



WAVE 4 PROJECT

REPLACEMENT LIBERTON HIGH SCHOOL

Progress Update for the School Community

November 2020

Pre-Covid

The council agreed to provide funding for a new Liberton High school when setting the ten-year Capital Investment Programme in February 2019. Several meetings with the school community, including discussions with the Parent Council, were held to update them on progress. It was agreed to appoint an architect led design team to work with the Head Teacher, staff, parents and pupils to design the new school. Unfortunately, before the contract tender could be issued, the council was forced to shut down due to COVID and progress on all capital projects was put on hold

Following the reopening of the council and the construction industry the school design tender process is now proceeding and it is expected an architect will be appointed soon and begin working with the school community early in the new year.

Designing the new School

The following sections highlight some key strategic requirements for the project. It reflects general policy and practice developed on recent CEC secondary school projects but will be refined for this specific project by the design team through engagement with the school community.

Learning and Teaching Accommodation

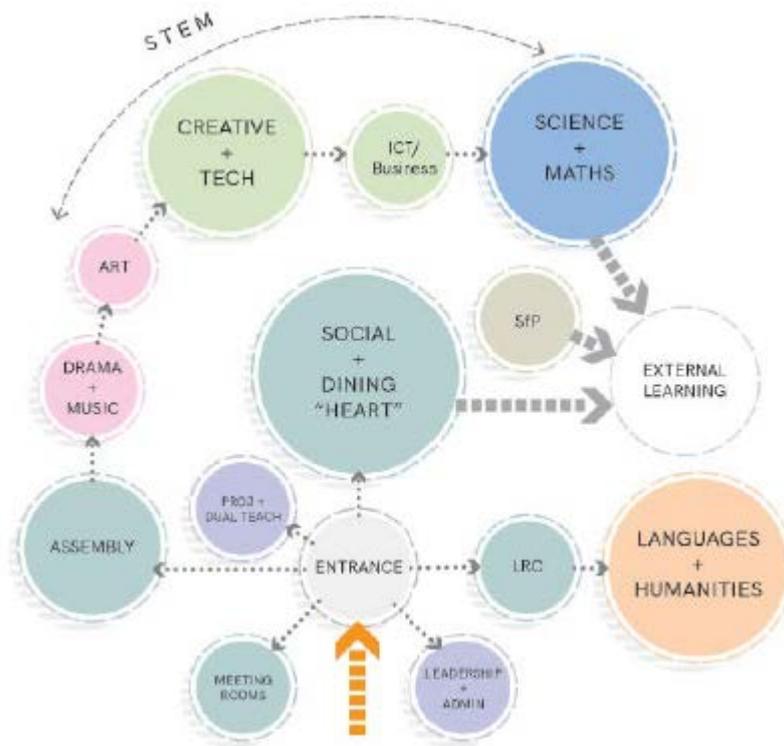
The principal learning and teaching departments will be organised into a smaller number of discrete faculties or 'learning zones' to promote cross curricular learning and allow the school to more flexibly manage the use of space. It is proposed to create four main learning zones as follows:

- Languages and Humanities
- Science and Maths
- Creative / Technologies
- Expressive Arts and PE

The exact allocation of subject departments will be discussed and agreed with the school. For example, Art and Design could fit within the Expressive Arts zone or alternatively see curricular links with the Creative / Technologies zone. Similarly, Computing and Business Education could fit within the creative / Technologies zone or alternatively have curricular links with Science and Maths. On a larger scale, the school may also see benefits in linking the Creative / Technologies zone and Science and Maths zone to create a larger STEM zone, which may even include Art and Design as a STEAM area.

Each of the zones will have a range of spaces to accommodate flexible learning and different group sizes. Ideally, each zone should have a sufficient degree of spatial independence to promote a sense of specialisation and identity, and to support the management of open plan breakout and collaborative spaces. However, the zones

should also avoid being too remote from the central heart of the school so that a sense of whole-school collegiate identity is also maintained. The following early stage adjacency diagram provides a starting point which will be built on by the design team throughout the engagement process.



Community Access

An overarching policy for all new learning estate projects is to provide facilities which will support an intergenerational culture of positive engagement and participation with parents, carers, families and communities in the life of the school. While we are not proposing dedicated community space within the project, we are proposing 'shared spaces' in the new building which should be conveniently accessible to community users (including elderly learners and primary school classes) during the working day without compromising the day to day management of the school. Most other school facilities should also be as accessible as possible to community users outside school hours, for both learning and recreational activities.

