

LUCTON SCHOOL SHANGHAI



Executive Summary

Describe the overall goals and outcomes of the project

01

XS / XL



our goals

The school nowadays is to prepare our students for the future. Globalization, Automation and Multi-skills are the keywords for us to think ahead.

About 10% of the jobs will be performed remotely; 70% of the jobs that currently exist will be replaced by AI; Jobs will be more related in the future; based on research training or working in 1 job, on average you will acquire skills for 13 other jobs.

Those trends force us to change the pedagogical way of teaching and we need to educate our students with a holistic portfolio so that they can be future proof for what's coming. Like what Philip Stephens has mentioned in the book "State versus citizen in tomorrow's world,

ft.com": "What's certain is that the world is changing faster than at any time in human history."

As first-tire metropolis in China, Shanghai is experiencing its dramatic change and difficulties: The growth of city requires its space to be more versatile to accommodate various activities.

To parallel this trend, schools in Shanghai need to play with the "space magic". Videlicet, our goal is to organically fit "XL" (extra-large) pedagogical functions into "XS" (extra small) area. Meanwhile, with respect to the original chimney as well as to retain the overall masterplan, the Lucton School is embraced into the existing nature.

XL functions

/

XS footprint

designers outcomes



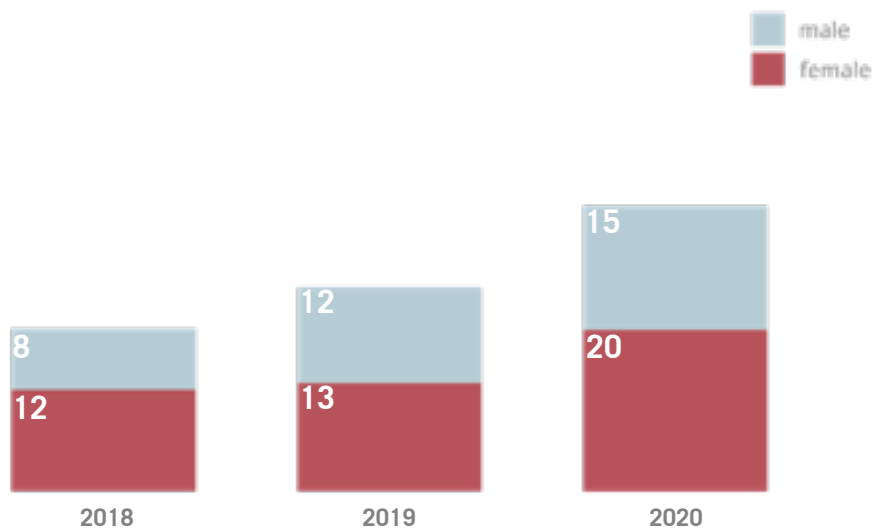
from architects' aspect

Our architects have provided a rational reflection on creating international schools under high-density urban environments, and explore the creative concept and practice of seeking a comprehensive "balance" of the project under the challenges and constraints; In addition, this project also demonstrated the issues of concept implementation, logical reasoning, seeking innovation and strategic response in school building design from an international perspective.

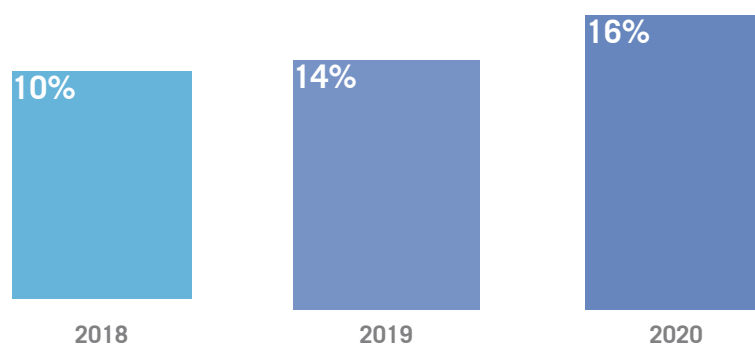
After the completion of construction, Shanghai Campus has become a school where strong British tradition and Chinese heart drives the campus to be the model of bilingual holistic education. As an international school rooted in China, architects blended eastern and western pedagogical space to promote an immersion model of education where teaching and learning develops critical thinking and intercultural understanding and respect.

