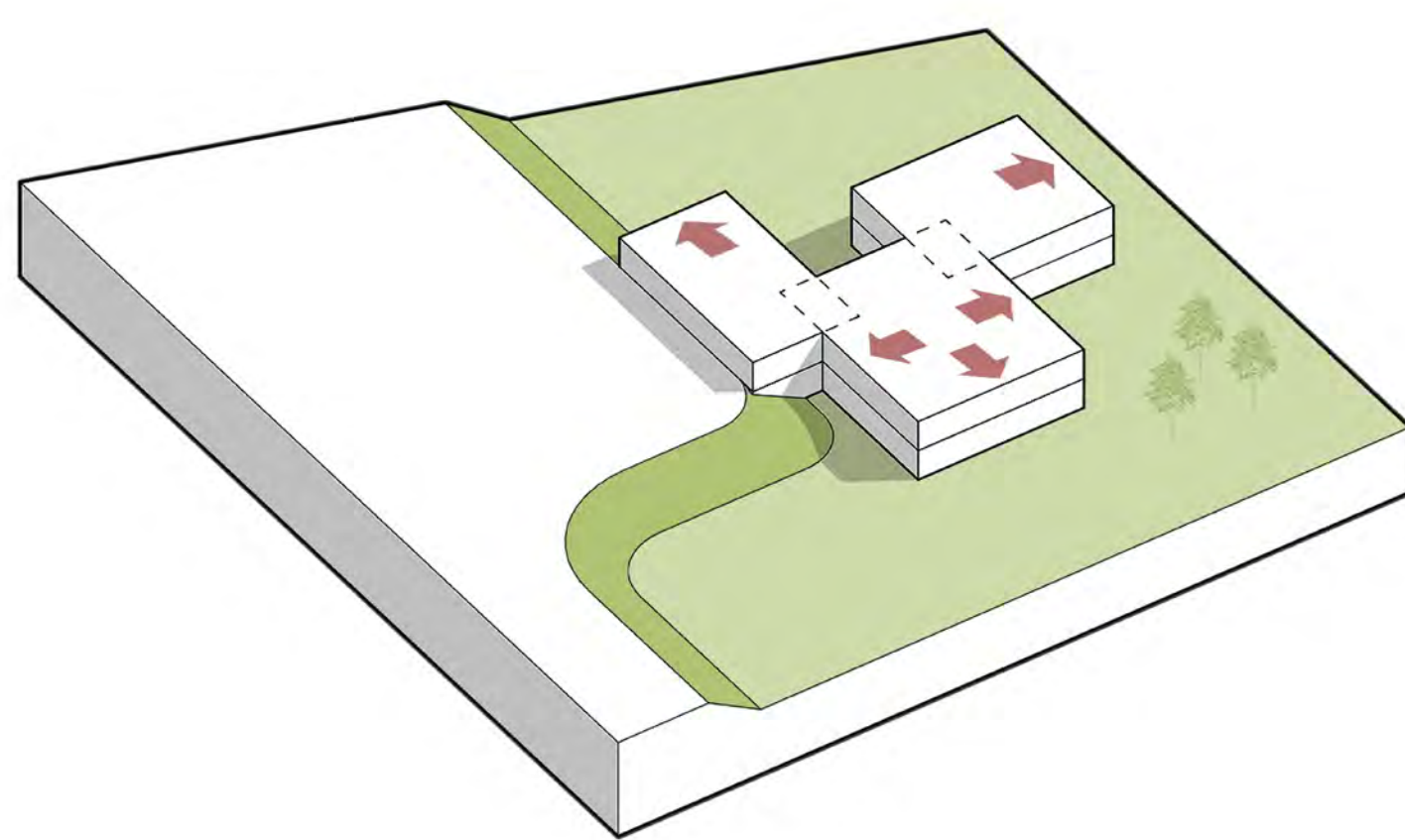
Low rise building set in its landscape setting

A low-rise, predominantly two storey, south facing building that embeds itself in the landscape, this concept is in stark contrast to the existing tall school massing.



