



Lenzie Academy

Strategic Education Brief

May 2022

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1. Introduction

This Strategic Education Brief sets out how the proposal for a new building for Lenzie Academy will provide high quality, flexible and futureproofed spaces for 1400 pupils in a non-denominational six year comprehensive. The brief demonstrates how the project will deliver national and local priorities, in particular :

- National Policy including the Learning Estates Strategy and National Improvement Framework;
- East Dunbartonshire Council Place Based Priorities including those in the Local Outcomes Improvement Plan and Community Learning and Development Plan; and
- The Lenzie Academy Vision, Values and Aims.

The Strategic Education Brief has been developed closely with East Dunbartonshire Council and Lenzie Academy Senior Leaders and involved engagement with stakeholders including staff, pupils and parents. It takes account of their aspirations but is grounded in ensuring the project :

- Delivers the Scottish Futures Trust Space Standards and is within cost metrics for a project of this size;
- Sets clear Strategic Objectives and success measures that provide a framework for delivery and for monitoring impact;
- Takes account of the school context in terms of curriculum organisation, key adjacencies, ways of working, pastoral care and additional needs, partner services and community use. At the same time, it ensures flexibility and futureproofing to meet long term needs; and
- Has a set of overarching education design objectives that translate into agreed adjacencies and an accommodation schedule that ensure clarity about the purpose and requirements of the spaces.

The next sections set out the national and local context and establish the vision, values, strategic and design objectives for the Lenzie Academy project. Also included is an assessment of education and community benefits the investment would secure.

2. Meeting National Outcomes

The Scottish Government and COSLA have shown their commitment to invest in the learning estate through their strategy 'Scotland's Learning Estate Strategy: Connecting People, Places and Learning'. The National strategy recognises the importance of the learning estate in supporting outcomes that are necessary for a more successful Scotland. This vision is for: 'A learning estate which supports excellence and equity for all'.

The National Learning Estate Strategy is aligned to the education policy aims set out in the National Improvement Framework (NIF) of achieving excellence and equity for all children and young people and closing the poverty related attainment gap. The specific National outcomes to which the strategy primarily relates are:

- We grow up loved, safe and respected;
- We are well educated, skilled and able to contribute to society;
- We are healthy and active;
- We live in communities that are inclusive, empowered resilient and safe;
- We have thriving and innovative businesses with quality jobs and fair work for everyone; and
- We have a globally competitive, entrepreneurial, inclusive and sustainable economy.

The National strategy sets out ten guiding principles which are :

1. Learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners;
2. Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners;
3. The learning estate should be well-managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value;
4. The condition and suitability of learning environments should support and enhance their function;
5. Learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle;
6. Learning environments should be greener, more sustainable, allow safe and accessible routes for walking, cycling and wheeling and be digitally enabled;
7. Outdoor learning and the use of outdoor learning environments should be maximised;
8. Good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all;
9. Collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential; and finally,
10. Investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.

Investment in Scotland's learning estate should also contribute towards improving learning outcomes and support sustainable and inclusive economic growth.

The Lenzie Academy project addresses the ten guiding principles in the National Strategy and the table at Appendix A shows how this has been achieved.

3. Place Context : East Dunbartonshire Priorities

The Place Principle, adopted by Scottish Government and COSLA in March 2019, sets out the need to work collaboratively, across sectors, towards the most relevant outcomes for a place. It recognises that Place is where people, location and resources combine to create a sense of identity and purpose, and is at the heart of addressing the needs and realising the full potential of communities. It sets out a more joined-up, collaborative, and participative approach to services, land and buildings, across all sectors within a place, enables better outcomes for everyone and increased opportunities for people and communities to shape their own lives.

It is important to East Dunbartonshire Council (EDC) that the Lenzie Academy project contributes to and is guided by the Place principle and the Council's strategic priorities. The EDC **Local Outcomes Improvement Plan (LOIP) 2017-2027** sets 10-year goals for the local area and includes a set of priorities which are supported by actions the Council will take over the next ten years. It also sets the Vision for 2027 as : *Working together to achieve the best with the people of East Dunbartonshire.*

The EDC approach to delivering the LOIP has been taken into account in developing the Lenzie Academy project and sits well with the requirements of LEIP funded schools. Key components of the Council's approach are :

- Coproduction and engagement : We will continuously strive to understand the different needs of our communities, supporting them to strengthen their own communities and involving them in the design and delivery of services.
- Best value : We will endeavour to maintain an appropriate balance between the quality of the performance of our functions, the cost of that performance, and the cost to people of any service provided. In maintaining that balance, the Partnership shall have regard to safety, efficiency, effectiveness and economy.
- Evidence based planning : We will share information and data to inform robust and transparent decision making, planning and evaluation of our impact in partnership and implementing improvement practices.
- Fair and equitable services : We will plan and deliver services which account for the different needs of population groups who share a characteristic protected by the Equality Act.
- Planning for place : We will target resources where they are most needed to reduce disadvantage caused by socio-economic inequality. This is known as using a 'Place' approach.
- Prevention and early intervention : We will direct resources with the aim of improving resilience and preventing or mitigating poorer outcomes.
- Sustainability : We will create the conditions for a better quality of life for East Dunbartonshire residents, by recognising their health and wellbeing needs without compromising the quality of our built, natural and historic environment. In doing so we will build resilience to a

changing climate, use our natural resources prudently and consider the long term implications of our decisions for present and future generations.