our outcomes

2018-2020
number of students



2018-2020
student diversity growth rate



Scope Budget

**Describe the overall goals and
outcomes of the project**

architecture**interior****landscape****project definition
and scope
development
phase****yes****n/a****n/a****schematic
development
phase****yes****yes****yes****design
development
phase****yes****yes****yes****construction
development
phase****yes****yes****yes****budget****11,390,336 USD**

School & Community Engagement

03

Describe the Community

Pudong New Area

China Shanghai

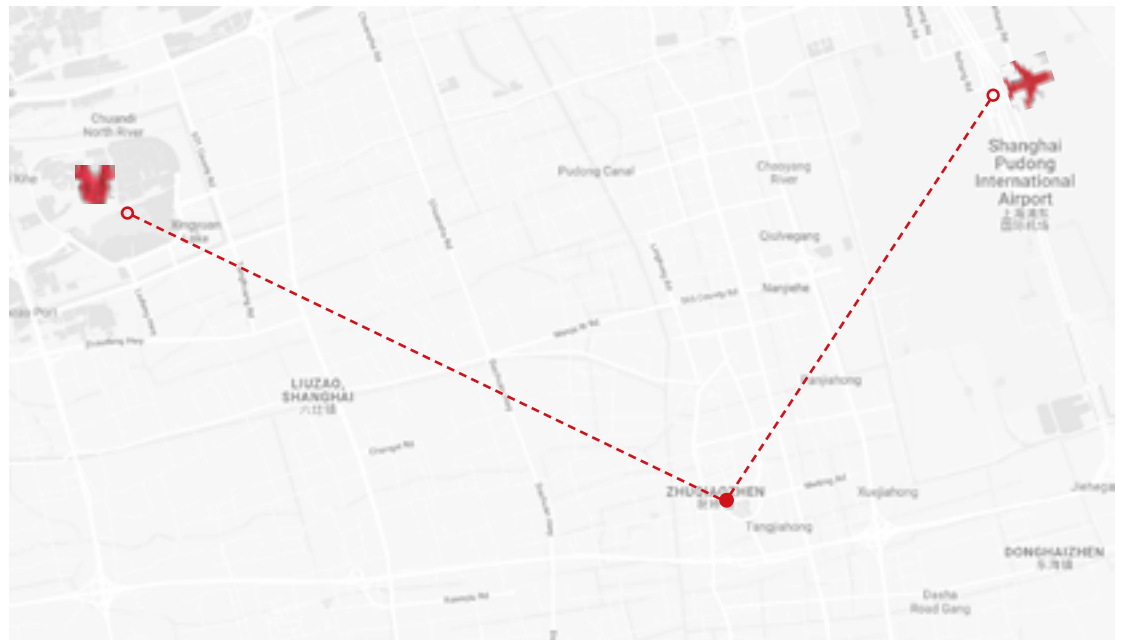
Shanghai Lucton School is a full-time boarding school with a history of 310 years. The first overseas branch is located in the Pudong area of Shanghai and covering an area of 13,500sqm. The school has first-class hardware facilities and experienced teaching team. The school location has great convenience and takes only 30 minutes ride from Shanghai Pudong International Airport and Shanghai Disney Resort. The convenience provided by the site has attracted students from Shanghai and other parts of China.

