

Consultation on the provision of a new build primary school in Lenzie

Consultation report

5 December 2013

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Introduction by Gordon Currie, Head of Education

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Dear Consultee,

Thank you for your response to the statutory consultation held in May and June of this year on the proposal to establish a new build primary school in Lenzie.

Council officers have used your response, the responses of other consultees and information provided by Education Scotland to prepare a report on the consultation. This report is required by Scottish Government legislation, and must be published before the Council can make a decision on the proposal.

The report will be published on **Thursday 5 December 2013**, and will be available at **www.eastdunbarton.gov.uk/primaryimprovement**. Reference copies will be available to view at Lenzie and Lenzie Moss primary schools, and at the Council Offices, 12 Strathkelvin Place, Kirkintilloch.

The report lays out a range of information about the consultation, including:

1. The background and development of the proposal.
2. Who the Council consulted with, and how they were consulted.
3. A summary of the numbers of oral and written responses received.
4. The full text of the independent assessment carried out by Education Scotland (formally HMIE) on the educational impact of the proposal.
5. A summary of issues raised in the consultation, a discussion of those issues, and potential related actions that could be considered in implementing the proposal.
6. Any inaccuracies or omissions in the proposal document that have been identified in the course of the consultation.
7. A summary of the Equalities Impact Assessment carried out on the proposal.
8. A summary of the Strategic Environmental Assessment screening exercise carried out on the proposal.
9. The overall findings of the consultation.
10. A discussion of how the Council could review the proposal in the light of the consultation findings.
11. Information on how members of the public can make representations to the Scottish Government, if the Council was to proceed with the proposal.

Under the Schools (Consultation) (Scotland) Act 2010, this consultation report must be published for at least three weeks before the Council can decide whether or not to implement the proposal. This is known as the 'extended consideration period'. This period is intended to allow interested parties to read the report and to make their views known to their Councillors. To quote from the statutory guidance that accompanies the Act:

"The intention is that interested parties should have time to see and digest the contents of the consultation report and also have time if they so wish to voice concerns and approach and lobby the Councillors who will shortly be deciding on the proposal(s)."

For information on how to contact your local Councillors, please visit **www.eastdunbarton.gov.uk**.

If the Council decides to proceed, within six days, the Scottish Government will be notified of the Council's decision. Scottish Ministers then have six weeks to decide whether to call in that decision for review. For the first three weeks of that period, interested parties may make representations to Ministers regarding the decision. Information on how to do this can be found in section 11 of the report.

There are a limited set of circumstances where Ministers may decide to call in the decision. More information on the call in process, and the relevant legislation, can be found in the 'consultation library' section of the Council's dedicated webpages, **www.eastdunbarton.gov.uk/primaryimprovement**, or on the Scottish Government website.

If you require any further information about the consultation process, please contact the Primary School Improvement Programme team at:

Telephone: **0300 1234510**

Email: **primaryimprovement@eastdunbarton.gov.uk**

Yours sincerely

GORDON CURRIE
HEAD OF EDUCATION

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SECTION 1 – BACKGROUND

- 1.1 Since June 2012, East Dunbartonshire Council has engaged in a process of review, options generation, informal consultation and statutory consultation on the primary school estate. This process of consultation and assessment, the Primary School Improvement Programme, was initiated as part of the Council's overall strategic asset review. The aim of the process was to "consider options for replacing the current aged school estate with modern well designed facilities which would enable delivery of the Curriculum for Excellence in a much more efficient and effective learning environment" (report D&I 080-12).

The Council instructed officers to develop a process of consultation that identified projects that are financially viable, fundable, and provide educational benefits. These objectives were incorporated into key viability criteria for options assessment.

- 1.2 This process comprised:
- Generation of options, in consultation with key stakeholders in each part of the authority, facilitated by an independent consultant. This engagement built on best practice developed in previous Council consultations;
 - Assessment of options, using the set of viability criteria established by Council;
 - Informal consultation on packages of options in each part of the authority, carried out by an independent consultant;
 - Review and assessment of informal consultation results; and
 - Recommendations to move to statutory consultation on appropriate options.