The six LOIP Priorities are :

Local Outcome 1
East Dunbartonshire has a sustainable and resilient economy with busy town and village centres, a growing business base, and is an attractive place in which to visit and invest.

Local Outcome 2
Our people are equipped with knowledge and skills for learning, life and work.

Local Outcome 3
Our children and young people are safe, healthy and ready to learn.

Local Outcome 4
East Dunbartonshire is a safe place in which to live, work and visit.

Local Outcome 5
Our people experience good physical and mental health and wellbeing with access to a quality built and natural environment in which to lead healthier and more active lifestyles.

Local Outcome 6
Our older population and more vulnerable citizens are supported to maintain their independence and enjoy a high quality of life, and they, their families and carers benefit from effective care and support services.

The LOIP outcomes that will be addressed by the Lenzie Academy project are :

Local Outcome 2 : Our people are equipped with knowledge and skills for learning, life and work : Despite having a higher than average number of

school leavers entering further education, training or employment, some of our young people experience barriers when trying to move into a positive destination. In many cases this is due to multiple compounding barriers such as being a young carer, having a learning or developmental disability or being at risk of offending.

Local Outcome 3 : Our children and young people are safe, healthy and ready to learn : Overall East Dunbartonshire performs significantly better than the national average for many children and young peoples' indicators of attainment, health and wellbeing. Secondary schools' SQA examinations are among the highest passes in Scotland and 96% of school leavers go on to positive destinations. Of this group, 60.9% go to university, 16.3% college, 16.6% employment and 2.2% training. However, there has been a steady rise in the number of vulnerable children who come to the attention of EDC care services. Non-engaging families was the most common area of concern for referral, alongside neglect, domestic abuse and parental alcohol misuse. There has also been a sharp rise in parental mental health being identified as a significant concern.

Local Outcome 5 : Our people experience good physical and mental health and wellbeing with access to a quality built and natural environment in which to lead healthier and more active lifestyles : Compared with the rest of Scotland, people living in East Dunbartonshire are relatively healthy with some of the highest rates of life expectancy for both men (80.5 years) and women (83.5years). With regards to physical activity, the population is relatively active with 84% of people participating in sporting activity, 5% higher than Scotland as whole. Maintaining opportunities for physical and mental health and wellbeing is important to the Council.

In East Dunbartonshire, **Community Learning and Development (CLD)** is a way of working with and supporting individuals and communities to make improvements in their lives and their local environment.

Taking the LOIP Outcomes as their framework, the CLD Partnership has developed a three-year plan for local learning opportunities and community capacity building for 2021-24. The plan includes objectives in relation to identified needs and priorities such as improving employability and digital skills, supporting volunteering, reducing social isolation and improving mental health and wellbeing. Key indicators that will be monitored over the next 10 years are :

- Percentage of secondary pupils meeting the physical activity target
- Percentage of secondary pupils who feel positive about their health
- Percentage of secondary pupils who have experienced bullying
- Pregnancies among under 16 year olds.
- Percentage of secondary pupils who have never smoked cigarettes
- Percentage of secondary pupils who have never drunk alcohol.

Since the global pandemic, CLD Partnership meetings have highlighted the following priority areas which have been taken into consideration in this project :

- Digital skills
- Outdoor learning
- Involvement and engagement
- Volunteering
- Employability
- Community renewal and resilience
- Equalities

EDC **Education Drivers** focus on the Scottish Government's Achieving Excellence and Equity 2022 National Improvement Framework (NIF) and Improvement Plan. This sets out the vision and priorities for Scottish education that have been agreed across the system, and the national improvement activity that needs to be undertaken to help deliver those key priorities. In EDC it is used to support and inform improvement planning at local authority and school level. This complements the ongoing implementation of Curriculum for Excellence (CfE), Getting It Right for Every Child (GIRFEC), and Developing the Young Workforce (DYW), which are the three supporting pillars of the Scottish education system.

The NIF highlights themes that have been identified in recent research including :

- The importance of digital infrastructure and connectivity.
- The health and wellbeing of staff and learners (including mental wellbeing).
- Putting children and young people at the centre of everything we do.

Key priorities of the National Improvement Framework are :

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

The drivers of improvement in the outcomes achieved by children and

young people through education include : Teacher and practitioner professionalism; Parent/carer involvement and engagement; and Curriculum and assessment.

The priorities in the EDC LOIP, CLD Plan and National Improvement Framework will also be addressed by the Lenzie Academy project as set out in the table at Appendix A.

4. Lenzie Academy Context

Lenzie Academy is a non-denominational six year comprehensive school situated in the town of Lenzie in East Dunbartonshire to the north of Glasgow. The school currently has a roll of approximately 1380 pupils and serves the areas of Lenzie and South Kirkintilloch. It was founded in 1886 to satisfy the demands of the local community however, today there are approximately 35% of pupils who attend the school as a result of placing requests from other areas of East Dunbartonshire; North Lanarkshire and Glasgow. This diverse mix ensures that the school is a rich and vibrant community where everyone's contribution is sought and valued.

Approximately 7% of pupils are entitled to free school meals and 18% of come from an ethnic minority background. There are in excess of 30 languages spoken by pupils including Arabic, Cantonese, Mandarin, Hakka, Punjabi, Twi, French, Spanish and Gaelic.