Identify stakeholders

Lucton School Shanghai

Describe available assets

Alluminum Cooperation of Bangtai,China



name challenges

tight
schedule

limited
parcel

lack of
basic info

2017/08
1st SITE VISIT



2017/10
DEMOLITION



2017/12
FOUNDATION
CONSTRUCTION



2018/01
SCAFOLD
CONSTRUCTION
BEGAN



2018/03
BLOCK B
STRUCTURE
COMPLETE



2018/03
BLOCK CD
SCAFOLDING
BEGAN



2018/05
BLOCK AB
FACADE
COMPLETE



2018/05
BLOCK AB
INTERIOR
IN-PROGRESS



2018/07
BLOCK CD
INTERIOR
IN-PROGRESS



2017/09
DEMOLITION



2017/11
PILING



BREAK

BREAK

2018/04
BLOCK AB
INTERIOR
KICK-OFF



2018/04
BLOCK CD
MAIN
STRUCTURE
COMPLETE



2018/06
BLOCK AB
INTERIOR
COMPLETE



2018/06
BLOCK CD
FACADE
COMPLETE



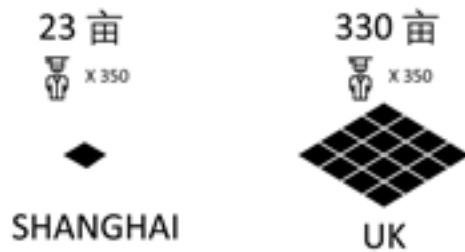
2018/08
LANDSCAPE
COMPLETE



20
17

20
18

20
18



The first challenge architects facing is to fit multiple functions. The actual site area is only about 13,500 sqm.

Compared with Shanghai campus, the British campus is almost as 16 times the footprints but accommodates same amount of functions. The challenge in this project is to create a well-organized and space-wised academy. Architects should make the most of the space and let them flow by the end. Campus design must meet various functions such as teaching, dormitory,

and activities.

For general education architecture, a high-quality school usually takes 2-3 years to complete from design to completion. The school proposes that on the first day of September 1, 2018, students can be guaranteed whether they can carry out normal teaching activities in the new school building. From the beginning of the project in June 2017 to the delivery to the school, the design and construction cycle was less than 12 months.

Describe value of process and project to community at large

Currently, the flow of information, knowledge, and innovation brought about by the flow of talent has become a key factor in promoting global economic development and technological progress.

Pudong New Area is a vibrant area of opportunity. Among them, educational resources and industrial heritage, economic conditions, openness and tolerance are important factors that determine the direction of the region.

The two core issues are critical. One is to handle the relationship between talent development and talent flow, and then formulate a personalized system plan for the specific situation of the city. One is to build a stable and distinctive talent ecosystem for talent resource development, and form a virtuous circle mechanism for talent through effective management of the ecological chain.

The development of human resources not only has the significance of enhancing the stock of human resources for the construction of human resources in global cities. From a dynamic perspective of global talent flow, it is important to attract and retain elite talents, as well as to realize the export of talents and global allocation.

Taking Lucton School as an example, the establishment of high-quality international education resources can help solve the above two problems. And promote the development of China's k12 education and enhance the exchange and integration between multiple cultures. At the same time as it attracts international talents, it expands its international influence and increases regional economic vitality. In order to cultivate potential resources and scientific research capabilities of colleges and universities.

Educational Environment

04

Explain the educational vision and goals of the school

“

**The Home
Away From
Home**

”

“

**Equality
and
Fairness**

”

Lucton is and will be a school where our strong British tradition and Chinese heart drives us to be the model of bilingual holistic education. As an international school rooted in China, we blend eastern and western pedagogies to promote an immersion model of education where teaching and learning develops critical thinking and intercultural understanding and respect.

We will be a school where creativity, innovation, and a desire to challenge ourselves helps our students become critically engaged, internationally minded citizens dedicated to solving problems and are able to pursue more fluid and flexible career pathways, whilst collaboratively creating change.

Describe & illustrate how the environment supports a variety of learning & teaching styles

The campus consists of 3 purpose-built buildings incorporating 20 classrooms and laboratories. Highlights of these and other creative spaces available to students are detailed below:

- A multi-purpose theatre with 303 seats holding various activities, including talks, musical shows, expressive arts, etc.
- A music center with 7 practice rooms, rehearsal rooms and teaching area adjacent to the theatre.
- A double floor open plan library with flexible spatial configuration to allow group and individual interactions.
- An indoor sports area, a gym, rock climbing wall, rooftop basketball and tennis court, plus a sports pitch at the heart of the campus providing a focus for sports and co-curricular activities.
- A Design & Technology classroom incorporating state of the art mechanical equipment and numerous breakout areas allowing students to engage in group project.
- Boarding houses providing 184 students with individual bedrooms, common area plus extensive adult accommodation.
- A dining hall able to provide seating and balanced meals for 120+ diners at one time. This building also preserves a historic chimney symbolizing the development of Pudong over the years.
- All parts of the campus are equipped with the latest building services to ensure the educational environment is ideal in terms of acoustic, visual and technological provision.