At all stages, representatives of school staff, parents, pupils, the Parent Council Forum, other community groups, trade unions, and the residents of East Dunbartonshire were actively engaged in the process. Details of the consultation process can be found at www.eastdunbarton.gov.uk/primaryimprovement.

- 1.3 Following this process, in March 2013, the Council decided to move to statutory consultation on a number of proposals. These statutory consultations were launched in May 2013. This report concerns the proposal to establish a new build school at the Lenzie Moss Primary School site. The Council is proposing to:
- Build a new primary school on the current site of Lenzie Moss Primary School playing fields. The new building would be scheduled for completion in summer 2016;
 - Close Lenzie Primary School and nursery class when the new facility is available;
 - Close the existing Lenzie Moss Primary School when the new facility is available;
 - Open a new school for all pupils in the current Lenzie and Lenzie Moss catchment areas with a capacity of 560 pupils, and a nursery class with a capacity of 30 children; and

- Demolish the existing Lenzie Moss Primary School, and develop the space as sports pitches, playing fields and other outdoor space for the new school including a turning circle and car park.

It is expected that the new facility would open for the school session 2016 - 2017.

- 1.4 Outline costs for the proposal have been estimated at £9.2million (including risk and contingency). This would be funded as identified in the Council's February 2013 budget, and an application will be made to the Scottish Futures Trust for funding equivalent to 50% of the cost of the build.
- 1.5 This would be a tandem build project, with no requirement for decant. The design would be based on the reference design for primary schools developed jointly by East Dunbartonshire Council and the Scottish Futures Trust.

SECTION 2 - CONSULTATION

2.1 The proposal involves the closure of two schools and the establishment of a new school. As such, a consultation under the Schools (Consultation) (Scotland) Act 2010 is required. A process for consultation to meet the requirements of the Act was established as below.

2.1.1 A proposal document was developed that included information on:

- The proposal;
- The consultation process;
- The public meetings;
- The schools involved (including description, physical condition, school roll, etc.);
- Educational benefits;
- Issues anticipated in the proposal, based on feedback from informal consultation;
- The reference design developed by East Dunbartonshire Council and the Scottish Futures Trust;
- An indicative site layout; and
- How the reference design would be developed in partnership with staff, pupils and parents.

The document also included a form for completion and return. The proposal document is attached as **Appendix 1**.

2.2 Consultation packs were sent to all consultees identified (see section 2.8). The pack included a proposal document, a letter from the Head of Education explaining the process and a reply-paid envelope. Stakeholders were invited to indicate their agreement or disagreement to the proposal, and to make comments.

2.3 In addition to the paperwork being distributed, a press release was issued publicising the launch of the consultation, and a statutory advertisement placed in the local newspaper. Head Teachers and Parent Councils of the two schools were notified, and the East Dunbartonshire Parent Council Forum discussed the consultation at a meeting in May 2013.

2.4 The consultation period commenced on Wednesday 8 May 2013 and concluded on Friday 26 June 2013. This provided 32 school days for consultation. Consultation packs were posted in time to arrive on doorsteps for 8 May 2013, and information was available on the website for that date. See **Appendix 2** for the consultation timeline.

2.5 Details of the consultation process were made available on a dedicated section of the Council's website (www.eastdunbarton.gov.uk/primaryimprovement). Further supporting information was published online and in schools, including:

- Outline of the transition process;

- Background financial information;
 - Cost and benefits of building new schools;
 - Roll projection methodology;
 - Initial transport analysis;
 - Facts and figures about the school;
 - School condition surveys; and
 - School energy performance information.
- 2.6 Public meetings were held in each of the schools involved in the proposal in the course of the consultation (see section 3.4, p9).
- 2.7 Pupil consultations were held in each of the schools involved in the proposal (see section 2.9, p7).
- 2.8 **Consultees**
Consultees were identified according to Schedule 2 of the Schools (Consultation) (Scotland) Act 2010, under the schedule for ‘closure’. The consultees contacted by post included:
- 2.8.1 **Parent Councils**
Parent Council Chairs of Lenzie Primary School and Lenzie Moss Primary School.
- 2.8.2 **Parents of pupils at the schools involved**
Main contact details for pupils within Lenzie Primary School and Lenzie Moss Primary School were collated using information provided by the relevant school office.
- 2.8.3 **Parents of any children expected by the education authority to attend the schools involved within two years**
Main contact details for children expected to attend either Lenzie Primary School or Lenzie Moss Primary School within the next 2 years were collated by catchment area, using information held in relation to authority and partnership nursery enrolment.
- 2.8.4 **Staff at affected schools**
The names of teachers, early years workers, administrative and clerical staff, support for learning assistants and classroom assistants, facilities management staff and school co-ordinators were collated using Council records of school staffing. Staff briefing meetings were held at each school at the start of the consultation process to reduce uncertainty and encourage staff responses.
- 2.8.5 **Any body which has been established by a local authority, whether formally or informally, for the purpose of assisting it in carrying out its functions under Part 2 of the Local Government Act 2003**
Members of the Community Planning Partnership Board were contacted.