Currently 11% of pupils have an identified additional support need. The SIMD profile by quintile is Quintile 1 = 7% Quintile 2 = 18% Quintile 3 = 11% Quintile 4 = 18% and Quintile 5 = 46%.

Exam results are among the best in the country and an extensive range of qualifications are on offer, particularly at Higher Grade and Advanced Higher Grade level.

Pupils participate in a wide range of voluntary and philanthropic endeavours with extensive extra-curricular activities and clubs and a large number of trips within the UK, to various places in Europe and the USA. Pupils are involved in charity work and have built up excellent links with the local community, local churches and a number of businesses.

Current School Improvement Plan Priorities are :

- Recovery plan to overcome learning loss due to COVID;
- Promoting inclusion and wellbeing through the implementation of our Equality and Diversity Programme; and
- Development of a Parental Engagement strategy

Setting the learning ethos and underpinning everything Lenzie Academy does is its Vision, Values and Aims :

Vision

- In Lenzie Academy we aim to provide learning and working environments where every young person feels happy, safe and is achieving their potential.

Values

- We have ambition and high expectations for all pupils and staff so that a culture of continuous improvement is evident in all that we do.

- We endeavour to inculcate within our pupils the values of inclusivity and equality of opportunity regardless of gender, race, religion or socio-economic position.
- We foster respect, tolerance and celebrate diversity and by doing so inculcate compassion and social justice.
- We make our pupils aware that change is inevitable and we prepare them to be flexible to meet the challenges of the future.

Aims

- To provide stimulating and challenging educational experiences that encourages pupils to think for themselves and realise their potential as successful learners.
- To foster a learning environment that encourages, celebrates and recognises the wider achievements of all our pupils.
- To promote ambition and high expectations, self-confidence and responsible citizenship within all of our pupils by providing them with opportunities to contribute effectively to the wider life of the school and community.
- To inculcate the values of lifelong learning with a focus on developing key skills such as resilience, innovation, creativity, leadership, teamwork and problem solving to enable all of our young people to meet the challenges of their future beyond school.

The main Lenzie Academy building in Myrtle Avenue was established in 1960. An additional wing, games hall and social area were added between 1997 and 2009. In 2012-13 an all weather AstroTurf pitch was put in place with four additional PE changing rooms. The improved facilities helped accommodate the wide range of extra-curricular sporting opportunities for pupils including badminton, basketball, dance, football, gymnastics, hockey, rugby and table tennis. This has all contributed to Lenzie Academy

being awarded the Sport Scotland “Gold Award” for the past two years. Lenzie Academy is also recognised as a SRU “School of Rugby” working in partnership with EDC, Lenzie Rugby Club and the Scottish Rugby Union. Sporting achievements are one aspect of our extensive provision of extra-curricular activities and there are a large number of other activities available to pupils such as choirs, bands, a debating society, a public speaking club, a drama club, a social enterprise group and international links with schools in Germany and Malawi.

The challenges with the existing building have been collated and are set out below. While Lenzie Academy manages around these issues to deliver high quality teaching and learning, the current facilities do not support the modern, vibrant and inclusive vision Lenzie Academy has for its community.

Current Challenges

- Heating & hot water distribution - curriculum areas such as Home Economics are affected, and users say the building is too hot in Summer and too cold in Winter which has an impact on learning.
- Curriculum Adjacencies – curriculum areas that work together are not co-located. Classroom adjacencies do not work, with poor department planning. Examples include : the 1997 wing has computing on one side and business management on the other so time is wasted moving between both; in History and Modern Studies staff need to go through classroom to access their workspace; and access to the Gym halls is through the changing rooms.
- Movement and Supervision – corridors and stairs are narrow and cramped. These spaces can be intimidating, and they hamper movement of pupils and staff around the building. Some areas, such

as the Library, can only be accessed by stairs. Narrow corridors in the 1997 wing mean that pupils can feel unsafe. Aspects of design, such as voids, do not support good behaviour.

- Dining and social space - is too small and a challenge to manage. At present the school is using the Assembly Hall for S1 pupils dining and it is time consuming to set up and take down furniture. Of the 1300 pupil role, the dining space only holds about 180 pupils and the social spaces hold about 550 pupils.
- Flexibility : there is a lack of appropriate space for assessments. Current curriculum spaces do not all provide flexibility for a range of learning activities given their size and layout.
- External Areas : there is a need to maximise use of outdoor spaces and opportunities for social space and curriculum learning, and to build on initiatives such as the school’s ‘Nature for Nurture’ practice. There is no outdoor dining space.
- Staff spaces - the staff room is not big enough for everyone to come together and staff workspaces are dispersed and not well located. Many staff will not see each other through the week, and it is more challenging to create a collegiate atmosphere because current work and social spaces for staff are fragmented.
- Large spaces - the assembly hall is used for a range of activities but is lacks flexibility so it is time consuming to set up and take down furniture for different activities.
- Noise transfer - currently there are classrooms adjacent to the assembly space (which is also used as social space at interval and lunch), and poor acoustic separation causes problems when both areas are in use at the same time.

- ICT - currently has a significant impact on how the school operates and learning time is lost every day because of delays logging on to the system.
- Storage– there is a lack of storage for resources is an issue across the school
- Display - opportunities to display pupil work, information and notices is important and currently there is not enough space to do this well.
- Changing rooms – are not big enough to enable the timetabled number of classes to change at the same time.

