

# Stallan-Brand

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## Report

## Post-Planning Application Engagement Report

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Document Number <b>PHS-SBA-XX-XX-RP-A-0010</b>	3.	<u>Engagement Timeline</u>	3.	<u>Provision of Dining Space</u>		
Revision: <b>P4</b>			4.	<u>Assembly and Drama Space</u>		
Suitability: <b>S2 For information</b>			5.	<u>Toilet Provision</u>		
Author: <b>RM</b>			6.	<u>Spaces for Learning</u>		
Checked: <b>AG</b>			7.	<u>Acoustics</u>		
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**Note: All imagery is indicative only**

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# Introduction

# A

1. [Background](#)
  2. [The Team](#)
  3. [Engagement Timeline](#)
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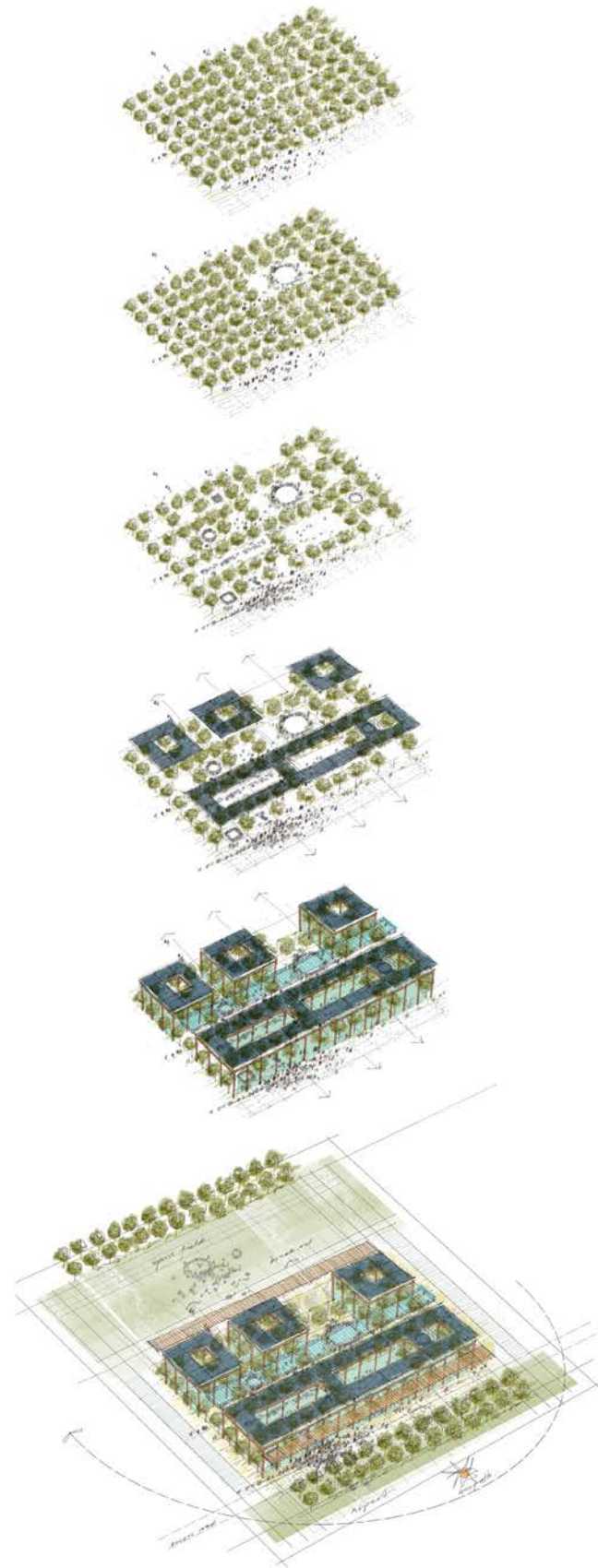
The following document summarises the Post-Planning Application Engagement Process for a replacement High School in Peebles.

Stallan-Brand have sought the feedback of a wide variety of users and stakeholders, to ensure the final school meets the needs and aspirations of the wide range and diverse groups of users.

There was a turnout of over 400 people across the three public events and the project team would like to take this opportunity to thank all those who attended and engaged with the events.

This follows on from the separate Pre-Planning Application Consultation which covered elements relevant to Planning such as the location, timeframe, scale, massing, materiality, ecology, flooding, access and Live Borders sports facilities.

The report covering Pre-Planning Consultation is PHS-SBA-XX-XX-RP-A-0005 and is available on the Planning Portal.



1.0 Orchard Concept



2.0 Render



3.0 Render





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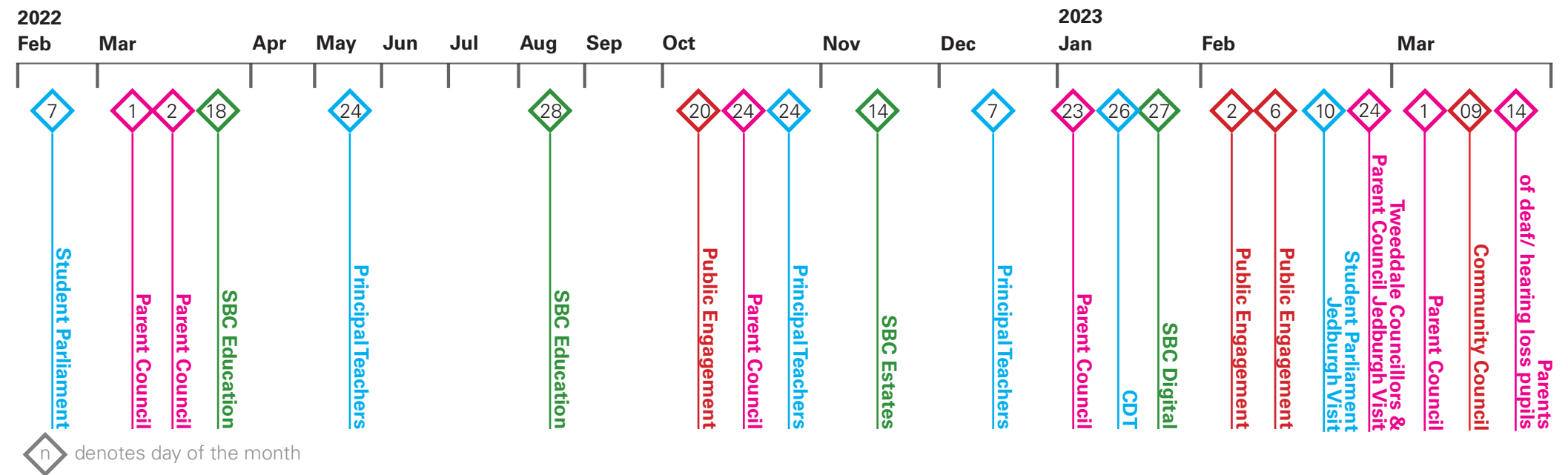


## Stakeholder Groups

Stakeholder Groups broadly fall into the following categories:

1. End user groups including pupils, School Management Team, Principal Teachers and support staff.
2. SBC Education and Estates Management
3. Parent Council Groups
4. The wider public including parents and pupils

A timeline of the engagements is given on the table adjacent.



