

Welcome

Thank you for visiting the Callander Community Campus public exhibition on behalf of the Stirling Council. The purpose is to provide you with background information on the project and how the design has developed since the first public consultation in April. We welcome any comments you may have on these outline designs. This will be valuable for us as we develop the design further.

The first consultation session highlighted the briefing and visioning process, as well as some key site scenario options. Key comments from the public are highlighted in the adjacent graphic, and the design team has addressed them through the proposal.

Project Background and Location

The new Callander Primary School will replace the existing building and will contain facilities that the current school can no longer support. The site chosen for the new campus will be adjacent to the existing McLaren High School, McLaren Leisure Centre and Callander Nursery as shown in the below location plan. The new site will allow pupils from both the primary and secondary school to share facilities and make use of common external areas, while also maintaining a level of independence. This scenario allows pupils to have a more integrated learner journey.

Throughout the design development, the project continues to reference the project vision outlined by the key stakeholders:

A vibrant, inclusive campus which supports a connected learner journey by enhancing opportunities with and for the community.

A campus which strengthens physical and digital links to promote accessibility, wellbeing, and social connectedness, redefining existing assets to create a sustainable and resilient setting at the heart of the wider Callander community.

Site Strategy

The proposed primary school is located to the northeast of the site and forms a soft connection with the existing high school. The school spreads over an upper ground floor level and a lower ground floor level in order to work with the site's topography. The natural level change across the site allows for two levels of secure playground and outdoor learning. The ASN garden to the south will have a dedicated area at the higher level. The banking towards the lower playground can be used for play and informal seating.

The building form allows for the creation of a central hub to the campus with a relationship to all three buildings. The 3G pitch is relocated to the south in order to enable the creation of this hub at the centre of the facilities, which can be shared by pupils and the general public.

The existing McLaren High School service yard is utilised to create a shared service access strategy in order to minimise additional infrastructure around the site.

A natural amphitheatre is created to the south of the dining hall doubling as informal external seating.

The proposed car park is located adjacent to the leisure centre's car park in order to minimise infrastructural interventions around the site and to aid in the rationalisation of vehicle movement around the site. Drop off areas are located in the heart of the site in order to allow for secure and accessible access into all campus buildings while minimising any impact on the neighbouring communities during the busy drop off and pick up times.

The landscape strategy responds to the site in a holistic manner, creating connections all around the site. Routes towards the proposed future river walkway are also suggested, creating one cohesive journey through the scheme, and making the scheme walkable.

“ How will hard and soft security be monitored?
Will children be able to access play areas outwith core hours?

“ Appropriate pick up and drop off provisions must be considered to avoid bottlenecks and discourage parents from parking on Mollands Road opposite the school grounds.

“ A lot of thought has gone into the level of inter school integration so that the autonomy of the respective bodies is able to be preserved while maximising the potential benefits of land sharing and pupil experience.

“ Building the new pedestrian bridge would encourage walking and cycling and must be developed alongside the new building.



User Flows and Access

Through stakeholder visioning sessions, design charrettes and other discussions with end users, the access and flow strategy for the school was developed in order to effectively manage user movements and levels of security. The school has a variety of entrances for different user groups in order to aid with security and minimise bottlenecks.

Core Teaching

Core teaching spaces are located beyond the hard security line and can only be accessed by staff and pupils. Core teaching areas also include cloakrooms, breakout spaces, quiet rooms, and relevant support areas such as WCs and changing. Pupils can access core teaching spaces through separate entrances at the upper ground and lower ground levels, in order to minimise traffic through the main entrance and enable a more efficient approach to access / egress as defined by staff.

