Renfrewshire Council

To:	**Education and Children's Services Policy Board**
On:	**18 August 2022**
Report by:	**Director of Children's Services**
Heading:	**Paisley Grammar School Community Campus: Update Report**

1. Summary

1.1 A formal consultation on the proposal to relocate Paisley Grammar School to a new community campus building at Renfrew Road in Paisley commenced on 31 August 2020 and closed on 20 October 2020.

1.2 The proposal gained support from the school, wider community and Education Scotland and the recommendation to progress the new build community campus was approved by the Education and Children's Services Policy Board in January 2021.

1.3 The cost estimate for a new build community campus is circa £72m. This cost estimate is based on various assumptions about project cost drivers that, at an early stage, are difficult to precisely quantify. This cost estimate will be subject to ongoing refinement as the impact and extent of these cost drivers becomes clear. At this time, the Council has agreed a capital investment of £41.85m for the project and will require to fund an additional amount of circa £30m from borrowing.

1.4 To supplement its investment and fund further borrowing, the Council has secured Learning Estate Investment Programme (LEIP) funding of £1.45m per annum over a 25 year period. Conditions of funding include completion of the project by December 2025. Detail of LEIP funding conditions are outlined in section of this report.

1.5 The new community campus will provide facilities for the full breadth of the curriculum, accommodating approximately 1200 pupils. It will incorporate a flexible learning resource for young people with additional support needs and a variety of facilities to support community learning and enterprise activity for the wider community.

1.6 This report seeks to provide elected members with details of progress made to date and includes the strategic brief and outline business case (OBC) for the project.

2. Recommendations

2.1. The Education and Children's Services Policy Board is asked to:

- Note the progress made to date and the development of a strategic brief (appendix 1) and outline business case (appendix 2) for the new Paisley Grammar School Community Campus.

3. Background

3.1. A formal consultation on the proposal to relocate Paisley Grammar School to a new community campus building at Renfrew Road in Paisley commenced on 31 August 2020 and closed at 12 noon on 20 October 2020.

3.2. The proposal gained support from the school, wider community and Education Scotland and the recommendation to progress the new build community campus was approved by the Education and Children's Services Policy Board in January 2021.

3.3. The new community campus will provide facilities for the full breadth of the curriculum, accommodating approximately 1200 pupils. It will incorporate a flexible learning resource for young people with additional support needs and a variety of facilities to support community learning and enterprise activity for the wider community.

3.4. The Council's vision for the new Campus is ambitious and forward thinking. It is expected that our designers will deliver an innovative and creative learning environment which is welcoming to all; learner focused; supportive and inclusive; sustainable; and agile enough to support the needs and aspirations of all users.

3.5. Space consultants "SPACE strategies" have worked with the Council's project team to develop the strategic brief and spatial model for the new Campus. Their engagement with the school and wider community has been far-reaching and the views and opinions of stakeholders have informed the Council's strategic approach for the project.

3.6. To date, 4 benchmarking visits have been underetaken to newly opened secondary schools and community campuses. This provides the opportunity to see how new buildings function when operational; informing the design process and providing opportunities to test innovation.

3.7. Additionally, staff, pupil and wider access workshops have been undertaken to consider space typologies and new learning spaces and a presentation on the new learning landcape has been develivered to the parent council.

3.8. The strategic brief is attached to this report as appendix 1.

3.9. The project has been procured through a stand-alone Multi-Disciplinary Design Team (MDDT) appointment (including QS/BIM manager; Principal Designer; and Passivhaus certifier) and a stand-alone Design and Build

Contractor. Information regarding appointments are detailed at section 5 of this report.

3.10. A communications plan has also been developed to ensure pupils, parents and staff are kept up to date. It supports community engagement and it will raise wider local awareness. The plan also aligns with communication relevant to wider regeneration of the area and ensures careful management of the Council's reputation.

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4. Governance

4.1. The Director of Children's Services is the Senior Responsible Officer (SRO) for the project which is managed in accordance with Renfrewshire Council's Project Management Framework (PMF).

4.2. Governance and project overview is the responsibility of Children's Services with in-house technical support and delivery provided by Property Services, the PMU and other Council Services as appropriate.

4.3. The Paisley Grammar School Community Campus Governance Board meets every six weeks and it is chaired by the Director of Children's Services who reports to Renfrewshire Council's Corporate Management Team and elected members.

4.4. The operational management of the project is delivered through the Paisley Grammar School Community Campus Project Delivery Team which meets weekly.

4.5. The Council is required to submit quarterly update reports to Scottish Futures Trust (SFT) as part of the conditions of LEIP funding. These reports record governance arrangements and progress with the delivery of the programme. All requests for information have been submitted timeously and Council officers have also taken part in workshop and information sharing events run by SFT.

4.6. Full governance arrangements for the project are set out in the OBC attached to this report as appendix 2.

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5. Procurement: Multi Disciplinary Design Team and Principal Contractor

5.1. A Multi Disciplinary Design Team was appointed on 20 May 2022. The design team is led by Ryder Architecture Limited which has a wealth of experience of schools' construction and Passivhaus building structures.

5.2. A preferred candidate has been identified to undertake the role of Principal Contractor. In compliance with procurement regulations the Council has entered a period of Standstill whereby letters have been issued to unsuccessful bidders outlining the strengths and weaknesses in their respective bids.

5.3. The Council cannot formally appoint the Principal Contractor until the Standstill Period has ellapsed. If no challenge is received from unsuccessful candidates, Galliford Try, trading as Morrison Construction, will be appointed as the Principal Contractor for delivery of the project. At this stage the appointment is in respect of Pre-Construction Services only. A further report will be taken to FRCS board to enter into the Design and Build Contract with Galliford Try, trading as Morrison Construction when the design is sufficiently advanced.

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6. Programme

6.1. It should be noted that a condition of LEIP funding is that the new Paisley Grammar School Community Campus is operational by December 2025. Given the global market conditions affecting the availability of materials and labour in the construction industry, this is an extremely challenging delivery programme.

6.2. When the design is at an advanced stage, the Contractor will procure their various work packages and produce a realistic programme for delivery to achieve the December 2025 go live date.

6.3. The design team and contractor have been made aware of the challenging programme but neither have raised concerns about it being achievable.

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7. Learning Estate Investment Programme Funding. Funding Conditions.

7.1. The project will be capital funded by the Council, supplemented by Learning Estate Investment Programme (LEIP) funding of £1.45m per annum over a 25 year period.

7.2. LEIP funding is dependent on achieving outcomes in line with the Scottish Government's 4 key strategic objectives for the learning estate. These are:

7.2.1. New learning environments are built to a high quality and are well maintained over the long term;

7.2.2. Ambitious energy efficiency targets are achieved over the long term and contribute to net-zero commitments;

7.2.3. The investment supports digitally enabled learning and advancements in technology; and

7.2.4. The investment creates new jobs and enables inclusive economic growth.

7.3. Failure to meet these obligations will impact on year on year revenue funding with the exception of funding relating to jobs. The jobs element of funding will be provided when the building is in use.

7.4. Funding proportions are:

- Condition 65%

- Low carbon 18%
- Digital 14%
- Jobs 4%

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8. Financial Strategy

8.1. Details of the financial strategy for this project are oultined in section 3 of the attached OBC (appendix 2).

8.2. The Council has made provision over recent years in anticipation of a council funding contribution being required towards the capital costs of the new campus.

8.3. Capital funding of £51.85m has been agreed by the Council for investment in the learning estate and this is reflected in council capital plans with £41.85m of this amount dedicated to the replacement for the current Paisley Grammar school.

8.4. Early projections of cost for a new build community campus suggested a figure of up to £72m, and the Council will therefore need to make provision in its financial strategy for any additional capital (and potential associated revenue) costs above that already ringfenced.

8.5. It should be noted that this cost estimate is based on various assumptions about project cost drivers that, at an early stage, are difficult to precisely quantify. This cost estimate will be subject to ongoing refinement as the impact and extent of those cost drivers becomes clear. It is expected that, as design work develops and clarity emerges in relation to the site, this estimate may reduce as increased certainty develops in relation to specific cost drivers; however, significant risks will remain until the detailed design develops, given current levels of construction inflation.

8.6. To supplement its investment and fund further borrowing, the Council has secured Learning Estate Investment Programme (LEIP) funding of £1.45m per annum over a 25 year period.

8.7. The LEIP model assumes a contribution from the local authority of 50% of the capital cost; but the full build costs require to be funded initially by the Council and the Council will require to make financial provision for the repayment of any borrowing associated with the initial funding from within the overall financial resources available to the Council, including any SFT revenue contribution.

8.8. Indicative costings suggest further borrowing with annual costs of circa £1m will be required to fund the overall project. As outlined above, SFT will provide additional resource to the Council of £1.45m per annum over 25 years which can be assumed within the Council's overall financial and funding strategy for a period of 25 years. However, while this funding would cease after 25 years many of the costs associated with the school will remain; including borrowing costs.

8.9. The Council's whole life cost assessment and funding strategy will therefore be required to extend beyond this 25 year period and consider the very long term financial implications and potential financial strategy assumptions of this mismatch between the grant provision and planned useful life of the new school facility

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9. Outline Business Case

9.1. An outline business case has been prepared for this project and is attached to this report as appendix 2.

9.2. This document provides information in relation to the Council's strategic objectives; options appraisal; procurement, risk and implementation timescales; financial strategy and governance arrangments; and delivery approach for the project

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10. Strategic Brief

10.1. A strategic brief has been prepared for this project and is attached to this report as appendix 1

10.2. The strategic brief for the new Paisley Grammar School Community Campus articulates the education and learning aims, priorities and ambition for future-ready curriculum delivery.

10.3. It translates the vision into a series of spatial constructs which support the priorities for learning and wider access and it presents a space budget (accommodation schedule) which reflects the ambition within a benchmarked, efficient, effective and affordable envelope of space.

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1. Financial

The current cost estimate for a new build community campus is circa £72m (subject to ongoing refinement). At this time, the Council has agreed a capital investment of £41.85m for the project and will require to fund an additional amount of circa £30m. To supplement its investment and fund further borrowing, the Council has secured Learning Estate Investment Programme (LEIP) funding of £1.45m per annum over a 25 year period.

2. HR and Organisational Development

None.

3. Community/Council Planning

Our Renfrewshire is thriving	-	The new learning environment will support learning and achievement for all.
Our Renfrewshire is well	-	The new learning environment will support the Health and Wellbeing of all.

Our Renfrewshire is safe	-	The new learning environment will provide safe and secure spaces for all users.
Reshaping our place, our economy and our future	-	The new learning environment will provided spaces which support local enterprise.
Building strong, safe and resilient communities	-	The new learning environment will provide spaces to support community activities.

4. Legal

Renfrewshire Council adheres to all relevant legislation.

5. Property/Assets

Through its school estate management plan the Council aims to have an efficient and well maintained property portfolio which provides learning environments which support the delivery of the curriculum.

6. Information Technology

The new campus will have IT provision which supports digitally enabled learning.

7. Equality and Human Rights

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. Health and Safety

None.

9. Procurement

Renfrewshire Council adheres to all procurement regulations.

10. Risk

A full risk register will be compiled for the project in accordance with the Council's established risk management protocols.

11. Privacy Impact

None.

12. Cosla Policy Position

None.

13. Climate Risk

The project aims to comply with the requirements for ambitious energy efficiency targets over the long term and to contribute to the Council's net-zero commitments.

List of Background Papers

(a)	Background Paper 1:	Developing the School Estate Management Plan (SEMP 2020)
(b)	Background Paper 2:	Proposal to consult on the relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley.
(c)	Background Paper 3:	Response to proposal to consult on the relocation of Paisley Grammar School to a new build community Campus at Renfrew Road in Paisley.

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Ian Thomson, education manager.

Children's Services
JC/IT
5 August 2022

Author: Ian Thomson, Education Manager

SPACE strategies

RENFREWSHIRE COUNCIL

PAISLEY GRAMMAR SCHOOL COMMUNITY CAMPUS

STRATEGIC BRIEF

DESIGN TEAM ISSUE :

06 MAY 2022

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1.0 INTRODUCTION
1.1 BACKGROUND & SCOPE

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Figure 1.1..1 : Engagement participants & the Steering Group (highlighted in bold)

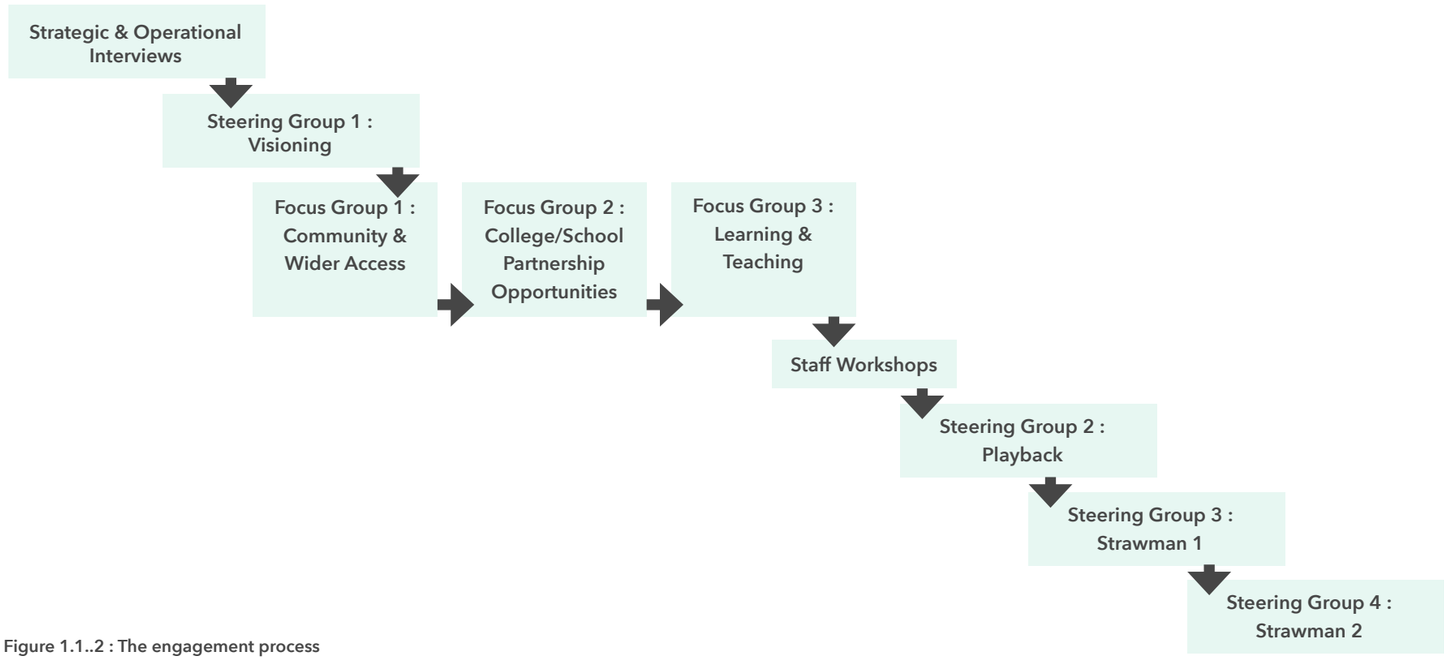


Figure 1.1..2 : The engagement process

Paisley Grammar School is to be renewed, relocated, and "re-imagined" as a community campus. The new campus will be part-funded by the Scottish Government (SG) as part of the Scottish Learning Estate Investment Programme. This programme is managed by Scottish Futures Trust (SFT), and Renfrewshire Councils' business plan is predicated on the area metrics set by SFT.

The current school building is over 120 years old and is categorised as being in poor condition and of poor suitability (C rating). Community use of the existing school is limited to community lets and out of hours use.

The ambition for the new building to support wider access is evidenced in the area metric determined by the authority and agreed by SFT. A key driver in developing the strategic brief has been the exploration of ways the new building can support community use and bring benefits to the locality.

The existing building houses a Flexible Learning Resource (FLR), which supports learners who might otherwise not be able to access education in their catchment school. The council are currently developing their local delivery model across Renfrewshire.

SCOPE

SPACE strategies have been tasked with supporting the development of the strategic brief and spatial model for the new Paisley Grammar School Community Campus, which :

- Articulates the education and learning aims, priorities and ambition for future-ready curriculum delivery
- Translates the vision into a series of spatial constructs which support the priorities for learning and wider access
- Presents a SPACE budget (accommodation schedule) that reflects the ambition within a benchmarked, efficient, effective and affordable envelope of space.

ENGAGEMENT

The engagement has been far-reaching to capture the full opportunity of the new site, ambition for wider use of the building, and benefits for learners, their families and the community.

Figure 1.1.1 documents those participants whose views have been taken into account in developing the strategic brief. Those participants who formed the steering group and who have been tasked with decision making are also highlighted.

Interviews and focus group outcomes have been fed back to the steering group throughout the process, with key decisions informing the development of the spatial model (see Figure 1.1.2).

Student workshops were planned at the same time as Staff workshops, but due to COVID restrictions delaying face to face engagement, these sessions will take place in the next stage of engagement.

THIS DOCUMENT

This document constitutes the strategic brief. It summarises :

- the overarching vision and ambition for the new Paisley Grammar School Community Campus
- Key enablers & disablers to change
- Key spatial constructs around zoning/ adjacencies which have been agreed as supporting the vision
- The agreed SPACE budget and subsequent scenarios modelled numerically
- SPACE standards, requirements for space/ design cues to support the design development

SPACE strategies were commissioned to undertake follow on activities, which will focus on developing the brief for key space typologies in more detail. The outcomes of this further engagement are intended to enhance the design team and authority's understanding of requirements for the design and fit-out of flexible learning spaces, which have not commonly been delivered in Renfrewshire schools to date.

The following appendices support this document :

Appendix A : The agreed SPACE budget
Appendix B : Survey analysis
Appendix C : Brief Development Outcomes

1.2 AREA METRICS

ELEMENT	ROLL	SQ. M PER LEARNER	AREA CAP (SQ. M GIA)
SECONDARY	1,199	11	13,189
FLR	12	N/A	173
COMMUNITY USE			450
TOTAL AREA CAP			13,812

Figure 1.2.1 : The agreed metric

ELEMENT	AREA CAP (SQ. M GIA)	AREA DEMAND (SQ.M GIA)	DIFFERENTIAL	SQ. M PER LEARNER
SECONDARY	13,189	13,026	- 163	10.86
FLR	173	306	+134	25 / 13
COMMUNITY USE	450	432	-18	N/A
TOTAL AREA	13,812	13,764	- 48	

Figure 1.2.2 : The agreed SPACE budget

In determining the area cap for the new Paisley Grammar School Community Campus, area has been allocated against secondary accommodation as per the SFT metric (11 sq. m per learner). A further 450 sq. m has been allocated to accommodate wider use.

The authority is reviewing revenue funding and the resulting area available/affordable for the Flexible Learning Resource (FLR) with SFT. It is understood that at a minimum, SFT will award funding based on a like for like replication of what exists in the existing building (173 sq. m). It is recognised that the current accommodation does not meet the aspiration for the future delivery model for the FLR.

The model for the FLR aims to encourage the integration of learners with additional support needs within mainstream provision where appropriate.

Inclusion support colleagues have indicated that the new Paisley Grammar School Community Campus should accommodate a projected roll of 24 learners, of which 12 learners would likely be supported within the FLR at any one time.

The new learning landscape developed throughout the strategic brief for Paisley Grammar School provides a wide range of flexible learning spaces that would facilitate a more integrated approach to supporting FLR learners within mainstream accommodation.

The briefing process has determined a GIA area demand of 306 sq. m as being required to support activities specific to the FLR. Section 4.9 of this document provides a detailed breakdown of all spaces allocated to the FLR. The spatial model has been reviewed by Inclusion colleagues and deemed to be 'right-sized'.

The resulting 25 sq. m per learner (when calculated against 12 learners, and benchmarked against other SPACE strategies briefs) is reasonable considering the additional needs of the cohort, the requirement for high staff to learner ratios, and the need for 1:1 support for some students.

The agreed spatial model documented in the strategic brief sits below the area cap by 48 sq. m GIA (see figure 1.2.2). The steering group felt that the overall area demand of 13,764 sq. m GIA was 'right-sized' and reflected an efficient and effective spatial model.

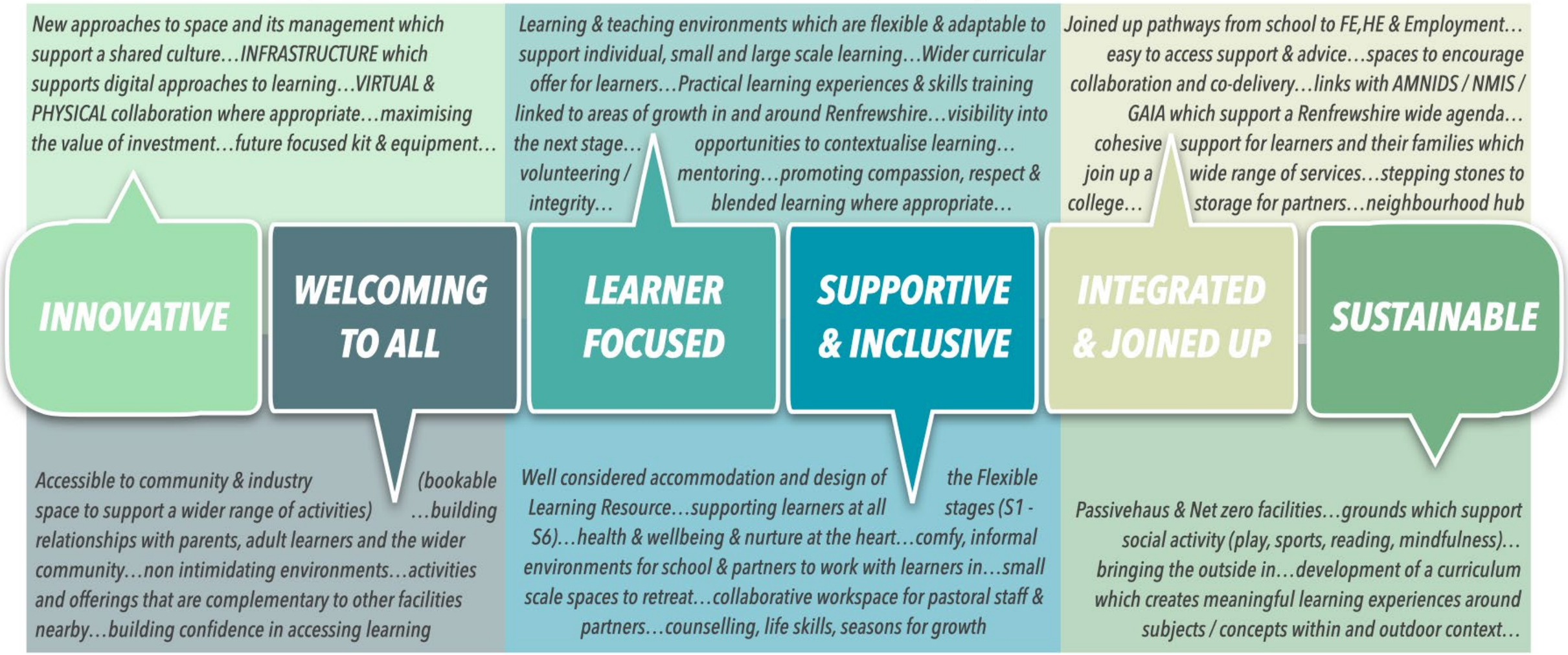


Figure 2.1.1 : The new Paisley Grammar School will be...

Interviews with all of the stakeholders identified in section 1.1 were undertaken to explore the opportunity of the new Paisley Grammar School Community Campus, its new location and the ambition to support wider access.

Online surveys sought to gather the perspective of various user groups (staff, students, parents and the wider community). The outcomes and analysis of responses are documented in Appendix B to this document, and a summary of critical feedback is provided in section 2.3.

Outcomes from interviews were consolidated and fed back to the steering group for validation, resulting in the graphic representation of the vision illustrated in figure 2.1.1.

A narrative to highlight key points is included as follows :

INNOVATIVE

Stakeholders have been clear in their ambition to view the new building as a catalyst for change, with investment in future-focused infrastructure supported by new approaches to space and its management.

Colleagues in Digital Development are keen to consider IT strategies and infrastructure which will support digital approaches to learning. The need to move away from standard kit and equipment expected in a school environment has been highlighted. Flexibility and the ability to easily refresh and update IT as technology advances will be important. Section 3.1 highlights the dependency of the spatial model on IT equipment and infrastructure that supports flexible use of space.

The experience of COVID and its impact on teaching and learning has been discussed throughout the engagement. The acceleration of digital and online learning in response to lockdowns brought positives and negatives for teaching staff and learners.

Teaching staff are more enabled to work flexibly, and in the main have adapted well to online delivery. The future of online learning and its incorporation into the curriculum is unclear. However, it is anticipated that schools will require flexibility in their learning environments and the infrastructure that supports them moving forward.

WELCOMING TO ALL

The authority has identified the ambition for the new building to be well used by learners and the wider community. Stakeholders have, in the main, responded positively to the concept of the campus being available for the delivery of a wide range of adult learning and community support services.

A wide range of activities have been identified which could be delivered out of the new building. These range from small scale activities like individual counselling and advice sessions around finances and local office services to larger-scale activities (digiteers, community focus sessions, youth groups, adult literacy and numeracy events, and community-led groups).

Colleagues involved in the delivery of these activities were unanimous in their belief that access would be planned and bookable, rather than requiring dedicated accommodation. Partners in Police Scotland echoed this sentiment, highlighting a key opportunity for the new building to support community policing activities and drop-in events.

Multi-use space, easily accessed from the front door, was also viewed by colleagues in West Colleges Scotland (WCS) as benefitting outreach activities with the opportunity to create stepping stones to further education for adult and school learners.

Wider use will only be encouraged by the creation of spaces that the community can feel ownership of and welcome in. The design team cannot underestimate the importance of a non-institutional entrance experience.

Concerns around learner safety have been raised by various participants, with worries around community users being able to access core teaching easily and learning space unchecked.

The zoning principles developed and documented in section 3.2, have been validated through the engagement as overcoming these concerns, with early communication of the developing design and security protocols viewed as a key enabler.

LEARNER FOCUSED

The drive to create learning environments that support independent, small, and large scale learning was consistent across interview outcomes.

Encouraging transparency and visibility across subject areas has been a consistent theme in discussions throughout the engagement. Promoting practical skills and the ability for learners to contextualise their learning relative to future careers has been highlighted as a key driver.

Blended learning needs to be supported in the new building, with space supporting a wide range of learning modes. The importance of technology and IT infrastructure has previously been mentioned.

The ambition to demonstrate clear pathways to further education for learners across Renfrewshire has been discussed, and further conversations about school/college partnership opportunities are anticipated. A key driver in developing the spatial model has been to ensure that there is enough flexibility to support changes to curriculum delivery in a responsive and adaptable way.

SUPPORTIVE & INCLUSIVE

The inclusion of accommodation for the Flexible Learning Resource (FLR) has previously been discussed in section 1.2. Opportunities to encourage those learners' integration and inclusion in mainstream learning have been welcomed.