Opportunities

Lenzie Academy wishes to make the most of the opportunity to create a new learning environment that will support their Vision, Values and Aims and have thought carefully about the opportunities. These include :

- Togetherness : Lenzie Academy has a strong sense of togetherness and, understandably, this has been impacted by Covid over the last two years. This project and the new building are an opportunity to strengthen that sense of community and create spaces that bring the school community together;
- Collaboration : staff wish to have spaces that bring them together to share practice and work collaboratively, making the best of their skills and experience;
- Meeting the needs of young people by providing :
 - A stimulating and challenging educational experience which promotes ambition and independent thinking by bringing curriculum areas together to support creativity, team working and problem solving;
 - Flexible space that can be used for a range of pedagogical and social activities;

- A safe, inclusive environment where all you people feel happy and able to contribute;
- Spaces that support the rich extracurricular offer;
- Spaces that support the development of vocational skills; and
- High quality external spaces for learning and socialising.
- Community Use : The school currently facilitates use of internal and external spaces by community groups. This project offers an opportunity to ensure greater community use for learning and leisure activities.

5. Engagement Process

A series of discussions with EDC and the Senior Leadership Team at Lenzie Academy in March and April 2022 to inform the brief development and engagement process.

EDC were keen to build on the learning from the Boclair Academy project which is currently under construction. Lenzie Academy staff visited Boclair Academy and reviewed adjacencies to inform the engagement process.

Stakeholder Workshops were held at Lenzie Academy in April 2022 and included :

A workshop with the Senior Leadership team to :

- look at how the new school would deliver the Vision and Ethos;
- develop the Strategic Objectives and Education Design Principles;
- consider success factors in terms of learning activities, key adjacencies, and space thresholds; and
- review precedent images

Three workshops with staff from across the school to :

- look at how the new school would deliver the Vision and Ethos;
- develop the Strategic Objectives and Education Design Principles;
- consider success factors in terms of learning activities, key adjacencies, and space thresholds; and
- review precedent images

A workshop with pupil representatives to consider :

- What it is like to be a young person in Lenzie and the opportunities and challenges that presents;
- What works well now and what could be better in future; and
- How the project might provide spaces that would support their learning and ambitions for the future.

A workshop with Parent Council representatives to consider what the project needs to deliver in order to :

- Meet the needs of their young people so they have the skills and experiences to get the best from their future;
- Engage parents and allow them to support their young people; and
- Enable the community to get the best from the new facilities.

In all the workshops the conversations were driven by the wish to deliver the Lenzie Academy Vision, Values and Aims. Workshops were attended by EDC representatives, and from the Project Team McLaughlin & Harvey and Holmes Miller were also present to hear the conversation first hand and answer questions.

The outcomes of the discussions were used to develop the project Strategic Priorities and Success Measures set out in Section 6 below, and to inform the Key Adjacencies and Design Principles at Section 9 below, and the Schedule of Accommodation at Appendix C.

What Lenzie Academy Pupils said :

- There is a real sense of community in Lenzie
- The school is in a good location with easy access
- There's lots of history in the area
- It's a lovely place with Lenzie Moss nature reserve nearby
- It's a safe place to live
- It's got a station and bus stops so there is good access to other places
- There's good access to shops but few nice places to eat and they can be expensive
- It's a lovely place to live but quiet at times. Mayfest each year is good, and it would be nice to get together as a community more often
- There's not much for young people to do. The Youth Club is only for children up to S3 and it has been closed due to Covid. We would like more activities for young people in the evening and weekends
- The weather can prevent activities happening
- There is litter around the school, although the inside is fine, but we need to address this
- Lenzie Academy provides a good education with lots of different classes, and we can follow our ambitions. We would like more interaction with the international community – we liked the exchange scheme
- We would like more classes that give us the opportunity to try new things and develop new skills.
- We want to be given the knowledge to prepare us to make important decisions on school choices

- We would like more work experience and careers advice earlier on – it can be challenging to get placements and organise the right work experience that support choices pupils want to make.

6. Project Drivers

The Strategic Objectives for the project reflect the national priorities (including the National Improvement Framework and Learning Estates Guiding Principles), Council priorities, and school specific requirements. They have been set by the project stakeholders, articulating how the new building should embed the Lenzie Academy Vision, Values and Aims and deliver high quality spaces for the future.

The Strategic Objectives for the project are that the new Lenzie Academy should :

1. Deliver Ambitious & Inspiring Learning
2. Be Inclusive & Welcoming
3. Ensure High Quality Digital Connectivity
4. Promote Wellbeing for All
5. Be Professional & Collaborative
6. Be Sustainable & Efficient
7. Promote Local Growth

Underpinning these Strategic Objectives are a series of more detailed success measures that will enable the project to monitor that it is delivering, including through Post occupancy Evaluation. These are :

Objective 1 : Ambitious & Inspiring Learning – Success Measures

- Flexible, adaptable and futureproofed spaces that raise attainment and achievement by promoting a range of learning and pedagogical approaches
- Creating the right range of spaces, including small spaces that can be used for focused teaching and assessment
- Classrooms that are flexible enough to accommodate a range of pedagogical approaches
- Flexible spaces with easily reconfigured furniture to provide alternative teaching and learning spaces and add versatility.
- Good storage in the right places for curriculum materials, school resources, confidential material, archives etc
- Spaces that support employability skills and the transition to further and higher education & the world of work, for example, a café space, to support the development of vocational skills
- Flexibility to ensure the school maintains the ability to accommodate future development of the curriculum.
- External spaces that engage and support learning and provide high quality social experiences
- Space to celebrate the Lenzie Academy Vision, Values and Aims and to display pupil work
- Providing the right range of learning spaces with the right adjacencies to support cross curricular working