Shared Spaces

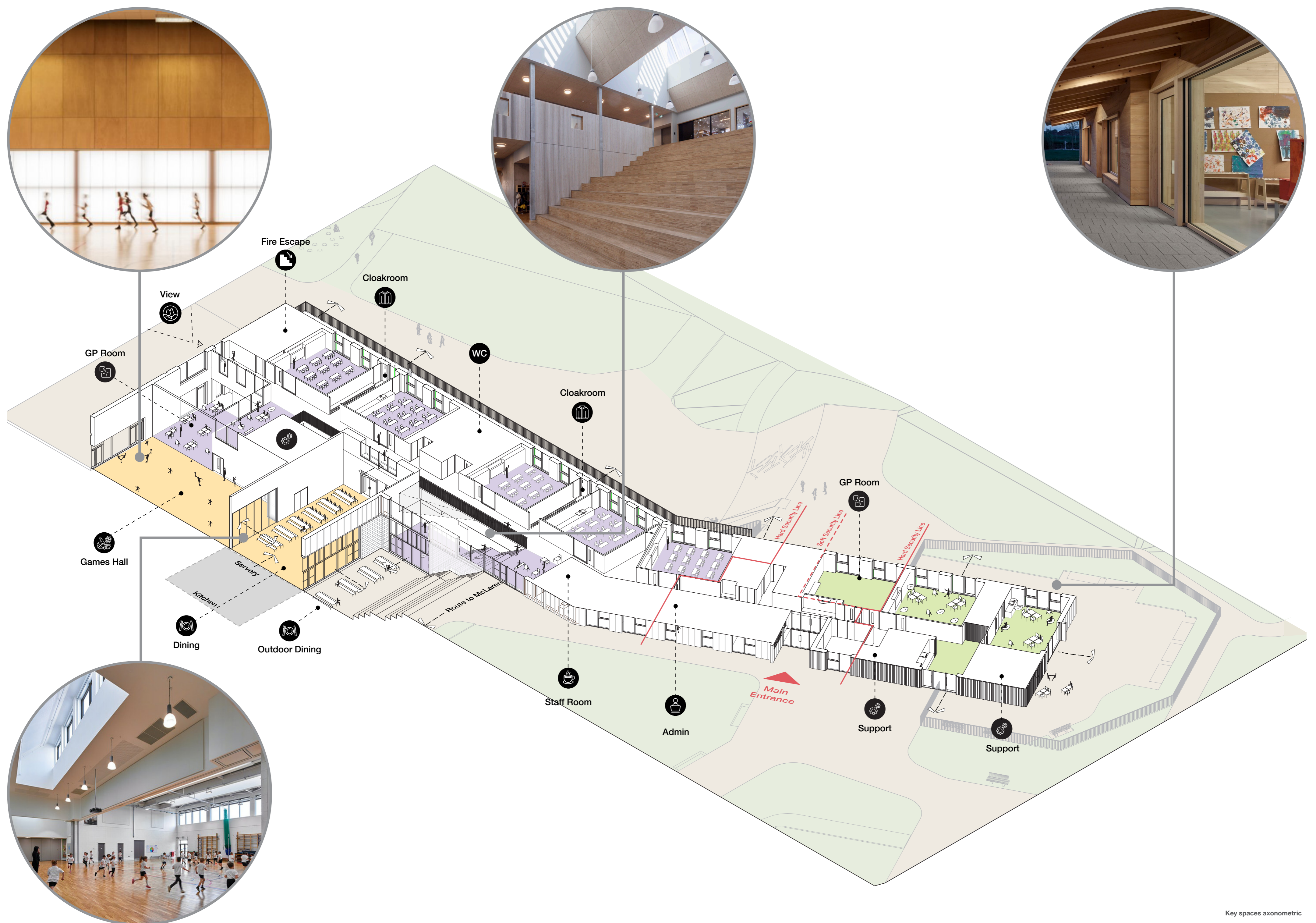
The dining room and games hall are located to the west of the core teaching spaces in a separate volume. The two spaces allow for flexibility through their colocation. Both spaces allow outdoor access, with the dining room opening towards the south facing terraced dining area and the games hall opening up towards the northern garden in close proximity to the playground.