Regarding personal support delivered by Paisley Grammar School and partner agencies like Home Link and Families First, the need to provide a range of appropriately designed, informal and nurturing environments to support learner engagement has been identified.

Increased parental engagement to extend support to learners and their families will require access to a wide range of spaces that are easily accessible from the front door and provide welcoming and inclusive environments.

There is an ambition to explore further the opportunity of 'opening' up the spatial model proposed for Personal Support. It is anticipated that its central location will dictate the level of transparency and openness designed to support activities that require more shelter and discreet access.

INTEGRATED & JOINED UP

The opportunity the new site brings, with its proximity to West Colleges Scotland (WCS) and the Glasgow Airport Investment Area (GAIA), has been discussed throughout the engagement.

The creation of joined-up pathways between school, FE, HE and employment in the Advanced Manufacturing Innovation District Scotland (AMIDS) is anticipated as influencing future curriculum delivery for Renfrewshire schools and WCS.

The steering group has been clear that these opportunities should not be restricted to Paisley Grammar School learners. The ability to host authority-wide events which bring together industry and learners in the new building has been discussed.

Similarly, the new building will also support linking adult and community learning programs offered by WCS and Renfrewshire Council with employment opportunities and routes into industry-focused qualifications.

Increased partnership working across services that support learners and their families is planned. Spaces that encourage a cohesive support model and a 'neighbourhood approach' to service delivery will be available, with the ability to support a wide range of planned and drop-in events.

The location of multi-use space at the front door is viewed as instrumental in creating environments where community users feel welcome and can easily find the services they need.

A workspace model which supports collaboration between the school and partners was viewed as beneficial.

UK Government funding to create new road links between the proposed site and more local areas has been announced during the strategic brief development.

Viewed as not only mitigating those concerns voiced by community stakeholders around ease of access, these plans are likely to increase links that will support economic development in the area and make it easier for learners to get to the new school.

SUSTAINABLE

The importance of creating a sustainable, efficient building with minimal impact on the environment is undeniable in today's climate. PassivHaus and net-zero ambitions for the building have been noted and will be documented in more detail within the technical specification of the new building.

Scottish Government's learning for sustainability policies indicates a requirement for the site to provide spaces to support curriculum delivery.

Stakeholders have been clear that the landscape design needs to support the development of a curriculum that creates meaningful learning experiences. Community and parent stakeholders have also highlighted spaces for play, social activity, and mindfulness as being important.

INNOVATIVE	WELCOMING TO ALL	LEARNER FOCUSED	SUPPORTIVE & INCLUSIVE	INTEGRATED & JOINED UP	SUSTAINABLE
Digital approaches supported by good infrastructure & connectivity	Non institutional design & approach	Wide range of spaces & environments to learn in	Well considered routes to the FLR	Bookable space to accommodate a wide range of learning & support activities / events	Flexible, multi use space that can be easily adapted for future uses
Easy to access public WIFI	Open & friendly reception / entrance	Balance between traditional & flexible learning spaces	Learning support hub at the heart of the school	Shared booking systems to ensure equity of access	Passive Haus / Net zero
Future focused and flexible approach to technology, kit & equipment (not a one size fits all solution)	Neutral spaces for multiple uses & users	Innovative design that contextualises learning, supports skills development & practical activities	Collaborative workspace for pastoral staff & partners which is distinct from learning spaces	Ability to host events / conferences etc	Bringing the outside in (biophilic design)
Spaces to support hybrid / on line learning	Transport, parking and access routes which make it easy to get to the new facility	Learning resources at the heart of the campus	Range of small spaces for 1:1's, small group activities,	Access beyond core school hours	Landscaping that supports a wide range of social & learning activities
Spaces to encourage collaboration & idea generation	Cost of booking space which doesn't preclude community groups	Spaces which suit activities rather than traditional subjects	Breakout space adjacent to core teaching to support individual tasks, supported learning	Touchdown spaces for authority services and partners delivering activities on site	Zoning of the building to minimise energy costs out of hours

Figure 2.2.1 : Key design objectives gathered through engagement

Scottish Futures Trust (SFT) has created a briefing and evaluation framework document that can be found on the SFT website. It is not Statutory Guidance but offers a best practice approach to brief planning, stakeholder engagement, development of objectives and measurement of success.

A key recommendation is the distillation of strategic objectives and key drivers into SMART objectives, which can be easily tracked and measured throughout key stages in the design process. Post Occupancy Evaluation can also be more easily undertaken with a clear set of objectives to return to and evaluate against.

Key objectives gathered throughout the engagement process have been categorised under the main headings outlined in the vision, as figure 2.2.1. This list should not be viewed as a final document but as a starting point for the authority and the design team to develop further. By way of example, it is assumed that technical requirements for the sustainability plan will be more detailed than those listed in this document.

Should the authority wish to take this approach, the early development of a fully comprehensive list of objectives under these key headings is recommended.

A link to the SFT publication can be found here

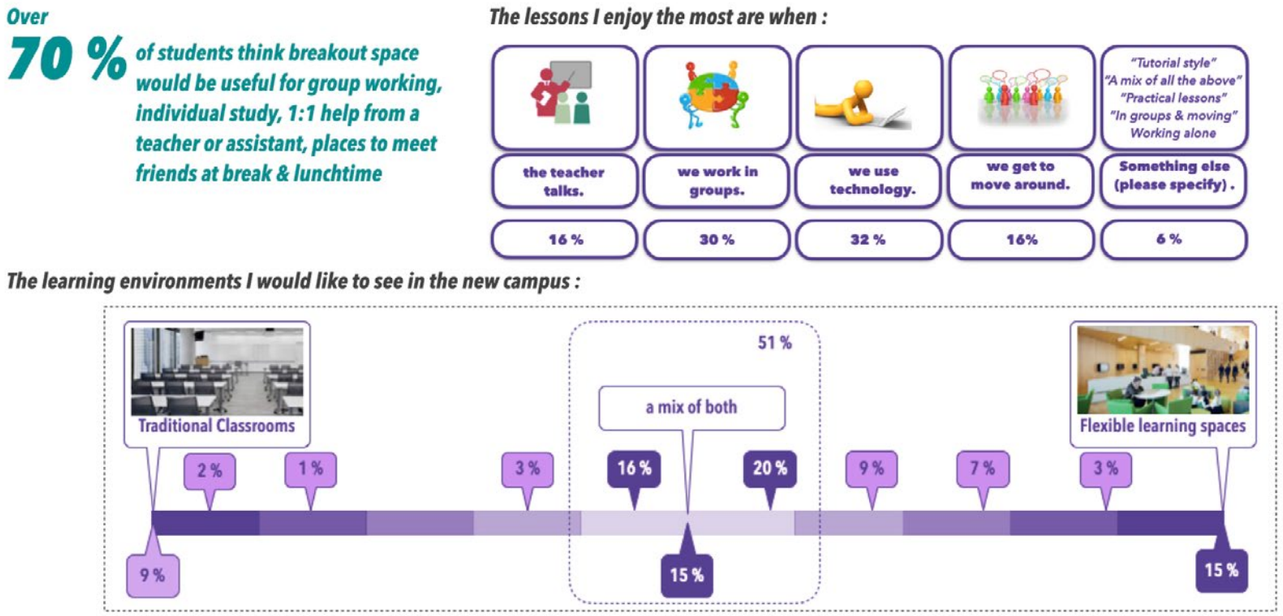


Figure 2.3.1 : The student perspective

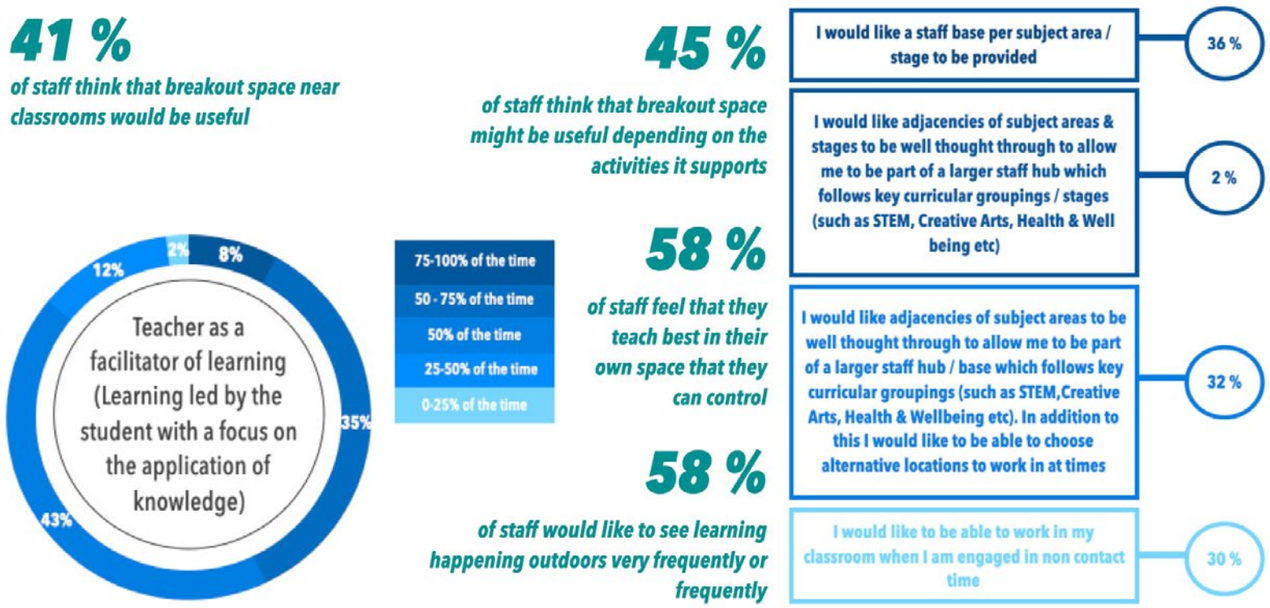


Figure 2.3.2 : The staff perspective

Appendix B to this document summarises key outcomes from the online surveys issued to staff, students, parents and the wider community.

Figures 2.3.1 and 2.3.2 illustrate staff and student responses to key questions around new space typologies. Across the 4 user groups, it is possible to conclude that, generally, responses provide indications of an appetite for a change instead of a "lift and shift" approach.

Staff responses recorded a more cautious approach to new space typologies than students and parents.. This response can probably be attributed to the fact that teaching staff are more likely to be aware of the logistics of teaching and worried about the limitations of current technology being repeated in the new building.

Staff workshops focused on the opportunity of the two main space typologies that are not currently provided in Paisley Grammar School. Again the opportunity to teach in flexible learning spaces was welcomed, with concerns around passive supervision, noise distraction and the balance of traditional teaching classrooms and flexible space being right noted. The brief development activity (Appendix C) explored these issues further with staff.

When asked what they would travel to the new campus for, survey analysis recorded the most popular activity as sports-related (taking part in fitness classes or accessing sports spaces). Followed by attendance at planned events led by the community or the school/ other public services (fairs/markets, performances etc.) and social activities (meeting friends for coffee/lunch).

The number of responses from this user group was fairly small. It is recommended that further engagement be undertaken once clear decisions about the spaces available for daytime use are taken.

THE CHANGE JOURNEY

A shift in mindset for staff (non-ownership of teaching space and the increased planning, which presumably comes hand in hand with a more flexible approach to timetabling), the wider community (around the potential use of the campus during the school day) and learners (adapting to new behaviours and a more flexible approach in lessons)

How these user groups are supported in considering 'new' ways of doing things will be crucial to the success of the new building. Engagement forums that allow stakeholders to voice concerns and provide input into the developing design (while understanding that there are key constructs that are non-negotiable) will not only engender support, but feeling listened to will build a sense of ownership.

Seeing these new space typologies in operation, understanding how they are managed, and being aware of any protocols to ensure success will give comfort to teaching staff and highlight areas for improvement in the Paisley Grammar School Community Campus. A recommended list of case study visits has been provided as part of the engagement. When COVID restrictions allow, it is hoped that the school and steering group can visit as many schools as possible.

Figure 3.1.1 : The new learning landscape

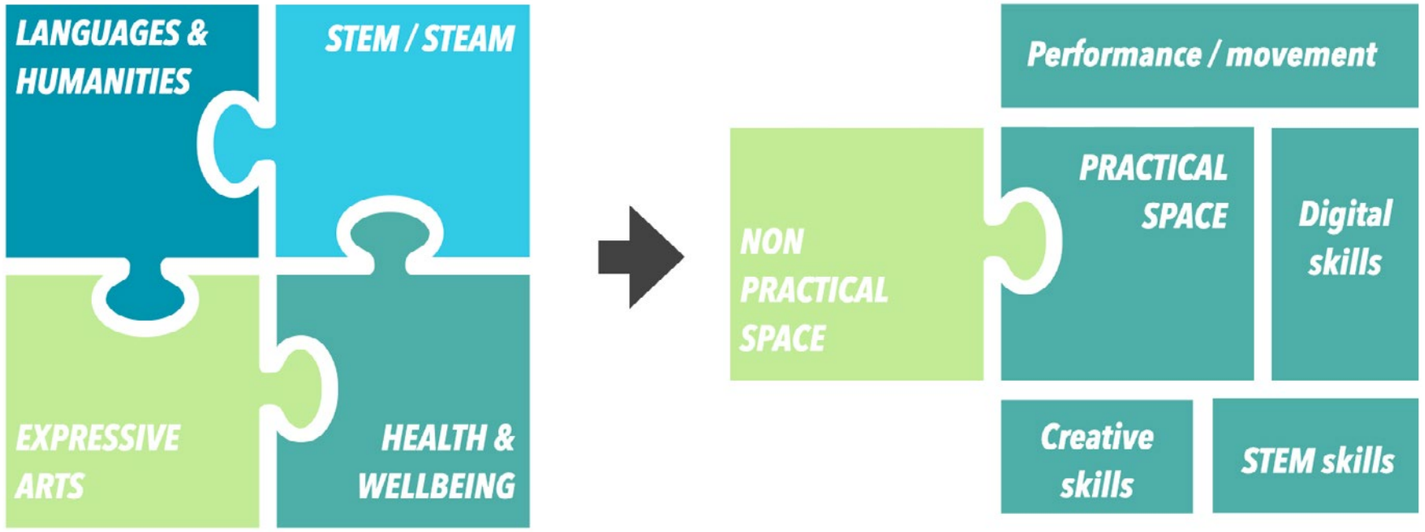


Figure 3.1.2 : A new organisation of space

The developing vision determines a need for a wide range of environments to support different activities, experiences, and learning modes.

A new learning landscape, illustrated in figure 3.1.1, was validated with the steering group. The principle of supporting independent and small group learning through breakout space (ad hoc access) was welcomed and viewed as benefitting both mainstream and supported learners.

The ability to accommodate 2 or more classes coming together was also felt to be important to allow collaborative and cross-subject teaching to evolve further.

Learning plazas and practical subject focused flexible learning spaces have all been included at a scale to support two cohorts. Section 4.12 illustrates the opportunity of design development to explore adjacencies that would support 4 or more classes working together when appropriate.

The need for more traditional spaces to accommodate 20 - 30 learner cohorts is still viewed as critical to curriculum delivery. When viewed as a range of spaces, the spatial model has been deemed flexible enough to accommodate current and future practice.

The visioning session highlighted an ambition to look differently at the way space is allocated against individual subjects and adjacencies are driven. A more fluid approach that moves away from the traditional adjacencies and space assignation is illustrated in figure 3.1.2.

Suppose non-practical spaces are not viewed as designated to a particular subject area. In that case, utilisation can be more driven, affording the ability to create other environments to support a different way of teaching. Learning plazas can be designed that are engaging and provide future-focused kit and equipment that would not be affordable to replicate in every teaching space.

Practical subjects most commonly need specialist equipment and environments to support curriculum delivery. Traditionally, as spaces are designed to suit individual subjects, the utilisation of practical teaching space is low, with spaces sitting empty for large portions of the school week.

Lab spaces, workshops and kitchens etc., will always be required to support core curriculum delivery. Still, the ambition to create a school that can accommodate additional curriculum offerings like robotics, construction and engineering determines a need to create flexible spaces that accommodate future curriculums not yet designed.

Different environments that support interdisciplinary learning will encourage visibility into other subject areas, vocations, and career routes. The brief development exercise will further develop the spaces allocated in the SPACE budget (maker space, digital skills space, design skills space and project space) to ensure priorities for key subject areas are considered.

DEPENDENCIES

This new learning landscape demands IT infrastructure and hardware/software provision to support flexible timetabling of space and ensure seamless transitions for learners and staff. Learning time cannot be lost locating and logging onto laptops.

It is presumed that the new infrastructure in the new building will be of a higher specification than the current school. Early identification of software and hardware requirements for individual subject areas will be important to ensure that the building design and the budget for IT respond appropriately to the approach taken.

For example, the level of fixed IT (desktops) versus flexible IT (laptops) needs to be determined for key subject areas (Graphics / Computing etc), as this will have an impact on the ability to timetable these subjects into other spaces flexibly.

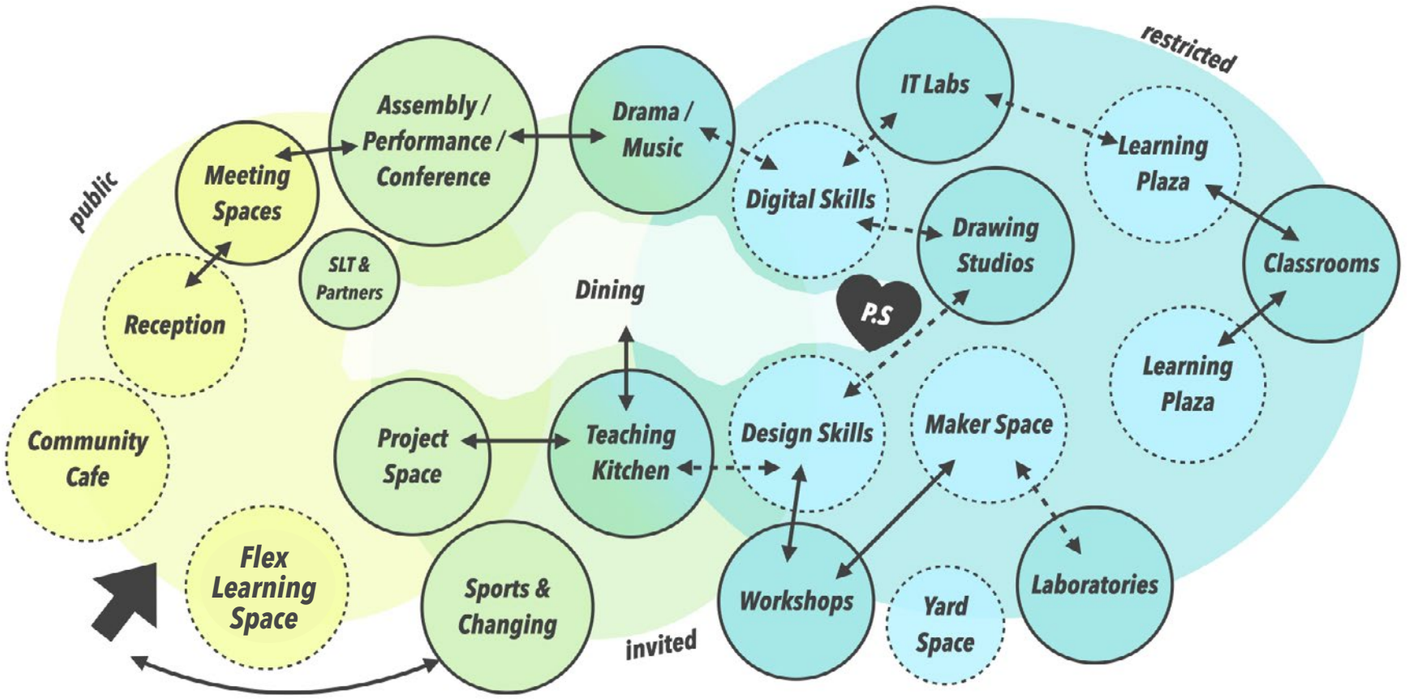


Figure 3.2.1 : Adjacencies and Zoning Principles

Figure 3.2.1 illustrates (diagrammatically) the adjacencies that have been discussed throughout the engagement to support both curriculum delivery and wider use by the community. Effective zoning of the building can easily overcome concerns expressed by stakeholders in community surveys, interviews and focus groups about the safety of learners on a community campus.

The principles of zoning public (no sign in), invited, and restricted core teaching and learning space illustrated in figure 3.2.1 respond to the need to control access throughout the building during and outwith the school day. The ability to shut down zones of the building according to the time of day will minimise running costs of the building out of hours and during school holidays. This approach is in keeping with the sustainability agenda.

The inclusion of key spaces like performance, sports spaces, the project space and teaching kitchens within the invited zone of accommodation allows the opportunity for community use during the school day. Currently, the level of access required and activities anticipated are unknown; therefore, how flexibly secure lines between public and invited spaces should be drawn needs further consideration.

Lessons learned from the design development on previous school projects (Garnock Academy in particular) highlight how important it is to avoid community users crossing through school-focused spaces to get to the spaces they are using.

It is recommended that stakeholders consider whether whole campus spaces (like dining) should be accessible to the public without sign-in procedures. This approach has been taken at Brechin Community Campus, where invited spaces are located in front of a secure line to allow easy routes for community users.

THE BIG WELCOME

The ability to access the community cafe, multi-use space and enterprise hub without having to sign in will be critical to ensuring their use by the community users. An open and welcoming reception desk with staff who can deal with school and community queries, direct users to the appropriate spaces and record users accessing invited or restricted space will be key to making community users feel welcome in the building. This approach is a departure from the traditional school set-up, where reception/office staff are located directly at the front door. The reception is usually the secure line beyond which users are invited into the building.

In exploring the logistics of operating a reception in a new way and the retraction of the secure line into the building, it is recommended that visits to recently built community campuses be undertaken. Doing so would allow stakeholders to get a feel for the difference this approach makes to the entrance experience for not only community users but parents and visitors. A good example would be the newly opened Jedburgh Grammar Campus.

ADJACENCIES

Further exploration with key stakeholders is recommended when considering detailed adjacencies between teaching and learning spaces within the restricted zone. The adjacencies illustrated in figure 3.2.1 respond to the flexible timetabling principles discussed in section 3.3 and detailed in the SPACE budget.

By way of example, the design skills space will predominantly be timetabled for technology theory, graphics and design subjects; therefore, it would require a direct adjacency with workshops to support curriculum delivery. Art and Home Economics are likely to be users of this space, so easy routes should be considered.

As the school starts to define which subjects will be key users of flexible learning spaces like the maker space and digital skills space, these adjacencies may be further developed. The upcoming brief development sessions should start to move the conversation forward.

The location of Personal Support accommodation in the building has not been determined at a detailed level. The ambition for these spaces to be centrally located and accessible has been articulated, understanding that some activities may require shelter and a more discreet environment.

Whether SLT accommodation is located in the heart of core teaching and learning space, near the front door or dispersed throughout the building also needs further discussion.

3.3 UTILISATION

CURRENT BUILDING	CURRENT SPACES	CURRENT PERIOD LOAD	AVERAGE UTILISATION
NON PRACTICAL (TRADITIONAL CLASSROOMS)	27	697	78.23 %
NON PRACTICAL (FLEXIBLE LEARNING SPACE)	0		
PRACTICAL (LABS, WORKSHOPS, STUDIOS, KITCHENS)	42	769	55.48 %
PRACTICAL (FLEXIBLE LEARNING SPACE)	0		
TOTALS	69	1,466	64.38 %

Figure 3.3.1 : Current utilisation

PAISLEY GRAMMAR SCHOOL COMMUNITY CAMPUS	PROPOSED SPACES	UPLIFTED PERIOD LOAD	AVERAGE UTILISATION
NON PRACTICAL (TRADITIONAL CLASSROOMS)	27	840	84.85 %
NON PRACTICAL (2 NO. LEARNING PLAZAS + TUTORIAL)	3		
PRACTICAL (LABS, WORKSHOPS, STUDIOS, KITCHENS)	33	983	82.74 %
PRACTICAL (MAKER SPACE, PROJECT SPACE & DIGITAL SKILLS SPACE)	3		
TOTALS	66	1823	83.70 %

Figure 3.3.2 : Proposed utilisation

The new learning landscape requires a utilisation culture to be employed in the timetabling of the curriculum. As highlighted in section 3.1, moving from subject-specific teaching spaces towards a principle of using the right space for the right activity will require a shift in mindset for timetablers and teaching staff.

It is understood that the use of core teaching space needs to be more driven than it currently is to afford the more flexible space typologies of breakout and learning plaza within the area metric agreed.

As core spaces will need to be highly utilised, teachers will not own classrooms. The provision of well equipped, centrally located staff touchdown spaces will enable teachers to move easily between teaching and workspace. Collaboration will be encouraged by this practice.

The utilisation of the current school accommodation sits at an average of 64 % (see figure 3.3.1). This figure is an average and as expected some subject areas are more highly utilised than others. In some subject areas, space utilisation is recorded as low as 30 and 40 %. To replicate this in the new building would be inefficient and unaffordable.

In determining the number of timetabled teaching spaces required for a roll of 1,199 learners, the current period load has been uplifted by a factor of 1.1973. This uplift is determined by establishing the differential between current & future staff (using the authorities staffing formula for secondary schools).

An average utilisation of 85 % has been driven to determine the number of timetabled teaching spaces required. This practice has been adopted in numerous new build schools across Scotland and allows flexibility for fluctuations in subject popularity to be accommodated.

Figure 3.3.2 summarises the proposed quantity and mix of teaching spaces in the new Paisley Grammar School Community Campus. When calculating utilisation, flexible learning spaces deliver a capacity greater than a single class cohort but are counted as a single space. This allows the school to timetable two classes together when appropriate rather than the available space dictating dual-class or team teaching.

The supporting information sheet of the SPACE budget illustrates the utilisation of space on a subject by subject basis. While it is intended that non-practical subjects would not be assigned dedicated subject focused classrooms, a theoretical proportion of the 27 classrooms have been included against core subjects.

The total period load of 840 can be delivered solely within traditional learning environments based on the generic assignation of classrooms across subject areas. Teaching staff will be able to choose when they use flexible learning spaces to benefit curriculum delivery.

The same approach is harder to take when assigning space to practical subjects, as access to specific environments and equipment is required to support the learner's experience. There are instances when the uplifted period load and proposed number of spaces determine a utilisation above 100 %. There are alternative subject-specific or flexible learning spaces that can be timetabled in these cases.

The supporting information sheet of the SPACE budget provides direction on the most suitable spaces for each subject area. By way of example, utilisation of 2 No. Music Studios is calculated at 114 %; however, utilisation of 2 No. Drama spaces are low at 55%. The design and fit-out of the stage to accommodate Music and Drama activities will easily support the combined period load, with a combined utilisation of 84 % across the 4 No. spaces.

The school have undertaken an exercise in which they have overlaid the current timetable on the available mix of spaces. This exercise has highlighted some occasions where more classes might be coming to a particular subject area than there is enough dedicated subject-specific teaching space available. In these instances, the use of flexible space is anticipated.

The detailed briefing of flexible space needs to take account of these potential clashes in the timetable to ensure they are equipped to support the optimal learning experience.