Describe & illustrate how the environment is adaptable and flexible

Lucton school steeped in 300 years of history but very much focused on our international future. There is nothing quite like it here in China that combines British boarding school traditions, Chinese values and the best of international education pedagogy to create a multicultural and multilingual boarding environment that offer the best possible springboard for the future.

Describe & illustrate how the environment supports the curriculum

Excellent personalized schooling in a supportive family environment. A creative learning environment both inside and outside the classroom encouraging students to become self-learners, innovators, and future leaders.

Physical Environment

05

Describe & illustrate the physical attributes of the environment

the site used to be a factory
most of the structure was corrupted
Total Area: 13,500 sqm
Location: 90 Puhong Road W
Pudong Shanghai 201324 China

The Communal Heart"



Before



After

Block A-Admin Building

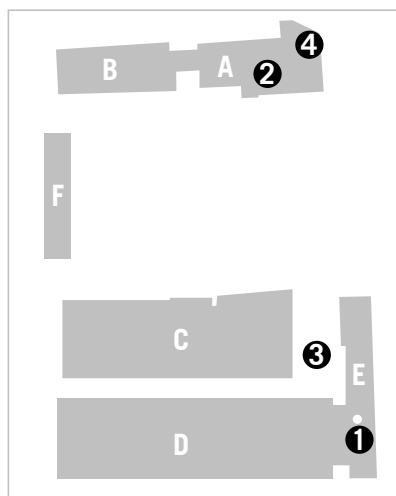


Before



After

The Entrance "Plaza"



Before



After

The Guard House



Before



After

Block C- Art and Physical Education



Before



After

Describe & illustrate how the facility fits within the larger context of the community



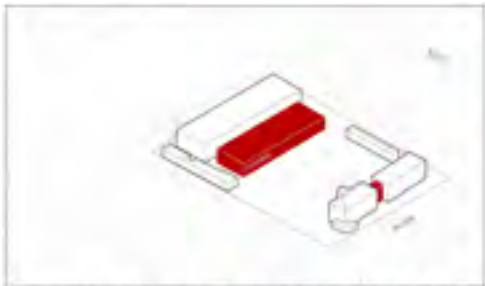
After more than 30 years of reform and opening up, the social structure of the Pudong New District has undergone fundamental changes. Ordinary neighborhoods in Lujiazui have been built into China's first financial city; a large number of rural villages in the past have also become urban communities. In addition, a large number of people of different nationalities, nationalities and

beliefs from home and abroad gathered here to become the new Pudong people. The entire campus adopts modern architectural design concepts and first-class construction standards, aiming to create an international and localized British boarding campus. Optimizing the integration of the spatial relationship between indoor and outdoor environments is the key to modern teaching. Its central

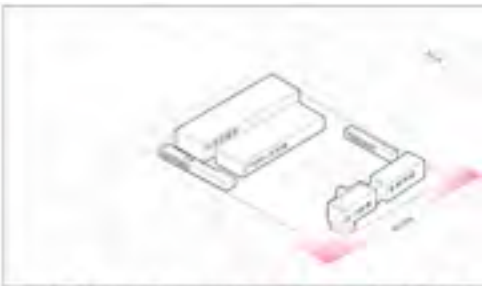
area will serve as a meeting point for learning resources. It will be built as an open and fascinating place that runs through various functional sections to provide students with the possibility of exploration and participation. Make Shanghai Lucton School an unforgettable "communal heart" and "home away from home"



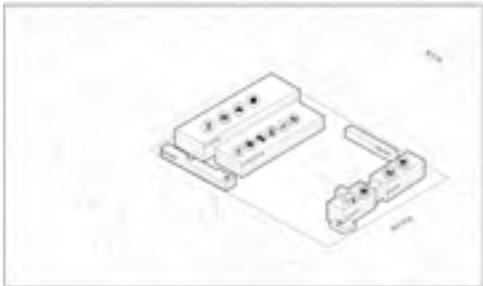
The designers are facing huge space challenges. The actual site is only about 13,500 square meters. The campus design must meet various functions such as teaching, dormitory, and activities.



In order to meet the requirements of creating a full-fledged campus in a limited space, the designers decided to add a mini theater in Building C.