Objective 2 : Inclusive and Welcoming – Success Measures

- A welcoming arrival that enhances the school identify and provide an opportunity to celebrate achievements and put the school vision and values on display
- Spaces that respect diversity and inclusion and that promote ownership and raise aspirations

- Safe and calm movement around the school with generous circulation
- Every space has good sightlines and excellent passive supervision
- A range of spaces that allow pupils to have calm, quiet space for study and social activities both inside and outside
- Careful zoning that supports community use while ensuring pupil safety and learning is not compromised
- An inclusive learning environment with a range of spaces to meet all needs and that ensure pupils have the same rich and vibrant learning experience regardless of faith, race, gender or additional needs
- Display space throughout that celebrates pupil work and achievements
- Valuing the past through the sensitive relocation of the memorial garden
- External spaces that are well planned and flexible enough to accommodate new activities such as horticulture and bee keeping
- Spaces that provide parents with an opportunity to work with the school to share their skills in support of pupil achievement
- Ensuring spaces are able to support out of hours intergenerational learning and community social and wellbeing activities

Objective 3 : High Quality Digital Connectivity – Success Measures

- Excellent ICT provision to support learning across the school
- Infrastructure that supports 1 Gbps and meets LEIP requirements
- Futureproofed infrastructure with a clear strategy to maintain and update

Objective 4 : Promote Wellbeing for All – Success Measures

- Infrastructure that supports increased active travel

- Outdoor spaces that are easily accessible for use by all curriculum areas
- Outdoor areas that provide high quality learning and social experiences for young people, staff and the community
- Learning and social spaces that have good natural light and views out to the landscape
- Spaces that support community health and wellbeing, including leisure activities, sport and fitness
- Providing outdoor spaces for quiet and active pupil social experiences
- Supporting staff wellbeing by providing quiet outdoor space and facilities for changing to support, for example, cycling to work etc
- A building that promotes a sense of togetherness and community

Objective 5 : Professional & Collaborative – Success Measures

- Providing staff spaces that support the highest quality teaching, learning and leadership within Lenzie Academy
- Spaces that promote collaborative working and professional sharing across the school
- An attractive place to work that supports the recruitment and retention of the best staff
- Spaces that support collaborative working with multi agency staff, families and employers

Objective 6 : Sustainable & Efficient – Success Measures

- A building that is Condition A for 25 years and meet LEIP requirements
- Achieving in-use energy target to meet LEIP requirements
- Ensuring the new building and spaces are efficient in terms of revenue, operation, repair and maintenance costs

Objective 7 : Promote Local Growth – Success Measures

- Achieving LEIP funding target for jobs supported through construction

- Collaborating with partners and employers to skill up the local workforce through the project

7. Delivering the National and Local Priorities Estate Strategy Guiding Principles

The table at Appendix A shows how the Lenzie Academy project delivers the Guiding Principles in the National Learning Estate Strategy and meets local EDC strategic priorities.

8. Education and Community Benefits of delivering the Lenzie Academy Vision, Values and Aims

Below is an assessment of the education and community benefits of a new building for Lenzie Academy. In meeting the Vision, Values and Aims it is important to deliver :

- Learning and working environments where every young person feels happy, safe and is achieving their potential.
- Inclusive environments that provide stimulating and challenging educational experiences that encourages pupils to think for themselves and realise their potential as successful learners.
- Spaces that prepare pupils to be flexible to meet the challenges of the future.
- A learning environment that encourages, celebrates and recognises the wider achievements of all pupils.
- Spaces that demonstrate the values of lifelong learning with a focus on developing key skills such as resilience, innovation, creativity, leadership, teamwork and problem solving to enable all of all young people to meet the challenges of their future beyond school.

In addition, the principles of Curriculum for Excellence recognise the professionalism of teachers and the importance of this in exercising the freedom and responsibility associated with broader guidance. This means that schools are empowered to design their curriculum to meet the specific needs of their children and community. The curriculum includes a broad range of experiences across key contexts, including learning within individual curricular areas, learning across curricular areas (interdisciplinary learning), opportunities for achievement and wider experiences which reflect the whole school's ethos. Teachers plan across these four contexts to ensure every child and young person develops knowledge, skills and attributes for success in learning, life and work.

The new Lenzie Academy will enhance learning for all pupils by providing a learning environment that encourages high levels of collaborative and collegiate working among educational professionals, resulting in improved levels of achievement and providing a wide range of opportunities for children to achieve their full potential as successful learners, confident individuals, responsible citizens and effective contributors. The greater potential for collaborative, collegiate working would increase opportunities to share practice and engagement in professional dialogue, evaluation and moderation; to share expertise and skills.

The new building will ensure accessibility for all, including learners with disabilities. It will be designed in such a way as to promote accessible and inclusive learning, meeting needs of all learning including those with Additional Support Needs.

This project will also provide an improved wireless-enabled learning environment to allow use of devices and promote digital literacy and independent learning.

Providing a new building with shared and flexible learning spaces, will encourage staff to work collaboratively and provide more opportunities for pupils to work co-operatively, supporting depth, pace and challenge in learning.