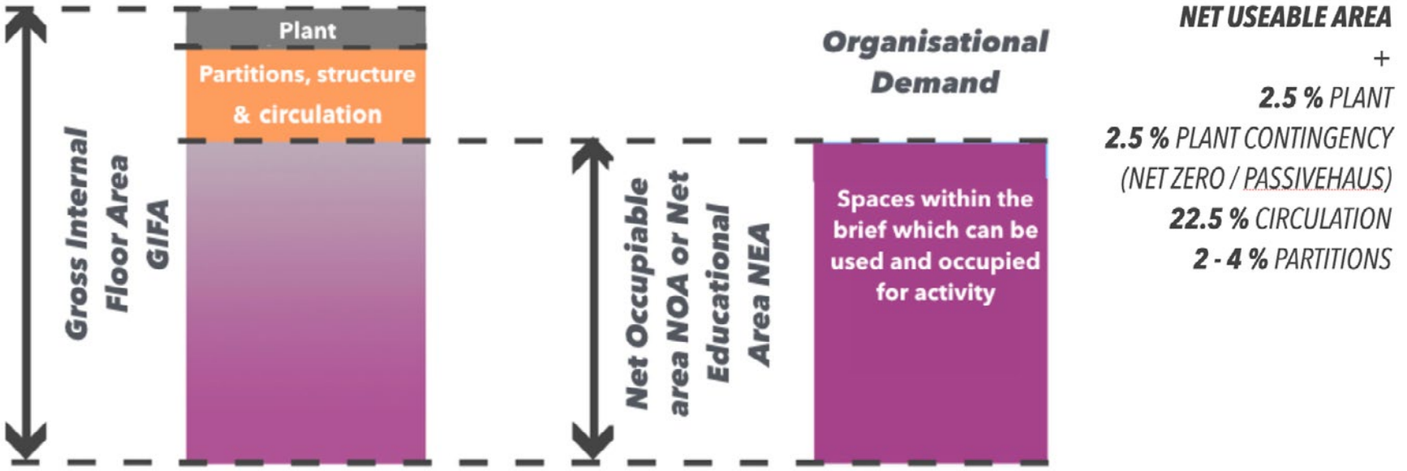


Figure 4.1.1 : NEA & associated uplifts

PUBLIC	A	WELCOME / RECEPTION (NO SIGN IN)
INVITED	B	ADMINISTRATION / SUPPORT
	C	PERFORMANCE / SPORTS / HOPSITALITY
	D	WHOLE CAMPUS (LEARNING RESOURCE / DINING)
CORE T & L	E	CORE T&L : NON PRACTICAL
	F	CORE T&L : PRACTICAL
	G	PERSONAL SUPPORT
	H	FLR
	I	STAFF SPACE
SUPPORT	J	INFRASTRUCTURE

Figure 4.1.2 : SPACE budget structure

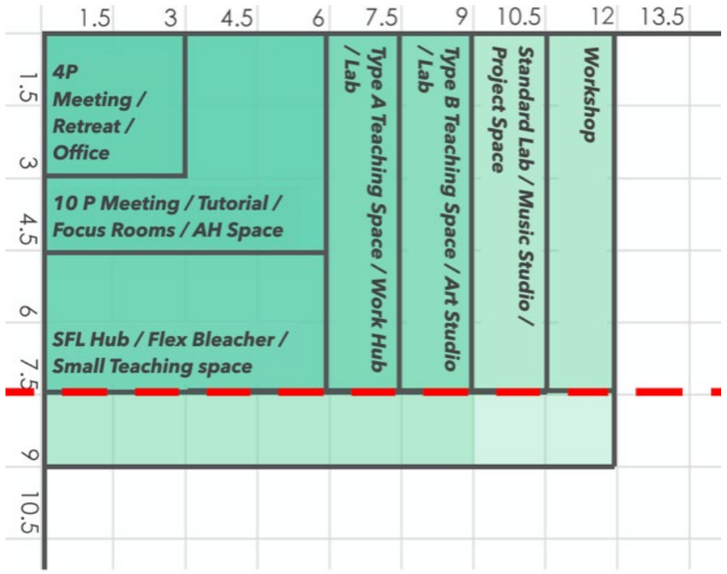


Figure 4.1.3 : 1.5 m SPACE planning grid

Development of the schedule of accommodation (SPACE budget) for the new accommodation is informed by several factors :

- The space typologies and spatial constructs agreed throughout the engagement.
- SPACE standards based, in the main, on a 1.5 m planning grid to ensure future flexibility & adaptability of the building (see figure 4.1.2).
- The current timetable load, utilisation and subsequent demand for space, uplifted proportionately according to projected rolls to determine the number of spaces required to deliver a future curriculum.
- Application of benchmarked uplifts to Net Educational Area to allow for circulation space, plant and partitions.

Section 1.2 outlines the currently funded area cap and summarises the SPACE budget scenarios modelled in anticipation of no funding being awarded for the Flexible Learning Resource (FLR).

This section illustrates space planning tests undertaken for key spaces (which have informed the area allocated in the SPACE budget). A narrative around the approach and high level considerations for these spaces is included to support the design development.

STRUCTURE

The SPACE budget allocates area against different space typologies, expressed as Net Educational Area (or NEA). Net Educational Area represents the usable floor area within a building. Uplifts are further applied to reach a final Gross Internal Area (or GIA).

The GIA includes the total area of the new building measured from the inner face of the external walls, inclusive of usable floor area and area for partitioning, plant and circulation. Uplifts that have been applied to NEA to derive GIA are summarised below :

- 2.5 % of NEA is applied to allow area against plant (a further 2.5 % contingency has been allocated to account for potentially increased plant demands relative to the ambition to build a PassiveHaus / Net Zero building)
- 2 - 4% of NEA is applied to allow area against partitions. Where test space plans are illustrated in this section, allowances are made for a 125 mm partition to sit centrally within the grid. The uplift included in the summary page of the space budget is intended for partitioning where spaces have not been tested. These spaces are highlighted in the space budget and zones where uplifts have been reduced to account for intramurous measurement indicated in the summary sheet.
- 22.5 % is applied to NEA to allow for primary circulation. It is anticipated that the design team will use this overall area allocation to create appropriate circulation routes that increase and decrease in width to suit heavy traffic areas. For example, support and administration spaces & sports accommodation should be able to accommodate smaller corridor widths than in general teaching spaces.

NEA has been allocated within groups that follow the public, private and invited zones discussed in section 3.2 identified in Figure 4.1.2.

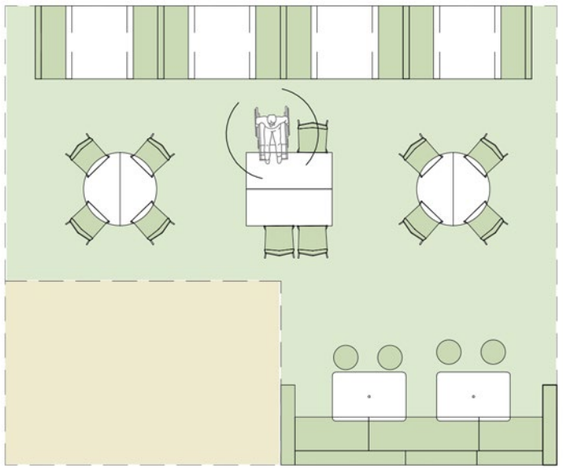
DESIGN DEVELOPMENT

The 1.5 m SPACE planning grid affords future flexibility and determines efficient SPACE standards. Several spaces and subject areas within the current SPACE budget have been identified as requiring further development. In particular, accommodation for Science should be viewed as an area allocation that the design team should further explore with the school and authority.

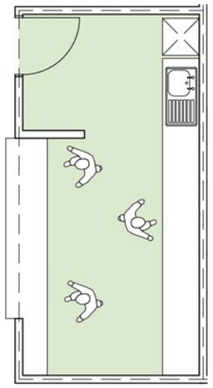
The SPACE standards allow a mix and match approach to labs and their configuration (see section 4.12), which needs further consideration in terms of the mix and detailed adjacencies. Likewise, the school have highlighted a preference for fewer, larger meeting rooms (Zone A: Welcome). The overall area allocation of 144 sq. m should not be exceeded. However, there is an opportunity to carve out a different range of spaces than originally detailed in the SPACE budget as the detailed design of the front door is explored.

As previously mentioned in section 1.1, several key space typologies (namely flexible learning spaces) are being further explored with key users as a follow on activity to the strategic briefing. The outcome, a more detailed specification of FF&E and design considerations, is available as an appendix to this document.

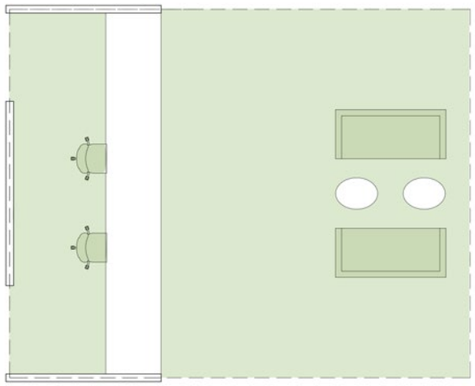
4.2 ZONE A : WELCOME & WIDER ACCESS



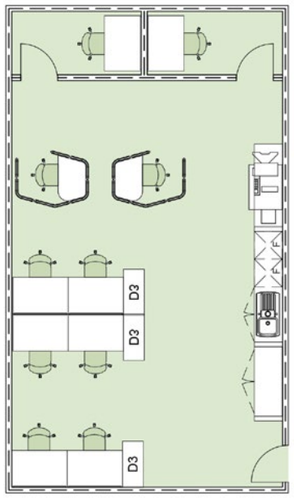
Community Cafe (30 - 40 Capacity) | 67.5 sq. m



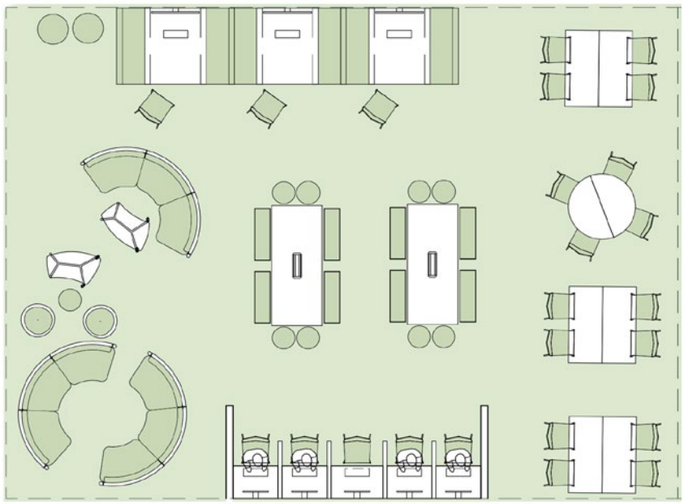
Servery | 18 sq. m



Reception & Waiting | 45 sq. m



Enterprise hub 63 sq. m



Flexible Learning Space | 108 sq. m

Accommodation within this zone will form the front door. The requirement to create a welcoming and accessible space that encourages community use and creates a non-institutional experience for parents and visitors has been identified in the engagement.

The principle of having spaces that community users can access without having to sign in (and the concerns raised by the school around this approach) has previously been discussed in section 3.2.

SPACE strategies have undertaken further development of the Community Cafe, Enterprise Hub and Flexible Learning space with stakeholders, with more detailed design requirements and considerations for the design team being made available in Appendix C.

In the interim, high-level activities and spatial constructs which have informed the spatial allocation have been documented.

RECEPTION & WAITING

A 27 sq. m draft lobby is included to support a welcoming entrance experience. An alternative student entrance is also included at 27 sq. m to provide more than one way into the campus and support a secure line between wider access and core teaching and learning space.

Welcoming reception and waiting space has been tested at 45 sq. m. It is anticipated that administrative staff will operate the reception desk, potentially on rotation.

An immediate adjacency with the administration office (see section 4.3) should be considered, and if not realised, easy routes and journeys between office and reception should be supported.

COMMUNITY CAFE / SOCIAL SPACE

67.5 sq. m has been allocated to support community cafe activity, with an associated 18 sq. m servery. This space will support ad hoc use by community members and is anticipated as being directly accessible from the front door. Who will operate the community cafe and its opening hours is still to be decided.

There is little appetite for this offering to be run by an outside business or community enterprise.

Concerns about the school's catering contractor's food have also been raised (healthy food options could potentially not be enticing enough for community users who can easily access commercial cafes like Tim Hortons nearby).

The inclusion of cafe style settings would determine a capacity of around 30. Adjacency to the flexible learning space would allow activities to spill over into the community cafe if performances, learning events or conferences were held on campus.

FLEXIBLE LEARNING SPACE

108 sq. m has been included to provide opportunities for learning or group focused activities with an associated 13.5 sq. m for storage of equipment and flexible furniture.

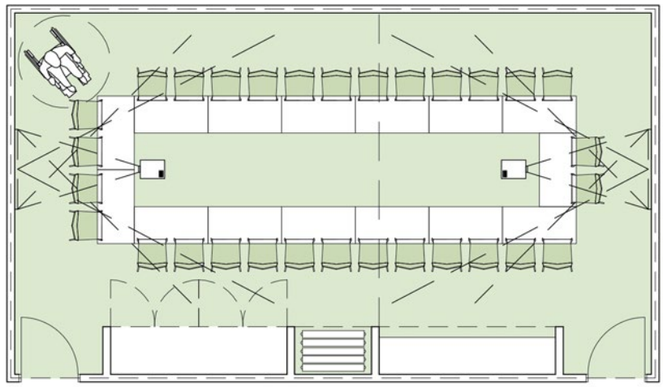
Stakeholders have highlighted family learning events run by the school, Community Learning activities, and drop-in support sessions with College Partners, Police Scotland and Health professionals as potential activities for this space to support.

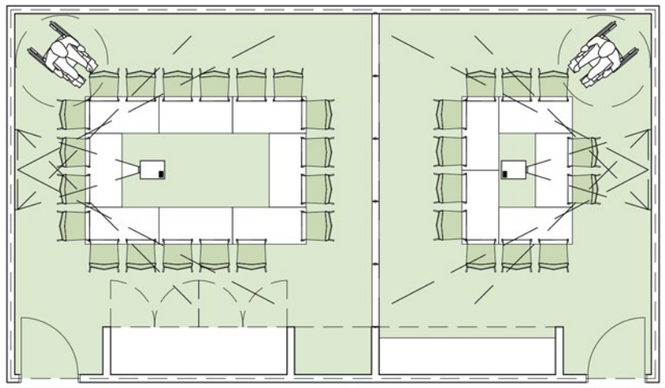
The ability to use the space to support events has also been discussed.

Adjacency to the Enterprise hub should be delivered to maximise flexible use throughout the school day and out with learning times.

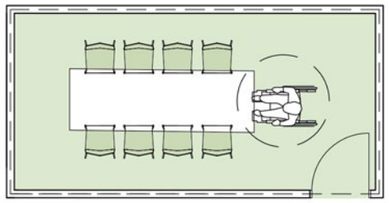
ENTERPRISE HUB

Two interviews were held with colleagues from economic development throughout the briefing process. There is ongoing investment in several incubator hubs throughout the authority. These hubs are in high demand and deliver varying sized units for small start-up businesses to rent office space. Rates are agreed at a low rate for a fixed term with the view to businesses being supported to

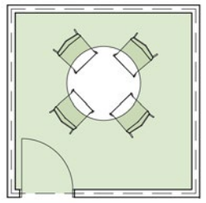




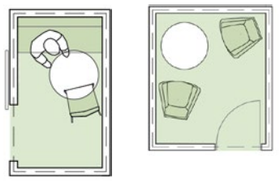
Conference Room | 63 sq. m



8 Person Meeting | 18 sq. m



4 Person Meeting | 9 sq. m



1:1 Meeting | 5.5 sq. m

grow.

Early in the engagement, the steering group agreed that it would not make sense to replicate similar facilities in the new Paisley Grammar School Community Campus.

The opportunity, however, to support SMEs and entrepreneurs before the stage where incubation space is required was felt to be more appropriate considering the available space and cost metric for the campus.

The ability for self-employed people, or even home workers, to have access to flexible work, meeting, and collaboration space has been supported through the inclusion of 63 sq. m for an Enterprise Hub.

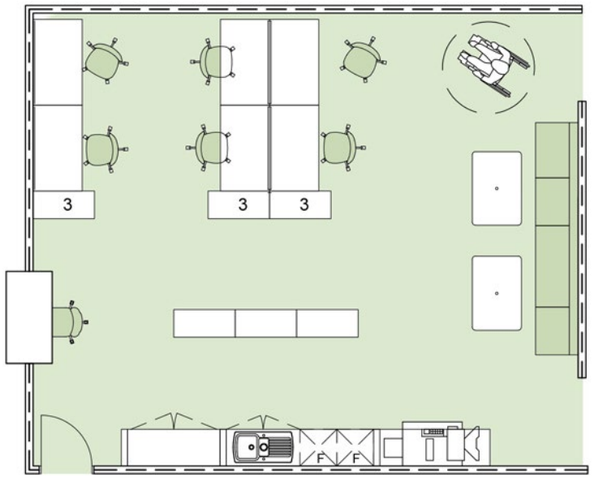
How this space would be staffed (if at all) and managed requires further discussion, as does an opportunity to generate revenue from hiring out meeting/performance space for conferences.

Economic development colleagues also discussed the opportunity of the new campus to support small businesses starting the process of scaling up production was also discussed in interviews (with Home Baking Business used as an example).

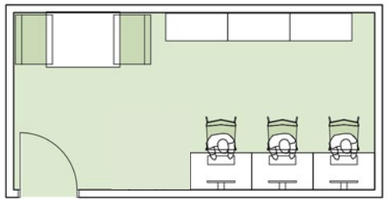
The ability to use a large kitchen (most likely out of school hours) to increase production would be hugely beneficial in the early stages of a business. The location of Home Economics Kitchens in the invited zone would support out of hours access.

MEETING SPACE

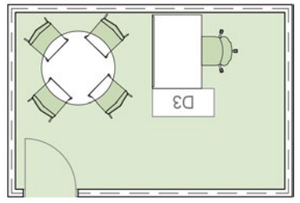
As previously mentioned in section 4.1, it is anticipated that the quantity and mix of meeting spaces will change in the detailed design development. The school highlighted a preference for fewer, larger meeting rooms at the strawman session.
The design team should not exceed the 144 sq. m allocated for meeting space in the reapportionment of space. Considering the mix of spaces to support not just school but community and conference activity should be undertaken in deciding the final mix of spaces.



Administration Office | 67.5 sq. m

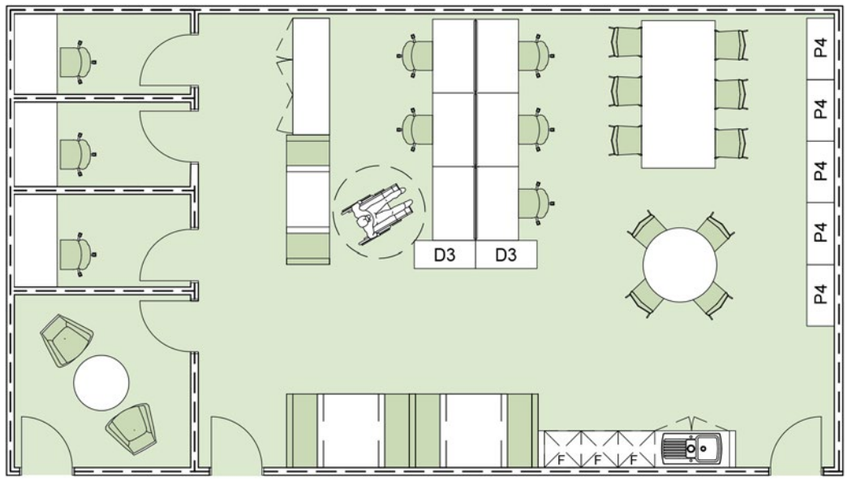


FM Touchdown | 18 sq. m

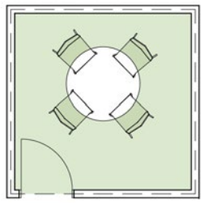


HT Office | 13.5 sq. m

DHT Offices | 9 sq. m



Personal Support / Partners Hub | 101.25 sq.m



4 Person Meeting | 9 sq. m

An adjacency between the Administration office and reception has been previously discussed. SLT and Personal Support/Partners workspace are anticipated as being fairly closely located to the front door. While this may be true for Administration, Technicians and FM staff, there may be exceptions to this rule identified in the design development for staff who are more school focused in their day to day activities. The design development will require further exploration of best fit adjacencies.

ADMINISTRATION OFFICE

An area of 67.5 sq. m has been allocated to support an uplifted FTE of 7 staff. Space planning tests assume 1 or 2 staff members would be operating the reception area (with 6 desks being included in the office space). A printer, Wardrobe, Personal storage and a Tea prep have also been included.

An area allocation of 13.5 sq. m for a learner's reception has also been included to allow learner queries/sign-in/money transfer activities to be handled away from the main reception, where staff will be dealing with visitor and community users queries. Support spaces are detailed in the SPACE budget, with a summary below :

- 1 No. Central Reprographics Store at 18 sq. m
- 1 No. First Aid/ Medical Room at 13.5 sq. m
- 1 No. SQA Store at 9 sq. m
- 1 No. PPR Store at 9 sq. m

According to guidance/recommendations, the 16 sq. m Changing Places Toilet allocated under zone J would most likely be located near the front door.

TECHNICIANS & FM STAFF

A shared touchdown space for 2.5 FTE Janitorial/ FM staff has been included at 18 sq. m. The space standard is based on staff being equipped with mobile technology, and settings reflect the same flexible working principles as those employed for teaching staff (see section 4.10).

Workspace accommodation for the projected 2.5 FTE Technicians has been included within the Science Technicians Spine. An additional 9 sq. m has been included over and above the standard 67.5 sq. m to support work space (see section 4.7).

1 No. Technicians Build Space at 13.5 sq. m, a Goods Delivery Bay at 18 sq. m and an FM Store at 13.5 sq. m has been included as support spaces for these staff, hopefully limiting the need to use touchdown for storage and maintenance activities.

PERSONAL SUPPORT/ PARTNERS HUB

The ambition to support more collaborative joined-up service delivery is discussed in section 1.2 of this document. To this end, a collaborative, flexible workspace for Personal Support Staff (5 FTE), Support for Learning Staff & Assistants (6 FTE) and Partners based on site (4.3 FTE) has been included at 101.25 sq.m.

The principles of the flexible workspace have been adopted in the space planning tests, with desk sharing assumed for support for learning staff and partners, based on them being equipped with mobile technology.

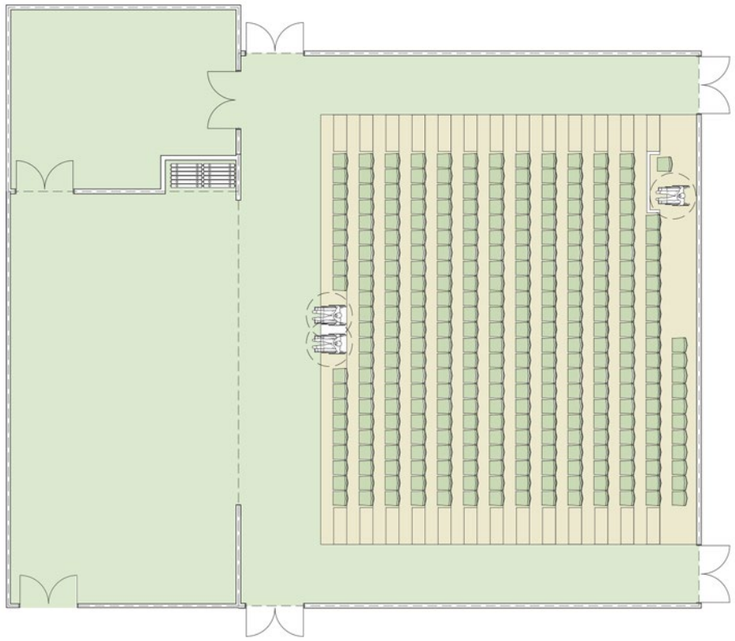
Although the ability to work collaboratively with partners has been welcomed, stakeholders have highlighted the requirement for confidential space and the need to easily find space to deal with upset learners who drop in to see them. The space standard allows for quiet rooms to support confidential calls and head down activity. 2 No. meeting/ 1:1 spaces are also made available for dedicated use by these staff.

An adjacency with the hub of personal support spaces would be welcomed. The developing design should carefully consider routes and journeys between this space, the front door(and flexible use spaces), and personal support accommodation.

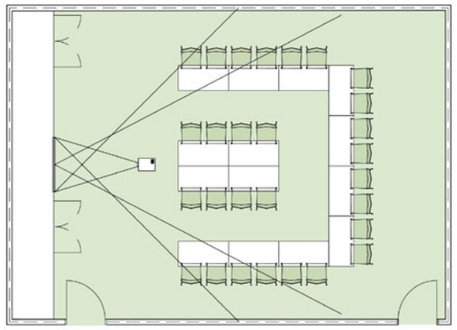
SLT ACCOMMODATION

Single offices for an increased Senior Leadership team of 6 FTE (to support a roll of 1,199 learners) have been determined. The space standard allows individual offices to be distributed throughout the campus or the total area to be 'chunked' together to create shared working opportunities.

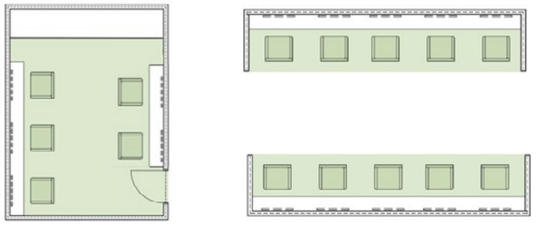
Stakeholders have initially indicated a preference for individual offices to support confidential activities and meetings but have stated the importance of working collaboratively. There is an opportunity to explore further the pros and cons of co-locating a suite of office spaces vs a distributed model vs a combined SLT Hub moving forward.



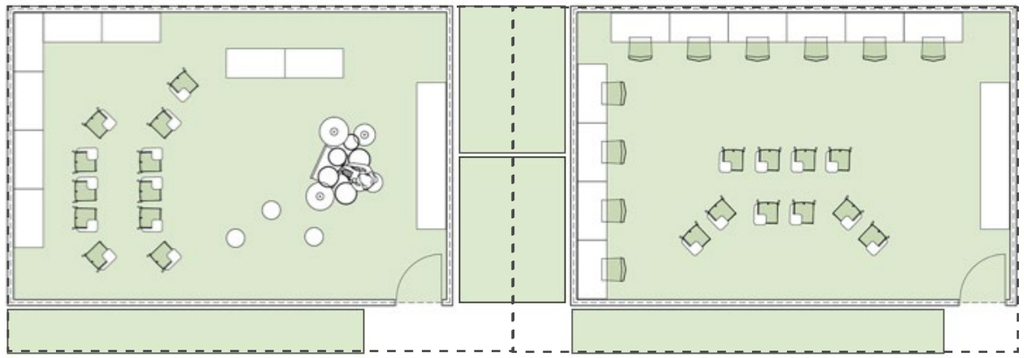
Assembly / Theatre (300 Capacity) | 270 sq. m + Stage | 101.25 sq. m



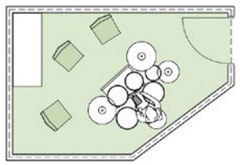
Drama Studio | 78.75 sq.m



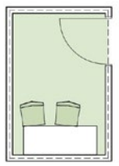
Hair & Make Up | 27 sq.m area allocation



Music Studios (multi instrument approach) | 78.75 sq. m



Large Practice Room | 12 sq. m



Small Practice Room | 6 sq. m

The zoning principles discussed in section 3.2 of this document highlight the benefits of locating spaces likely to be used out of hours in an invited zone. Doing so provides the opportunity to close down core teaching and learning spaces and allows secure lines to be drawn to prevent open access throughout the school day.