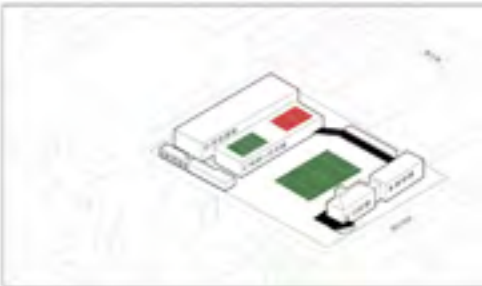
Lucton Shanghai shows its new identity to the world after a whole year of renovation and construction.



The 3 main teaching buildings are incredibly efficient. Block A and B allow students to finish most of their science, collaboration and self-studies while Block C provides more opportunities for students to study music, cinema and fine arts.



Plantations are well-organized to divert people and vehicles. As Shanghai is a city like Seattle and has a lot of rainy days, we designed a rain corridor to ensure students can be dry and elegantly arrive at their classrooms on those rainy days.



We expect students to achieve moral, physical, and aesthetic development. In this manner, we added one basketball playground and one tennis court on the roof of block C

Describe & illustrate how the project inspires and motivates



Gym



Mini Theatre



Maker Space



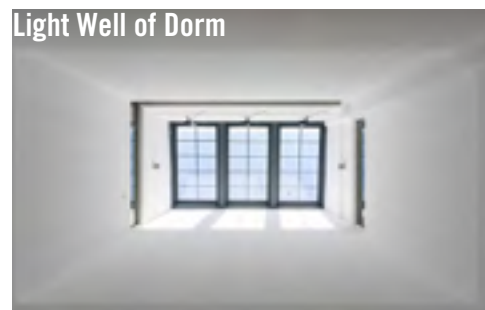
Library



Dorm



Light Well of Dorm



Classroom Corridor



Classroom



Pathway between Block C&D



Rain Corridor



Results of Process & Project

06

Explain how the project achieves educational goals and objectives

According to the diverse educational concept of Lucton School in the United Kingdom, an atrium-style and centralized teaching complex is adopted to facilitate teachers and students to efficiently use various teaching facilities indoors without being disturbed by bad weather;

- The corridor of the teaching area is widened, and the partition wall of the classroom is used to set up storage space to meet the characteristics of students;
- Gyms (which can also be used as small theaters), canteens, multi-function halls, lecture halls, and other public functions with concentrated flow of people are centrally located at the bottom of the building, and can be reached directly through the public entrance hall, which not only relieves the pressure of fire evacuation, but also reduces the impact on other teaching spaces. interference.
- Use the atrium design to connect indoor public activity spaces with different height differences, alleviate the vertical traffic pressure, and at the same time form an active indoor atmosphere to provide communication and display space.

Explain how the project achieves school district goals

Lucton School is committed to provide a safe and comfortable environment for students to achieve holistic development in academic, social, intellectual and physical and mental health. While maintaining the original structural system of the site, the design team has inherited the spirit of more than three hundred years of Lucton School's design philosophy from the three aspects of cultural inheritance, simplify, and organic integration. At the same time, it creates a diverse and active internal and external space for students.

Explain how the project achieves community goals

Pudong New Area is not only a large area, but also the most populous area in Shanghai. Of course, education resources cannot be ignored. In recent years, the tendency of students from other districts to enter Pudong for higher education has gradually increased. The introduction of international high-quality educational resources also creates one more possibility for students in this district. While promoting the development of China's k12 education, it also enhances the exchange and integration of multiple cultures.

In the long run, as a high-quality international education resource, Lucton School serves more families in the world, and therefore also covers a wider student population. Not only does it introduce a space for maximum communication and interaction, it also proposes a vision for a mega city that will expand rapidly in the future. It is important to attract and retain elite talents, and to realize the export and global allocation of talents. In the next 5-7 years, the effect will be significant.

Explain any unintended results and achievements of the process & project

Lucton prides itself on consistently achieving high academic standards. This is evident by the exam results of our students. In 2017, over 80% of the GCSE exams taken achieved A* to C grades. Again in 2017, sciences were the highlight and in all, seven separate subjects achieved a 100% pass rate. History led the way with 50% A* results!

In 2017, the Sixth Form cohort achieved 30% A* and A results, which makes us Top 20 nationally in the Small Schools Ranking. Over 50% A* to B and 72% A* to C were achieved. A number of pupils have also done well with the Extended Project Qualification (EPQ), which is highly valued by universities and every student planning to go on to university this year has secured a place.