1.0 Post-Planning Engagement Timeline

## Key themes in feedback

As can be seen in the chart above, the stakeholder engagement process has been extensive, seeking to both inform a wide cross section of those affected and obtain their feedback on the proposals.

The feedback was varied and extensive, covering many topics, however, there were some key themes which emerged. These were:

- Questions about roll projections and the design capacity of the school.
- Questions about the organisation and timetabling of the spaces.
- Questions about the provision of dining space.
- Concerns about the specifications on size, layout and height of the assembly space and drama studio.
- Questions about the provision of toilet facilities.
- A perception that the building is “open plan” and that classrooms do not have doors.
- Concern about acoustics

These key themes are explored on the following pages.

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# Engagement Response

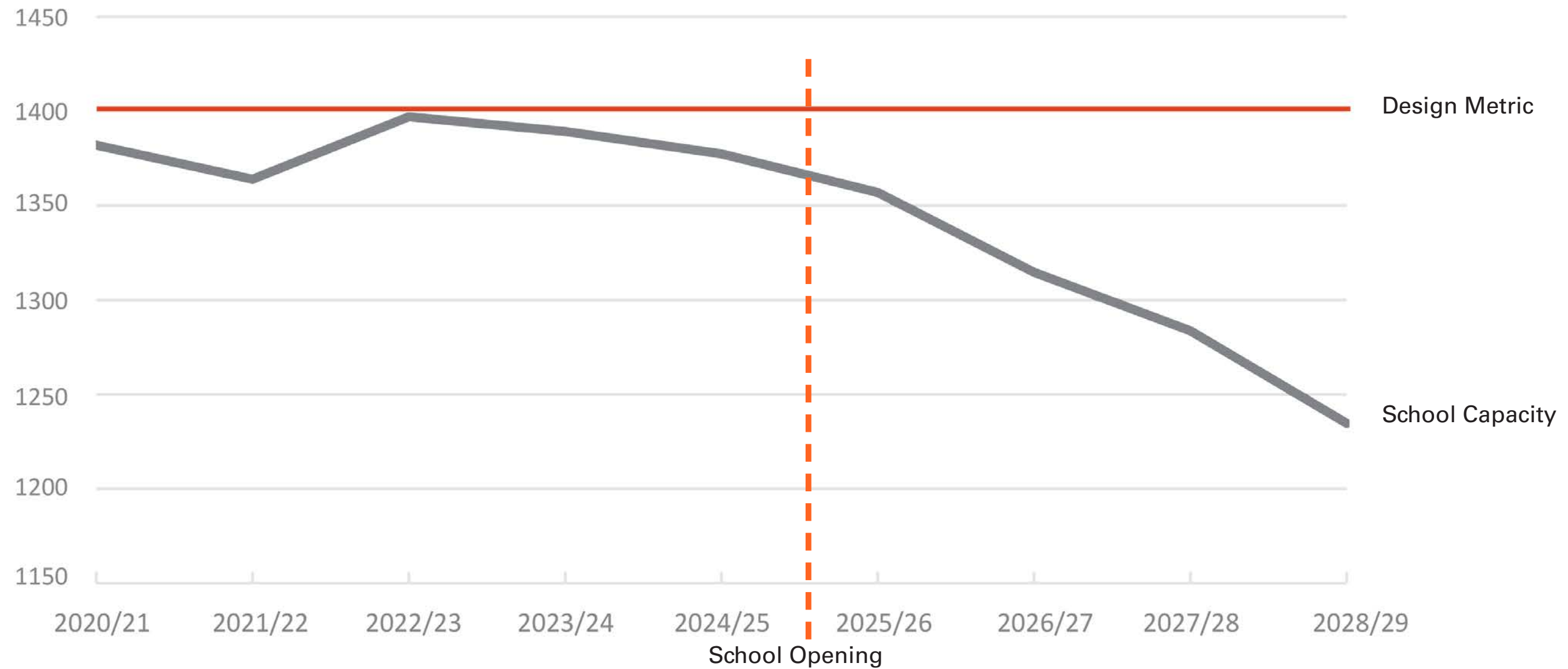
# B

1. [Calculating Roll Projections](#)
  2. [Timetabling](#)
  3. [Provision of Dining Space](#)
  4. [Assembly and Drama Space](#)
  5. [Toilet Provision](#)
  6. [Spaces for Learning](#)
  7. [Acoustics](#)
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## Key themes in feedback

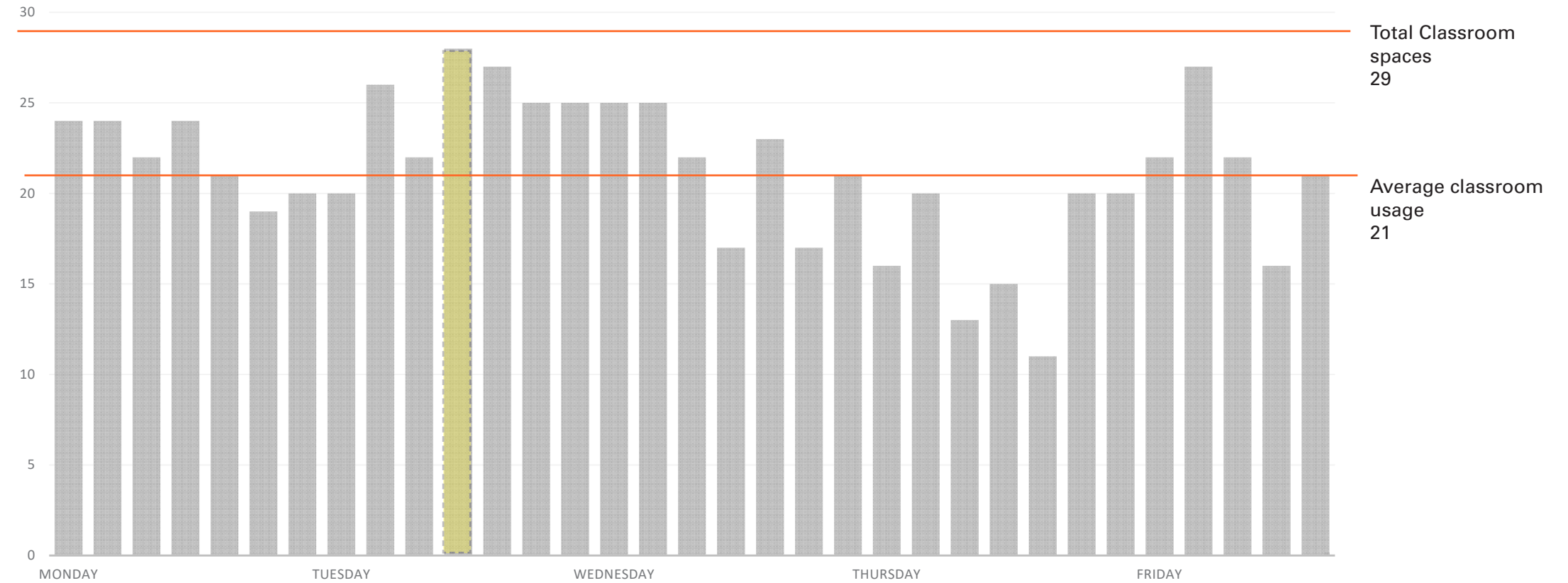
The design metric for the school is based on a projected roll of 1400 based on 10m<sup>2</sup>/pupil. The projected roll numbers are shown by the grey line on graph below and are based on an understanding of demographics, pupils currently in the feeder Primary Schools and an element of new house construction within the current Local Development Plan for Tweeddale. It is noted that there are constraints on significant development beyond that allowed for in the LDP such the requirement for a second road bridge crossing in Peebles. While we do not envisage this, the school is capable of operating at the higher than 1400 projected roll through more efficient use of space and this would be the first response to an increasing growth trend.