Promoting Inclusion

Every learner has the right to be educated in their community and, where possible, in their local school.

The new school environment should be as inclusive as possible. In addition to all spaces being accessible to all, good acoustics, good daylight, control of glare and CO2 levels are all fundamental requirements for a good learning environment,

Digital Learning

The effective and creative implementation of new and emerging technology into the design of new and repurposed buildings is crucial to improving outcomes for learners. There will be ubiquitous wi-fi across the entire school facility (including school grounds) and facilities to support 1:1 devices, casting to screens etc.

Sustainability

The new building will support the development of external learning, promote biodiversity, contribute to CEC's zero carbon policy aims and reduce lifecycle costs.

Timescale for the building of a new school.

The following table shows an estimated timeline for delivery of the new school:

LIBERTON/GME LEARNING CAMPUS INFRASTRUCTURE PLAN	2021				2022				2023				2024				2025			
	Q1	Q2	Q3	Q4																
Design and Delivery																				
Feasibility	■	■																		
Concept Design			■	■																
Detailed Design and Statutory Approvals					■	■	■	■												
Construct new Learning Estate campus									■	■	■	■	■	■	■	■				
Open new Learning Estate campus																			■	

The Proposal to share the Campus with a new Gaelic High school.

The council is proposing that the Liberton site should be shared with a new Gaelic High school.

Council officials have confirmed that the site is large enough to accommodate two secondary schools, although the new Gaelic school would be smaller than the new Liberton High school. At present we are consulting with the Gaelic community about the proposal.

If it is agreed to proceed with a joint Campus, then each school would have its own teaching block a separate Head Teachers and separate teaching and support staff. Although it would be expected that both schools would have the opportunity to collaborate to expand the curriculum and teaching opportunities and to share some facilities.

The benefits of a sharing the Campus with new Gaelic High school.

Develop the joint campus into Language Centre of Excellence

The creation of our GME secondary gives an invaluable opportunity to heighten the profile of Gaelic language and culture and raise awareness of the benefits of

bilingualism. The already rich body of evidence which clearly signposts these benefits has been recently further strengthened by research carried out by Heriot Watt University and Bilingualism Matters with the Glasgow Gaelic School. * Cohorts at Liberton and at TnaP boast high numbers of families with languages other than English**. This is an opportunity to capitalise on the high presence of bilingual pupils to develop the campus as a Centre for Excellence for Languages, and so allow bilingual pupils to thrive as skilled linguists.

*" Language and Cognition in Gaelic-English Young Adult Bilingual Speakers: A Positive Effect of School Immersion Program on Attentional and Grammatical Skills", Dr. Maria Garraffa, Dr. Mateo Obregon, Prof. Bernadette O'Rourke, Dr. Antonella Sorace

**Current data for linguistic diversity shows fifty-seven languages for Liberton catchment schools and eighteen for TnaP.

Extending Access Gaelic Language and Culture

We have an opportunity here for the Senior Leadership Teams of the two schools to work together to identify opportunities for aspects of Gaelic language and culture to enrich IDL projects within the BGE. In addition, the introduction of Gaelic Learners courses within the Modern Languages curriculum, following national developments, presents a further opportunity. The introduction of Gaelic across the campus at Glendale Primary School in Glasgow has meant that Gaelic is now considered a normal part of everyday life within both school communities.

Gaelic Hub - Community Enrichment

There is a wealth of Gaelic activity currently taking place across the city, however, it is fragmented and so remains largely invisible to wider communities. Community facilities proposed as part of the co-located campus provide an opportunity to create a Gaelic Cultural Hub, so making Liberton the home of Gaelic Culture in the city. This would see the school at the heart of Gaelic Community and give space for meaningful engagement with language, arts, music and culture.

Council Commitment to Liberton Parents

The proposal to build a joint Campus will not change the timescale for the build of a new school for Liberton. It will be completed in line with the estimated timescales shown above either as a single Campus or a joint Campus with the new Gaelic Secondary school. Each school will have its own teaching block but will share sports areas and social spaces on a timetabled basis. Further details of the relationship between the two schools will be co-created with the school communities as the design process progresses. It would be expected that the Gaelic and Liberton community would co-operate and help to design the new Campus.