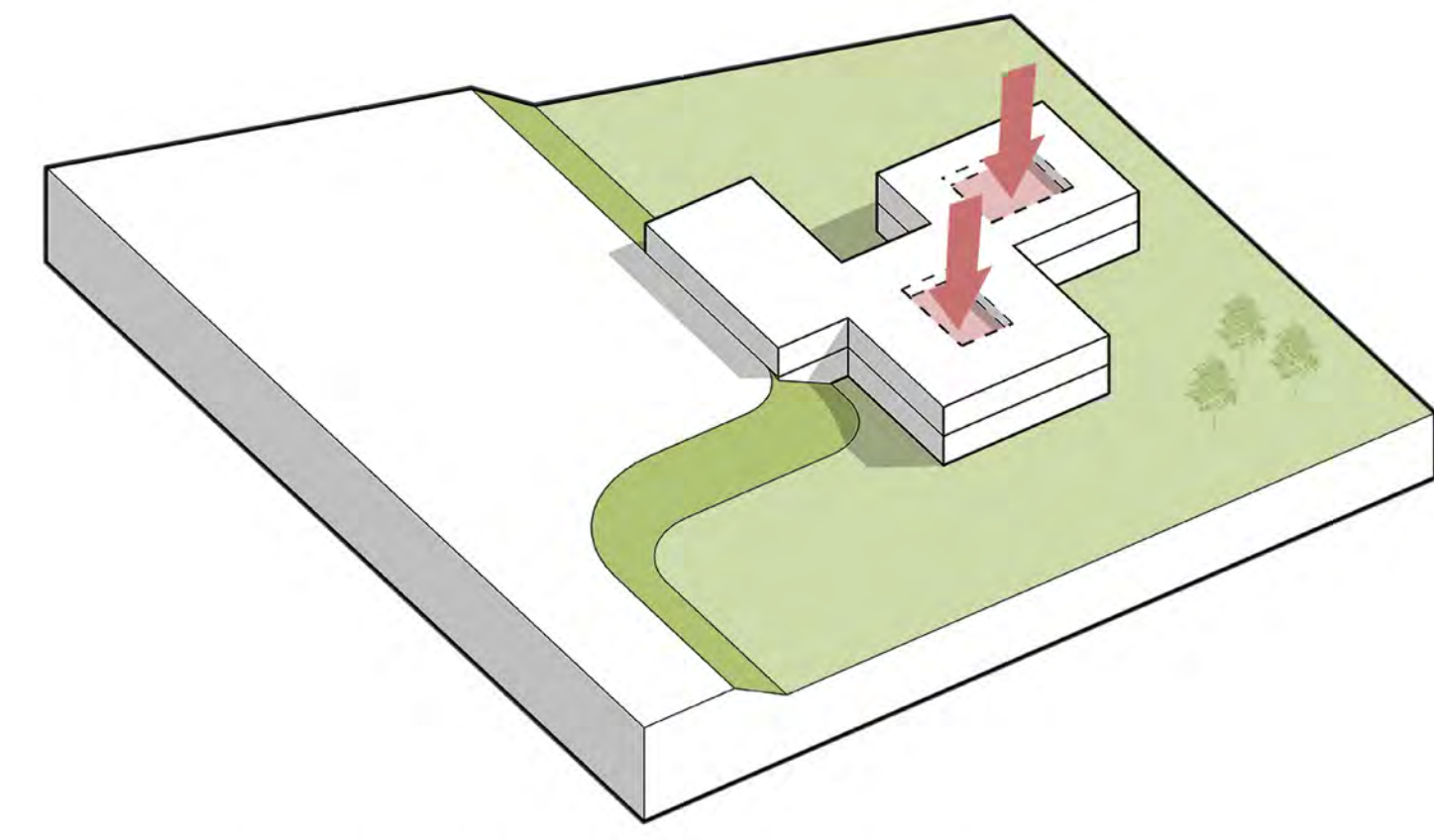
Opening up views

Shifting the volumes (learning blocks) of the new school opens views to the Campsie Hills and eastwards and creates external spaces that connect the building with the natural environment as well as with the wider context.