A capacity study of the proposed learning spaces has been conducted against the current timetable and can be seen on the adjacent diagrams, however, it must be acknowledged that the curriculum and therefore operational arrangements such as timetabling are likely to have developed in line with national education policy by the time the building opens.

## Practical Classrooms

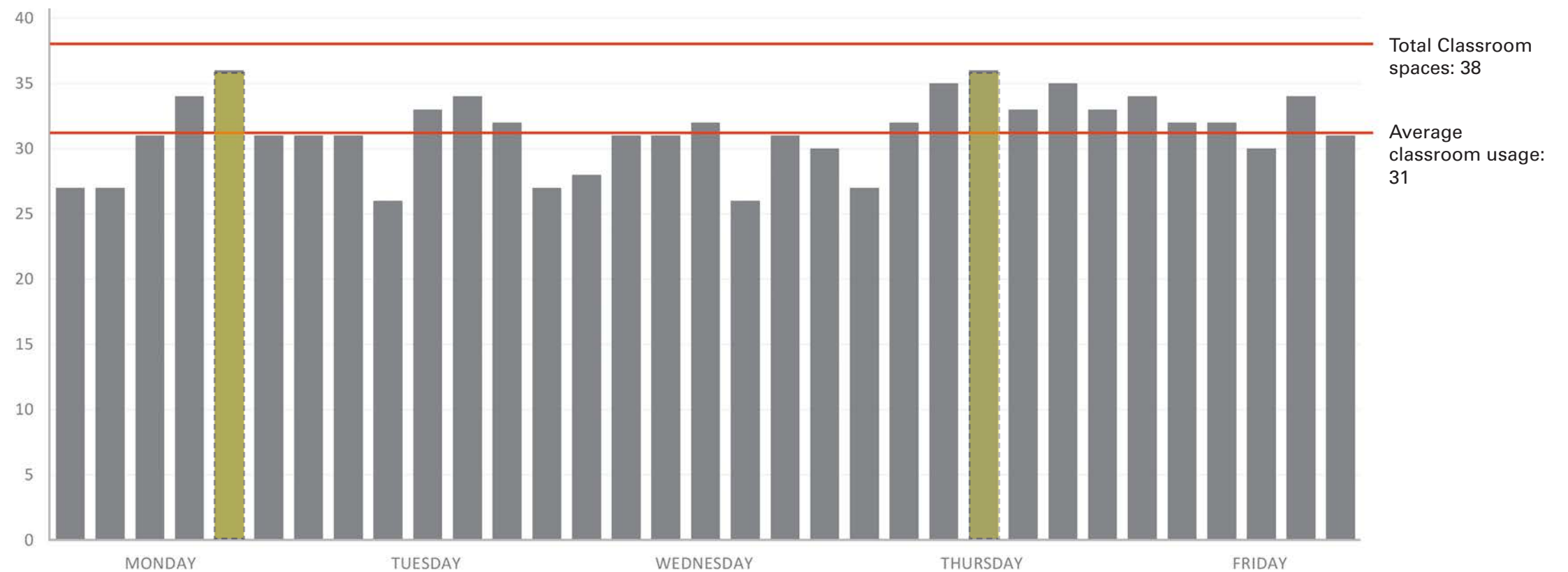
There are 29 rooms designated specifically as practical spaces, the number of used classrooms at any one time peaks at 28 once in the school week currently. The average occupancy is 21 classrooms.



1.0 Practical Classroom Use

## Non-Practical Classrooms

There are 38 Generic classroom spaces, the number of used classrooms at any one time peaks at 36 twice in the school week currently. For the purposes of this study, each double-sized space is counted as one classroom with a capacity of one class.



2.0 Non-Practical Classroom Use



Queries have been raised about how much space will be available for dining, compared with existing. The two plans below are drawn at the same scale and show the number of folding table/chair units that can fit into each space.

In the dedicated dining spaces of 238m<sup>2</sup> there is space for 336 covers. There are then additional spaces that can be utilised for dining, such as the social stair (97m<sup>2</sup>), and the 5 breakout spaces (375m<sup>2</sup>) on the first floor which would be suitable for “grab-and-go” and packed lunches.

Dining spaces have been split into two to allow dual serveries, more efficient queue management and quicker serving.

Note:

- Although the current dining space can conceivably fit 29 tables, the current number is less than this.
- No modern school is designed to accommodate all pupils dining in one location at the same time.