Lucton School has been sending students to some of the best universities in the world, including Oxford, Imperial College London, University College London, London School of Economics and other Russell Group Universities. However, we also have some students who choose to go to universities in the United States, Canada, Australia and New Zealand. We aim to send inspired students out into the world, equipped with the skills and independence necessary to thrive at university and beyond.

Educational Specifications

07

British Education has been recognised world-wide as a top product for many generations. Oxford and Cambridge Universities are consistently ranked in the top five world Universities and offer diversity and depth of education and research built up over 800 years in historic backgrounds with purpose built facilities.

Entry, for most students, to UK Universities is through an Advanced (A Level) examination taken by 18 year olds in three or four subjects. A Level has just been revised and strengthened by the British Government and grades are based on final examinations at the end of a two year course in subjects relevant to the University course required. So, a student wanting Engineering may study Mathematics, Higher Mathematics, Physics; a student wanting Medicine may study Physics, Chemistry and Biology and so on. Each subject studied may have six hours examinations giving a total of 18 or 24 hours for the three or four subjects taken.

The results are graded A*, A, B, C, D, E with top Universities wanting in the region of A*, A, A for their courses. Entry to Universities in Britain is through a central system called the Universities and Colleges Admission Service (UCAS) and all applications have to be made through UCAS.

The two years of the A Level course are based on the platform achieved at 16+ in the General Certificate of Secondary Education (GCSE) or the International Certificate of Secondary Education

(IGCSE). These are government moderated examinations taken by students aged 16 in up to 10 different subjects. Performance in each subject determines whether a student will be allowed to start an A Level course in that subject. During the first year of the A Level course some students take one AS course. This is at A Level beyond IGCSE, but covers a limited amount of the A Level course and is of one year duration. An increasingly popular option in the first year of A Level is an Extended Project Qualification (EPQ). This leads students to study in the way they will be required to at University and is therefore highly valued by Universities. It counts for half an A Level and requires 120 guided learning hours. This EPQ leads to development of independent, supervised research by the student in a subject of interest; so a scientist may choose 'moon landings' or 'the future impact of robotics' as a title.

So what makes British Education different and desirable in terms of philosophy and style of delivery?

There are three main reasons:

- Compulsory education in the UK begins in the year in which the child turns five and continues for 13 years, finishing when the student reaches 18 years of age. This is an unusually long programme and means that UK students aged 18 are one year ahead of students in many other parts of the world. The UK government also subsidises the education of children from the age of three upwards.

- Class sizes are small by comparison with

other countries. Most UK private schools, including Lucton UK, will operate with no more than 20 students in classes up to IGCSE and not more than 12 students in each class during the two year A Level course. This allows teachers to deliver material with an awareness of which individual students need help in which areas. Teaching can also be more student led and therefore, individually effective, than with larger groups.

- The style of teaching is more student led, starting with the Early Years Foundation Stage (EYFS). The Government generated EYFS course defines parameters and targets for children from birth through to 4+ and encourages child led activities plus a high level of parent and family involvement. Children are encouraged to ask questions and to comment on observed events. Although the importance of fact based learning, particularly in developing literacy and numeracy is recognised, students are encouraged to develop the critical thinking and guided research skills that will be needed at University and beyond. Spoon feeding, factual regurgitation and exam cramming occupy a lower priority than in many education systems.

Educational Brief and/or Educational Visioning Documents

08

In a mutually supportive environment, Lucton School Shanghai will bring the best out of every individual Luctonian ensuring they develop as a whole person, fulfill their potential and help lead a shared future built on personal, societal and global well-being.

Lucton Principles

The Lucton School Shanghai learning community is committed to:

- Excellent personalised schooling in a supportive family environment.
- A thriving co-curricular programme.
- A creative learning environment both inside and outside the classroom encouraging students to become self-learners, innovators, and future leaders.
- The development of social and emotional learning skills.
- Recruitment of the best teachers and a continual cycle of review and drive for self-improvement using the latest trends in research-based pedagogy.
- A multilingual approach that allows students to develop academic literacies as the foundation of their success.
- Creating personal journeys through education and career pathways.
- Preparing students for successful university careers and for life overseas with a transition to Lucton School UK and access to the old Luctonian network.