Performance and sports spaces are anticipated as being used by the wider community (and potentially West Colleges Scotland). The extent of access and whether use would extend into the school day are yet to be determined.

Curriculum delivery (Drama / Music and PE) requires timetabled use of these spaces. Should wider access be determined throughout the school day, consideration of the interface between learners and community users has been highlighted as a requirement.

The benefits of locating teaching spaces for Home Economics in this invited zone has been previously documented in section 2.0.

ASSEMBLY / PERFORMANCE

A capacity of 300 is deemed sufficient to accommodate house assemblies, and the scale is agreed as appropriate for performances/events such as prize-givings etc.

270 sq. m has been allocated for this space, as illustrated in space planning tests (which assume retractable bleacher-style seating to accommodate exams / large scale events). A sound and lighting booth at 13.5 sq. m and storage at 27 sq. m have also been included. The stage (101.25 sq. m) is intended for timetabled teaching for Music and Drama.

Easy access from the front door is recommended to support performances and events. The opportunity for activities to spill out into the multi-use spaces in zone A has been documented in section 4.2.

DRAMA

A Drama studio of 78.75 sq. m has been allocated for timetabled activities. The uplifted period load determines utilisation of the dedicated Drama Studio as being over 100 %. Accounting for shared access to the stage brings an average utilisation of 84 %.

A review of current timetabling practice highlighted an issue where the school could require to timetable 2 Drama classes and 3 Music classes simultaneously. On this occasion, the PE/Theory space or Assembly/ Performance space could be considered for use.

18 sq. m has been included for a Drama store, anticipated as being accessed from the stage area.

An area allocation of 27 sq. m has also been included to support Hair and Make-up activities associated with the delivery of Drama qualifications. The school currently deliver Hairdressing (using mobile wash stations etc.). While this may be an activity that is better supported through access to specialist space in WCS in the future, the Hair & Make-up space could continue to support this activity. As illustrated, the space standard allows for an enclosed space to be created or a more flexible model (delivered as a breakout space within the Drama studio, perhaps).

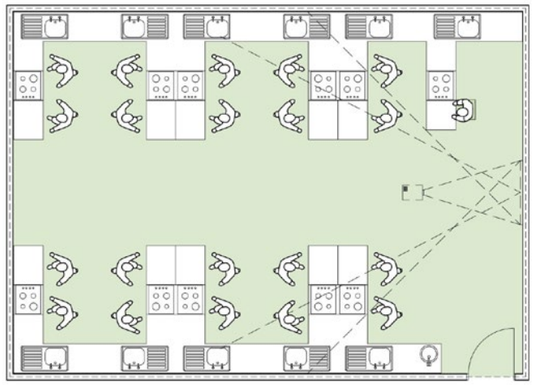
MUSIC

2 No. Music studios have been included in the SPACE budget, each at 78.75 sq. m.

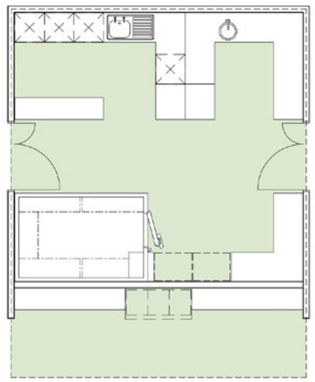
Multi-instrument teaching (where not all learners must play a keyboard simultaneously) and a more flexible approach to space allow a broader range of environments to practice music in a more efficient space standard. The spatial model also supports additional storage for a wider range of instruments. This approach has informed the spatial allocation of 78.75 sq. m, which allows :

a 54 sq. m activity space for 20 learners based on the premise of multi-instrument activities
a 6 m x 1.5 m storage wall for instruments
half of the area required for practice rooms to be created in between music studios.

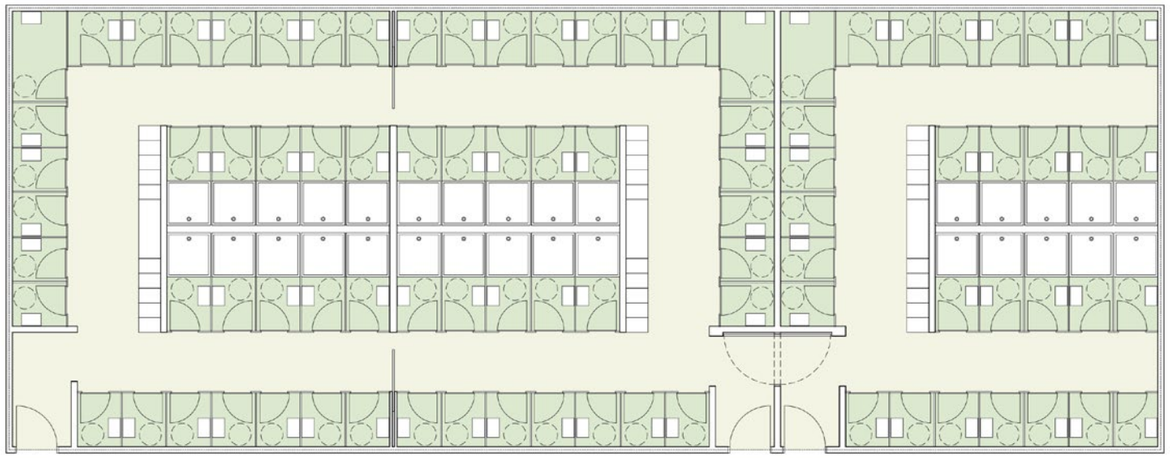
The space planning tests illustrate the extent of the 78.75 sq. m allocation. Design development offers the opportunity to explore alternative approaches



Teaching Kitchen | 78.75 sq. m

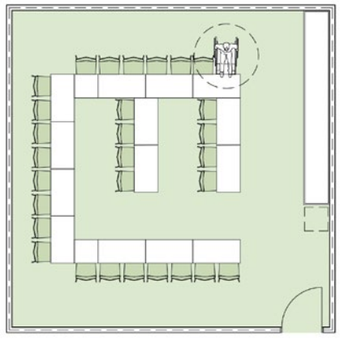


Food Prep & Store | 45 sq. m



Changing Village (90 Capacity) | 210 sq. m

Dry Changing | 38.5 sq. m



Flexible PE Theory Space | 56.25 sq. m

within the overall spatial allocation.

3 No. Small practice rooms at 6 sq. m and 2 No. Large practice rooms at 12 sq. m are included.

Stakeholders should review this provision to ensure the correct fit is reached to meet the needs of the pupils and staff. A recording studio has been included at 18 sq. m, an adjacency with the digital skills space (see section 4. 4.7) has been determined to support flexible use by Paisley FM.

HOME ECONOMICS

Although the school do not currently have a Home Economics teacher, the requirement to provide a full curriculum demands the need to provide teaching spaces to support the future delivery of this subject.

2 No. 78.75 sq. m teaching kitchens have been included in the SPACE budget. The delivery of hospitality courses which require industry standard equipment could be supported through access to WCS accommodation and the school / college partnership. Discussions with WCS around the benefits of being co-located are anticipated in the next stages of the project.

A food prep and storage space is also included at 45 sq. m. to support curriculum delivery.

SPORTS / PE

A total of 4 No. Sports spaces are allocated for the delivery of PE as follows :

- 1 No. 4 Court Games Hall at 646 sq. m
- 1 No. Gymnasium at 266 sq. m
- 1 No. Dance Studio at 180 sq. m
- 1 no. Fitness Suite at 105 sq. m

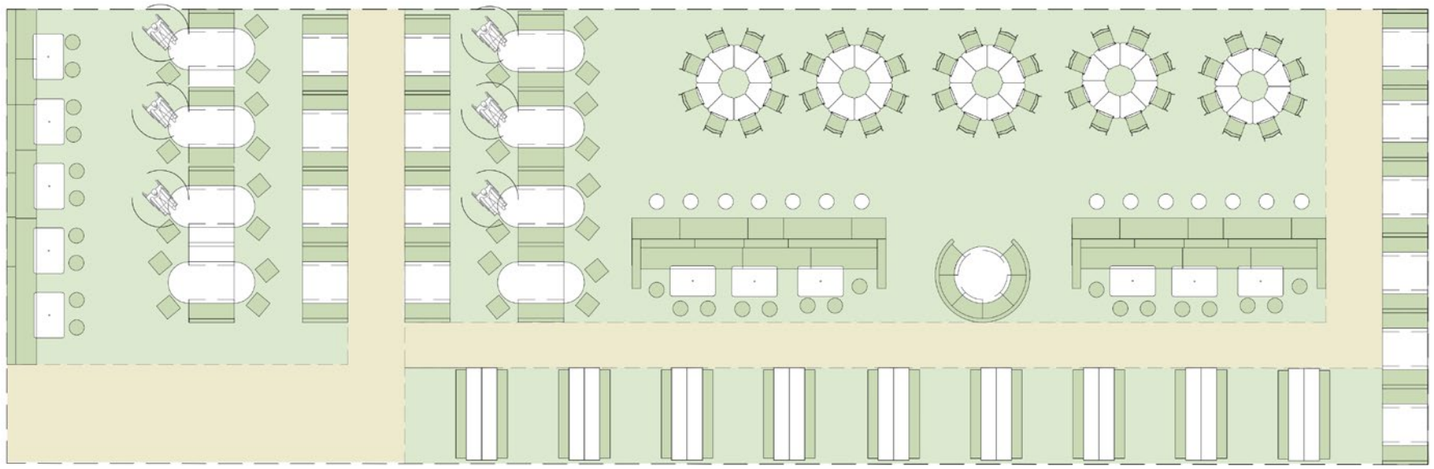
In addition, a flexible use PE Theory space is included at 56.25 sq. m. Fitted out with furniture that is easy to clear away, this space will support PE Theory lessons and provide a clear space to support Drama teaching.

The utilisation of these 5 No. spaces (for combined theory and practical activity) would sit at 73 % when an uplifted period load is factored in. There is an opportunity to negotiate daytime access for community groups/ WCS when the school is not timetabled into sports spaces. However, the implications for changing and security of learners will be a key consideration for the authority.

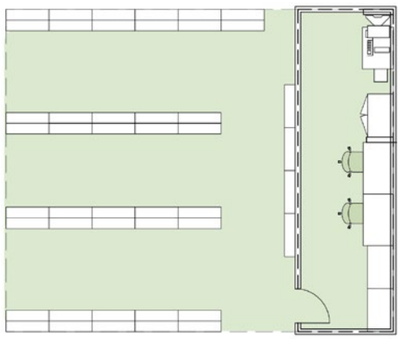
The SPACE budget allocates 144 sq. m to store equipment associated with PE. Stakeholders highlighted consideration of the impact of community lets and shared equipment/resources in engagement as a key enabler to supporting wider access.

The steering group agreed a changing village approach provides a better experience for learners that supports gender neutrality and more privacy when changing.

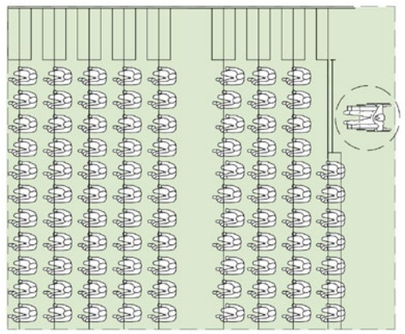
A changing village of 210 sq. m (with a capacity of 90 learners) and 3 No. traditional dry changing rooms have been included in the SPACE budget to accommodate a maximum of 5 classes changing at any one time. Accessible changing at 12 sq. m and staff shower and change facilities (2 No. at 6 sq. m each) are also included.



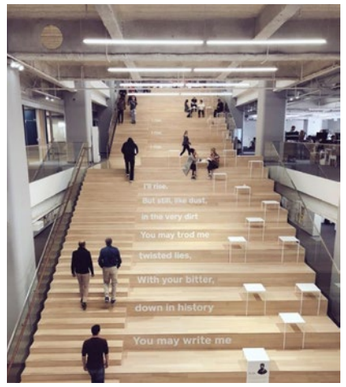
Dining (300 Capacity) | 1.69 sq. m per person

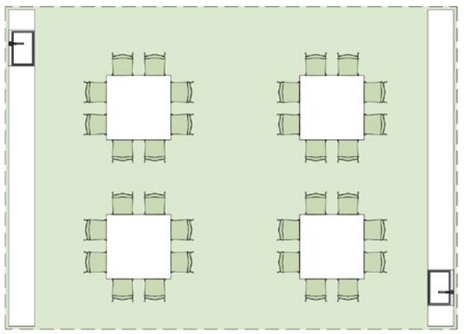


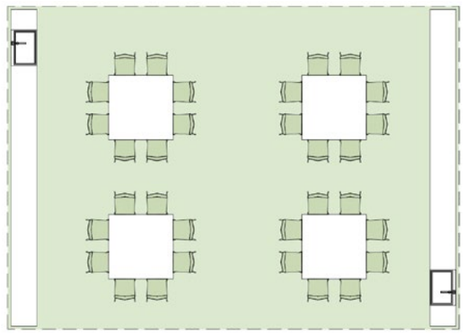
Library Resources | 67.5 sq. m area allocation (188 lm book stock = librarians work room)



Social/ Learning Stair | 56.25 sq. m (2 Class Capacity)







Project Space | 78.75 sq. m

Whole campus spaces are envisaged as being located in the invited zone, as access to performance space, dining and the project space is anticipated by the community either outwith or during school hours. Section 3.2 discusses the zoning and security principles for invited space in more detail.

DINING

The agreed approach to dining encourages utilisation by cleverly considering settings that will support both social and learning activities across the day.

Secondary dining has been allocated for 300 learners at any time (1/3rd of the school roll x 75 % to allow for seating turnover). The area allocation is based on a space standard of 1.69 sq. m per person. Settings delivered should be a mix of fixed and moveable cafe style tables to support a less institutional environment than is traditionally delivered in schools (rows of sico tables).

Currently, it is unknown whether a dispersed dining model is preferred by the school and the authority, as conversations with catering contractors are ongoing. The SPACE budget currently allocates 50 sq. m to the main servery and 2 No. smaller dispersed serveries at 13.5 sq. m each. Should a single dining space be determined, the area for dispersed serveries should be re-allocated to extend the dining space.

2 No. Social / Learning Stairs (pictured) each at 56.25 sq. m are included in the SPACE budget at a capacity of 2 classes per stair. There is an opportunity to increase capacity for dining by locating these stairs in the dining space. Appendix C provides further information relative to the exploration of these stairs as learning spaces, adjacent to learning plazas. It documents key principles agreed throughout the brief development exercise which should be implemented if they are located within core teaching and learning spaces.

PROJECT SPACE

The inclusion of a space that can be easily reconfigured to support a wide range of activities has been welcomed by partners who will potentially be engaging with school/adult learners and those supporting families and community groups.

A project space has been included in the SPACE budget at 78.75 sq. m, supported by an 18 sq. m store to store partners' equipment.

The engagement identified some of the activities which could potentially be supported in this kind of space :

- Exhibitions
- Community groups (crafting activities)
- Messy Play (Library service)
- Art classes
- Intergenerational learning activities

The school have also identified an ambition for the new building to support courses and activities linked to Barista training and digital skills. Although located in the invited zone, this space is counted as 1 No. timetabled space and earmarked for the school focused timetabled activities mentioned above. The SPACE budget includes a servery at 18 sq. m to allow the school to make and serve food/ drinks, supporting hospitality, enterprise and barista activities.

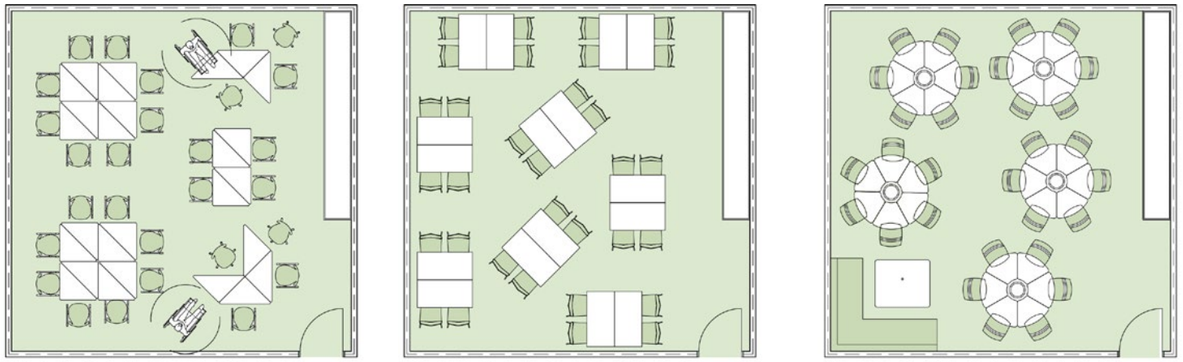
The detailed design of this space should consider the inclusion of sinks, inbuilt storage, and furniture, which can be easily moved about and cleared away. It is anticipated that further development of the spaces identified in zone A (see section 4.2) will give further cues to the design of the project space.

LEARNING RESOURCES

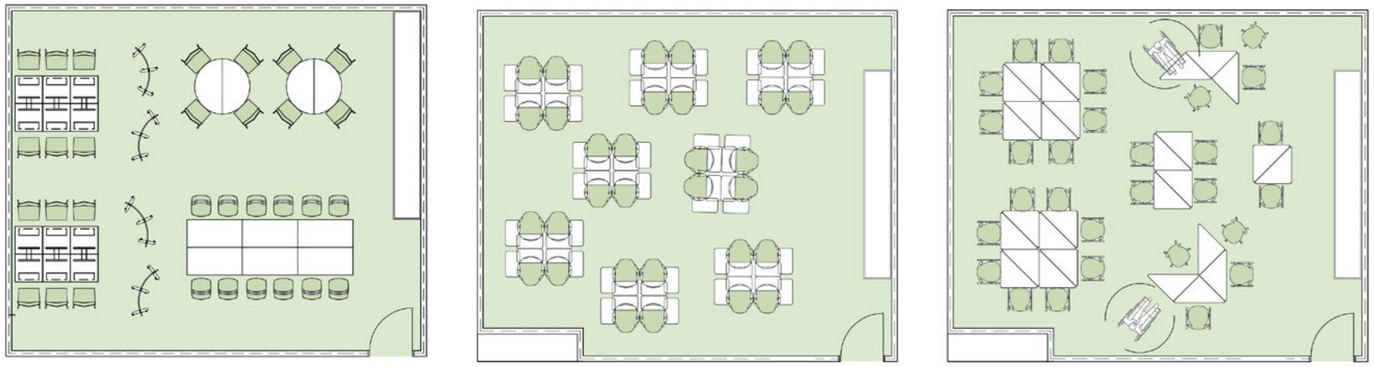
A flexible learning resource space is planned to support school library activity rather than a traditional enclosed library.

67.5 sq. m has been tested against 188 lm book stock and a secure workroom for use when the librarian is in the building.

The brief development exercise will explore how best this area allocation should be realised, with a key adjacency to learning plaza being the starting point.



Type A Class | 56.25 sq. m



Type B Class | 67.5 sq. m

Non-practical teaching and learning is to be supported by a mix of traditional classrooms, breakout spaces and learning plazas. Section 3.1 outlines the principles of both breakout space and learning plazas. In contrast, this section provides more detailed information on the space planning constructs which should be considered in the design development.

A mix of different class bases has also been included to support flexibility across subject areas. The school will further explore the principle of general teaching space being timetabled according to planned lessons and cohort sizes rather than determining subject-specific classrooms in the design development.

This approach is accepted as being the most flexible way of timetabling. However, it is understood that this will bring a big change for teaching staff accustomed to working within clearly identified subject classrooms.

A total of 27 No. traditional teaching spaces are proposed, with average utilisation of 88 % across the uplifted period load for English, MFL, Social Subjects, RME, Maths & PSE. Considering the projected period load for a wider curriculum (Philosophy, Leadership, Early Education & Childcare etc.), utilisation of these class spaces would increase to 95 %.

Including an additional 3 No. Timetabled spaces (1 No. Tutorial space and 2 no. Learning Plazas) would create an average utilisation of 85 % for the total uplifted period demand.

TYPE A CLASS

19 No. Classes of 56.25 sq. m have been allocated. The area is based on a 7.5 x 7.5 (grid to grid) core class base, with an additional 16% of that area included as breakout space.

Inclusion of breakout space allocation results in a notional area per class base of 65.25 square metres, with 9 square metres of this area being within shared space immediately adjacent to the core class bases.

The following factors have been considered in space planning tests :

- table size
- furniture choice (traditional desks vs mix and match approach
- teaching wall configuration
- location and size of teacher's desk

Conclusions drawn from testing identify that the 56.25 sq. m class can accommodate mostly all configurations of settings and fitments for a cohort of up to 33 learners. As expected, the capacity reduces as the size of furniture and teachers' desk increases.

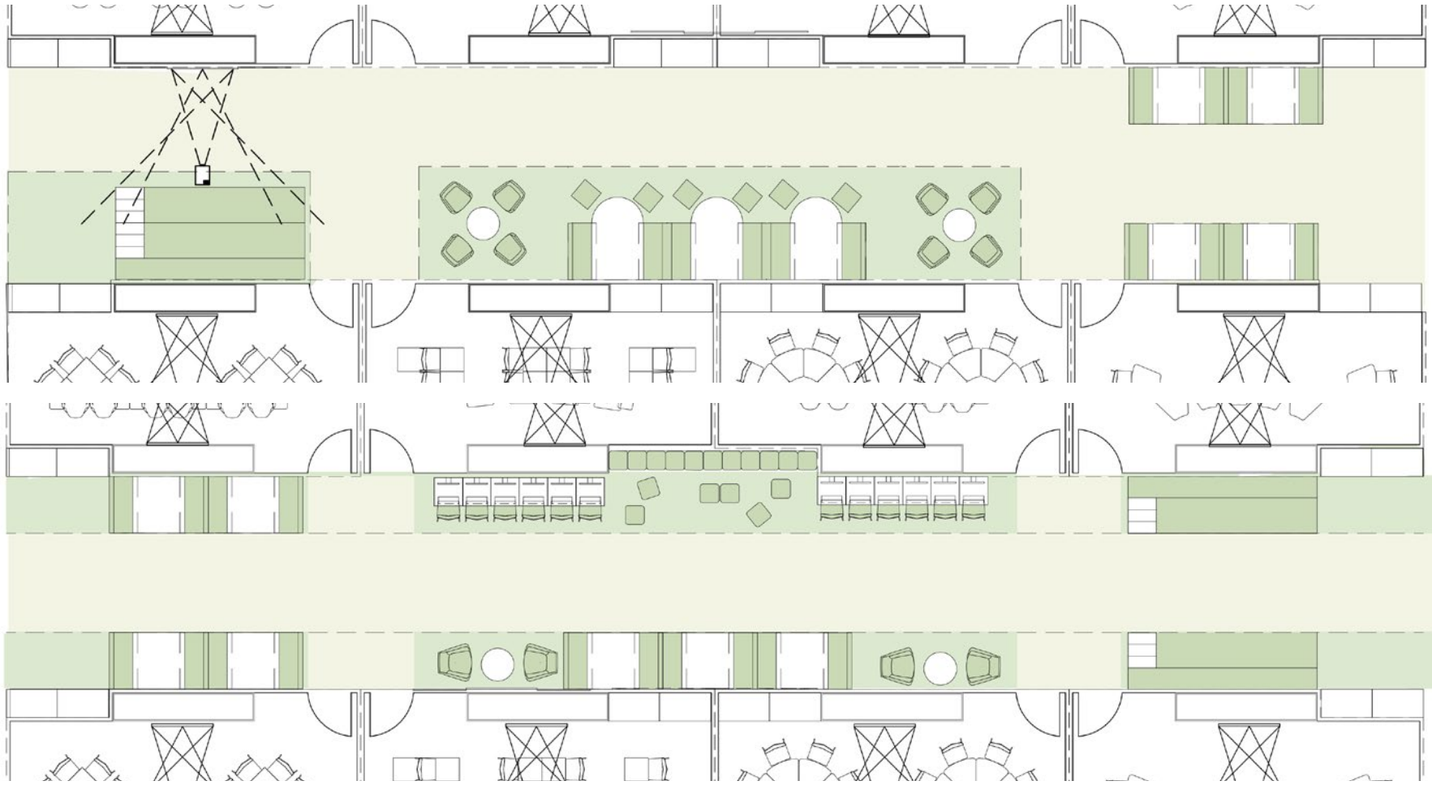
TYPE B CLASS

A larger standard of 67.5 sq. m has been included for 8 No. Classrooms, which is in response to the ambition to support dual-class teaching and support a wider range of furniture types and configurations. Increased collaboration and group work activities in an enclosed space require a larger space standard.

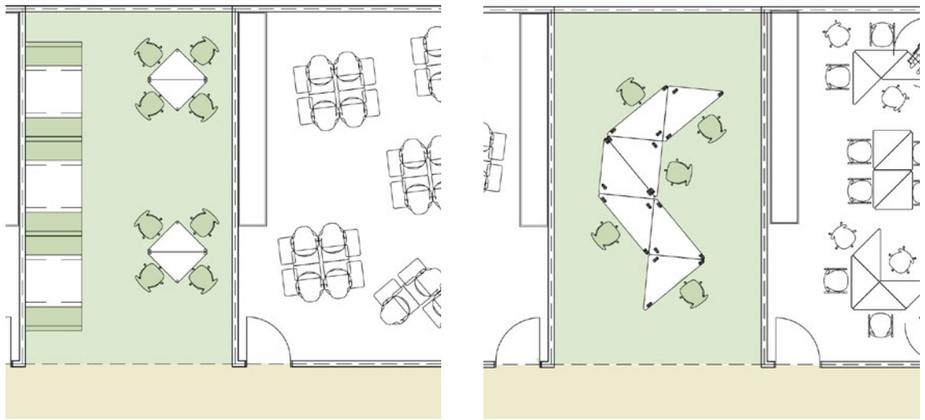
Section 4.12 of this document details the opportunity to co-locate type B classes and introduce a moveable wall between them. Doing so would support two classes working together when the wall is opened and individual class activity when closed. There are also opportunities to co-locate these type B classes next to learning plazas to support large cohort working flexibly (also discussed in section 4.12).

Section 1.2 summarises potential ways to meet the area cap should funding for the FLR not become available. One suggested scenario includes reducing the number of type B classes. The steering group should carefully weigh the benefits of the above design development opportunities against the reduced area this approach would deliver.