4.0 First Floor Breakout



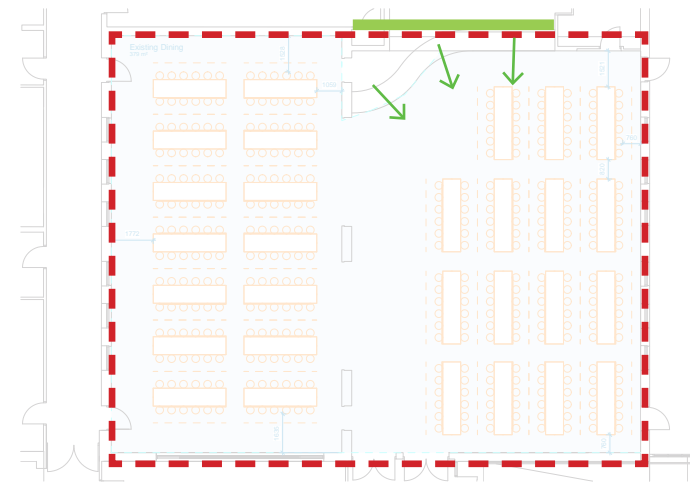
5.0 Social Stair



6.0 Dining Space

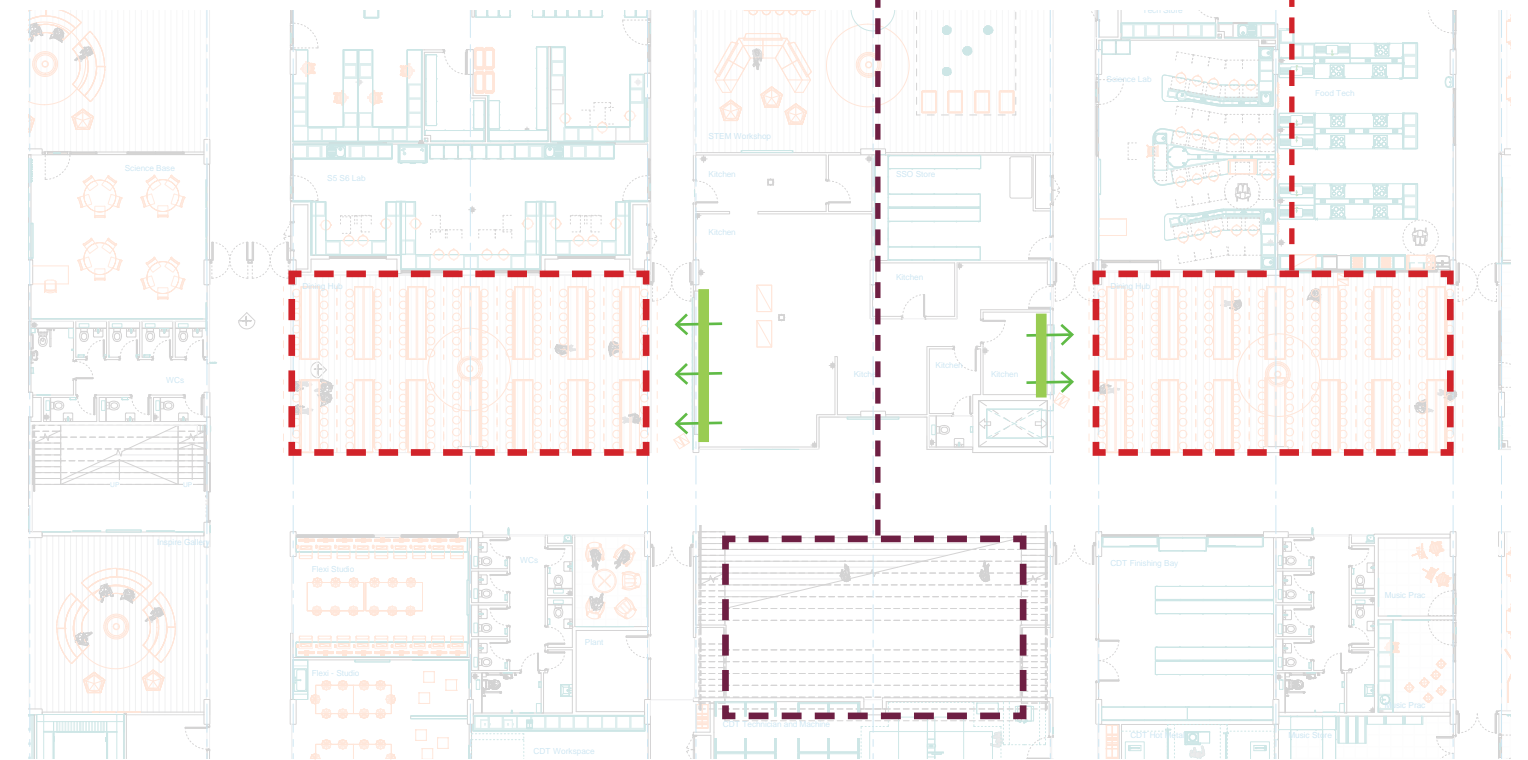


1.0 Example Folding Table as shown on plans



Area: 372m<sup>2</sup>  
 No. Tables = 29  
 No. Seats = 348

2.0 Existing Dining Hall



Area: 238m<sup>2</sup>  
 No. Tables = 28  
 No. Seats = 336

Servery

Dining Area

Potential To Augment

(Further opportunities upstairs)

3.0 Proposed Dining Spaces

Note:

- New spaces are much more efficient in chairs/m<sup>2</sup> due to utilising adjacent circulation spaces which aren't counted in the area.
- Min gap between tables/walls in both plans = 760mm
- Both Plans are the same scale

The original assembly space was designed for 260 people (The largest single year group) and was to be used as a second drama space when not being used for assembly. The assembly space had a floor to soffit height of 4.2m

Recognising the strength of feedback from the community, a dedicated double height assembly space has been incorporated into the design. The dedicated assembly space is fully enclosed and will accommodate 340 people. This change has resulted in the loss of some Social Space and Storage Space.



1.0 Original Single Height Hall with Single Dedicated Drama space



2.0 Revised Double Height Hall with Dual Dedicated Drama spaces



3.0 Original Single Height Hall



4.0 Revised Double Height Hall



Recognising that the design of toilet facilities can have an impact on pupil wellbeing and bullying, and to provide maximum flexibility to the school on how they arrange their toilet access, every toilet has been designed to be a fully self-enclosed room incorporating a toilet, a washhandbasin, mirror, paper towels, a solid (not cubicle) door and full height (not cubicle) walls. Toilets are clustered typically in groups of 6 or 7 and are dispersed around the school. Each cluster contains an accessible toilet.