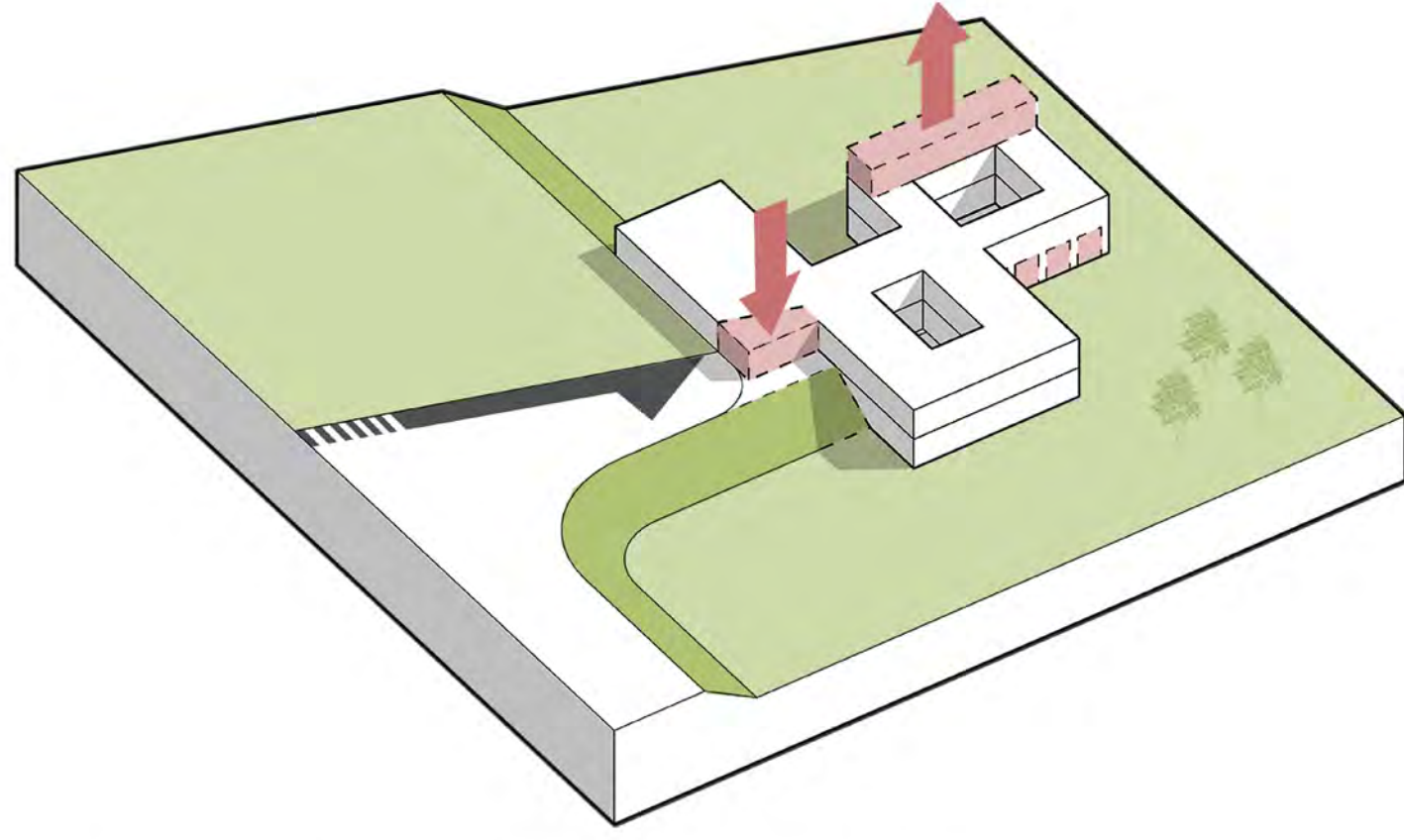
Maximising spatial requirements and flexibility

Ensuring the existing spatial requirements as well as the educational brief provide an efficient, environmentally sustainable building. This has resulted in a PE and Admin block that is welcoming and results in a simple security strategy. Thereafter teaching spaces are wrapped round the main assembly space with Science / Maths / Technology / Art collocated to the east.