- 2.8.6 Any other education authority that the education authority considers relevant**
Glasgow City Council, Stirling Council, North Lanarkshire Council and Falkirk Council were contacted as authorities bordering East Dunbartonshire Council.
- 2.8.7 Any other users of any affected school that the education authority considers relevant**
Frequent users of the schools were contacted using the letting information held by the Council. Lenzie Rugby Club was contacted as it is an active group in the community and owns the land adjacent to Lenzie Moss Primary School.
- 2.8.8 Community Councils**
Lenzie Community Council was contacted.
- 2.8.9 Trade Unions**
The Convenors of the EIS, UNITE, UNISON and GMB unions were contacted.
- 2.8.10 Partnership Nurseries**
All Partnership Nurseries within the affected area were contacted.
- 2.9 Pupil consultation**
East Dunbartonshire Council engaged in a consultation with pupils of the schools involved. The consultation process for pupils comprised:
- Input at a school assembly using a powerpoint presentation and a video fly-through of the reference design. This emphasised that the Council is consulting with pupils about a possible change which the Council is thinking about and that pupil views are important;
 - Question and answer session for each class, the questions and answers being recorded; and
 - Completion of a response form offering all pupils the chance to indicate if they agreed or disagreed with the proposal and a comment box for use as appropriate.
- 2.10** Following the implementation of this process, concern was expressed by a small number of parents that they were not notified of this input, and that their children were upset by the notion of potentially moving school. This was communicated to the Head of Education.
- 2.11** In part, this issue arose due to the local authority omitting to inform parents about this in advance of the visit by the Quality Improvement Officer who carried out the consultation. This oversight was acknowledged and an apology given at the public meetings. A brief information slip was issued to schools for circulation to parents providing information about the pupil consultation.

- 2.12 The response form was distributed and pupils took it home to complete. There was a relatively poor response from both schools and in some cases the form was completed by a parent.

SECTION 3 – RESPONSES TO THE CONSULTATION

- 3.1 All consultee representations received were logged and recorded using a database tool developed by East Dunbartonshire Council's technical support team. This database was used to record all relevant correspondence received by either the Primary School Improvement Programme team, or through direct correspondence to officers such as the Head of Education, the Director of Education and Social Work, and the Chief Executive.
- 3.2 641 questionnaire packs were distributed and 114 representations received. An additional 2 representations were received from members of the public who are not statutory consultees. Council officers have carried out an analysis of representations to identify:
- Numbers of consultees who agree/disagree with each proposal; and
 - The issues raised by each consultee.
- 3.2.1 This analysis shows that across all 114 respondents, 80 agree with the proposal, and 29 disagree. Five respondents declined to specify whether they agree or disagree. Of the 2 representations received from members of the public who were not statutory consultees, both disagreed.
- 3.2.2 Of 43 respondents identified as associated with Lenzie Primary School, 27 agree with the proposal, and 14 disagree. Two respondents declined to specify whether they agree or disagree.
- 3.2.3 Of 62 respondents identified as associated with Lenzie Moss Primary School, 47 agree with the proposal, and 13 disagree. Two respondents declined to specify whether they agree or disagree.
- 3.2.4 Of nine respondents not identified as associated with a specific school, six agree with the proposal, and two disagree. One respondent declined to specify whether they agree or disagree.
- 3.2.5 See section 5 (p15) for a detailed summary of issues raised.
- 3.4 **Public meetings**
Public meetings were held in both the schools involved on 23 May 2013. Each meeting was chaired by a member of the Council's strategic management team. Officers from the Council's Education, Planning, Roads, and Assets teams attended to provide technical input. A presentation was given introducing the proposal, and a question and answer session was held. The meetings lasted approximately two hours.