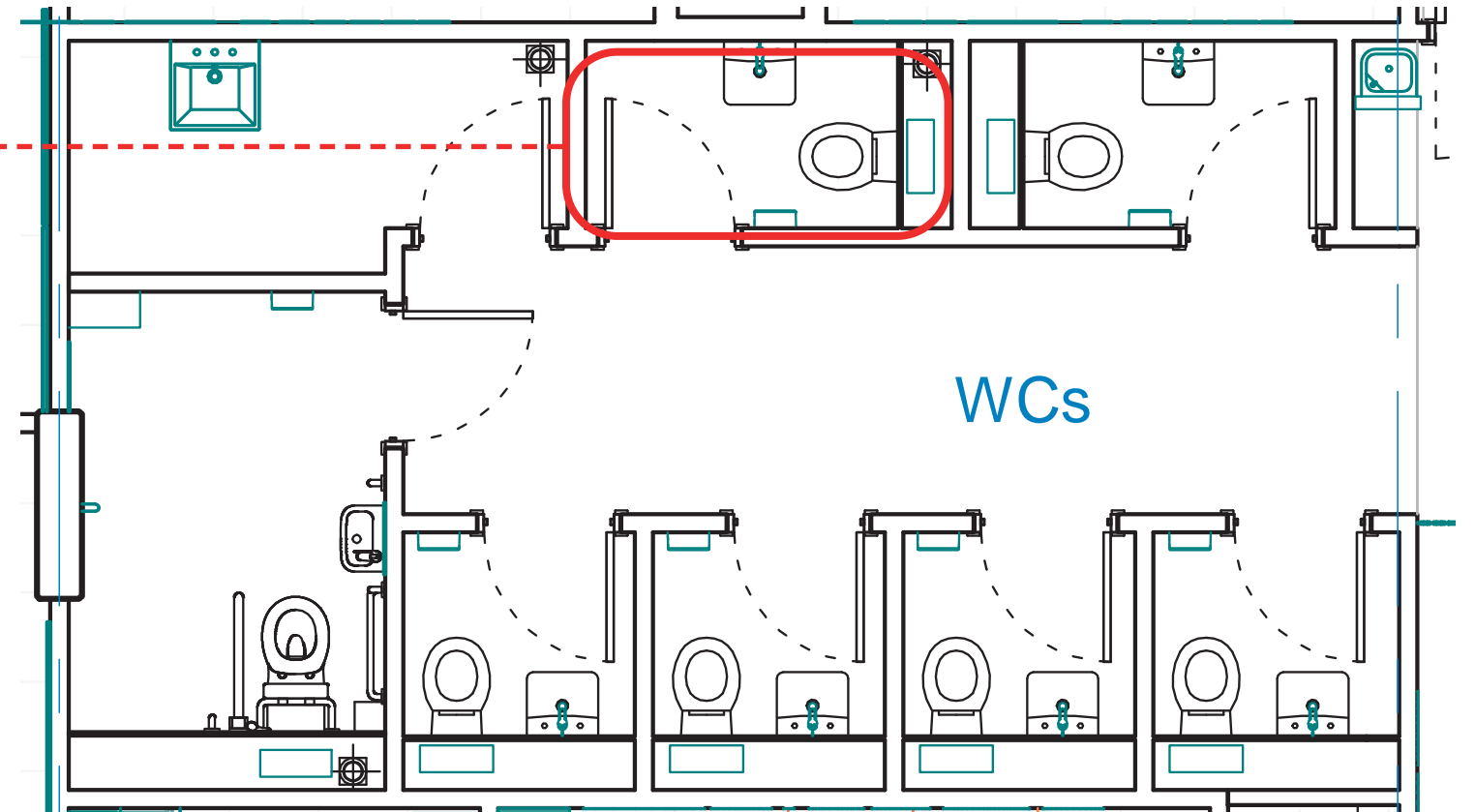
Each individual toilet can be assigned to any combination of Male, Female, All-Gender, Teacher or Pupil. This will be the decision of the school management to find an arrangement which meets the needs of all pupils attending the school.

The toilet clusters are freely accessible from main circulation areas and benefit from passive supervision from outside.

Facilities for the distribution and disposal of period products will be provided.



1.0 Example Toilet



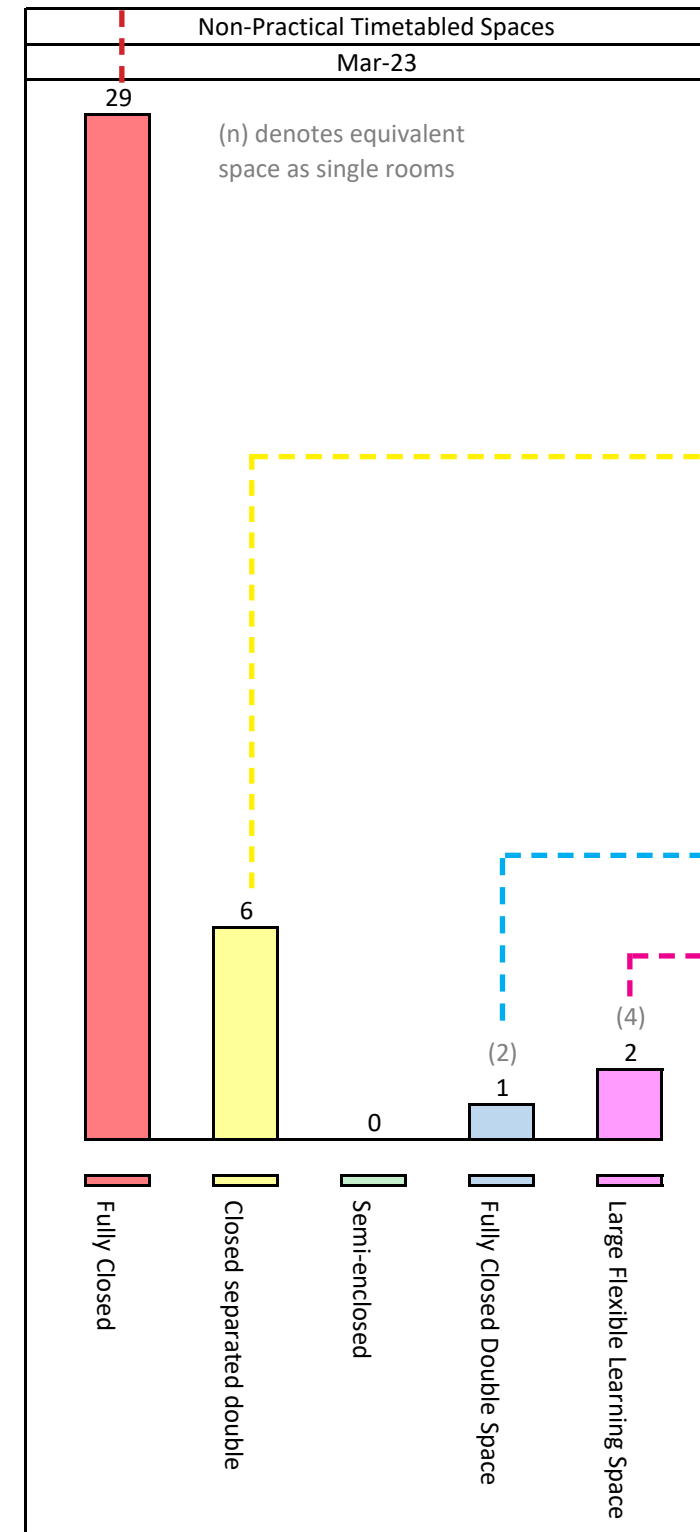
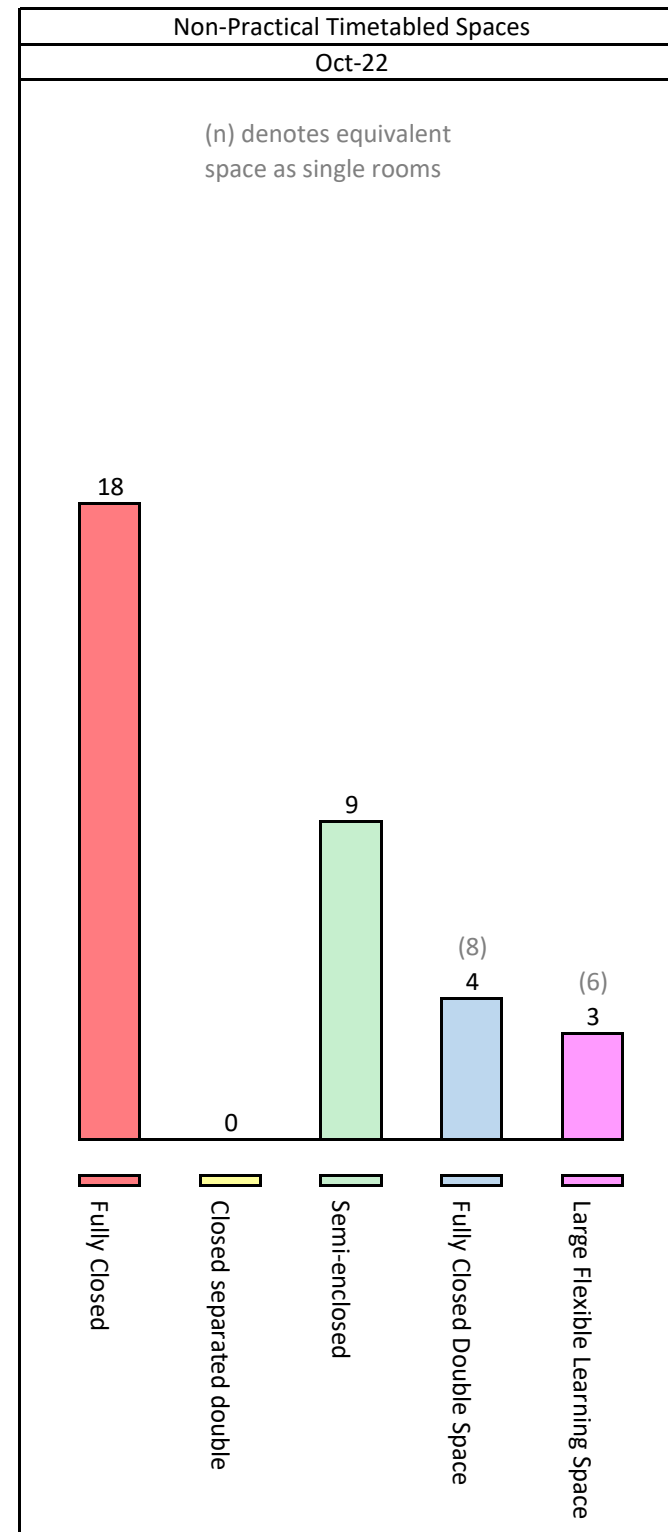
2.0 Ground Floor Cluster Locations