Spaces for learning will be designed to allow a range of learning and teaching approaches including active, interdisciplinary, and outdoor learning. New and flexible learning environments will inspire pupils and have a positive impact on health and wellbeing. They can also increase positive ethos, aspirations, attainment, achievement, and positive destinations beyond school.

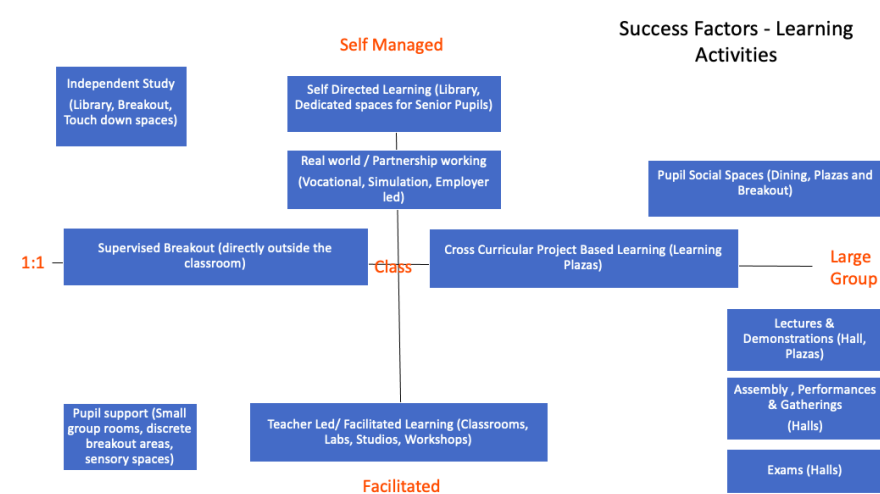
The new Lenzie Academy will be fully responsive to future learning requirements and the design process will ensure that all spaces support learning and teaching relevant to the society pupils will enter as adults. It will be designed to be an inspiring learning environment, fully able to support new and innovative digital learning and engage pupils with the curriculum.

Outdoor Learning provision will also be improved for all learners, enhancing opportunities for learning beyond the classroom to support the curriculum.

All the above factors will support pupil attainment, staff recruitment and retention, parental engagement and pupil, staff and community wellbeing. These outcomes will be tracked through the Strategic Objectives and Success Factors at Section 6 above as part of the Post Occupancy Evaluation of the project.

9. Adjacencies & Design Principles

In developing the adjacencies, consideration has been given to the types of spaces, learning activities, group sizes, desired ways of working and relationships with partners and the community.



The following key adjacencies have been agreed :

Curriculum adjacencies :

- Cluster 1 : English, MFL and Humanities should have a relationship
- Cluster 2 : Maths, Business & Computing, Science, Technology and Food Technology should have a relationship
- Cluster 3 : Art, Music, Drama and Physical Education should have a relationship
- Each cluster should have access to a shared staff work base, small group/retreat spaces, and flexible learning areas

- The flexible learning spaces should be used to provide visual connections within the building to promote a sense of community and togetherness
- Flexible learning space provides opportunities for some elements of pupil support, touch down space for staff and senior pupils, independent learning etc It is acknowledged that it is more challenging to deliver cross curricular working and be adaptable to meet future needs

Administration & Offices :

- There should be one School Office, linked to Reception, and capable of accommodating 10 staff
- There School Office should be outward facing to welcome and manage visitors. It should also provide access from behind the secure line for staff and pupils.
- The School Office should be adjacent to the Sick Room, Waiting area and Reprographics Room.
- Meeting space should be close to the main entrance to allow easy access for visiting professionals, pupil conferences etc
- Senior staff offices should be distributed so that they are easily accessible to all and provide additional passive supervision around the building

External Spaces :

- All curriculum areas should be able to use outdoor learning space to support their teaching. This might include external classrooms, amphitheatre seating, curriculum specific habitat areas etc. The outdoor space should also be capable of being used to develop new skills such as horticulture.

- External areas should be planned to promote wellbeing, This could include a trim trail or pathways around the site to encourage walking or a cycle track. There should be quiet and active spaces to ensure all needs are catered for.

Contemplation Space :

- There is a need to provide a central contemplation space, particularly to meet the needs of the school's Muslim pupils. This space could be multipurpose but should be able to accommodate Friday prayers (with wash facilities close by and the ability to separate boys and girls within the space).

Pupil & Visitor Entrances :

- There should be separate entrances for pupils and visitors. Entrances should be calm and welcoming to ensure those who find it intimidating to visit school are not overwhelmed
- On arrival visitors, pupils and staff should instantly understand the Lenzie Academy values and ethos. Having the Library close to the entrance would be one way to put learning on display. There should also be space to celebrate success and showcase pupil achievements. The entrance should be bright and welcoming

The Library :

- The Library is an important space within the school, It should have a clear link with English, and also have proximity for Pupil Support to make use of the facility.
- Should have digital technology to support a class of 30 pupils.
- The space should be cosy, warm and friendly with good natural light.
- It should provide seating for up to 40 pupils at lunchtimes.

- There should have display areas for books, but shelving should ensure good lines of sight for the Librarian to supervise all areas.
- The Library should provide soft seating to allow pupils to read in comfort.
- There should be an adjacent resource storage with a sink.

Pupil Support/Wellbeing Hub :

At Lenzie Academy the guidance team is responsible for the social welfare of students and for their curricular, vocational and personal guidance throughout their school careers. There are ten members of the guidance staff. Their job is to help students with their personal adjustment to secondary education and to adolescence. To enable them to give the best help, they get to know the students as individuals by means of one-to-one interviews, and small group interviews. In addition students are encouraged to self-refer if any problems arise.