A note of the issues discussed at each meeting is attached as **Appendix 3**.

3.5 Analysis of pupil responses

3.5.1 Lenzie Primary School

P1 and P2 – 23 responses.

Overall, 20 of the responses agree with the proposal and two disagree. The main comments coming from this group were:

- One pupil made a negative response which was recorded by her Mum.
- One parent indicated that they did not feel that this was a reasonable question for a five year old.
- The woodland area was mentioned and two pupils mentioned the trim trail.

P3 to P7 – 62 responses.

Overall, 42 of the responses agree with the proposal and 20 disagree. There were 11 comments in favour of this proposal and 13 opposed, with four making comments reflecting both a positive and negative stance. Other individual comments were made about the following aspects of school life:

- loss of woodland which the school presently has;
- noise and disruption during building work (2);
- size of playground and loss of this during the build (3);
- number of classes in the new school and the number of pupils including reference to the expected pupil teacher ratio (3);
- request for additional resources;
- note that there will be a negative impact on siblings and a loss of memories(2);
- query about who the new headteacher of the new school will be and a question about the name of the new school and the uniform.

3.5.2 Lenzie Moss Primary School

P1 and P2 – 2 responses.

There were no comments made on either form and both agree with the proposal.

P3 to P7 – 29 responses.

Overall, 11 of the responses agree with the proposal and 17 disagree. There were two comments in favour of this proposal and seven opposed, with one response making comment reflecting both a positive and negative stance. Other individual comments were made about the following aspects of school life:

- request to upgrade the current building (2);
- question asked about a nursery being on site;
- statement about there being adequate parking for parents ;
- a question was asked about there being enough accommodation for all pupils;
- note that there will be a negative impact on siblings and a loss of memories (3);
- volume of traffic (2);
- capacity of the school given the new housing being built at Woodilee; and the negative impact on the local shops which could lead to closure.

SECTION 4 – EDUCATION SCOTLAND REPORT

Consultation proposal by East Dunbartonshire Council

Report by Education Scotland, addressing educational aspects of the proposal to build a new primary school on the current site of the Lenzie Moss Primary School playing fields.

Context

This report from Education Scotland is required under the terms of the *Schools (Consultation) (Scotland) Act 2010*. It has been prepared by HM Inspectors in accordance with the terms of the Act. The purpose of this report is to provide an independent and impartial consideration of the council's consultation proposal. Section 2 of this report sets out the views expressed by consultees during the initial consultation process. Section 3 sets out HM Inspectors' consideration of the educational aspects of the proposal and the views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include a copy of this report and must contain an explanation of how it has reviewed the initial proposal, including a summary of points raised during the consultation and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision.

1. Introduction

1.1 East Dunbartonshire Council proposes to establish a new build school at the current site of Lenzie Moss Primary School which would be due for completion in the summer of 2016. The council would close both Lenzie Primary School and Nursery Class and Lenzie Moss Primary School when the new facility is open. The new school would have a capacity of 560 pupils and a nursery class with a capacity of 30 children. Lenzie Moss Primary School would be demolished and the space developed to provide sports pitches, playing fields and other outdoor spaces including a turning circle and a car park.

1.2 The report from Education Scotland is required under the terms of the *Schools (Consultation) (Scotland) Act 2010*. It has been prepared by HM Inspectors in accordance with the terms of the Act.

1.3 HM Inspectors undertook the following activities in considering the educational aspects of the proposal:

- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others;
- consideration of further representations made directly to Education Scotland on relevant educational aspects of the proposal; and

- visits to the site of Lenzie Primary School and Nursery Class and Lenzie Moss Primary School, including discussion with relevant consultees.