Appendix C of this document provides the outcomes of follow on briefing of these spaces and provides a finer level of detail around furniture, fittings and equipment requirements.



Breakout | 16 % of class area (realised as a 'strip" of accommodation



Breakout | 16 % of class area (realised as a 'chunk" of accommodation

BREAKOUT SPACE

There is no timetabled demand on breakout space, with its use intended to be ad hoc. Students and parents responded positively to breakout settings' opportunity to support small group and individual learning activities in online surveys (see section 2.3).

Teaching staff were slightly more conservative in their response to the concept of breakout space, with supervision being cited as a primary concern.

Interviews with staff leading personal support in the school highlighted the opportunity for breakout settings to support focused learning activities where learners could retreat from the class environment when required.

Interviewees also highlighted the ability for independent learners to work in breakout space while those requiring more support from teachers remain in the classroom as being beneficial.

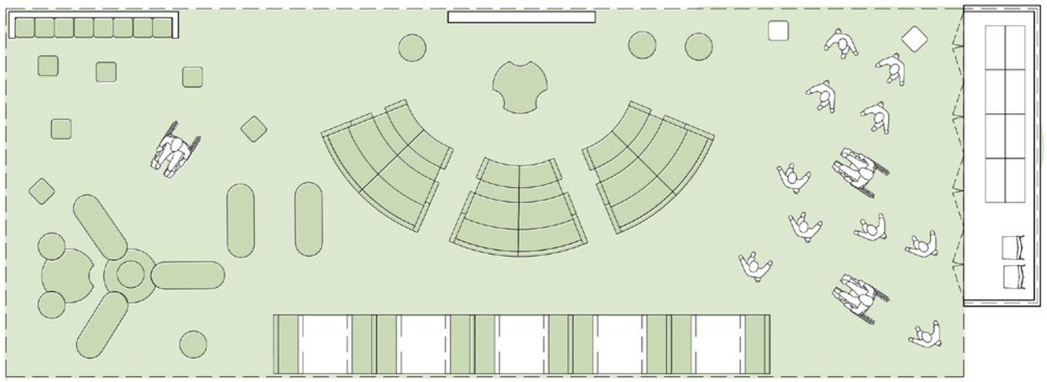
A total of 257 sq. m to support breakout activities has been allocated against non-practical teaching spaces. The area allocation for break out is predicated on the following principles :

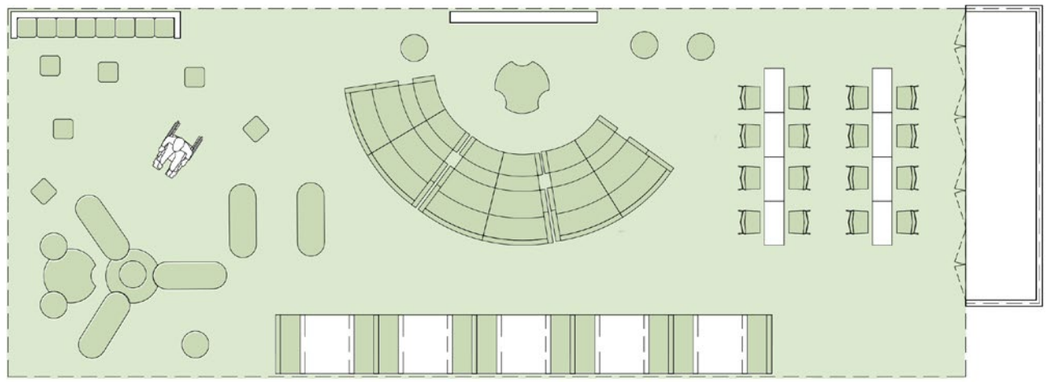
An allowance of 16% of the total class area is realised as a 1200 mm strip of accommodation immediately outside the classroom.
This 1200 mm strip is based on the minimum depth for one of the more popular settings: 4 person group learning booths.

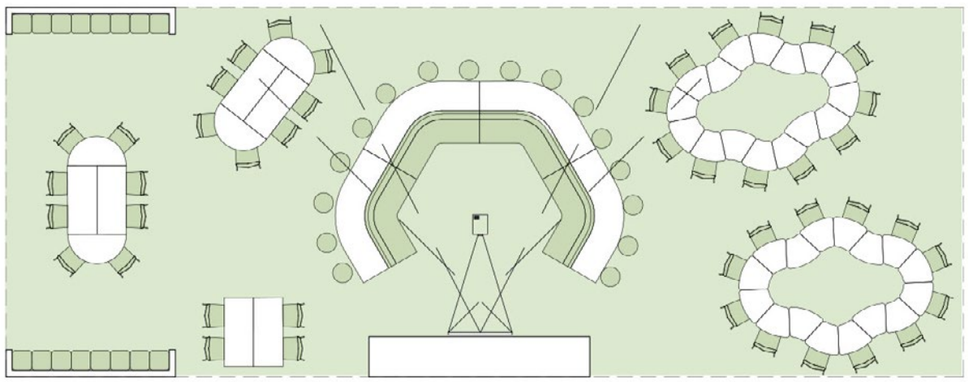
Breakout settings work best when located directly outside classrooms (for supervision & access to teachers). It is possible to take an alternative approach to breakout, where 'chunking' together the area allocation provides opportunities to accommodate larger cohorts at one time.

If this approach were to be taken, it would be necessary to ensure good sight-lines between classrooms and breakout space.

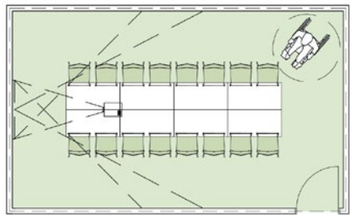
Further exploration with end users (particularly learners) is recommended to determine the best-fit settings and approach to break out space.







Learning Plaza (2 Class Capacity) | 146.25 sq. m



Tutorial (10 - 16 Capacity) | 33.75 sq. m

FLEXIBLE LEARNING SPACE

The benefits of large-scale, flexible use learning plazas supporting interdisciplinary learning and partnership working activities are well documented (anecdotally) in recent new-build schools.

The steering group has expressed an ambition to loosen up learning and for the new building to encourage staff to utilise a wide range of environments to enhance the learning experience.

Staff workshops identified a cautiously optimistic response to the concept of flexible learning space (for both non-practical and practical subject areas). Teaching staff cited concerns about supervision, acoustics, the limitations of technology, and the mix of traditional and flexible learning space as potential disablers to change.

The workshops planned in which SPACE strategies will further explore detailed design requirements for flexible learning space should go some way to helping teaching staff envisage how they could operate in the future. Further engagement throughout the design development stages is also recommended to support the change journey.

LEARNING PLAZAS

2 No. learning plazas, each at 146.25 sq. m, have been allocated to support non-practical teaching and learning. The use of learning plazas to ease the pressure on traditional teaching environments has previously been documented in this section in terms of theoretical utilisation.

Learning plazas are intended to support a wide variety of activities listed below :

- Paired / team teaching
- Thematic and cross-curricular / interdisciplinary learning
- Partner events/visiting speakers
- Drop-in self-study opportunity for students
- Student social/dining space at break & lunchtime
- Events and open days

The steering group welcomed the opportunity for these spaces to support joined-up delivery with partners, college and third sector providers, as well as core curriculum delivery.

The specification, fit-out and acoustics within learning plazas being of a level to support their multi-functionality are critical to their success and to the ability for the school to function as envisioned. The design team should not underestimate the need to explore the requirements and costs associated with getting it right early in design development.

Shelter by way of storage walls and other built-in fitments such as study booths and group learning pods should be considered. The use of materials that assist acoustic absorption should be a standard approach in both breakout and learning plazas.

Appendix C of this document provides the outcomes of follow-up briefing of these spaces and more detailed furniture, fittings, and equipment requirements.

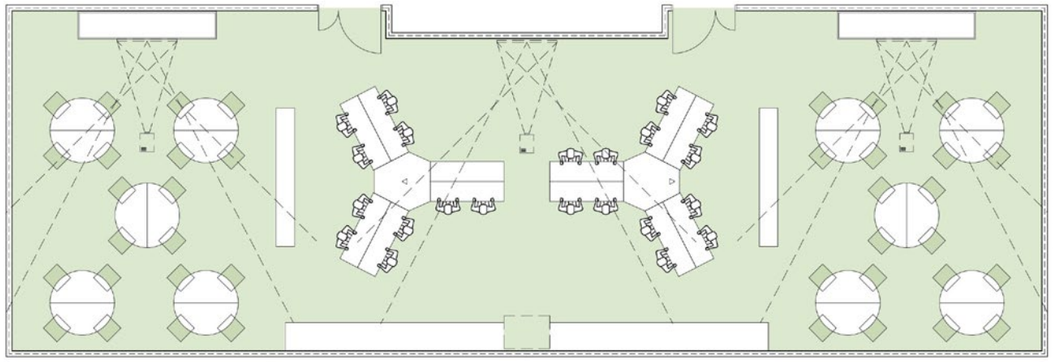
TUTORIAL SPACE

Analysis of the school's current cohort sizes has highlighted that approx 22 % of non-practical periods delivered in the senior phase are to cohorts smaller than 15 learners. Taking account of cohorts with less than 10 learners translates to 42 periods where a small cohort is presumably timetabled into a space for 30 learners.

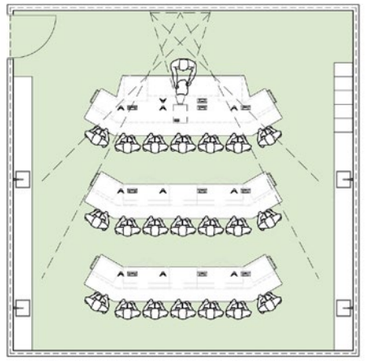
The opportunity to teach Advanced Higher classes in an environment and mode of learning (tutorial-style) more akin to that which learners might experience in further/higher education has been agreed as beneficial.

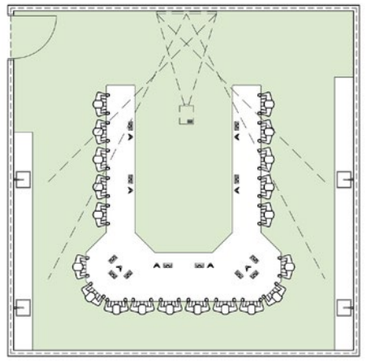
Therefore, a tutorial space at 27 sq. m has been included to accommodate the delivery of courses with smaller cohort numbers than the average 30 learners.

This space has been counted as a timetabled space in utilisation calculations. Still, if not, the school could accommodate the total period load for non-practical subjects within core classrooms and the learning plazas.

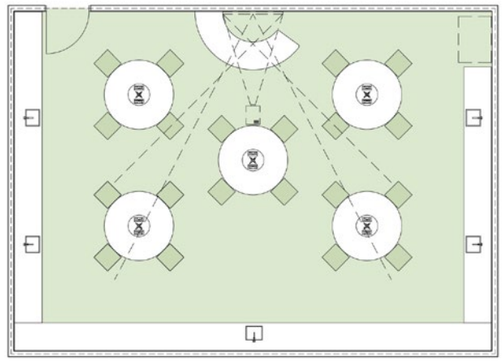


Super Lab (2 Class Capacity) | 168.75 sq. m

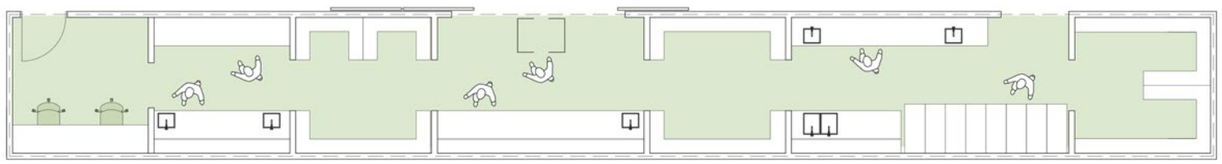




Compact Lab | 56.25 sq. m



Standard Lab | 78.75 sq. m



Technicians Spine | 76.5 sq. m

The spatial allocation for Science, Technology, Art, Business, Administration and Computing is documented within this zone of the SPACE budget. Spaces provided for PE, Drama, Music and Home Economics teaching are allocated in the invited zone in response to the ambition for these spaces to support community use either out of hours or during the school day (see section 4.4).

SCIENCE

A total of 9 No. timetabled spaces have been allocated against the delivery of Science. These spaces would be utilised 86 % of the school week based on the uplifted period load. While there would be no requirement to use flexible learning spaces based on the current curriculum, there may be opportunities to use the Maker Space to support collaborative STEM-focused learning.

The area allocated for Science is based upon a model that allows for a mix of compact and standard labs, a superlab (intended as two timetabled teaching spaces), breakout space, technician's support space, and additional breakout and storage.

Science accommodation is allocated as follows :

- 3 No. Compact Laboratories at 56.25 sq.m each
- 4 No. Standard Laboratories at 78.75 sq.m each
- 1 No. Superlab (intended as 2 timetabled spaces) at 168.75 sq. m
- Breakout allocation at 16% of core lab space
- 1 No. Technicians Spine at 76.5 sq.m to include technicians workspace
- Spine breakout allocation at 45sq.m

Over the years, SPACE strategies have tested numerous lab configurations that cater to different practical and stakeholder requirements, and based on these principles, space standards are set.

These are building blocks and should not be read literally. The allocation allows flexibility to support best-fit configurations being developed during the design development phases.

In developing the accommodation for Science, it is recommended the following principles are adhered to :

- Space planning grids including the laboratory plan depth (7.5 metres)
- The service spine of technician space is centrally located (with a critical depth of 3 metres based on a 1500 circulation route on each side of work benching: one at 600 mm and one at 900 mm, under bench and over bench cupboards)
- A double-banked 1200 mm strip of breakout provision to the corridor edges of the laboratories (equates to approximately 16 % of lab area as provided for in the space budget).

Consideration of the relationship of the technician's spine to labs and breakout is recommended, especially if the principle of providing a dual-sided fume cupboard within this space is deemed to be desired by stakeholders (see space planning test).

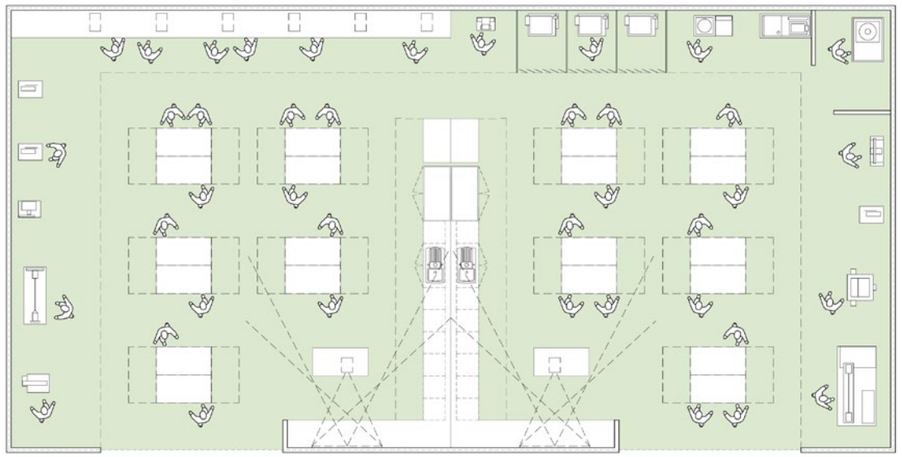
Real-life examples of the approach to locating a dual-sided fume cupboard within the technicians spine can be found in Brechin and Inverurie Community Campuses. The location of breakout space opposite the technician's space has proved beneficial in supporting demonstrations where all learners have good visibility of the fume cupboard.

There is an opportunity to create something really special within Science accommodation. The fit-out of the teaching and supporting spaces should be developed with key stakeholders to ensure that spaces are designed to best support learning and teaching at present and into the future.

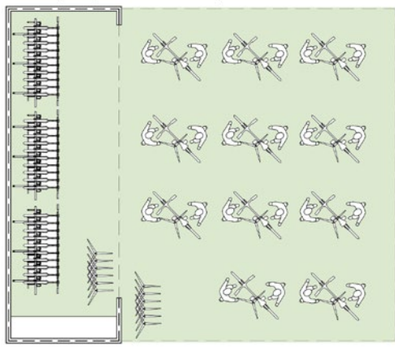
Suppose a more traditional model (a one-size-fits-all approach) is developed. In that case, any area saving should be transferred to other teaching & learning activities.

TECHNOLOGY

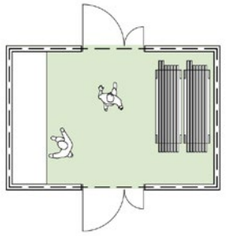
The ambition for the school to widen the curriculum in this subject area has been discussed through



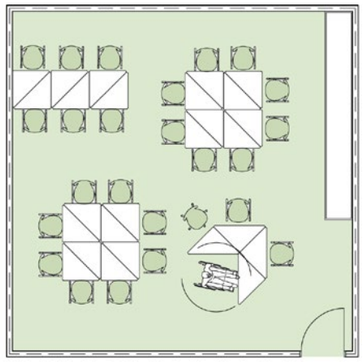
Multi Skills Workshop (2 Class Capacity) | 288 sq. m



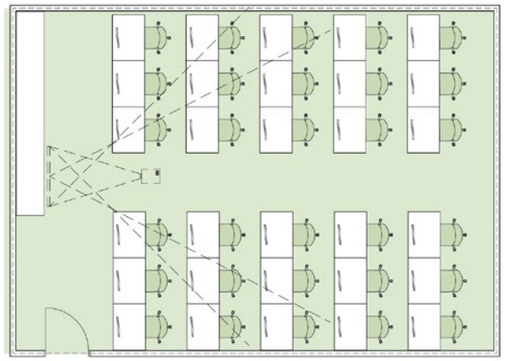
Bike Maintenance Store | 27 sq. m + Covered Yard



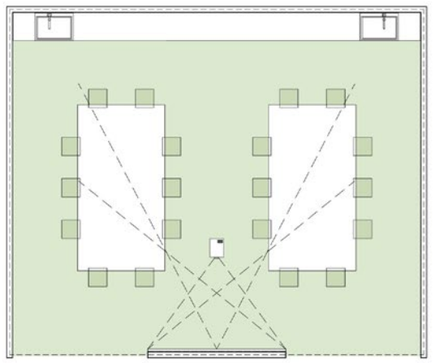
Construction Skills Store | 13.5 sq. m

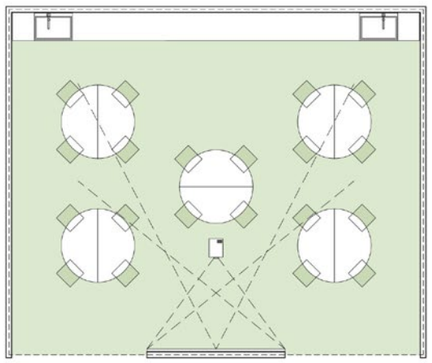


Flex IT (30 Capacity) | 56.25 sq. m



Fixed IT (30 Capacity) | 78.75 sq. m





Art Studios | 67.5 sq. m

engagement. Discussions exploring school/college partnership opportunities indicated that construction, engineering and robotics were areas for further exploration (both in terms of joint delivery and school focused curriculum).

A multi-skill workshop (2 No. timetabled spaces) has been included in the SPACE budget. The utilisation of workshops would sit at around 84 % when the uplifted period load is considered. Delivery of theory lessons and Graphic Communication courses will be within the Design Skills space, discussed further in this section.

The 288 sq. m allocated for the multi-skill workshop has been determined by testing 20 learner cohorts against health and safety requirements for workbench space and a zone of equipment that can support both metal and woodworking.

Detailed briefing with subject area specialists should determine the equipment requirements to support standard curriculum delivery and future courses anticipated. Currently, the spatial model assumes an open and flexible spatial model; however, the space standard allows for a more traditional approach to space to be delivered if required.

54 sq. m has been allocated for material prep and storage, and a store for equipment/materials associated with future construction courses have been included at 13.5 sq. m.

Covered yard space has been included in response to the ambition to deliver construction courses in the future. The cost of building an outdoor yard space will be much less than building internal space; therefore, half of the NEA has been attributed to this space type.

This space has been tested against bike maintenance activities (which the school currently deliver), and an outdoor store of 27 sq. m has been included to support the storage of bikes and equipment. As with the covered yard space, the store does not require heating, etc. Half of the NEA has been included to reflect the anticipated reduced build cost.

BUSINESS, ADMINISTRATION & COMPUTING

A suite of spaces has been included to deliver Business, Administration and Computing Science subjects. 2 No. 78.75 sq. m spaces (to accommodate fixed IT solutions) and 3 No. 56.25 sq. m spaces (assuming the use of laptops) have been allocated. All spaces have been tested at a capacity of 30 learners. Combined utilisation of these spaces would sit at around 100 % with timetabled use of flexible learning spaces like the digital skills space or non-practical teaching space.

Section 1.2 summarises potential ways to meet the area cap should funding for the FLR not become available. One suggested scenario includes replacing the larger fixed IT spaces (78.75 sq. m) with those tested against laptop use (56.25 sq.m).

The authority has indicated an ambition for minimal or no fixed IT within the new building. Further exploration and determination of an overarching digital strategy that looks to the future delivery of education within key subject areas is intended to be undertaken and will inform the realisation of this subject area.

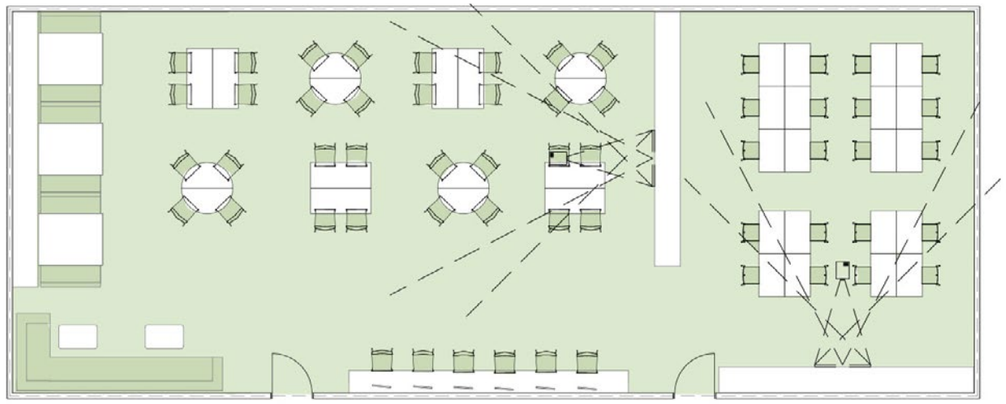
ART

A total of 3 No. Art studios have been allocated within the SPACE budget, each at an area of 67.25 sq. m. Based on the uplifted period load, utilisation of 3 No. spaces would be 90.91 %.

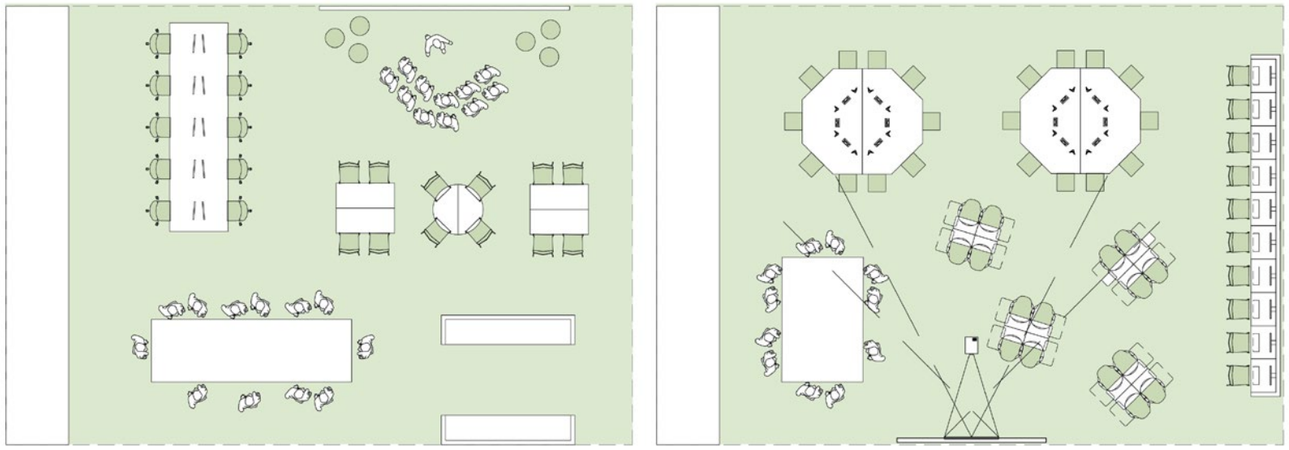
There are, however, opportunities for Art to be delivered in the design skills space (supporting cross-subject collaborations with Technology or Home Economics) or the digital skills space (where it is anticipated high spec editing software would be located). Uplifted period load (16 periods) for Photography and Creative industries is proposed as being delivered in the digital skills space.

Spatial allocation for Art studios has been tested against :

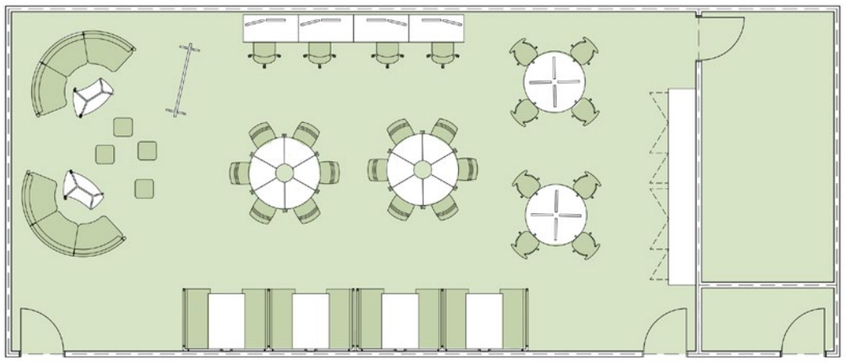
- Perimeter benching to window wall to house large, deep sinks with material storage underneath & large information display screens
- Variety of table types (seamless project tables, modular desks, fixed height benches) and configurations (individual, large group)



Design Skills Space (60-70 Capacity) | 202.5 sq. m



Maker Space (30 - 40 Capacity) | 157.75 sq. m



Digital Skills Space (30 - 40 Capacity) | 112.5 sq. m

A kiln room at 13.5 sq. m and a support spine has been included at 27 sq. m. The shared support "spine" of accommodation will allow for shared storage of large equipment, folios, paper stretching sinks and specialist equipment that would not be affordable to provide in each studio. This shared resource area is anticipated as sitting directly adjacent to studios, and if 1m deep, it would span the length of the three spaces.

The design team should explore an open studio model with key stakeholders in the detailed design stage.

FLEXIBLE LEARNING SPACE

Much like the flexible learning spaces included supporting non-practical curriculum delivery (section 4.6), several spaces to support a more flexible approach to timetabling have been included in the practical zone of accommodation. The ability to support cross-subject collaboration and interdisciplinary learning across practical subjects has been identified as a way of flexibly responding to future curriculum delivery.