3.0 First Floor Cluster Locations

In response to stakeholder feedback, changes have been made to the proportion of spaces of different layouts and sizes.

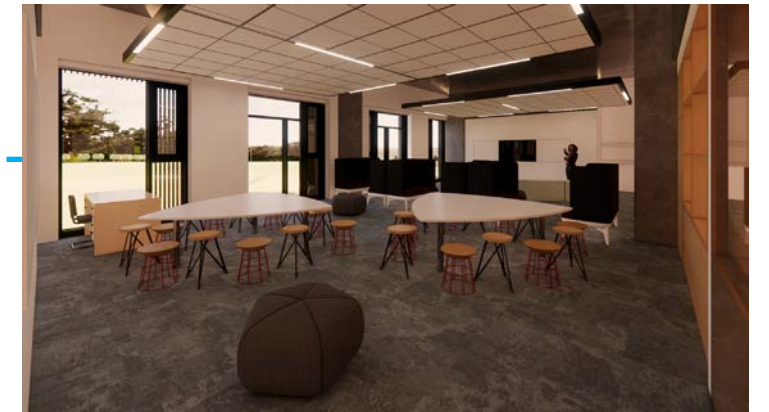
This can be seen on the adjacent diagram which charts the change from 2022 to 2023



1.0 Fully Closed



2.0 Closed Separated Double



3.0 Fully Enclosed Double



4.0 Large flexible learning space



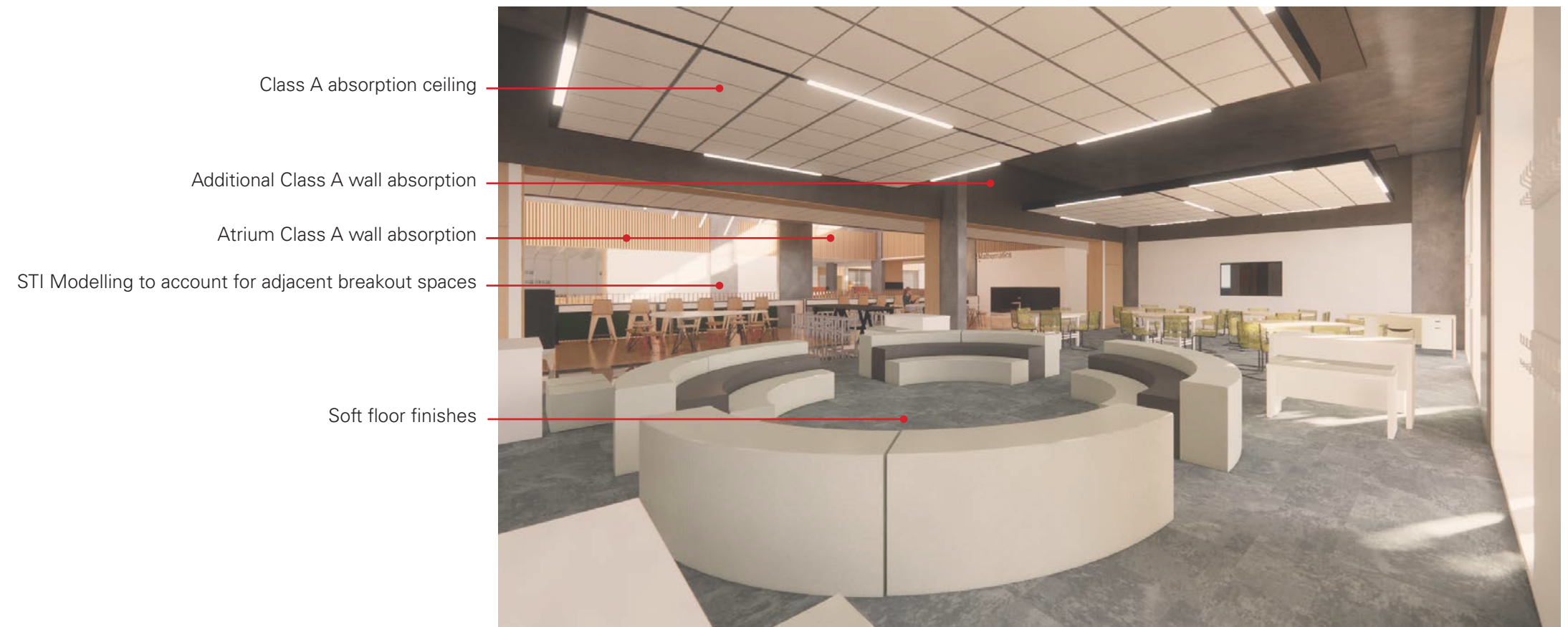
A number of individuals raised concerns about acoustics in the new building.

The design team includes a specialist acoustic consultant who has informed the design. The design is expected to be fully compliant with "Building Bulletin 93 - Acoustic Design of Schools" although final analysis is not yet complete due to the assembly hall change which is currently underway.