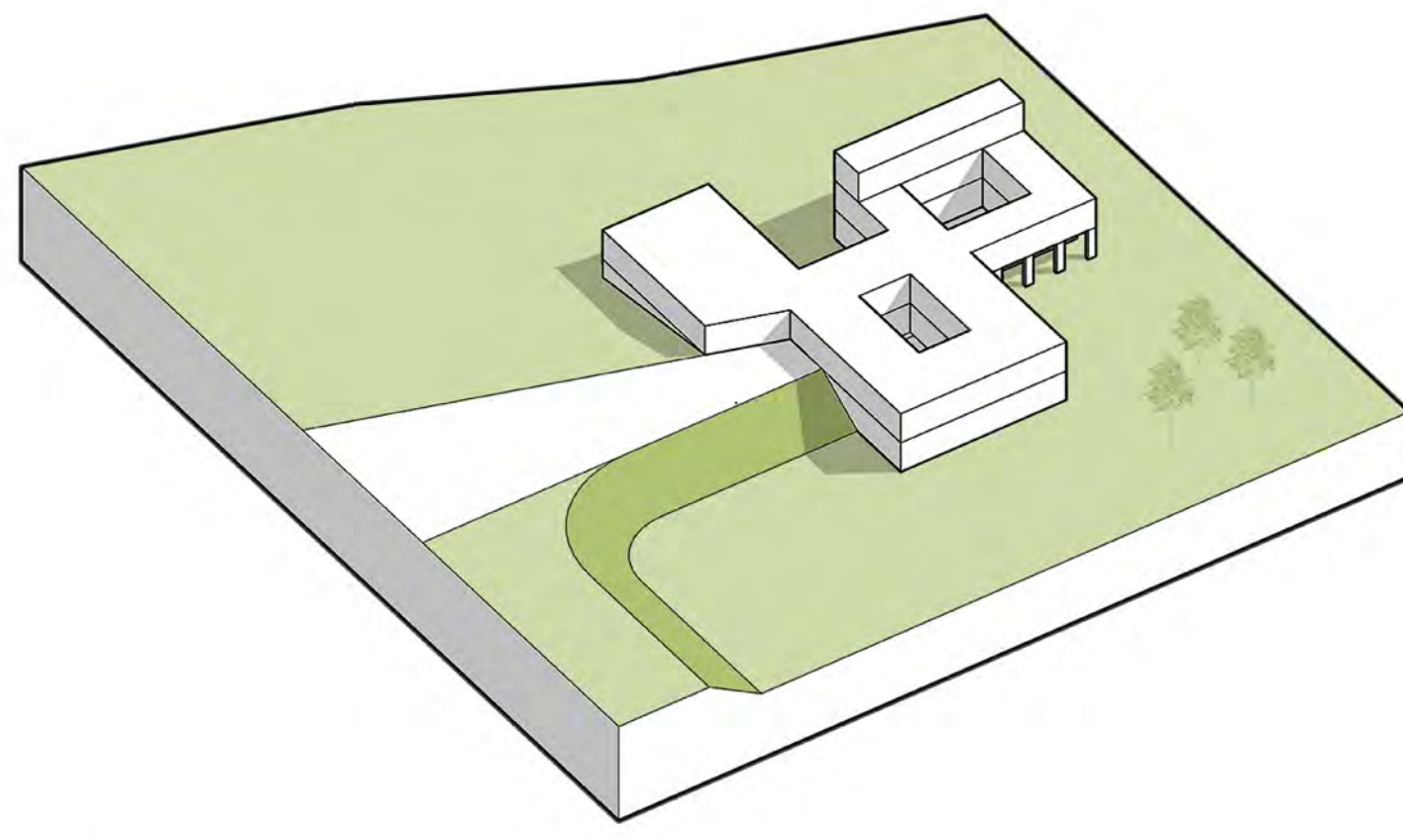
Creating an uplifting learning environment

Emphasising a strong connection between the teaching blocks has created a series of uplifting and forward thinking teaching spaces with connection to the wider landscape..