1.4 HM Inspectors considered:

- the likely effects of the proposal for children and young people of the school; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- benefits which the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

2. Consultation process

2.1 East Dunbartonshire Council undertook the initial consultation on its proposals with reference to the *Schools (Consultation) (Scotland) Act 2010*. The consultation included two public meetings and invitations to respond to the consultation proposal. Pupils at both schools were also consulted. The council issued 641 proposal packs and received 114 responses of which 80 were in favour of the proposal. Respondents raised a number of common concerns, these related to the increased volume of traffic, the design of the new school and roll projections.

2.2 Around half of the parents who responded were in favour of the proposal. Some parents of children attending Lenzie Primary School and Nursery Class expressed dissatisfaction about the methods used to consult children. This view was also shared by a few parents at Lenzie Moss Primary School. Other concerns centred on the transparency of the consultation process, the lack of information on how the council will resolve the increased volume of traffic and how children will be kept safe during the construction of the proposed new school. Parents felt the council's roll projection figures did not accurately reflect the impact of new housing in a nearby estate. They were looking for reassurance from the council the new school would be large enough to accommodate all pupils and nursery aged children in the future without the need to build an extension. Parents were largely supportive of the view that a new school building was needed. It would be better able to provide access to modern information and communications technology. However, they expressed strongly their view that they and their children should have an influence over the final design of the new school and outdoor spaces. Parents spoke very positively about the positive relationships they had with the headteacher and her staff. They praised the quality of education and the friendly ethos which they hoped to retain in the future.

2.3 Around two thirds of the parents of children attending Lenzie Moss Primary School who responded were in favour of the proposal. While largely supportive of

the proposal they raised some concerns. They were very keen to retain certain features of the existing school grounds including the retention of the regularly used woodland areas and outdoor learning spaces. They were very satisfied with the quality of education their children received. They valued highly the support the headteacher and her staff provided, stating that the learning environment was a particular strength of their school. They were keen to retain these strengths. A few parents were not convinced there was a need for a new build and that modernising the existing Lenzie Moss Primary School was a better option. They also raised concern about how the council will address traffic management and the safe movement of construction vehicles during the school day.

2.4 Staff in both schools were largely in support of the proposal though they, like parents were keen to be fully involved in the final design process. Staff at Lenzie Moss Primary School valued their separate assembly hall and dining hall. Staff at Lenzie Primary School and Nursery Class commented positively on their spacious classrooms, but acknowledged the poor condition of the heating system and deteriorating fabric of the building. Staff from both schools felt it was important to retain where possible the positive features of the two schools in the final design. Staff welcomed the opportunity the proposal offered to have better access to modern technology in their classrooms.

2.5 Children from both schools had mixed views about the proposal. Overall, they were in favour of a new school but with some reservations. Children from Lenzie Primary School were very fond of their school building stating that they would be unhappy if it were to be demolished. They did welcome the possibility of larger grounds for playing, learning and sporting activities. Children from Lenzie Moss Primary School expressed strongly the need to retain the woodland which they had worked very hard to develop as a place to learn. They looked forward to making new friends in a larger school. Children from both schools hoped they would be able to help design the new school building and outdoor learning spaces.

3. Educational aspects of the proposal

3.1 The main educational benefit the council sets out in its proposal is to provide access to a superior design of school which is purpose built for the delivery of 21st century education and supports Curriculum for Excellence. The council rightly states that the existing schools are not particularly well configured to respond to the demands of a modern curriculum. The council intends to build a school which provides flexible indoor and outdoor learning spaces for the combined rolls of the existing schools. The educational benefits of such a proposal are clear in so far as the initial design brief would suggest. These include, improved facilities for pupils with indoor learning spaces designed to contain modern technology, and flexible and adaptable teaching areas with direct access to the outdoors. It is not clear how well the proposed design will ensure the delivery of at least two hours of high quality physical education indoors given the projected number of children on the combined school roll. The council implies the delivery will rely on access to a combination of indoor and outdoor facilities. The council's educational benefits statement also lists elements of architectural innovation which the design will utilise. It will be important to ensure the final design delivers effective acoustic absorption to minimise any disruption to other learners in open areas.

3.2 It is noted that as a result of the 3-18 cluster policy, staff from both schools already work well together and there are occasions when both schools share facilities. Lenzie Primary

School and Nursery Class use the Lenzie Moss playing field for their school sports. Should the proposal go ahead, a carefully considered transition plan will need to be put in place to ease the move for pupils, parents and staff.