Admin

Visitor and admin areas are located around the main entrance, constrained by the two hard security lines. A multi use GP room is located between the admin area and ASN, allowing for flexible use of the space.

ASN

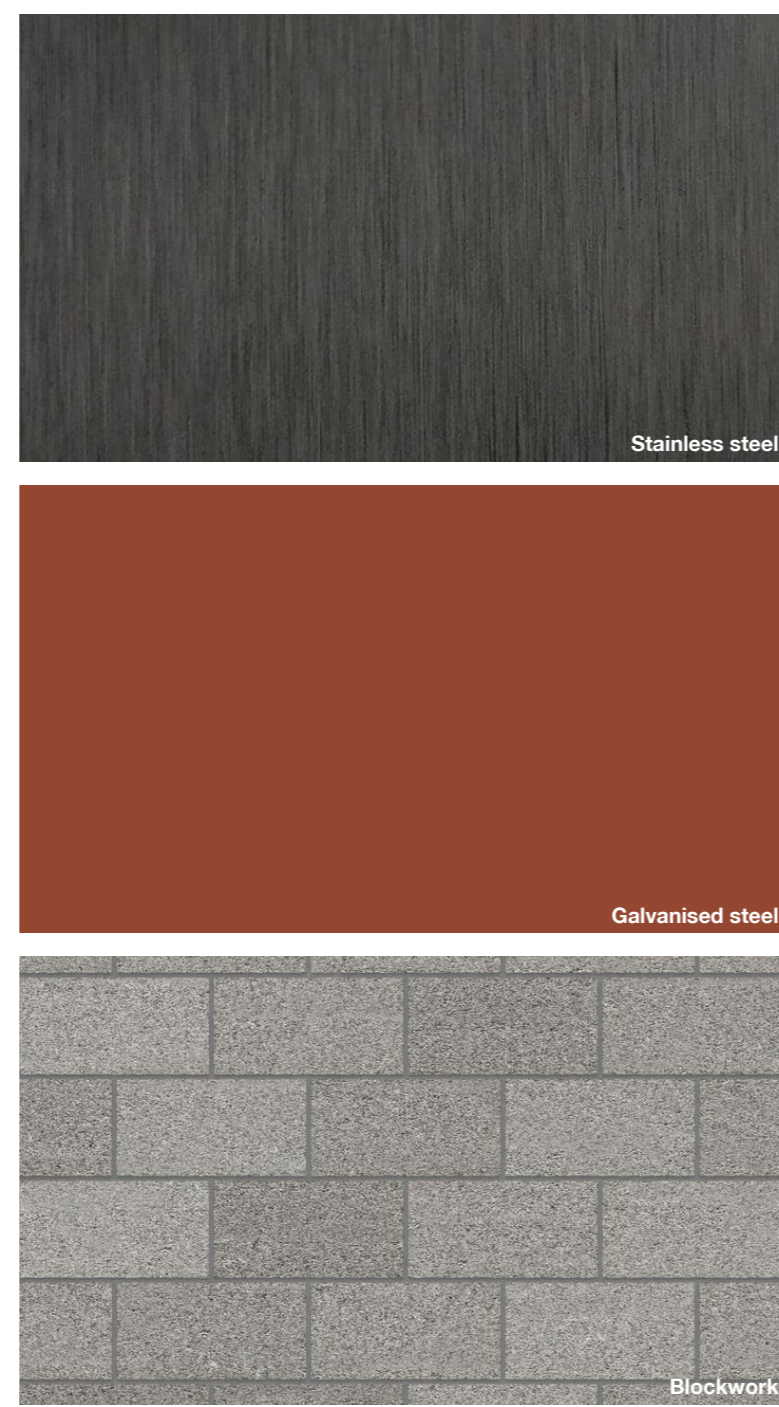
The ASN provision is located to the south of the school, with its own dedicated entrance and secure playground. It allows for both independence and integration based on need through its positioning.