It is not yet known what courses Paisley Grammar School might deliver in the future. The opportunity of being neighbours with West Colleges Scotland (WCS) has not yet been fully determined. However, Renfrewshire Council and WCS are keen to explore further potential spatial synergies, joined-up course delivery and access arrangements.

The steering group has determined three key flexible learning spaces for inclusion in the SPACE budget to support practical learning. It is anticipated that their design and fit-out will support the current curriculum delivery, encourage more interdisciplinary learning activities, and provide opportunities to widen the curriculum offered in the future. At the time of writing the strategic brief, space planning tests that have determined the area allocation have been high level and focused on capacity and initial activities discussed. A more in-depth exploration with key stakeholders is underway, with outcomes being provided as an appendix to this document. This section summarises the initial requirements that have led to the spatial allocation included in the SPACE budget.

DESIGN SKILLS SPACE

The opportunity to deliver Graphic Communication and design-focused subjects in a 'studio' space similar to that learners would experience in further/higher education, or the workplace has been positively received. An area of 202.5 sq. m has been included to support 3 No. timetabled spaces. Technology will be a key user of this space (the school will need to timetable all theory and graphics periods here). In theory, Technology will utilise this space at 74 % of the school week. Therefore, aspects of Textiles, Creative Industries, and Art activities would be well supported in this environment with good availability for ad-hoc use/ bookings. Further exploration with key users will determine the mix of fixed and flexible IT, the range of furniture, equipment etc., to make this a space that can accommodate the courses and subjects mentioned above.

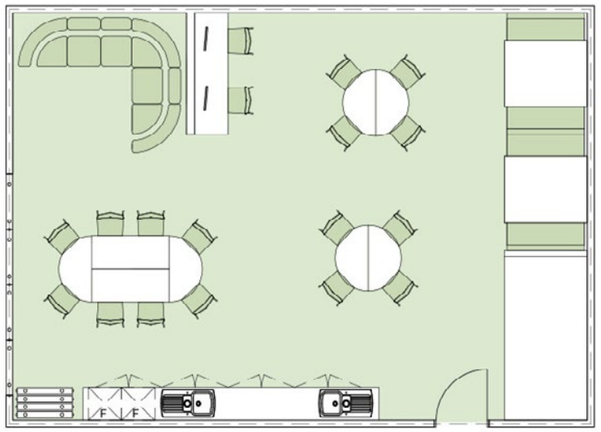
MAKER SPACE

157.75 sq. m has been included to support a range of making activities for up to 2 classes (these could range from electronics to small scale woodwork/ joinery work). The maker space has no subjects timetabled against it currently and is counted as a single timetabled space. An initial review of current timetabling practice by the school highlighted an issue where 3 classes would be coming to Technology simultaneously. On this occasion, the timetable would employ the maker space and the multi-skills workshop, with teaching staff agreeing on which lesson would be most appropriate in which space.

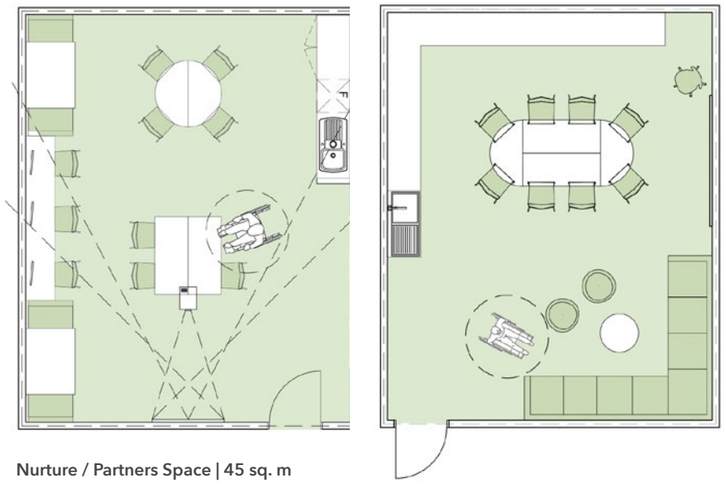
DIGITAL SKILLS

112.5 sq. m has been included for a digital skills space to support the delivery of Photography/ Creative Industries and Music Tech as key users. Uplifted period load for these subjects determines an average utilisation of this space at 73 %. There are, therefore, opportunities for other subject areas to book into the space when lesson planning warrants the need for a different kind of learning environment. The area allocation supports a capacity of 30 - 40 learners, which allows non-practical subjects to benefit from access to this space.

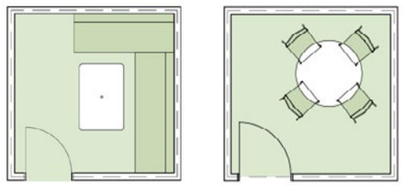
The design development of this space explores the furniture, fittings and IT requirements to support a wide range of subject areas. An adjacency with the Music Recording Studio has been determined to support Paisley FM activities (see section 4.4).



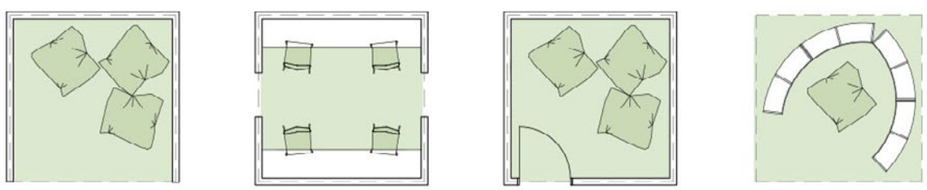
Hub Space | 78.75 sq. m



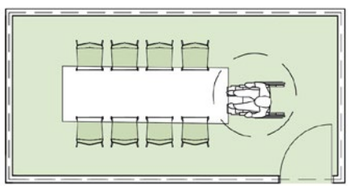
Nurture / Partners Space | 45 sq. m



Meeting / Quiet Rooms | 9 sq. m



Dispersed Retreat Spaces | 9 sq. m



Dispersed Tutorial Spaces | 18 sq. m

The ambition for personal support to be at the heart of the school but still retain an element of shelter and provide discreet access has been highlighted throughout the engagement. The school currently has several strong relationships with partner agencies based in the school or who visit regularly.

An adjacency with the Personal Support / Partners hub should be explored in the design development stage (see section 4.2).

Accommodation for personal support has been allocated based on individual spaces which respond to the various activities discussed in the interview stage. The school have indicated an ambition for a more open and flexible model than is currently proposed.

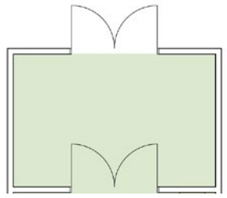
Like seasons for growth or group counselling sessions, certain activities will need privacy and calm environments. Other activities focused on supporting learners individually or in small groups can be supported in more open and flexible learning environments. Currently, a total of 222 sq. m has been allocated against the following spaces :

- 1 No. Hub Space at 78.75 sq. m
- 2 No. Targeted Support Spaces (for Nurture / Partner activities) at 45 sq. m each
- 2 No. Meeting space at 9 sq. m each
- 27 sq. m to support Breakout activity
- Storage at 9 sq. m

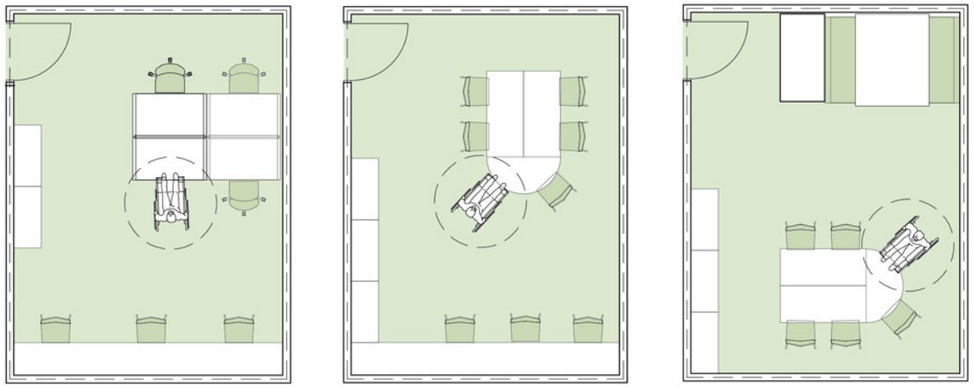
It will be possible to carve out this area allocation differently through further exploration and engagement with the school.

Beyond this centralised and co-located hub of spaces, area has been allocated for several enclosed spaces, which will be dispersed throughout the school. Viewed as flexible use spaces, they should sustain personal support and retreat activities, small group learning, and meetings. 4 no. 9 sq. m Retreat spaces and 4 no. 18 sq. m Tutorial spaces have been included in the SPACE budget.

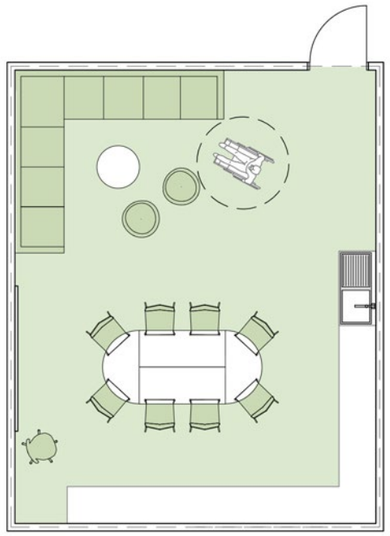
The design development should carefully consider the furniture and fittings in these spaces to allow a mix of formal and informal environments. Co-location with flexible learning spaces (practical and non-practical) is an opportunity to explore further.



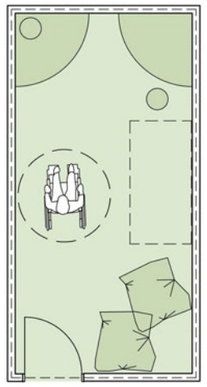
Draft Lobby | 13.5 sq. m



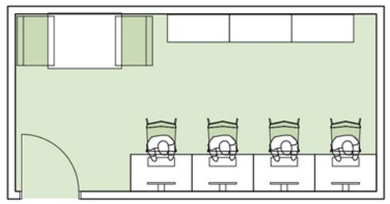
Flexible Learning Space | 27 sq. m



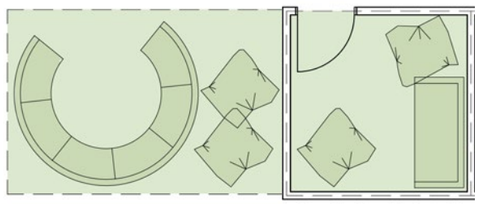
Nurture Space | 45 sq. m



Sensory Room | 18 sq. m



Staff Touchdown | 18 sq. m



Breakout / Retreat | 22.5 sq. m

Section 1.2 outlines the decisions still to be made around the funded area for the Flexible Learning Resource (FLR) and highlights the impact of potential outcomes on the SPACE budget.

The authority is currently developing a new model for this resource, to which the proposed spatial allocation responds. It is anticipated that at any one time, there will be 12 learners supported in the FLR, with a total roll of 24 learners.

The ambition is for learners to be supported for periods within the FLR, with the rest of their learning being within mainstream classes. To this end, flexibility is key within the FLR, and the provision of a new learning landscape (with a range of breakout and retreat spaces) within Paisley Grammar School is welcomed as beneficial for FLR learners.

Stakeholders highlighted the requirement for FLR learners (and parents) to access FLR accommodation without travelling through the main body of the building in interviews. The need for a secure line between FLR and mainstream accommodation and direct access to garden space was also discussed. In response, a 13.5 sq. m draft lobby and entrance has been included in the SPACE budget.

Space planning tests are illustrated to show a range of layouts and configurations. They should be viewed as a starting point to determine an optimal space standard only. The furniture and fittings within these spaces will most likely differ, and the design team should undertake further engagement with key stakeholders.

Spatial allocation is as follows :

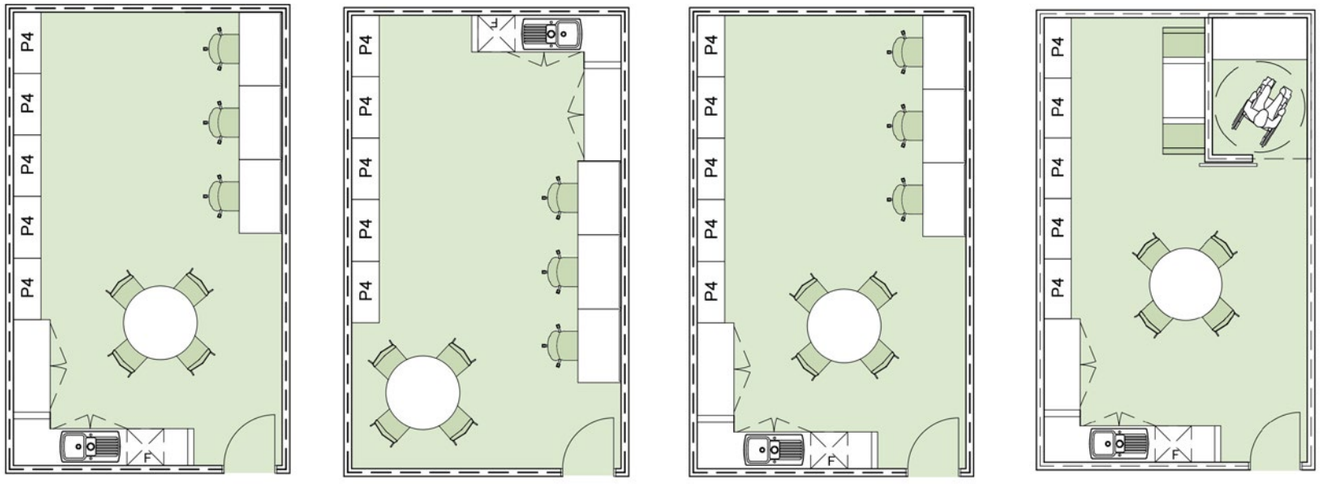
3 No. Flexible Learning Spaces at 27 sq. m have been included with the space standard supporting a range of settings/layouts to support four learners working closely with teaching staff in each space. In reality, each space might be fitted out to support different learning activities rather than a one-size-fits-all approach.

1 No. Nurture/ Life Skills space at 45 sq. m is included to support practical / nurture learning activities and provide informal space for use at break and lunchtimes. It is hoped that learners will access specialist spaces within the school to engage in meaningful, practical activities.

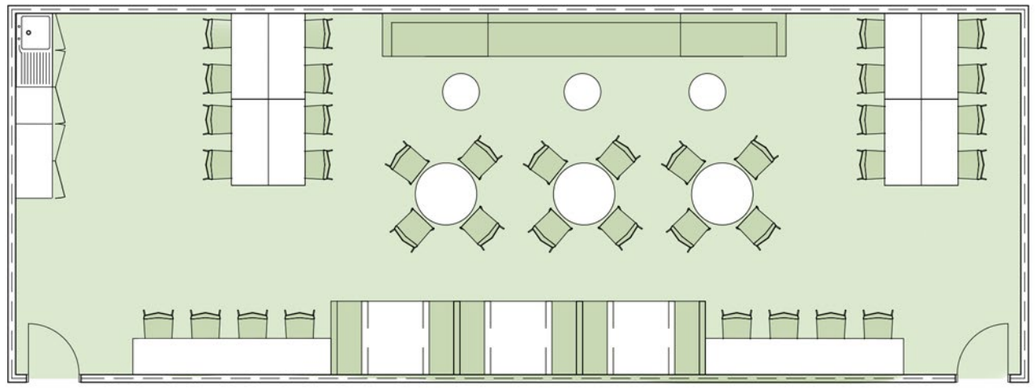
1 No. Sensory Room at 18 sq. m, the fit-out of which needs further engagement with FLR staff to determine key activities/equipment that would be beneficial for learners to undertake/access.

1 No. Staff Touchdown space at 18 sq. m is included on the basis that it may be some distance for staff to travel between the Personal Support/Partners work hub and FLR accommodation. The inclusion of this staff hub should not preclude FLR staff from using the Partners space for collaborative activities.

22.5 sq. m has been allocated to support breakout/ retreat activity. A mix of enclosed spaces and open settings has been highlighted as beneficial in engagement.



Dispersed Staff Touchdown Hubs | 33.75 sq. m (Example layouts, total of 5 No. Hubs allocated)



Collaboration Space | 99 Sq. m

The steering group were agreed that the traditional approach of providing individual, subject-focused staff bases is space-hungry and limits cross-subject collaboration.

The new learning landscape offers many choices for staff to work in non-contact time. Equipped with mobile technology (laptops), teaching staff can work in flexible learning spaces and breakout accommodation if they wish to. The new utilisation culture will limit ownership of teaching spaces, therefore, staff will require somewhere to store coats and personal items and retreat to engage in concentration heads-down activities.

For this reason, 5 No. staff touchdown hubs have been included in the spatial allocation at 33.75 sq. m each. These spaces have been tested against :

- 1 lm personal storage per FTE (20 lm per Hub x 5 No. Hubs is more than projected FTE staff at 78 FTE)
- 1 No. Wardrobe per Hub
- 3 No. Workstations per Hub
- 1 No. Tea prep per Hub

The space standard allows informal settings to support collaboration or a quiet room for confidential calls/heads-down activity.

A collaborative workspace that supports agile work principles has been allocated at 99 sq. m. Depending on the settings included, the space standard can realise a capacity of around 50 - 60.

Further engagement with staff to determine activities and the mix of work/ social settings is recommended. As all staff will use this space, the design team should consider a central location to make it easy for all staff to get to at break and lunchtime.

RESOURCE STORAGE

Staff resource storage within department areas is based on 5 linear metres per staff FTE.

The most efficient way to realise this allocation is by including 600 mm deep storage walls located off circulation routes. The SPACE standard of 1.5 sq. m per FTE for small resource storage allows for associated circulation in the event that this provision would need to be banked.

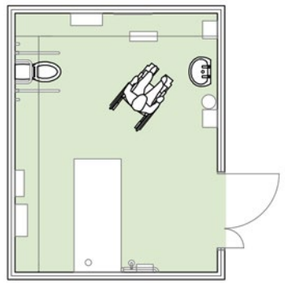
An allocation of 0.5 sq.m per FTE is allocated against large resource stores, assumed as being distributed across departments in proportion to the number of FTE staff in each subject area.

Careful consideration of the design and specification of storage is required, especially where it will be located in transition spaces like corridors. The development of a storage strategy would ideally be carried out early in the design process so that the design team can numerically model the impact of the evolving approach.

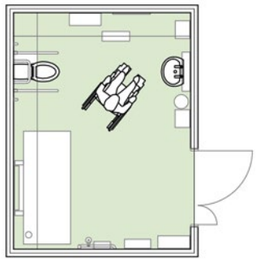
4.11 INFRASTRUCTURE

TOILET PROVISION	REQ.	4 CUBICLE BLOCK	2 CUBICLE BLOCK	ACC WC	SINGLE TOILET	CHANGING PLACES TOILET	TOTAL
SECONDARY	54	11 No. (44 WC Total)		10 No.			54
FLR	2			2 No.		1 No. *	3
STAFF & WIDER ACCESS	14		3 No. (6 WC Total)	3 No.	4 No.	1 No.	14

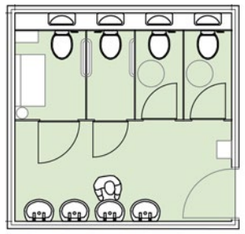
* Reduced space standard of 13 sq. m included to support single sided access to shower / bed. See Space planning tests



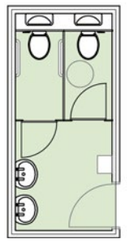
Changing Places Toilet | 16 sq. m



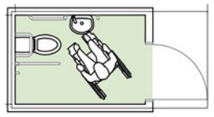
Changing Places Toilet | 13 sq. m



4 Cubicle Block | 13.5 sq. m

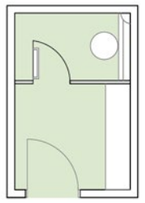


2 Cubicle Block | 6.66 sq. m

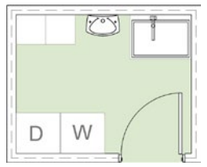


Accessible WC | 5.38 sq. m

Single WC | 2.39 sq. m



Active Travel Showers | 6 sq. m



Laundry | 6 sq. m

The toilets, catering kitchen, cleaners stores, etc., are allocated under infrastructure.

KITCHENS

An area allocation of 143 sq. m in total has been included for catering kitchen activities. This area has been provided by the authority estates team, following a benchmarking exercise looking at recent new build schools within Renfrewshire.

The main catering space and associated staff changing, food stores and office accommodation need to be delivered within this area allocation. Early involvement of kitchen fit-out specialists to maximise efficiencies in the layout of equipment and fittings is recommended.

TOILETS

Toilet requirements have been calculated following the Schools Premises Act for learners and the Technical Handbook for staff and visitors. The table included demonstrates the mix of toilets allocated in the SPACE budget, and space planning tests that have informed the space standards are also included. Please note that toilet provision for FLR learners has been included within zone F of the SPACE budget.

It is recommended that the school determine a strategy for the design and distribution of toilets (preferably in consultation with students) to feed into the detailed design development. The area allocation for 4 cubicle blocks will support open hand wash and floor to ceiling cubicles in line with approaches developed in many new build schools. Combining the area allocation to create larger groupings of toilets can also be accommodated.

There is also an allowance for two shared shower/ change facilities within the SPACE budget, each allocated 6 sq.m. This space standard allows cyclists/learners, etc., to hang their clothes, comfortably shower & change, do their hair and make-up, etc. A shower/change space has also been included within the FLR, and a further 2 No. spaces allocated against PE staff changing activities.

LOCKERS

Currently, the learners at Paisley Grammar School do not have access to lockers. The steering group agreed that having a locker for every learner was not a priority in the numerical modelling stage. Staff lockers (adjacent to active travel showers) and PE lockers to accommodate 5 No. classes were felt to provide enough capacity to accommodate the short-term storage of kit and equipment flexibly.

LAUNDRY

6 sq. m has been allocated to create a shared school laundry space to support the washing & drying of sports clothes/towels. Key users are anticipated as PE & Home Economics, and the design team should consider adjacencies between the two subject teaching areas.

FM & COMMS

A total of 37 sq. m has been allocated to accommodate FM storage as follows :

- 2 No. Central Cleaners Cupboards (8 sq. m each)
- 6 No. Dispersed Cleaners Cupboards (2 sq. m each)
- 12 No. Dispersed Recycling Points (0.75 sq. m each)

In response to COVID 19, the development of recycling points should consider the benefits of including hand sanitisation equipment.

54 sq. m is included for Comms spaces :

- 6 No. Hub & Comms Rooms (4 sq. m each)
- 1 No. Server Room (30 sq. m)

As the design develops, it is anticipated that the quantity and scale of these spaces may change to suit the configuration of the building.

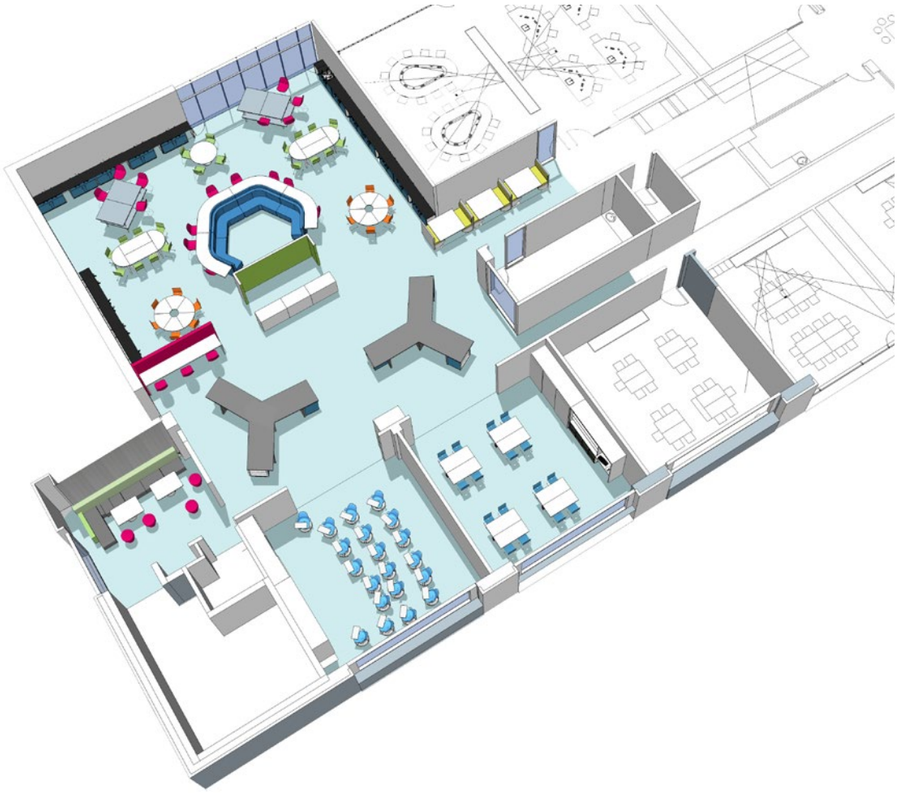


Figure 4.12.1 : Science Plaza principles developed at Garnock Academy

Figure 4.12.2 : Dual teaching space (2 No. Type B Classrooms)

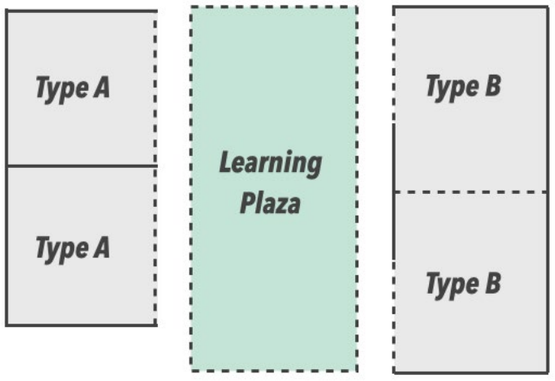


Figure 4.12.3 : Flexible Cohort Sizes (3 walled classrooms + Learning Plaza)

The area allocations in the SPACE budget are viewed as the building blocks of the new school accommodation. As previously mentioned, an optimal 1.5 m space planning grid has been adopted for most spaces.

When designing the new PGSCC, the grid should be adhered to in the key areas highlighted throughout this section. It is also important that critical dimensions are adhered to, illustrated by dimensional overlays in space planning studies.

There are, however, opportunities to further push the boundaries of pedagogy and curriculum delivery within the constraints of the space planning grid.

Engagement with the steering group highlighted an ambition to explore a more flexible spatial model in Science. The approach is taken at Garnock Academy, where the SLT further developed enclosed labs allocated in the SPACE budget to create a Science plaza (Figure 4.12.1). The total area allocation within the SPACE budget allows flexibility to tailor the mix and configuration of labs in the design development.

Likewise, there is an opportunity in the provision of type B class spaces to consider creating dual teaching spaces. Figure 4.12.2 illustrates the opportunity of co-locating 2 No. Type B classes together, with a moveable wall, could support two classes working together or provide a larger enclosed space to support examinations.