Creating a non-institutional, human scale

Careful consideration has been given to ensure the building massing is minimised visually that ensures a non-institutional and human scale is achieved. Areas such as main entrance, art and dining re scaled to allow different educational settings and maximise views.



The result

The final concept is the result of a continuous process of design development that places people at the centre of the new school. It will support a motivated, vibrant, diverse community of learners and teachers to evolve efficient and effective approaches to study and pedagogy by facilitating innovation in teaching and supporting pupil development through individual study, collaboration and maximising potential.

General Layout

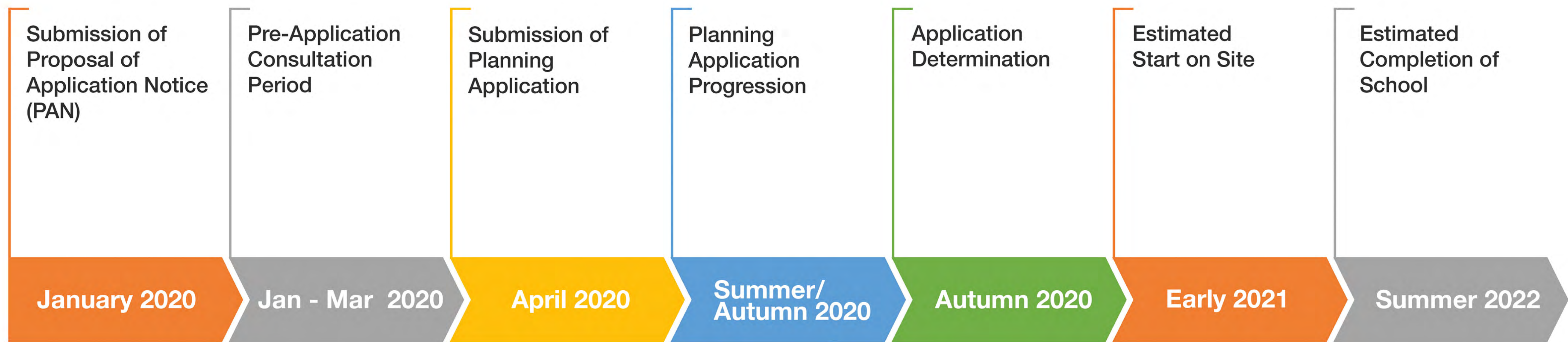
The landscape elements to the north of the site are orientated to align with the 3G all weather pitch. A new grass rugby pitch with 200m athletics summer markings is located to the north and will be approximately 1m higher in level than the 3G pitch. The car park and bus stops are all located on the higher level with the grass embankment to the grass pitches providing a useful spectator terrace. 116 spaces are provided within the car park including 8 disabled and a further 5 bus stops. Access to the service yard area for deliveries and refuse collection is around the north side of the building down a graded slope. Rain gardens and a pond provide natural attenuation and a study resource for the school. The pond area will be fenced for safety reasons.

To the south of the new building is the main student social area and outdoor study spaces. This includes a dining terrace, a variety of seating social spaces, raised planters for horticulture, and a grass amphitheatre to the west taking advantage of the natural level changes of the site. A new woodland buffer is proposed along the southern boundary to soften the interface with the residential development.

A wellbeing path circumnavigates the perimeter of the site to provide a near 1km route. This meanders through the new grassland meadows, trees and incorporates seating along the route.



07 Next Steps



We hope that you have found the exhibition useful. We would be grateful if you could complete a feedback form to ensure that your views are recorded and can be considered as the proposals are further developed.

Beside these boards, you will find copies of our comments form. Please submit your comments by: 20 March 2020.

Please leave your complete comments form in the box provided or alternatively send your comments by post to:

Barton Willmore, Centrum Business Centre, 38 Queen Street, Glasgow, G1 3DX

Or by email to:

christine.dalziel@bartonwillmore.co.uk

Please note that comments made on these proposals are to the prospective applicant (EDC's Major Assets Team) and not formal representations to EDC as Planning Authority. Following the submission of a planning application, there will be further opportunity to make formal representations on the application to EDC as Planning Authority during the statutory notification period.

Please note that these boards represent the current design intent for this particular project.

09 The design team