External Look and Feel

Callander's historic and natural environment is continuously referenced through the design process in order to establish a material palette that is reflective of Callander's townscape and identity. The historic use of red hue puddingstone and slate roofs is observed throughout Callander's main streets. Additionally, the natural landscape surrounding the town features lochs, forests, and waterfalls, which present an opportunity for tying in with both the natural and built environment.

The use of stone throughout the town is translated through the use of a blockwork base to highlight the lower ground floor as a mass emerging from the landscape. Red lightweight cladding is then proposed as a finish on the external walls and roof, highlighting the pure barn like form of the main building, elevated above the upper ground floor. Further use of dark grey stainless steel cladding is proposed around the main entrance, with the colour featuring along the window and door frames around the building to ensure continuity.



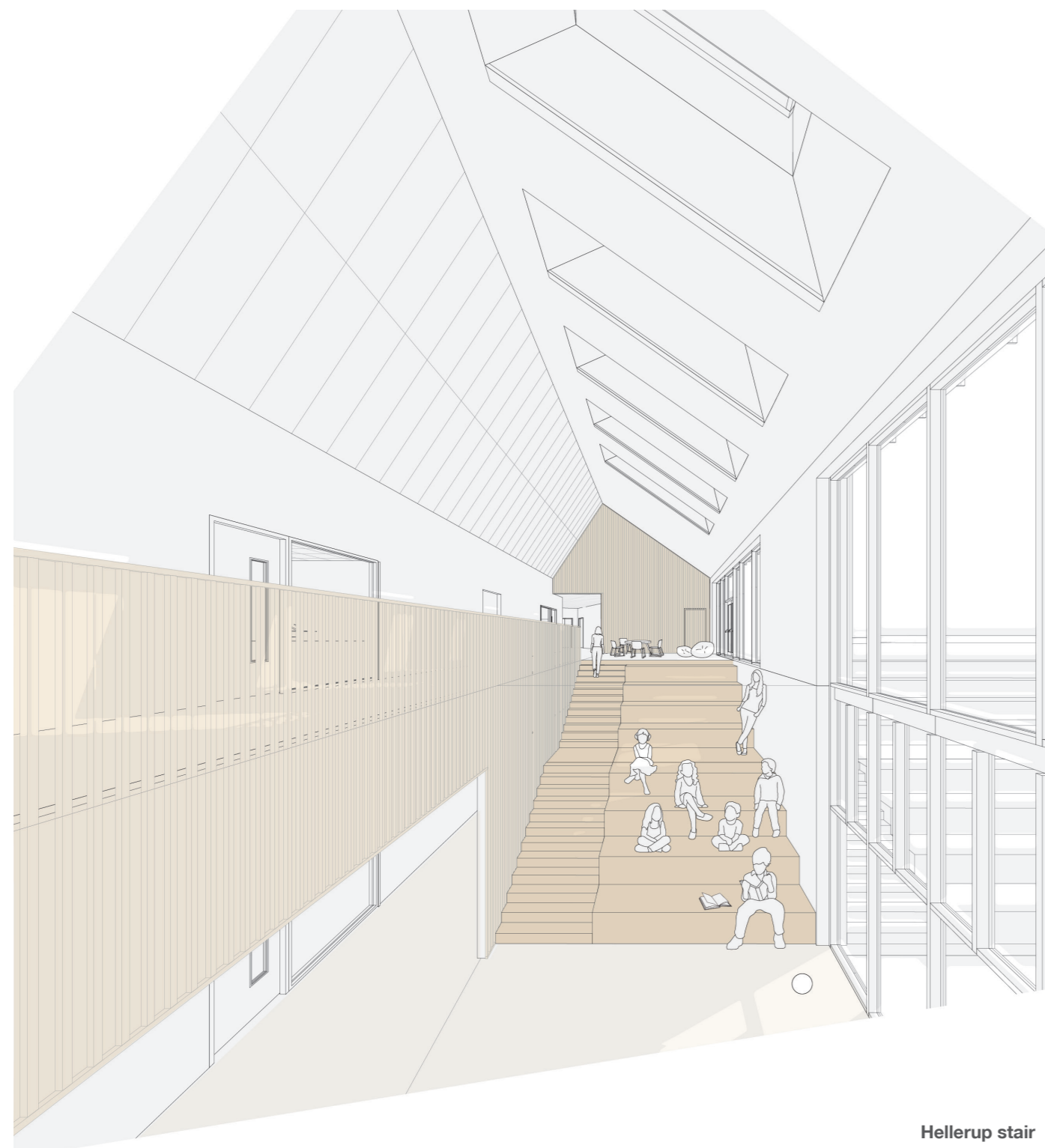
Internal Look and Feel

During the design charrettes, end users identified a preferred palette and feel for the interior spaces, which sits appropriately with Callander's identity and location. Natural materials that are reflective of the external environment and that evoke a sense of calm and closeness to nature were selected.

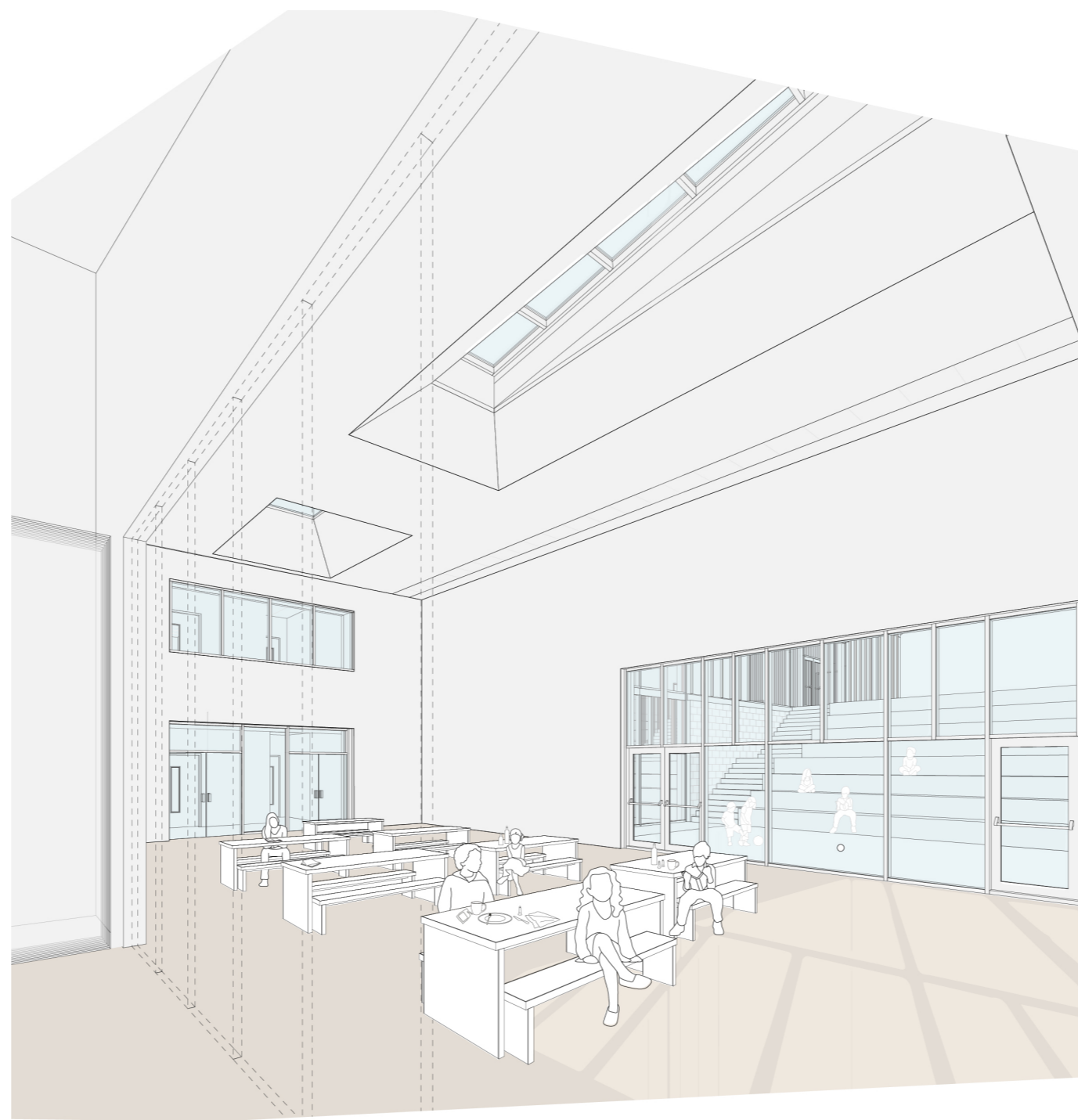
Users further highlighted the importance of allowing spaces to feel closer to nature through creating various thresholds that allow the outside to move in and vice versa. Large windows with views towards the river, as well as spaces for outdoor play and learning, are especially important in the overall project narrative.