In response to the ambition to support larger cohorts of 4+ classes working together, the school and design team should also consider adjacencies between classrooms and the learning plazas, as illustrated in Figure 4.12.3.

OUTLINE BUSINESS CASE : PAISLEY GRAMMAR SCHOOL COMMUNITY CAMPUS

RENFREWSHIRE COUNCIL

CHILDREN SERVICES

DOCUMENT DETAILS

This document is available in two forms, controlled and uncontrolled. The controlled variant is maintained electronically and accessed by authorised personnel. Uncontrolled variants are all other electronic and printed copies.

1.DOCUMENT CONTROL

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Author(s)	Ryan Phillips	**Title**	Project Manager

Version Control

The latest approved version of this document supersedes all other versions, upon receipt of the latest approved version all other versions should be destroyed, unless specifically stated that previous version (s) are to remain extant. If any doubt, please contact the document Author.

2. DOCUMENT TEMPLATE VERSION CONTROL

Template Name	**Outline Business Case : Paisley Grammar School Community Campus**		
Version Number	Date	Updated By:	Change Summary
Draft V0.1	March 2021	Ian Thomson	Initial Draft
Draft V0.2	July 2021	Ryan Phillips	Draft update following review
Draft V0.3	October 2021	Ryan Phillips	Draft update
Draft V0.4	March 2022	RP/SK	Draft update
Draft V0.5	April 2022	RP	Draft update following review
V1.0	July	RP	Released Document

3. RELATED DOCUMENTS

Ref	**Document Name/version**	**Document Location**
1	Council Report 22 May 2019 School Estate Management Plan.	RC Website

4. DOCUMENT APPROVERS

Name	**Title**	**Date**
Stephen Quinn	Director of Children's Services	25/04/22
Alastair MacArthur	Director of Finance and Resources	25/04/22

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1. EXECUTIVE SUMMARY

INTRODUCTION

1.1 This Outline Business Case recommends an investment of £72m to build a new Paisley Grammar School Community Campus to accommodate a projected pupil roll of 1189. This school will be located at the old Chivas Regal production site with a proposed gross internal floor area (GIFA) of 13,639m2.

1.2 Project overview will be the responsibility of Children's Services with in-house technical support and delivery provided by Property Services, PMU and other Council Services as appropriate. The project will be procured through a stand-alone Multi-Disciplinary Design Team (MDDT) appointment and a stand-alone Design and Build Contractor with early engagement, and the MDDT being novated over the main contractor at RIBA stage 3 through bespoke restricted two-stage procurement procedures.

STRATEGIC CONTEXT

1.3 School estate management planning sits within the Council's corporate asset management plan to ensure the most effective use of all Council assets and the development of a new SEMP has been formulated through an integrated, holistic and longer-term approach to change.

1.4 The proposal for a new Paisley Grammar School Community Campus has been developed in line with the Scottish Government's "Scotland's Learning Estate Strategy".

1.5 It aligns with the commitments of the national performance framework and also supports many of the Scottish Government's education policy ambitions.

1.6 The proposal also accords with the Government's infrastructure plan and aspiration for shared arrangements and collaborative working with the college sector and it could also provide training and enterprise facilities which could be utilised by local businesses, encouraging growth in our local economy.

CASE FOR CHANGE

1.7 Assessment of the condition of Renfrewshire Council's secondary school estate shows that: 4 schools are categorised at condition level "A"; 6 schools are categorised at condition level "B"; and 1 school, Paisley Grammar School, is categorised at condition level "C".This means that the building is showing signs of major defect and that it is not operating as intended.

1.8 Additionally, assessment of the suitability of the secondary school estate shows that:

- 5 schools are categorised at suitability level "A"
- 5 schools are categorised at suitability level "B"
- 1 school is categorised at suitability level "C"

Paisley Grammar is categorised at suitability level "C" meaning that the building has major problems affecting its operational efficiency.

1.9 The combined assessment of current performance and future need informs the prioritisation process and provides an evidence base for this proposal to invest in the construction of a new Paisley Grammar School Community Campus.

PROJECT VISION AND OBJECTIVES

1.10 The Council's vision for its school estate is to promote learning and achievement, and to give children and young people the opportunity to learn in the best possible environment by providing facilities that are fit for 21st century education.

1.11 This vision is informed by the guiding principles laid out in Scottish Government's "Scotland's Learning Estate Strategy"

OPTIONS APPRAISAL

1.12 An options appraisal process has been used to determine project viability and the identification of a suitable location within the catchment area.
.

1.13 In accordance with HM Treasury Green Book guidance, a baseline case is included to allow comparisons to be made against a common 'benchmark' position when evaluating options.

1.14 The project viability options were considered and the appraisal highlights that building a new community campus at an alternative location within the catchment area is the most appropriate option.

1.15 From a long list of 6 potential sites 3 were considered in more detail and the overall assessment suggests that a new build Paisley Grammar School Community Campus at Renfrew Road in Paisley provides an option which can accommodate the educational and community aspirations of the Council.

PROCUREMENT

1.16 Details of procurement arrangements are included in section 4 of this report. (Currently under review)

RISK MANAGEMENT

1.17 A full risk register will be compiled for the project in accordance with the Council's established risk management protocols. The major risks associated with this project are noted in section 2.

AGREED IMPLEMENTATION TIMESCALES

1.18 The delivery programme is envisaged to complete December 2025 pending investment approval.

ACCOUNTANCY TREATMENT

1.19 The accountancy treatment applied will be in accordance with the latest accounting standards.

All land and buildings affected by this programme are, or will be, owned wholly by Renfrewshire Council. VAT is deemed to be recoverable.

FINANCIAL CASE

Details of the projects financial appraisal are included in section 3 of this report. (Currently under review)

PROJECT MANAGEMENT ARRANGEMENTS

1.26 This project will be managed by Children's Services with technical project support commissioned from other Council services as appropriate.

1.27 The project will be managed in accordance with Renfrewshire Council's Project Management Framework with reports submitted to appropriate governance boards.

BENEFITS REALISATION

1.28 The main areas in which benefits will be delivered as a consequence of the new facility are detailed in section 2.

POST PROJECT EVALUATION ARRANGEMENTS

1.29 Arrangements to assess the extent to which the project achieves the anticipated benefits will be included in the Transformation Plan.

2. STRATEGIC & BUSINESS NEED

STRATEGIC FIT

2.1 School estate management planning sits within the Council's corporate asset management plan to ensure the most effective use of all Council assets and the development of a new SEMP has been formulated through an integrated, holistic and longer-term approach to change.

2.2 The Corporate Asset Management Strategy for Renfrewshire provides a high-level framework for the management of all Council assets, establishing a context in which need and priority can be assessed; informing the development of future revenue plans.

2.3 The strategy is underpinned by a range of key objectives and management principles, including:

- Retaining only assets which are necessary and appropriate to needs, while replacing facilities which are inefficient and do not support the level of service necessary; and
- Providing efficient, economic and sustainable service delivery, maximizing utilisation of facilities while meeting customer needs and expectations, particularly in relation to front line services.

2.4 The Council's vision for its school estate is to promote learning and achievement, and to give children and young people the opportunity to learn in the best possible environment by providing facilities that are fit for education in the 21st century.

2.5 This vision is underpinned by the Council's local objectives:

- to provide the best educational experience for all learners in Renfrewshire;
- to satisfy the condition, sufficiency and suitability core facts;
- to retain services within communities where possible; and
- to provide environmentally and economically sustainable facilities with lower carbon footprints.

2.6 The proposal for a new Paisley Grammar School Community Campus has been developed in line with the guidance provided in the Scottish Government document "Scotland's Learning Estate Strategy":

- Learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners;
- Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners;
- The learning estate should be well-managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value;
- The condition and suitability of learning environments should support and enhance their function;
- 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;
- Learning environments should be greener, more sustainable, allow safe and accessible routes for walking, cycling and wheeling and be digitally enabled;
- Outdoor learning and the use of outdoor learning environments should be maximised;

- 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;
- Collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential; and
- Investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.

2.7 The proposal aligns with the commitments of the national performance framework and also supports many of the Scottish Government's education policy ambitions:

- A new Paisley Grammar School Community Campus would support the three key national education and skills priorities: Getting it Right for Every Child (GIRFEC); Curriculum for Excellence (CfE); and Developing the Young Workforce (DYW);
- The proposal would provide bespoke intensive support facilities designed around the needs of the young person;
- It would provide "A" rated facilities in terms of condition and suitability;
- State of the art digital technology would support learning experiences and the creation of new and diverse skills, improving links to business and enterprise;
- The high standard of facilities would demonstrate that learning is valued in Renfrewshire;
- The proposal would contribute to the development of well-educated and skilled young people who are able to contribute to society;
- It would support families by providing facilities for after school and holiday childcare; and
- It could have the capacity to accommodate social and community provisions which support local empowerment.

2.8 The proposal also accords with the Government's infrastructure plan and aspiration for shared arrangements and collaborative working with the college sector.

- The proposal could build upon existing opportunities for partnership working between the secondary school and college in alternative curriculum provisions such as: hospitality; early years practice; sports; drama; and apprenticeships.

2.9 This proposal could also provide training and enterprise facilities which could be utilised by local businesses, encouraging growth in our local economy.

- Conference and training spaces, supported by extensive catering facilities, could be available for community and business letting.

EXISTING ARRANGEMENTS

2.10 Assessment of the condition of Renfrewshire Council's secondary school estate shows that: 5 schools are categorised at condition level "A"; 5 schools are categorised at condition level "B"; and 1 school, Paisley Grammar School, is categorised at condition level "C". This means that the building is showing signs of major defect and that it is not operating as intended.

KEY BENEFITS WHICH UNDERPIN SCOPE OF DEVELOPMENT

2.11 The following sections detail the anticipated Educational Benefits of this proposal:

2.12 The proposal supports improvement in the curriculum

- The young people would be at the centre of the new learning campus with the facility designed to deliver the vision of integrated learning and teaching. The flexible use of space and creative use of new technologies would ensure a learning experience that is relevant, meaningful and challenging for young people.
- A new building would be designed to support the full breadth of the curriculum. It would provide spaces for teacher directed learning; breakout areas for independent or small group learning; specialist areas for practical subjects; and it would facilitate the range of learning experiences necessary for the development of skills.
- The new facilities would provide an opportunity to develop and promote greater partnership working within and between faculties and departments and improve the curriculum offer and delivery.
- There would be a greater potential for interdisciplinary learning within and across faculties due to the geography and layout of a new building.
- In addition, teaching and learning areas from each faculty may be grouped together allowing greater staff working relationships and more opportunities for sharing knowledge, skills and experiences across this wider curriculum provision.
- Teaching and learning in subject areas, such as the Technologies, Music and Physical Education, would be enhanced; ensuring improved personalisation and choice as well as greater breadth of the curriculum than can currently be offered.

- Young people would be exposed to a fuller curriculum through the Broad General Education and into the Senior Phase. This has the potential to lead to further improvements in attainment and wider achievements for young people.

- Furthermore, there would be the opportunity to create facilities as an explicit part of the design for the improved delivery of the STEM subjects (Science, Technology, Engineering and Mathematics).
- The development of skills for life, learning and work would be increased with a focus on vocational and technological pathways while still maintaining the academic achievements that the school enjoys. These elements would deliver a more relevant, challenging and enjoyable learning experience which is much more clearly focused on positive destinations for all young people. This could be achieved through consultation with the school community when designing the new campus.

- The opportunities for partnership working could be enhanced through the adjacency of the campus to West College Scotland and the potential co-location of council services and other organisations within the building.

- A greatly improved ICT infrastructure would provide a platform for new and emerging technologies to be used to support learning; enabling the full potential of systems to be realised for the benefit of young people and staff. These innovative and creative technology proposals would benefit not only those children and young people within the Campus, but across Renfrewshire Council in its widest sense.
- The new campus would offer an enhanced sporting experience for young people and the wider community which would meet the requirements and aspirations of the Council and the Scottish Government.

- An effective whole-school and community approach to Learning for Sustainability could bring together global citizenship, sustainable development education and outdoor learning to create coherent, rewarding and transformative learning experiences.

- Enhanced drama, performance and media facilities would allow the talents of young people to be showcased to larger groups of parents and the wider community throughout the year. Young people's confidence develops significantly when given opportunities to perform in front of an audience and in turn, will contribute significantly to their overall development.

- Increased and improved outdoor areas would allow for all weather participation in activities not currently possible due to lack of facilities. The superior outdoor areas would further promote opportunities for outdoor learning to meet the needs as set out by the Scottish Government in 'Curriculum for Excellence through Outdoor Learning'.

- Flexible working spaces and staff development facilities within the building would enhance collegiality and promote working practices which respond to the expertise and interests of staff.

- The proposal provides the Council with the opportunity to introduce an "advanced higher hub" with bespoke facilities to support transition between the secondary and tertiary sectors. An advanced higher hub could replace consortium arrangements which see pupils travelling to alternative schools to study advanced higher subjects which are not available in their own school.

2.13 The proposal supports greater personalisation and choice.

- The layout of the building would support staff to provide opportunities for young people to take responsibility for their learning.
- Well planned storage solutions would support young people to make meaningful choices and decisions about the resources they use in their learning.
- Open learning environments would allow for more active learning and would support young people in organising their own experiences.

2.14 The proposal supports the personal, social, health, emotional and additional support needs of children.

- The proposal would provide a bright, naturally ventilated environment, which supports active learning, energises the learning community and supports the wellbeing of all its users.
- Dining and social areas would be improved and this, along with the development of external flexible spaces, would encourage young people to socialise; potentially improving their health and wellbeing.
- The design of the new campus would consider how young people move around the school throughout the day; improving circulation and orientation and further enhancing the ethos of the school.
- PE facilities would be designed to meet the needs of the school community; providing for a range of indoor and outdoor physical activities.
- Quiet spaces would be provided to support the emotional wellbeing of all young people and for those pupils with specific additional support needs.
- The proposal would provide bespoke intensive support facilities designed around the needs of the young person.
- The new campus would be compliant with the provisions of the Equality Act (2010); it would be fully accessible to people with mobility difficulties and additional support needs. This would help support the Council's aim to develop a fully integrated education service which meets the needs of all learners.

- All areas of the curriculum would be accessible and take account of a broad range of needs. In addition, young people with social and emotional difficulties would benefit from a learning experience that is more engaging and personalised.

- Better vocational provision with clear learning pathways leading to further education, for example, would better meet the needs of young people who may not have their needs met through a more traditional learning experience within the limited confines of the current buildings.

2.15 The proposal supports improvement in morale and ethos within the school.

- The design principles for the building would reflect the school's vision, values and aims and they would be informed by the school's socio, economic and cultural context.
- Opportunities to enhance citizenship would be provided through the co-location of council services and other organisations.
- The open environment and assembly spaces would provide opportunities for whole school activity and the promotion of the school's promoting positive behaviour ethos.

2.16 The proposal facilitates travel and transport arrangements.

- Through local regeneration initiatives there would be access to safe walking routes and cycle paths which are designed to support children and young people in making greener travel choices.
- Traffic management schemes would be developed to promote positive and considerate behaviour around the school grounds and safe drop off facilities ensure appropriate levels of pedestrian / vehicular segregation.

2.17 The proposal supports school leadership.

- The building provides a variety of education management spaces to support activities which contribute to effective school leadership including senior leadership team offices; conference / meeting rooms; small, medium and large meeting spaces; and assembly spaces for whole school collegiate activity.

2.18 The proposal supports teacher professionalism.

- The building provides a variety of education development spaces to support activities which enhance teacher professionalism including spaces for visiting specialist; small, medium and large development bases; and assembly spaces for whole school development activity.

2.19 The proposal supports parental engagement.

- The building provides a variety of spaces which promote parental engagement with the school, including parents' rooms and conference / meeting rooms for parental workshops.

2.20 The proposal supports assessment of children's progress; school improvement; and performance information.

·The building provides a variety of education management spaces where staff can meet in appropriate venues such as conference / meeting rooms; small, medium and large meeting spaces; and assembly spaces for whole school collegiate activity.

2.21 The proposal aligns with the commitments of the national performance framework and it supports the three key national education and skills priorities: Getting it Right for Every Child (GIRFEC); Curriculum for Excellence (CfE); and Developing the Young Workforce (DYW).

2.22 State of the art digital technology would support learning experiences and the creation of new and diverse skills, improving links to business and enterprise.

2.23 Construction of a new Paisley Grammar School Community Campus at an alternative site ensures that the continuity of learning is not affected by construction disruption.

2.24 Curricular and logistical arrangements will be developed by the school to ensure a smooth transition for all children and young people and staff to the new building.

2.25 In addition to the benefits noted above, this change supports improvement in the overall efficiency of the school estate which ultimately supports all children and young people within Renfrewshire.

SITE VISITS

2.26 To provide a 'first hand' experience of facilities similar in scope to that proposed for Renfrewshire, site visits were made to Garnock Academy24 January 2020

2.27 The visits provided a valuable reference point in the development of proposals and in particular an understanding of lessons from these projects, where elements have been successful or where further work has been necessary to address issues.

MAIN BENEFITS CRITERIA

The envisaged benefits of the project are defined in Table 2.1. aligning with key priorities outlined in the Renfrewshire's Community Plan 2017-2027. Details of how envisaged benefits link with the authority's core values are illustrated in table 2.2.

No	Renfrewshire Community Plan vision	Benefit
1	Our Renfrewshire is **thriving**: maximising economic growth that is inclusive and sustainable	Renfrewshire Council's vision for its learning estate adheres to the principles of green design and sustainability; aiming to provide environmentally and economically sustainable facilities with lower carbon footprints
2	Our Renfrewshire is **well**: supporting the wellness and resilience of our citizens and communities	The inclusion of a library / resource facility will support a number of significant opportunities for community learning and wider involvement such as lifelong learning; digital access; health and wellbeing support; creative opportunities; reducing social isolation; literacy; numeracy; employability support and Developing the Young Workforce
3	Our Renfrewshire is **fair**: addressing the inequalities that limit life chances	The new community campus will be designed to provide learning environments which support and facilitate excellent joined up learning and teaching to meet the needs of all learners and inclusion; transition support; and the wellbeing of all learners would be central to the ethos and values of the new facility.
4	Our Renfrewshire is **safe**: protecting vulnerable people, and working together to manage the risk of harm	A school-based health and social work team will take a proactive approach to prevention, early-intervention, and support. Co-locating teams in a community learning environment could enable all to work more closely with children and their families

Table 2.1 : **PGSCC Community Plan Linked Benefits**
Source: adapted from RC Community Plan 2017-2027

Renfrewshire Council Values	Benefit
We are fair. We will: Add something about council values Be honest at all times - doing what we say we will do Be empathetic and non-judgemental Uphold the dignity of those going through life's most difficult experiences Support each other and be prepared to challenge behaviour that is out of step with these values Value everyone's wellbeing	• Provide transparency with the local community about what is being planned, and around which elements of the project they do and don't have scope to influence. • All communications will be accessible for all audiences and available in different formats if required accompanied by consistent messaging and our language will be jargon-free and easy to follow.
We are helpful. We will: Be open, friendly and kind Do our best every day - listen to feedback and ideas Take ownership of challenges, respond quickly and communicate clearly Ensure we use resources and money wisely Say sorry and fix things when they go wrong	• Well established communication plan committed to engaging with the community during the programme's duration. • Proposals for the new facility will be informed by the views and aspirations of staff, parents, carers and community representatives.
We are great collaborators. We will: Be positive, passionate ambassadors for Renfrewshire Recognise that we do not have all the right answers and work with others to find the best solutions Be involved - get to know people and respect their knowledge and experience Protect our environment for future generations Say thank you - recognise and appreciate the contribution of others	• Learning environments will be greener, more sustainable, allow safe and accessible routes for walking, cycling and wheeling and be digitally enabled with outdoor learning and the use of outdoor learning environments maximised. • An effective whole-school and community approach to Learning for Sustainability will bring together global citizenship, sustainable development education and outdoor learning to create coherent, rewarding and transformative learning experiences.
We value learning. We will: A school-based health and social work team will take a proactive approach to prevention, early-intervention, and support. Co-locating teams in a community learning environment could enable all to work more closely with children and their families	• The building will provide a variety of spaces which promote parental engagement with the school, including parents' rooms and conference / meeting rooms for parental workshops. • Support families by providing facilities for after school and holiday childcare and have the capacity to accommodate social and community provisions which support local empowerment.

Table 2.2 : **PGSCC Council Values Linked Benefits** *Source: adapted from RC Living Our Values Guide 2020*

HIGH LEVEL RISKS

2.29 The main business and service risks (design, build and operational over the lifespan of the scheme) associated with the scope for this project are shown below, together with their counter measures. The risk register, which is currently in development, provides further detail.

Risk Number	Residual Rating	Risk Category	Risk Description	Mitigation
2.1	HIGH		SFT funding off is conditional: 1. Completion in 2025 2. Four attainment outcomes: (a) Condition (b) Energy (c) Digital (d) Economical	Clarification required of conditional SFT funding in connection with the completion date. Alan Russell to seek clarification promptly. Clarification required offer conditional funding in relation to the four attainment outcomes. RC require to ascertain the financial consequences of not attaining all four SFT outcomes for 25-years.
2.2	MEDIUM		Incorrect assumptions made in connection with Passivhaus designed school campus	Revised programme has made assumptions that require to be testing through market testing and procurement (design/build durations). Formal market testing is being conducted.

CONSTRAINTS

2.30 The project is subject to the following recognised constraints:

- East West link road delay can disrupt school environment and walking routes
- Current Admin building directing location of new school placement

DEPENDENCIES

2.31 The project is subject to the undernoted dependencies which will be carefully monitored and managed:

- Confirmation of funding package and SFT support needs to be established;
- Procurement approach needs to be established;
- Site investigations and any associated remediation need to be undertaken;
- Major planning application, with pre planning public consultation activity, needs to be developed;
- All other statutory consents need to be obtained; and
- New school to be operational before decant and demolition of existing school.

3. OPTIONS APPRAISAL

INTRODUCTION

3.1 Having outlined the overall vision and objectives for the project, this section sets out the key elements in the options appraisal. It provides evidence to show that we have selected the most economically advantageous offer, which best meets our service needs and optimises value for money.

IDENTIFICATION OF OPTIONS

3.2 An options appraisal process has been used to determine project viability and the identification of a suitable location within the catchment area.

3.3 In accordance with HM Treasury Green Book guidance, a baseline case is included to allow comparisons to be made against a common 'benchmark' position when evaluating options.

3.4 The project viability options considered were:

1. Do nothing, maintain the status quo;
2. Refurbish the existing buildings;
3. Build a new community campus at the existing location; and
4. Build a new community campus at an alternative location within the catchment area.

3.5 The success criteria evaluated asked if the project options provided:

- the best educational experience for all learners in Renfrewshire (holistic impact);
- a learning environment which supports the delivery of the curriculum;
- environmentally sustainable facilities with lower carbon footprints;
- satisfactory building conditions;
- satisfactory sufficiency levels; and
- suitable educational facilities.

3.6 4 Build a new community campus at an alternative location within the catchment area.

This aspect of the appraisal highlights that option 4 building a new community campus at an alternative location within the catchment area is the most appropriate option.

3.7 From a long list of 6 potential sites, the following short list of options was considered in more detail:

A New build Paisley Grammar School Community Campus at existing location;

B New build Paisley Grammar School Community Campus at Renfrew Road in Paisley

C New build Paisley Grammar School Community Campus at Seedhill Road in Paisley.

3.8 The success criteria evaluated asked if the option provided a site which was:

- big enough with suitable topography;
- within local authority ownership;
- accessible with good pedestrian and vehicle access;
- central to the school's catchment area;
- supported by good public transport links;
- supportive of the wellbeing of the building's users (local environmental
- factors); and
- not detrimental to any community groups or local organisations.

3.9 New build Paisley Grammar School Community Campus at Renfrew Road in Paisley

The overall assessment suggests that a new build Paisley Grammar School Community Campus at Renfrew Road in Paisley provides the best outcome for children and young people and the school community.

FINANCIAL APPRAISAL – SCOTTISH GOVERNMENT FUNDING

3.10 This section of the OBC outlines the proposed procurement route in relation to providing the preferred option outlined in the options appraisal section. It describes the options examined for delivery and recommends that the Council carry out individual procurement exercises for the Design and Build requirements.

3.11 Lessons learned from the SfF programme will inform the development of the £2b LEIP, with a focus on leading the way towards net zero through challenging operational energy targets, supporting inclusive economic growth through, for example, construction employment targets, and delivering resilient and sustainable places to maximise benefits for communities. The programme is based on the premise that Scottish Government and Local Government funding is 50:50 by reference to investment in 'like for like' provision that is capable of delivering the outcomes set for the programme.

3.12 The Scottish Government funding for the outcomes that are enabled to be achieved through the new infrastructure, is primarily based on how many 'like for like' pupils, on a capacity basis, will be taken out of poor/bad condition facilities, to now be taught in modern high-quality facilities capable of delivering the funded outcomes.

3.13 This focus has required the development of a new outcomes based funding model through which Scottish Government funding is provided through the Scottish Futures Trust on an annual basis over 25 years, linked to the successful delivery of agreed outcomes. The Council will fund up-front costs effectively in full.

3.14 The outcomes to be achieved are linked to the principles of the Learning Estate Strategy – condition, energy efficiency, digitally enabled learning and economic growth. The Council must successfully demonstrate on an annual basis the achievement of the outcomes in order to ensure the delivery of funding under the new model. This model therefore has inherent risks in that future funding could be foregone should the Council not be able to demonstrate compliance with the conditions over the full 25 year period. The outcome related to the maintenance of condition and energy efficiency are key risks.

3.15 Under the model developed SFT have confirmed the outline plans for the new school would secure revenue funding which will be smoothed over a 25 year period of £1.45m annually. This funding must be utilised first and foremost to ensure the ongoing delivery of the outcomes above over the full 25 year period from building completion.

COUNCIL FUNDING

3.16 The Council has made provision over recent years in anticipation of a funding contribution being required from the Council towards the capital costs of the new school. As outlined above, the LEIP model assumes a contribution from the local authority of 50% of the capital cost; but the full build costs require to be funded initially by the Council and the Council will require to make financial provision for the repayment of any borrowing associated with the initial funding from within the overall financial resources available to the Council, including the SFT revenue contribution above.

3.17 Total schools estate capital funding of £51.85m has been agreed by the Council to date and is reflected in Council capital plans. This includes £41.85m in relation to the replacement for the current Paisley Grammar school.

CAPITAL COSTS

3.18 At this point the capital costs are based on indicative metrics associated with a secondary school to replace the current Paisley Grammar School ie RIBA Stage 0. The costs outlined below are indicative based on the following assumptions:

- School roll up to 1,200 pupils
- Includes community use of the facility (this is an element of cost which is not funded by SFT as there is no community use currently and funding is provided on a 'like-for-like' basis)
- Includes 3 synthetic grass pitches
- Includes allowance for roads alterations to enable safe access for pupils and other users
- Designed to deliver energy efficiency target of 67 kWh/sqm/p.a (ie Passivhaus or similar design)
- Build completion December 2025
- Procurement route to be a design and build SBCC form of contract
- Construction inflation has been included at 25% (subject to significant volatility based on current materials prices inflation and tender price returns)
- Optimism bias at 25%
- Exclusions - No land purchase cost (on the basis this has already been funded by the Council); VAT, financing charges, allowances for extraordinary abnormal ground conditions

3.19 Based on the above broad assumptions an indicative cost of the project is £72m; however there are a number of significant variables in this figure which will require to be made more robust as the design develops. A key element will be ensuring the design of the school allows the achievement of the stringent energy efficiency target given the link to future funding. The adoption of Passivhaus standards for design is still relatively new in terms of school buildings in Scotland and therefore both the initial and longer terms costs and benefits (related to both energy efficiency and maintenance) remain to be evidenced.