The school is divided vertically into eight guidance groups. Students are therefore in the care of the same guidance teacher as they progress through the school. Wherever possible, the same guidance teacher will deal with younger brother and sisters.

The guidance staff are also responsible for careers advice, links with universities, colleges and employers, students' interviews with career officers and assist pupils with problems to do with behaviour, academic performance and choice of school course and future career. The following will be important in the design of the Pupil Support/Wellbeing Hub :

- The Hub should have direct access to a calm external space

- There is a need to be able to access a range of small rooms for SQA special assessments
- The Hub will bring together Support of Learning and Guidance into one location and should be close to the school entrance to give easy access to visiting professionals, parents and pupils.
- It should have a life skills/kitchen area, nurture space, resource base, ICT for 20 pupils to support assessments, individual meeting rooms, small classrooms for groups of up to 8 pupils, outdoor space and a staff work base for all staff to have a desk.
- Some activities will be softer/nurture focused while others will be more structured, and it will be important to give some separation between these.
- The Hub should be at the heart of the school but have its own 'front door' to provide privacy.
- It should be close to the conference room for multi-agency meetings of up to 10 people.
- It should also have good storage for resource materials and confidential files.
- There should be accessible toilets located close by.

Staff Spaces :

- Staff work hubs should provide for staff to have their own workspace and for departmental teams to be able to meet together.
- There should be quiet space for staff to be able to mark work without being disturbed.
- There should be some central social space for use by all staff.

Pupil toilets :

- A combination of communal toilet blocks and smaller discreet toilets located across the school works well.

- Toilets should allow for pupil privacy but ensure good passive supervision of handwash areas, and be gender neutral to help with future proofing;

Staff toilets :

- There should be dedicated staff toilets as well as accessible toilets throughout the building

Pupil Social Space :

- Senior pupils should have dedicated social space within the new building as well as quiet study space. The current S6 space, 'The Bridge', works well and can accommodate up to 200 pupils.
- S1 may also need their own social space as they transition into the school. An area should be identified that could be used for S1 as required.

An adjacencies diagram is included at Appendix B

Education Design Principles

The following design issues were raised by stakeholders in discussion and will be carefully considered in developing floorplans and layouts in consultation with EDC and school staff. They are :

- Noise transfer from subjects such as Music should be minimised by ensuring those learning spaces are carefully placed to allow them to undertake a full range of activities without impacting on quieter learning spaces;
- Wide, open corridors with natural light and views out to the external landscape are important to ensure good movement and to promote wellbeing;

- Dining should be carefully considered to ensure it can accommodate pupil flow while providing a calm and ordered social experience. It should also be flexible enough to support different uses through the school day;
- Lockers should be dispersed around the building to avoid congestion;
- Flexible spaces for breakout and informal study should be carefully placed to create a buffer for large spaces so that they can be used for social and curriculum activities without causing a distraction;
- Curriculum adjacencies can be vertical as well as horizontal throughout the building as long as the right range of spaces are easily and quickly accessed by staff and pupils;
- Group sizes :
 - Standard class sizes will be 30 pupils for general teaching areas and 20 pupils for practical subjects;
 - There will need to be a space to accommodate a Year group of 240 pupils for assembly and events;
 - ICT rooms should be sized for 30 pupils to provide maximum flexibility and ensure any curriculum subject could use them; and
 - The largest group size for a performance or event will be 400-500 people so a flexible solution is required for large gatherings
 - Large spaces should be tested to ensure they can hold formal exam groups without using the Sports Hall
 - It is important to have large spaces that are flexible enough to be easily reconfigured to accommodate events for different group sizes. Bleacher seating is seen as important in supporting these uses.

- All spaces should be considered for learning uses including the roof which could accommodate, for example, weather stations, beehives and supervised access for Science experiments; and
- Technology should be embedded across the school, including using digital screens for display.

10. Schedule of Accommodation

Lenzie Academy operates a 7 period day (35 period week)...

A Schedule of Accommodation is included at Appendix C

11. Managing Change

EDC and Lenzie Academy are clear that the process of designing and delivering a new school building is an opportunity to maximise the benefits by considering all aspects of how the school will operate in the future. In discussion with stakeholders the following key issues were highlighted in support of the change management process :

- New ways of working : Staff will need to be supported to use spaces more flexibly and to adapt to the new ways of working. The Change Management process will include professional development that addresses this. This will include, for example, visits to recently built schools and hands on experience with proposed new technology. It will be important for staff to understand how other schools are using their flexible spaces and to experience best practice in operation.
- Communications : Carefully planned communications with pupils, staff, parents and the community will ensure everyone has the right information about the project at the right time. This will continue to build on the sense of togetherness and project ownership that is already a feature of the project.
- Engagement : Ongoing engagement with stakeholders will be planned around detailed design development. This will allow users to ‘put themselves into the future’ and understand how the new building and spaces will operate. This will support collaboration and joined up curriculum planning for the new school.