A draft diagnostic report from Sept 2022 has highlighted areas of non-compliance - these will be addressed in the final design. The draft report also highlighted areas of "high risk" and this has been highlighted by some individuals. In accordance with BB93 the professional acoustician's have undertaken Speech Transmission Index (STI) modelling for high risk areas in order to inform the design such that the residual risk will be low,

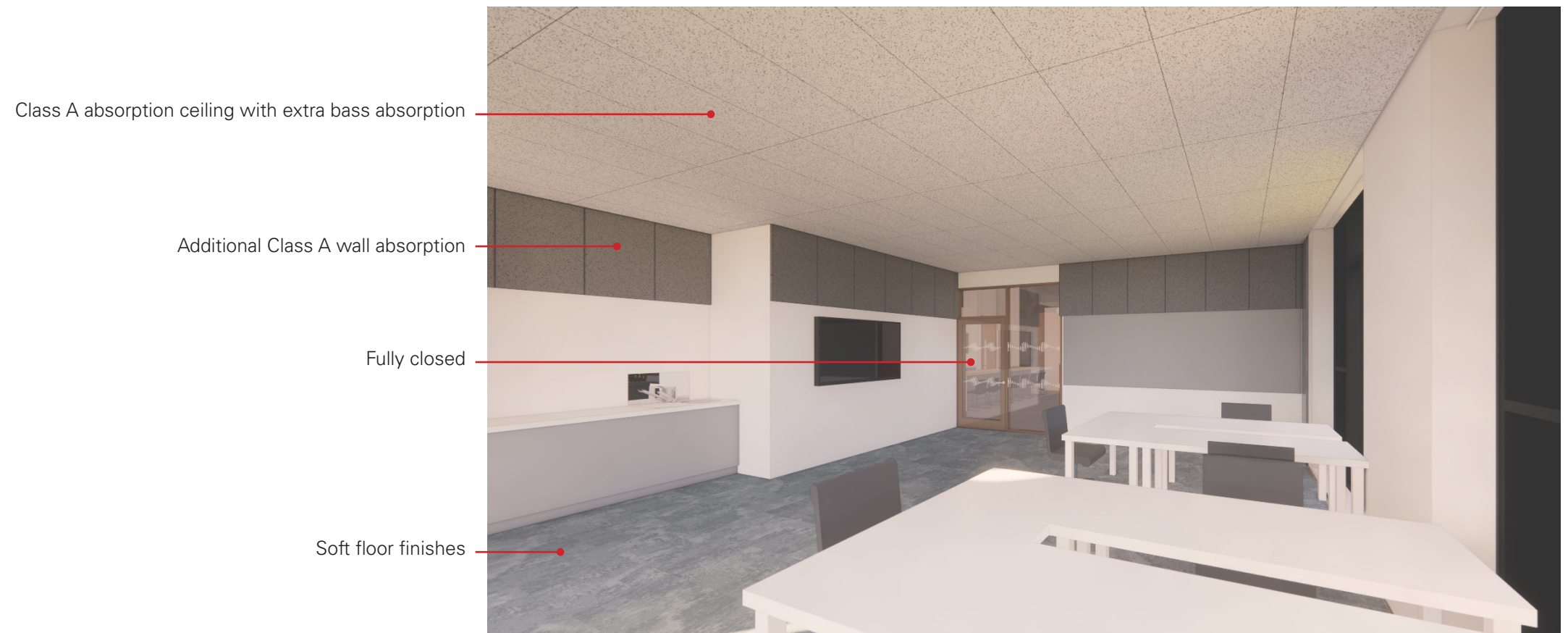
Some examples of acoustic measures are shown on the images adjacent for two particularly high sensitivity areas, specifically the two "open twin" rooms and the three "Enhanced Provision" rooms.

As explained on previous pages, almost all classrooms are now fully enclosed.



- Class A absorption ceiling
- Additional Class A wall absorption
- Atrium Class A wall absorption
- STI Modelling to account for adjacent breakout spaces
- Soft floor finishes

**1.0 Open Double**



- Class A absorption ceiling with extra bass absorption
- Additional Class A wall absorption
- Fully closed
- Soft floor finishes

**2.0 Enhanced Provision**

The following is a non-exhaustive list of some of the key changes that have been made to the proposals as direct a result of engagement expressed in the following format:

## Stakeholder

- Request/ Query/ Concern  
*Response*

## Art Department

- Request for extra-large sinks  
*Extra-large sinks have been integrated into the design*
- Request for dedicated S5/S6 study space  
*Dedicated S5/S6 Study space was integrated into the design*
- Provide space for screen printing and other printing  
*Dedicated screen-printing space has been provided*
- Provide space for photography  
*Dedicated Photography facilities have been provided*

## Science Department

- Provide space for S5/S6 study  
*Dedicated S5/S6 Study space was integrated into the design*
- There are not enough labs in the proposals  
*An extra lab was integrated into the design following review of the timetabling*
- We do not think a split technicians area will work  
*Split technicians area was amalgamated into a single space*
- Preference for island units over peninsula  
*A change from peninsula to Island units is currently under consideration*

## CDT

- Consider re-use of certain workbenches and equipment  
*Design reuses certain workbenches and equipment following multiple review sessions between Specialist Supplier and Principal Teacher*
- Provide several 3d printers so that the whole class can work at the same time  
*6no 3d printers provided*
- Consider some storage being open and some closed  
*A mix of storage solutions will be provided, approx 50% open and 50% closed*

## PE Department

- Consider enlarging the proposed basketball facilities  
*The option of increasing the extent of basketball area is currently under consideration*
- We are very short on changing facilities currently  
*New design includes a large number of new changing facilities of a variety of types such as single sex and individual cubicles*
- We would like new and consistent signage to create an identity across the sports building. Some existing signage is broken  
*New signage to all major spaces has been included in the design*
- We would like the existing gym to have more facilities including volleyball nets and pull out gym bars and to not have the dance facilities to make it purely devoted to being a gym  
*Volleyball nets and pull out gym bars have been included in the design for the existing gymnasium*
- Ceiling tiles are subject to vandalism in changing rooms  
*Ceiling tiles are not provided in these new spaces*
- Wetwall panels in the current building work well  
*Wetwall panels provided to all changing spaces in the building*
- We would like some space to be able to monitor the department and do work within the Sports Building  
*Touchdown desk points have been provided*

## Non-practical Teaching Staff

- Concern about enclosed double classrooms and teaching two separate classes side by side  
*Number of enclosed double classrooms has been reduced from 4 to 1. The current timetabling would not require that classroom to be used for two classes at any time i.e. there is the option for team teaching to take place here but it is not a necessity.*
- Concern about open double classrooms and teaching two separate classes side by side  
*Number of open double classrooms has been reduced from 3 to 2. The current timetabling would not require that classroom to be used for two classes at any time i.e. there is the option for team teaching to take place here but it is not a necessity.*
- Concern about Semi-Open individual classroom  
*Semi-open individual classrooms now have a sliding partition to allow them to be fully enclosed when and if required.*
- Double classrooms with shared tutorial space separating them was received favourably.