3.20 Based on this cost, the Council will require to fund an additional £30m over and above the £42m it has already budgeted for. Based on an assumed 50 year lifespan for the new school, annual borrowing costs for this would be in the order of £1 – 1.1m per annum.

REVENUE AND WHOLE LIFE COSTS

3.21 Given the stage of the design currently only broad assumptions can be made with regards the operating costs of the new school over those currently being incurred on the existing PGS site. Increased costs in terms of non-domestic rates, student transportation costs, soft FM costs and lifecycle maintenance costs should be anticipated given the likely increased footprint of the new school; however, there may be savings in energy costs depending on the design of the building. Existing revenue budgets for Paisley Grammar will be available to transfer to the new facility, however they will likely require to be augmented and as the detail of the design of the new school develops these costs will become clearer.

3.22 The Council will need to make provision in its financial strategy for any additional capital (and potential associated revenue) costs over that already ringfenced. Indicative costings suggest further borrowing with annual costs of circa £1m will be required to fund the overall project. As outlined above, SFT will provide additional resource to the Council of £1.45m per annum over 25 years which can be assumed within the Council's overall financial and funding strategy for a period of 25 years; however at this point while this funding would cease; many of the costs associated with the school will remain; including borrowing costs. The Council's whole life cost assessment and funding strategy will therefore be required to extend beyond this 25 year period and consider the very long term financial implications and potential financial strategy assumptions of this mismatch between the grant provision and planned useful life of the new school facility

3.23 No changes to teaching staffing or educational supplies costs are anticipated currently given the school roll will not significantly change.

3.24 As the design develops and both the capital costs and operating costs of the school develop the financial model for the project will be updated.

FINANCIAL RISKS

3.25 There are a number of financial risks for the project which are unique when compared to previous investments in the school estate:

- Achievement of the outcomes under the SFT model will be crucial to the unlocking revenue funding over a 25 year period. Basing a financial model on the achievement of these given the inherent uncertainty at this point them presents a significant risk for the Council which will require to be explored as the design develops.
- The design of the school is proposed to utilise a Passivhaus approach which has not been utilised in Renfrewshire before; and there is little experience of the approach in Scottish schools. Both capital and revenue costs/benefits of the approach will require to be fully explored and understood throughout the design stage.
- In the event an outcome is not achieved, the council has a limited amount of time to rectify the position before future revenue funding becomes at risk
- The current environment for construction is characterised by significant cost inflation and supply pressures linked to both the COVID19 pandemic and Brexit. While it is hoped these issues may settle prior to a tender being issued, there is significant risk of an inflated price being received in order to reduce risks for the contractor.

- The final design and orientation of the school will be influenced by potential new roads infrastructure under the GAIA South development proposals – funding for which remains to be secured.
- The proposed site contains a number of buildings which are of cultural significance to the town and are likely to be retained. These buildings may or may not be incorporated into the final design for the school. Should they be included, then the overall energy efficiency of the building may be affected – potentially impacting on achievement of target outcome metrics and future funding.

4. PROCUREMENT ROUTE

INTRODUCTION

4.1 The Procurement strategy details the Competitive Procedure with Negotiation route that will be advertised on the Public Contracts Scotland portal and Find a Tender as an above GPA Threshold tender for both MDDT and Principal Contractor. The Form of Contract will be bespoke Terms and Conditions (Terms of Appointment) prepared by the Councils legal team.

The MDDT tender includes 4 mandated employment community benefit opportunities. The tender will also include contractual community benefits, with the expectation of 130 community benefit points. The tender also requests voluntary community benefits to support the wider community.

The Principal Contractor tender includes 15 mandated employment community benefit opportunities. The tender will also include contractual community benefits, with the expectation of 680 community benefit points. The tender also requests voluntary community benefits to support the wider community.

The MDDT tender recommendation will be submitted to the Finance, Resources and Customer Services Policy board on 30 March 2022. The Contract is anticipated to be awarded on 22 April 2022. The contract period is five (5) years, starting April 2022 until June 2027.

4.2 The Principal Contractor tender recommendation will be submitted to the Finance, Resources and Customer Services Policy board on 15 June 2022 (date to be confirmed following Elections). The Contract is anticipated to be awarded on 8 July 2022. The contract period is three (3) years, starting July 2022 until December 2025.

A summary of the strategic objectives of the project as a whole are as follows:

- Renfrewshire Council's investment in its learning estate offers the opportunity for a place-based approach to local outcomes; integrating local services to support communities.
- The Paisley Grammar Community Campus will become a centre of learning for the whole community during and after the school day.
- It will contribute to the improvement in learning and wellbeing outcomes for young people and the wider community and it will support sustainable and inclusive economic growth.
- The buildings will be environmentally and economically sustainable.
- State of the art digital technology will support learning experiences and the creation of new and diverse skills; improving links to business and enterprise.
- The new campus will have the capacity to accommodate social and community provisions which support local empowerment.
- The new campus will provide opportunities to build upon existing partnership working between the secondary school and West College Scotland in alternative curriculum provisions.

COMMUNITY BENEFITS

4.3 Community Benefits will be achieved through procurement activity for the project and includes mandatory, evaluated, and voluntary opportunities for suppliers to provide economic, social, or environmental benefits to Renfrewshire through a variety of means.

The PGSCC project for MDDT and Principal Contractor will have 3 different types of Community Benefits:

MANDATED JOBS

4.3.1 It is a condition of the SFT funding that the project supports economic growth. Investment in infrastructure is synonymous with economic growth. Currently there is a mandate for 19 jobs within the PGSCC project as part of the funding requirements. These will be included in the obligations as 4 jobs for the MDDT and the remaining 15 jobs will come from the main contractor (in line with the CITB benchmark). The mandated employment Community Benefits have been set by the Community Benefit Forum as; 5 jobs for a young person (age 16-24), 6 jobs for an unemployed individual, 2 modern apprentices and 2 graduates.

MANDATORY EVALUATED BENEFITS

4.3.2 These benefits are contractual obligations offered by the supplier that will be evaluated as part of the tendering process with a minimum weighting of 15% of the total evaluation criteria for the MDDT and Principal Contractor tender. For the MDDT Contract there is 130 evaluated community benefit point commitment from the Outcome Menu and 680 evaluated community benefit point commitment from the Outcome Menu for the Principal Contractor.

VOLUNTARY BENEFITS

4.3.3 An opportunity to offer benefits out with the Outcome menu, this will be included in the Invitation to tender as an added value question. These are non-contractual and will not be evaluated or have any impact on contract award but will be accepted by the Council where appropriate.

MULTI-DISCIPLINARY DESIGN TEAM (MDDT)

4.4 Renfrewshire Council require to appoint an Architect led Multi-Disciplinary Design Team (MDDT) from Stage 0-7 (inclusive) delivering in accordance with the RIBA 2020 Plan of Work. The minimum disciplines required to be included in the MDDT are as follows –

- Architect
- Passivhaus Designer
- Building Services Engineer
- Civil and Structural Engineer
- Lead Consultant

Renfrewshire Council will require an adequately resourced MDDT through all plan of work stages and it is encouraged that each discipline will have a Director or equivalent to oversee the project with Associate Director or equivalent being the lead within each discipline.

PRINCIPAL CONTRACTOR

4.5 Renfrewshire Council requires a Principal Contractor to design and construct a new Passivhaus Secondary School in line with the SFT LEIP requirements. The new school will integrate the school with both the local community and enterprise opportunities to form a new Paisley Grammar School Community Campus (PGSCC).

The Principal Contractor will be appointed for both pre-construction services and the construction itself.

Within the tender documents, the Council has reserved the right to split the construction element of the contract into enabling and main works packages at the pre-construction stage. It would be the Council's intention to utilise SBCC Minor Works 2016 edition with bespoke employer's amendments the terms and conditions the Council will utilise will be provided with the enabling work package.

Early Contractor engagement will be sought and is anticipated no later than the commencement of RIBA Stage 2 under a bespoke Pre-Construction Services Contract.

PROGRAMME CONSULTANTS

4.6 The Council requires the procurement of 4 consultants in addition to the MDDT and Principal Contractor. The following consultants are recommended to be procured through an open procurement route, advertised on the Public Contracts Scotland portal and Find a Tender as an above GPA Threshold tender.

The Form of Contract will be bespoke Terms and Conditions (Terms of Appointment) prepared by the Councils legal team:

- Building Information Modelling (BIM)
- Quantity Surveyor
- Passivhaus Certifier

The procurement of the following consultant recommends a mini competition call off using the SPA Consultancy Framework:

- Principal Designer

5. PROJECT DELIVERY ARRANGEMENTS

INTRODUCTION

5.1 This section of the OBC addresses in detail how the programme will be delivered successfully. The key elements included are the operating agreement, implementation and project management, design quality, sustainable development, statutory processes and timetable.

PROGRAMME MANAGEMENT ARRANGEMENTS

5.2 Major construction projects for Children's Services are managed in accordance with Renfrewshire Council's Project Management Framework (PMF) and report to a Governance Board on a six-week basis.

5.3 The Paisley Grammar School Community Campus Governance Board is chaired by the Director of Children's Services and the board reports to Renfrewshire Council's Corporate Management Team and elected members.

5.4 The operational management of the project is delivered through the Paisley Grammar School Community Campus Project Delivery Team which meets weekly.

COMMUNICATION PLAN

5.5 Our communications will support the programme objectives through the following. We will:

Keep pupils, parents and staff updated
We will support schools and Children's Services staff to keep current and future pupils, parents/carers and staff updated and informed on what the new campus means for them;

Support community engagement
We will continue to listen to our communities at all stages of the project, ensuring that we carefully consider all views and work through challenges with all stakeholders, ensuring we have a campus that meets the needs of those who will use it;

Raise wider local awareness
We will ensure the wider local community and potential partners are aware of what is being built and when, and of the opportunities the new campus will create for them;

Align to the wider regeneration of the area
We will promote the community campus within the context of the wider council-led physical and economic regeneration of north Paisley, and the benefits of that for Renfrewshire as a whole;

Council recognition
We will ensure the council is recognised throughout Renfrewshire and beyond as adopting a forward-thinking approach to service provision and to environmental sustainability;

COMMUNICATIONS PRINCIPLES

5.6 The following principles will guide our communications approach:

- **Clear:** We will ensure consistent messaging and our language will be jargon-free and easy to follow;
- **Transparent:** We will be up front with the local community about what is being planned, and around which elements of the project they do and don't have scope to influence;
- **Inclusive:** All communications will be accessible for all audiences and available in different formats if required;
- **Values:** we will ensure all communications align to the council's values to be fair, helpful, great collaborators and to value learning.

KEY AUDIANCES

5.7 Our primary audiences are our school children and their parents and carers and we will continue to keep them up to date as a priority. The following shows a breakdown of our 30+ key audience groups.

SCHOOL	STAFF
• Current Paisley Grammar School pupils and parents/carers • Pupils/parents at feeder primaries (Mossvale, Williamsburgh, Ralston, Gallowhill, Todholm) • Paisley Grammar School parent council • Feeder primary parent councils	• Current Paisley Grammar School staff • Headteachers at feeder primaries (Mossvale, Williamsburgh, Ralston, Gallowhill, Todholm) • Trade Unions and professional bodies • School support staff • Environment and& Infrastructure • Central Children's Services staff • OneRen staff
LOCAL COMMUNITY:	**FUTURE BUILDING USERS:**
• Existing Paisley Grammar School neighbours • Community councils and Tenants and Residents associations in catchment area • All others living within catchment • Old Grammarians • Current building users	• Sports clubs • Dance/music/drama groups • Local businesses • Disability access groups • ASN pupil support groups

POLITICAL	SITE NEIGHBOURS
• Convener and members of Education and Children's Services policy board • Ward members • All other elected members • MPs and MSPs	• West College Scotland • Adjacent businesses • Scottish Leather Group • Owners of The Junction Retail Park and Mirren Court office block
TRANSPORT:	**GOVERNMENT/FUNDERS**
• Sustrans and cycling groups • Police Scotland • SPT	• Education Scotland • Scottish Futures Trust • Heritage bodies

COMMUNICATIONS CHANNELS AND TACTICS

5.8 **Direct communications**

- We will use our existing channels to communicate directly with pupils and parents at Paisley Grammar and at its feeder primaries;
- This will include using SEEMIS for text messages and weblinks sent to parents at PGS and feeder primaries with project updates as and when appropriate;
- We will use an email database where relevant to email out project newsletters as appropriate using our Gov Delivery system;
- We will promote any public meetings.

Media relations

- Media releases and photo opportunities will be planned around the major project milestones, such as contractor appointments, release of images, the start of building work, and the final move, and targeted at our established local and regional media contacts. The eventual opening will be a major event;
- We will consider any opportunities to target coverage in Scottish trade media which helps showcase the project as an example of best practice.

Digital comms

- We will create and maintain a project webpage on the council site to act as a single point of truth for the public on key project information, with an overview of what is being built and when. All project updates issued can be part of the same section and linked to from this page;
- We will use the council's owned social media channels to maintain visibility of the project among the wider Renfrewshire community as relevant. This will include updates on key milestones and people-focused, behind-scenes content, as appropriate for the channel on each platform.

Staff communications

- We will ensure the wider council staff are aware of the project by including updates on key project milestones in our normal staff channels.

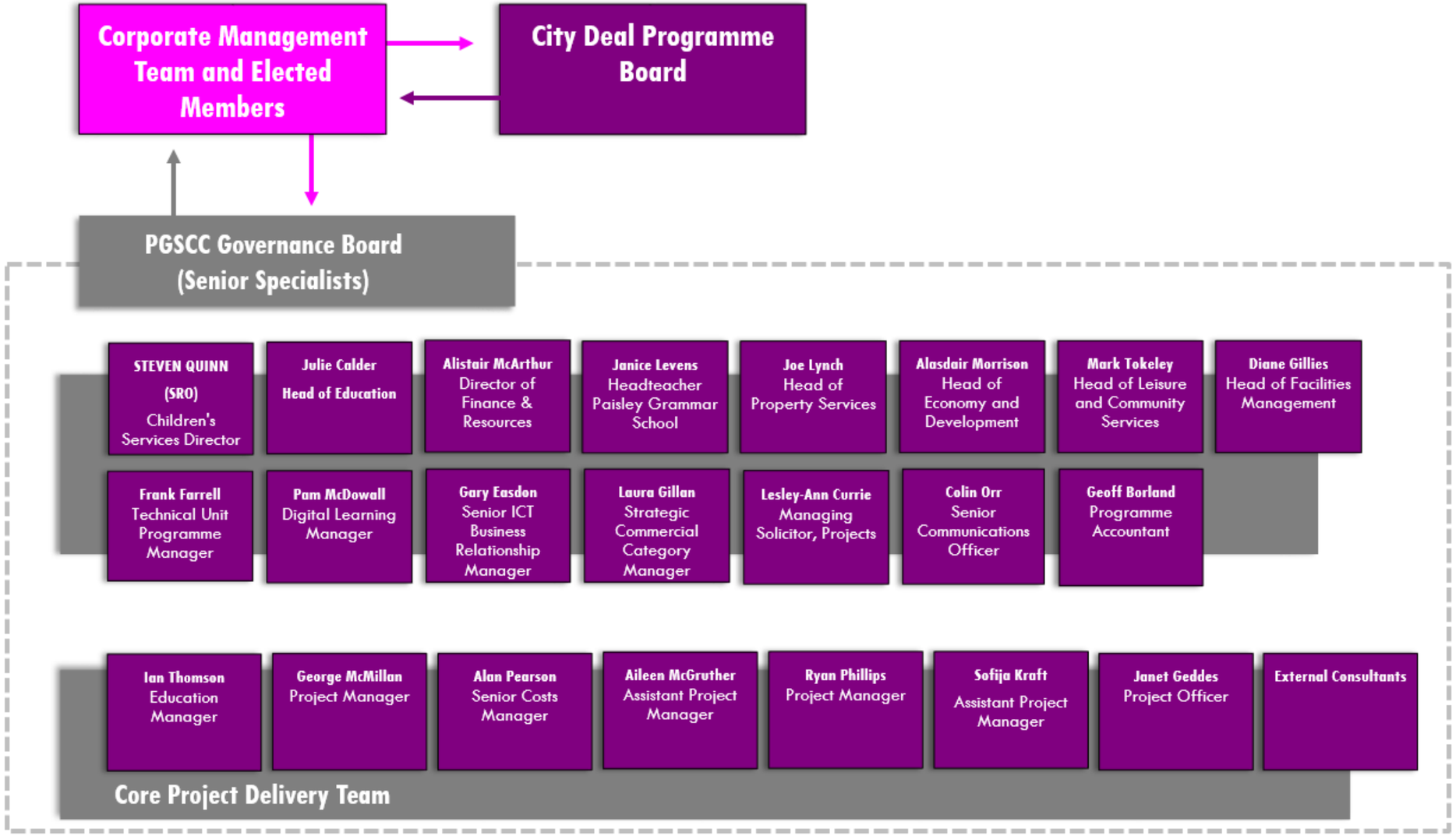
MONITORING AND EVALUATION

5.09 This strategy will be regularly reviewed and refreshed. We will judge the success of our communications using the following measures:

- Views of website pages specific to the project;
- Engagement/comments on project-specific social media posts;
- Open rates and link clicks on any project-specific emails;
- Total, reach and sentiment (positive-negative) of media articles on the project;
- Any measurable change in public awareness/perception over the project and its benefits.

PROJECT GOVERNANCE STRUCTRE

5.10



PROJECT GOVERNANCE STRUCTRE - ROLES AND RESPONSABILITES

5.11

STEVEN QUINN
Director of Children's Services

SRO & Chair of PGCC Governance Board
Steven is the Director of Children's Services and he is responsible for the delivery of the new campus.

Julie Calder
Head of Education

Head of Education, Children's Services.
Julie manages the key strategic risks facing the project and the interface with senior stakeholders. Julie will ensure that the project has adequate education resource to deliver the agreed project outcomes. .

Janice Levens
Headteacher Paisley Grammar School

Headteacher Paisley Grammar School
Janice is the principal link to the school community and is also a member of the project delivery team

Joe Lynch
Head of Property Services

Senior Specialist
Joe ensures adequate resource is provided to the project as required. Where external services (consultants, surveys construction costs etc) are engaged, Joe will ensure personnel within his service manage and assure the quality of products returned to the project.

Alistair McArthur
Director of Finance and Resources

Senior Specialist (Finance and Resource Services)
Alastair is responsible for the provision of the agreed budget to the project. Alastair and Julie Calder will be responsible for approving any change requests that exceed project manager tolerances or change the client scope in any way.

Alasdair Morrison
Head of Economy and Development

Senior Specialist (Regeneration)
Alasdair is responsible for all planning arrangements for the new facility; ensuring that the project aligns with the Council's regeneration proposals for the area. He will also supply development and housing service's representation into the project team as appropriate

Mark Tokeley
Head of Leisure and Community Services

Senior Specialist (Renfrewshire Leisure)
Mark provides Sports advice to the project as required.

Diane Gillies
Head of Facilities Management

Senior Specialist (Environment and Infrastructure
Diane is responsible for ensuring that all facilities management operations are appropriate for the new facility. She will also supply environment and infrastructure service's representation into the project team and assure the transition to the new facility for her department.

Frank Farrell
Technical Unit Programme Manager

Programme Manager (Finance and Resource Services)
Frank is responsible for monitoring construction progress, resolving issues and initiating corrective action as appropriate. Frank liaises with Joe Lynch to ensure adequate resources are deployed to the programme from Property Services, engaging and managing third party suppliers as required.

Ian Thomson
Education Manager

Client (Children's Services)
Ian chairs the project delivery team and is responsible for ensuring the development adheres to the brief. He reports to the Head of Education and is responsible for all educational preparations for the transition to the new campus.

George McMillan
Project Manager

Project Manager (Finance and Resource Services - Property)
George is responsible for the successful delivery of the build project adhering to the technical and quality criteria agreed with the board. He will actively manage risks and issues, track progress with the technical team on a weekly basis and report back to the client team. George reports to Frank Farrell, Programme Manager.

Ryan Phillips
Project Manager

Project Manager (Finance and Resource Services - PMU)
Ryan is responsible for the successful delivery of project strategic and business deliverables. Ryan will collaborate with George McMillan throughout the projects lifecycle ensuring strategic, business and infrastructure objectives are aligned and implemented..

Sofia Kraft
Assistant Project Manager

Assistant Project Manager (Finance and Resource Services - PMU)
Sofia will collaborate with the core project delivery team throughout the projects lifecycle assisting in the realisation of strategic, business and infrastructure objectives.

Janet Geddes
Project Officer

Senior Specialist (Chief Executive Services - Procurement)
Janet will support and coordinate project activities on behalf of the core project delivery team. Janet will liaise and collaborate will Senior Specialist and key Stakeholders throughout the project lifecycle.

Laura Gillan
Strategic Commercial Category Manager

Senior Specialist (Chief Executive Services - Procurement)
Laura will advise the project of the best procurement approach to delivering the new facility. As procurement specialist, she will engage with the construction partner as required and ensure procurement resource is provided to the project

Aileen McGruther
Assistant Project Manager

Assistant Project Manager (Finance and Resource Services - Property)
Aileen will collaborate with the core project delivery team throughout the projects lifecycle assisting George McMillan in the successful delivery of the build project adhering to the technical and quality criteria agreed with the board

Pam McDowall
Digital Learning Manager

Senior Specialist (Children's Services - Digital)
Pam provides advice on digital learning to the project as required.

Geoff Borland
Programme Accountant

Programme Accountant
Geoff is responsible for capital and revenue accounting across the project. He will prepare monthly budget update reports, review the financial impact of change, and update financial elements of the Business Case as required.

Lesley-Ann Currie
Managing Solicitor

Senior Specialist (Finance and Resource Services - Legal)
Lesley provides legal advice to the project as required. .

Colin Orr
Senior Communications Officer

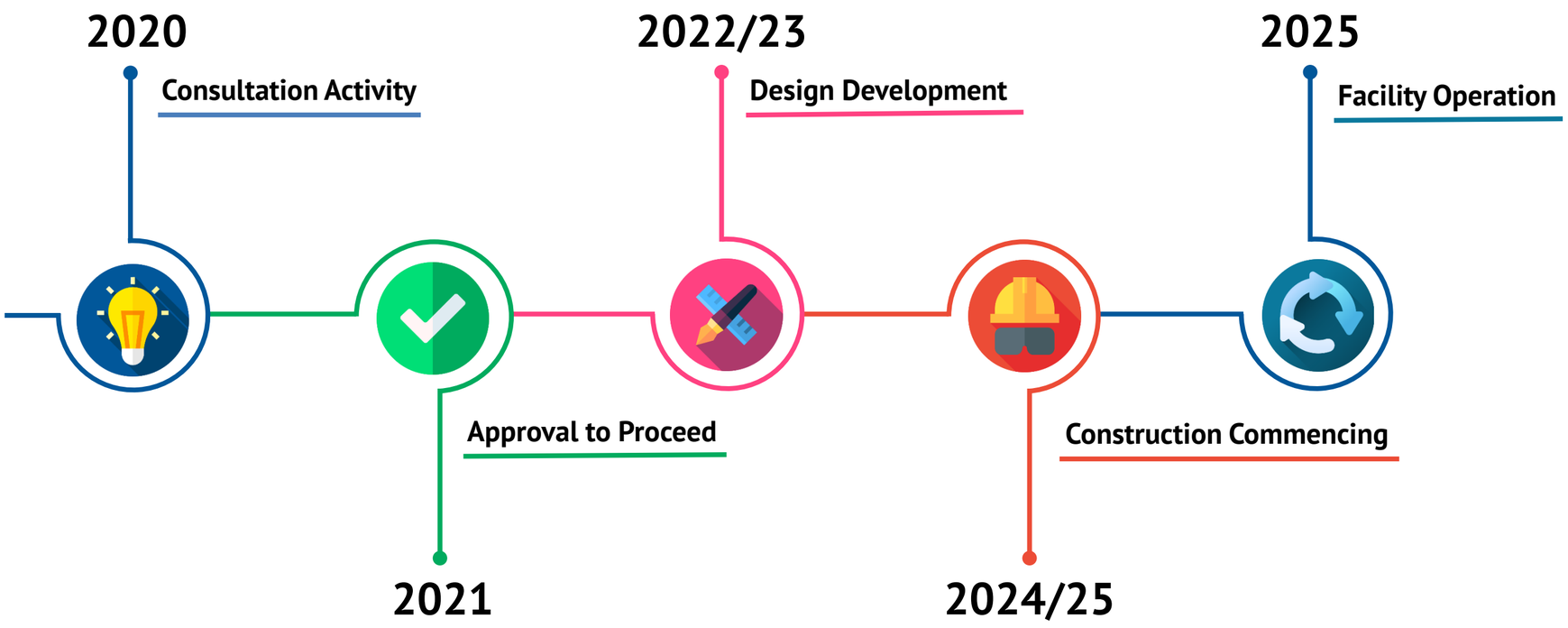
Senior Specialist (Chief Executive Services - Comms)
Colin is responsible for communications activity for the project. Having established the communications plan, he will track the delivery of key milestones that trigger communications events and action them accordingly.

Alan Pearson
Senior Costs Manager

Senior Costs Manager (Finance and Resource Services - Property)
Alan will collaborate with the core project delivery team throughout the projects lifecycle assisting George McMillan in the successful delivery of the build project adhering to the technical and quality criteria agreed with the board

TIMELINE FOR PROJECT DELIVERY

5.12 The proposed timeline programme would be:



PROJECT PLAN

5.13 The development proposal will require a major planning application.

COMMUNICATION

5.14 Renfrewshire Council is committed to engaging with the community during the implementation of this project. It is important that proposals for the facility are informed by the views and aspirations of staff, parents, carers and community representatives.

5.15 Communications will be reviewed on an ongoing basis to plan the next stage activities with the project team.

DESIGN QUALITY

5.16 The building will be designed around the needs of the various pupil groups through a mix of tailored teaching spaces, accessible sport, social and therapy areas. Internal routes will be logical, easy to understand and negotiate whilst minimising the travel distance to supporting ancillary spaces.

SUSTAINABLE DEVELOPMENT

5.17 The school will adhere to Government Building Bulletin guidance as instructed by SFT.

It is our aim to provide a building that combines good natural ventilation and natural day lighting providing a conducive teaching environment that can be easily adjusted to suit the needs of the pupils. The building envelope will be responsive and thermally efficient incorporating accredited Green construction materials.

It is crucial that the new facility fulfills SFT energy efficiency targets therefore, the build standard – Passivhaus, will be incorporated due to the building standards capability of reducing a building's ecological footprint.