Pupils in particular highlighted the benefit of having nooks around the school to allow for more privacy and calmness.

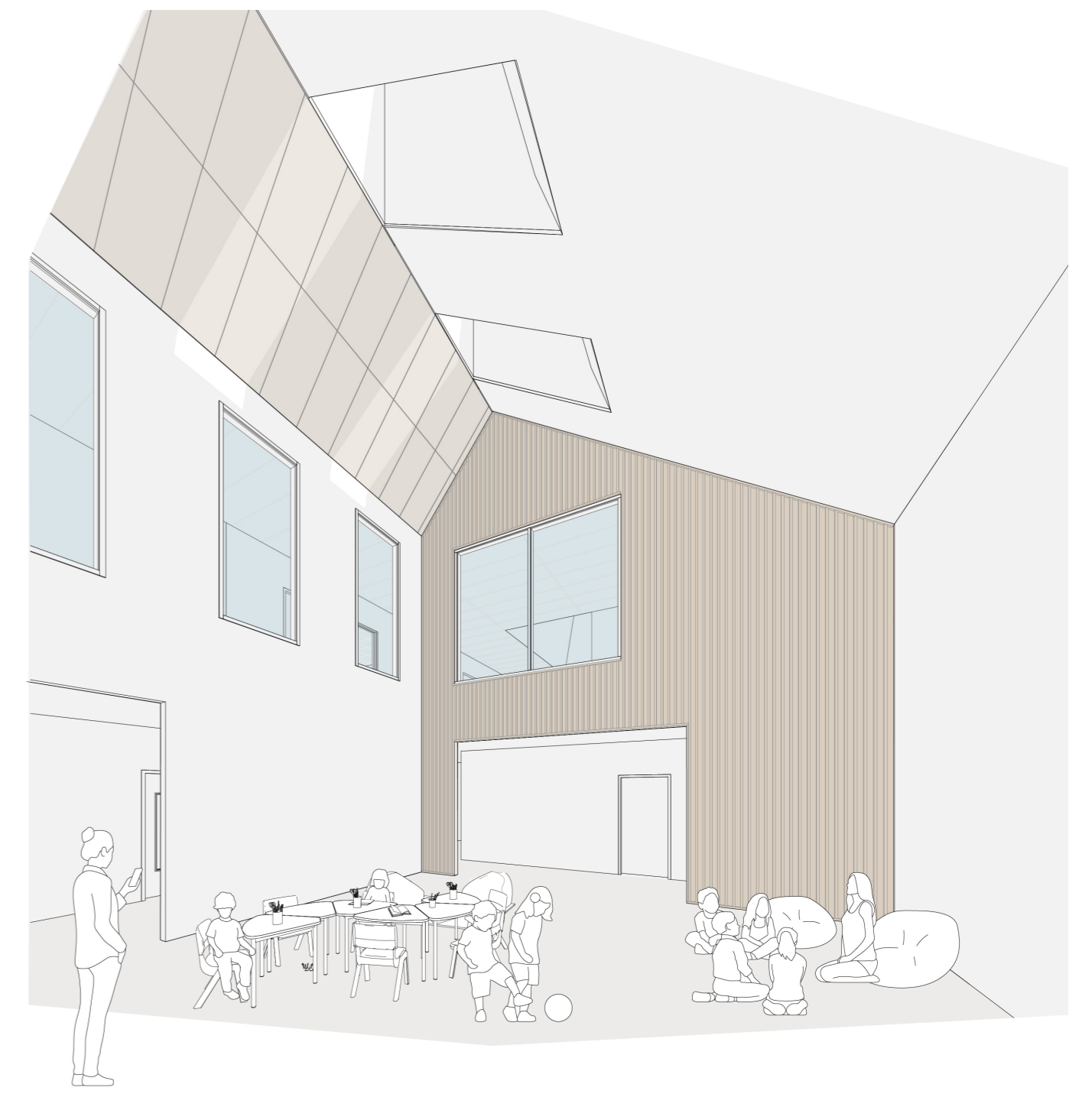
Users further highlighted the importance of flexibility and adaptability to suit various needs, delivered through movable walls or bifold doors, allowing spaces to be used in a variety of ways dependent on the relevant activities.