*This type of classroom has been increased from 2 to 8.*

- Consider blinds to glazed screens onto corridors  
*Internal glazing is required to allow for borrowed daylight on some internal spaces linked with rooflights and for inter-visibility of learning and teaching and we do not envisage the need for internal blinds.*
- We don't want an open plan school  
*The school is not open plan, but does aim to provide a mix of different styles and sizes of spaces that will allow learning to be tailored to the individual's need.*

## Guidance and Pupil Support

- We work in teams of 2, not 3  
*2no 3person meeting rooms replaced with 3no 2person meeting rooms*
- We would like a half classroom for small group work  
*Half classroom provided*
- We need a space for quiet phonecalls  
*Quiet booths provided*

## Enhanced Provision

- We need a small office space for two people  
*Office space added into design*
- Can we keep washing machine out of the lifeskills/nurture space  
*Washing machine is outside of that space*
- We would prefer one large quiet room to two smaller quiet rooms  
*Design amended to have one large quiet room*

## SMT

- Provide more dedicated SMT and Staff Space  
*More SMT and Staff Space has been provided*

## Music and Drama

- We would like the opportunity for dark and light spaces for drama  
*Light control has been provided*
- We would like a dedicated assembly hall suitable for performances similar to our current hall  
*Design amended to provide dedicated assembly space*
- We would like dedicated ensemble space  
*Dedicated ensemble space has been provided*
- The assembly should be fully enclosed  
*The assembly has been made fully enclosed*

## Athletics Groups

- Objection to replacing 100m running track with shorter track and compact athletics area.  
*Design amended in response to replace 100m running track.*
- Could there be a second sandpit for long jump so two groups can go at the same time and so that wind direction can be reacted to?  
*Design amended to include a second sand pit*
- Can there be space for a 400m track  
*A 400m track will be marked out on the pitches south of Craigerne Lane although the curve will tighter than regulation due to lack of space on the site*
- Consider basketball facilities  
*Design amended to provide basketball facilities.*

## Neighbours and community

- Concern about additional noise from the 3G Pitch. Both crowd noise and noise of balls hitting against the metal fence.  
*Acoustic barrier fence has been included in the design*
- Concern about creating a new entrance to the site at the South-East and potential to change pupil routes to the school.  
*Access routes to the school have been reviewed with the Transport Consultant and proposals reflect this with an associated Transportation Report. The southeast entrance has been removed due to safety concerns*
- Surrounding footpaths are in need of improvement  
*New pedestrian crossing has been implemented as part of the project. Footpaths outside of our site are not part of the project.*
- Replace allotments.  
*The landscape design includes raised beds and allocation for a greenhouse.*
- Consider photovoltaics  
*Photovoltaics have been added into the design*
- Request for internal cricket nets to be added to the existing games hall.  
*This has been included in the design.*



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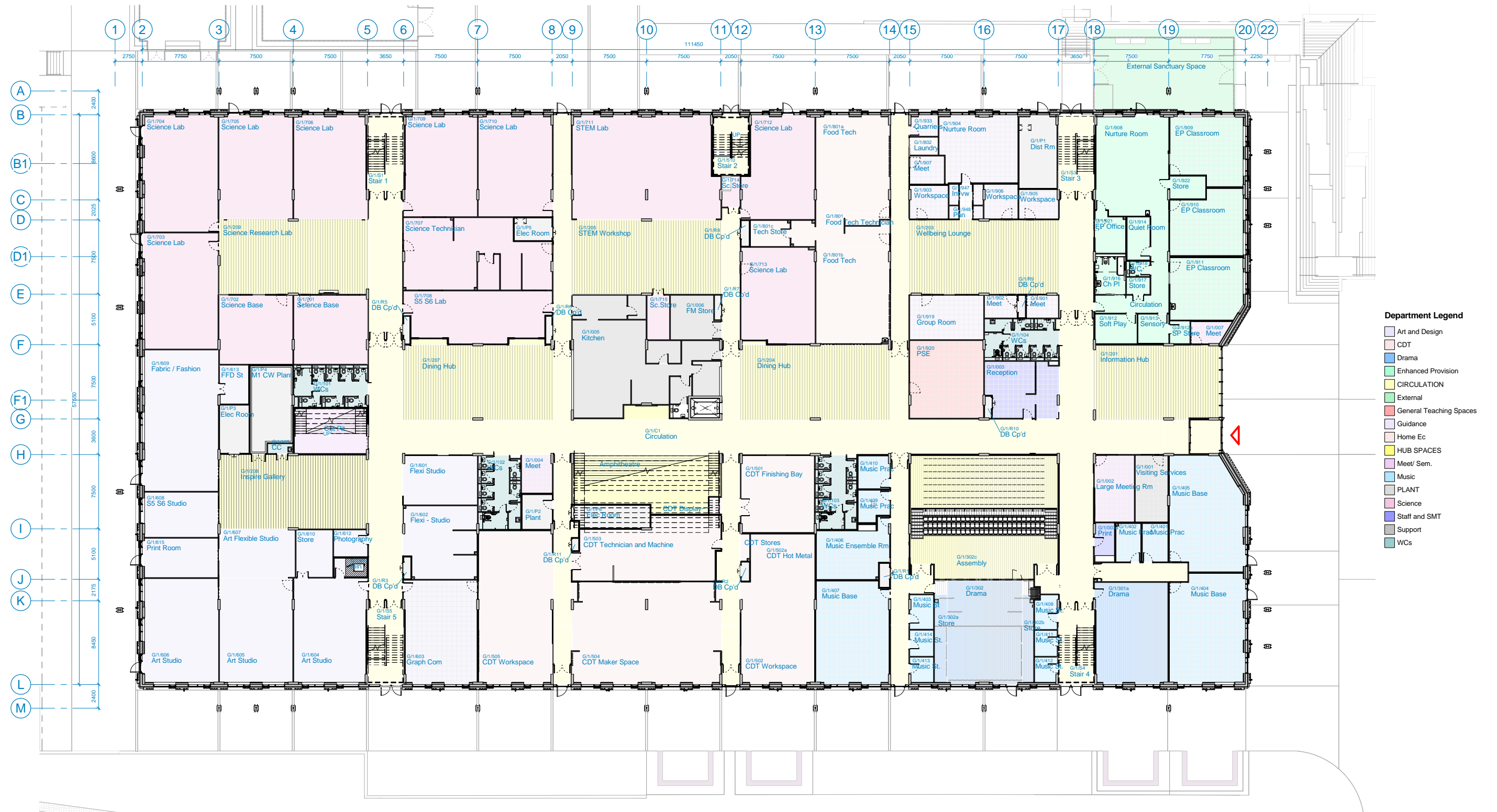
# Current Plans



1. Ground Floor Plan
2. First Floor Plan



# Ground Floor Plan



# First Floor Plan