Appendix A : Delivering the Strategic Priorities

National Learning Estate Strategy Guiding Principles	East Dunbartonshire Council LOIP & CLD Priorities	Lenzie Academy Strategic Priorities	Lenzie Academy Project Outcomes	Lenzie Academy Project Success Measures
1. Learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners	Local Outcome 2 : Our people are equipped with knowledge and skills for learning, life and work Local Outcome 3 : Our children and young people are safe, healthy and ready to learn	<ul style="list-style-type: none"> • Deliver Ambitious & Inspiring Learning • Be Inclusive & Welcoming • Ensure High Quality Digital Connectivity • Promote Wellbeing for All • Be Professional & Collaborative 	Flexible, futureproofed and inspiring learning environments that raise aspirations, support a range of pedagogical approaches, support transition from Primary school, broaden the range of learning opportunities, and ensure equity of access for all	<p>These include :</p> <p>A. The Strategic Objective Success Measures set out at Section 6 above</p> <p>B. The National Improvement Framework key priorities :</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people’s health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-
2. Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners	Local Outcome 3 : Our children and young people are safe, healthy and ready to learn Local Outcome 5 : Our people experience good physical and mental health and wellbeing with access to a quality built and natural environment in which to lead healthier and more active lifestyles	<ul style="list-style-type: none"> • Deliver Ambitious & Inspiring Learning • Be Inclusive & Welcoming • Ensure High Quality Digital Connectivity • Promote Wellbeing for All • Be Professional & Collaborative 	Inclusive environments that support the learner journey and provide for a wide range of learning needs. Spaces that are accessible and usable by all pupils. Spaces that cater for the needs of the whole school community regardless of Faith, Gender of Additional Needs.	

3. The learning estate should be well-managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value	Local Outcome 5 : Our people experience good physical and mental health and wellbeing with access to a quality built and natural environment in which to lead healthier and more active lifestyles	<ul style="list-style-type: none"> • Be Sustainable & Efficient 	Spaces that are efficient in terms of revenue, operation, repair and maintenance costs	<p>leaver destinations for all young people</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy. <p>C. EDC CLD Indicators :</p> <ul style="list-style-type: none"> • Percentage of secondary pupils meeting the physical activity target • Percentage of secondary pupils who feel positive about their health • Percentage of secondary pupils who have experienced bullying • Pregnancies among under 16 year olds. • Percentage of secondary pupils who have never smoked cigarettes • Percentage of secondary pupils who have never drunk alcohol.
4. The condition and suitability of learning environments should support and enhance their function		<ul style="list-style-type: none"> • Be Sustainable & Efficient 	All facilities are Condition A for 25 years. Flexible, futureproofed, creative and inspiring spaces that support a range of learning and pedagogical approaches to raise aspirations and improve learning outcomes	
5. Learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle	Local Outcome 2 : Our people are equipped with knowledge and skills for learning, life and work	<ul style="list-style-type: none"> • Deliver Ambitious & Inspiring Learning • Be Inclusive & Welcoming • Ensure High Quality Digital Connectivity • Promote Wellbeing for All 	Spaces that provide for a range of leisure, learning and cultural experiences for young people, their families and the Lenzie community. Accessible facilities that promote collaborative working with partner organisations	
6. Learning environments should be greener, more	Local Outcome 3 : Our children and young	<ul style="list-style-type: none"> • Promote Wellbeing for All 	Achieve in-use energy target	

sustainable, allow safe and accessible routes for walking, cycling and wheeling and be digitally enabled	people are safe, healthy and ready to learn	<ul style="list-style-type: none"> • Be Sustainable & Efficient 	A building that is carefully planned to ensure equity of access and to promote active travel. High quality digital technology that supports curriculum delivery.	
7. Outdoor learning and the use of outdoor learning environments should be maximised	Local Outcome 3 : Our children and young people are safe, healthy and ready to learn	<ul style="list-style-type: none"> • Deliver Ambitious & Inspiring Learning • Ensure High Quality Digital Connectivity • Promote Wellbeing for All 	High quality, flexible external environments that are an integral part of the learning and community experience.	
8. Good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all		<ul style="list-style-type: none"> • Deliver Ambitious & Inspiring Learning • Be Inclusive & Welcoming • Ensure High Quality Digital Connectivity • Promote Wellbeing for All • Be Professional & Collaborative 	Using EDC best practice and experience to work in partnership with the Lenzie Academy community to involve them in all aspects of the project.	
9. Collaboration across the learning estate, and		<ul style="list-style-type: none"> • Deliver Ambitious & Inspiring Learning 	Flexible spaces with high quality digital infrastructure	

<p>collaboration with partners in localities, should support maximising its full potential</p>		<ul style="list-style-type: none"> • Be Inclusive & Welcoming • Ensure High Quality Digital Connectivity • Promote Wellbeing for All • Be Professional & Collaborative 	<p>that promote multi agency and partnership working.</p>	
<p>10. Investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.</p>	<p>Local Outcome 2 : Our people are equipped with knowledge and skills for learning, life and work</p> <p>Local Outcome 3 : Our children and young people are safe, healthy and ready to learn</p> <p>Local Outcome 5 : Our people experience good physical and mental health and wellbeing with access to a quality built and natural environment in which to lead healthier and more active lifestyles</p>	<ul style="list-style-type: none"> • Deliver Ambitious & Inspiring Learning • Be Inclusive & Welcoming • Ensure High Quality Digital Connectivity • Promote Wellbeing for All • Be Professional & Collaborative • Be Sustainable & Efficient • Promote Local Growth 	<p>Achieve funding target for jobs supported through construction. Collaborating with partners and employers to skill up the local workforce.</p>	