Hellerup stair

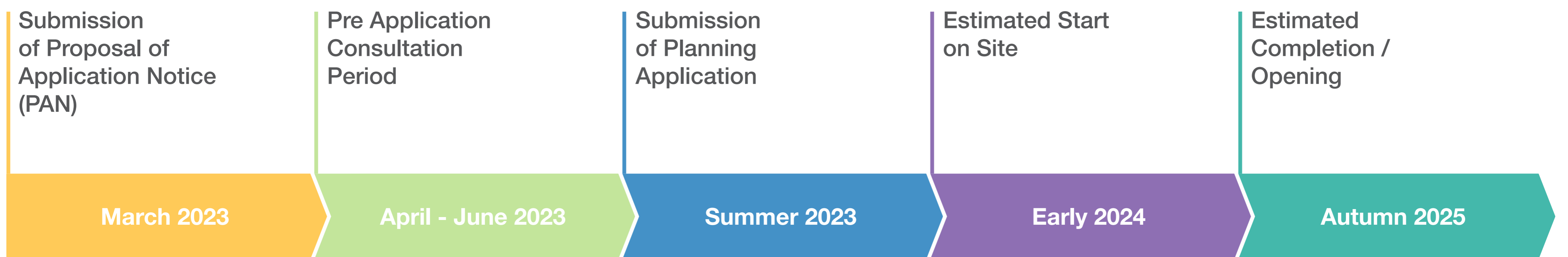


Games hall and dining



Northern GP room

Next Steps



Tell Us What You Think

We hope that you have found this exhibition useful. We would be grateful if you could complete a feedback form to ensure that your views are recorded and can be considered as the proposals further develop. Please leave your comments form in the box provided, or alternatively send your comments by June 9th via post to:

Stirling Council
Infrastructure Delivery
Teith House, Kerse Road, Stirling, FK7 7QA

You can find these boards online by scanning the adjacent code, or by visiting <https://engage.stirling.gov.uk/en-GB/projects/callandercommunitycampus>, where you will be able to leave your comments digitally.



The Design Team

Client / Project Manager
Stirling Council



Civil and Structural Engineer
Curtins



Principal Designer
Currie & Brown



Architect / Landscape Architect
Ryder Architecture



Quantity Surveyor
Currie & Brown



Acoustic Consultant
Hoare Lea



Building Services Engineer
Hoare Lea



Fire Engineer Consultant
Hoare Lea



BIM Information Manager
BIM Academy