3.3 Both Lenzie Primary School and Nursery Class and Lenzie Moss Primary School are currently operating under capacity. The council expects pupil numbers to remain stable for the next ten years. There is however, significant new house building in the area and it will be for the council to reassure stakeholders that the proposed new school will accommodate future growth in the local population. The proposal outlines clearly how it will support community use. The council has taken due account of how these community activities could be accommodated within the new facility.

3.4 The council sets out that this proposal is financially the most cost efficient solution to addressing under-occupancy in its schools and ensuring the delivery of high quality education in buildings that are fit for 21st century education. The combined rolls will create a more viable school for the future. Parents in each school value and wish to retain the unique identity of their school and the highly supportive ethos. Should the proposal be accepted the council's arrangements for consulting with and involving parents and others will need to be clear and transparent to ensure the specific parental concerns and implications of the proposal are addressed. These include, traffic management, school design and the smooth transition to the new school.

4. Summary

4.1 The proposal by East Dunbartonshire Council to establish a new build school on the site of the Lenzie Moss Primary School playing fields by the summer of 2016 sets out some clear educational benefits. These largely relate to the need to address the low occupancy rates in schools across the council. The proposal would deliver for residents of East Dunbartonshire a reduction in the cost of the delivery of education. The costs of maintaining the existing building are a drain on council resources and the proposal would provide pupils and nursery aged children with access to a modern purpose-built learning environment.

4.2 During the consultation the council received 114 written responses from stakeholders, a significant number of these raised concerns about the increased volume of traffic that would use the narrow road leading to Lenzie Moss Primary School. In taking forward its proposal, the council will need to take early action to investigate safe routes to school and minimise the impact on residents and others using the roads surrounding the school, and during any construction phase.

**HM Inspectors
Education Scotland
August 2013**

SECTION 5 – SUMMARY OF ISSUES RAISED

- 5.1 A number of issues were raised by Education Scotland in the course of its report. These are discussed below, and potential actions that could be considered if the proposal was to proceed are identified:

Issue raised	Summary of issue	Discussion of issue	Potential action
Provision of two hours of PE	<p>The report states:</p> <p>“It is not clear how well the proposed design will ensure the delivery of at least two hours of high quality physical education indoors given the projected number of children on the combined school roll. The Council implies the delivery will rely on access to a combination of indoor and outdoor facilities.”</p>	<p>As is the case with all schools based on the reference design, there is sufficient provision for scheduling two hours of high quality PE for each child. This provision is based on a number of factors:</p> <ul style="list-style-type: none"> - analysis of the required space for scheduling of PE per class, compiled for the specific capacity of each school. - use of a mixture of spaces to provide PE. These include the gym hall, outdoor spaces, as well as additional flexible spaces including the dining area, when not in use. - Sport Scotland guidelines. These are in the process of being reviewed, however lay out guidelines for the spaces allowances based on schools that are used as community sports facilities, and schools which are not. In East Dunbartonshire, secondary schools provide a range of community sports facilities, meaning that these additional facilities are not required in primary schools. The reference design, meets the guidelines laid out for schools which are not proposed to be community facilities. 	<ul style="list-style-type: none"> • Accepted standards of PE provision, based on the reference design, to be included in design brief.
Acoustic properties of the design	<p>The report states:</p> <p>“The council’s educational benefits statement also lists elements of architectural innovation which the design will utilise. It will be important to ensure the final design delivers effective acoustic absorption to minimise any disruption to other learners in open areas.”</p>	<p>This concern has been considered in the current implementation of the reference design. A key requirement of the design brief has been to ensure the effective use of acoustic absorption techniques to minimise disruption.</p>	<ul style="list-style-type: none"> • Acoustic engineering requirements, based on the reference design, to be included in design brief.

Traffic and Transport	<p>The report states:</p> <p>“In taking forward its proposal, the council will need to take early action to investigate safe routes to school and minimise the impact on residents and others using the roads surrounding the school, and during any construction phase.”</p>	<p>This has been a significant issue raised in the consultation process. It is important to recognise the need to identify and manage the impact of increased travel to the site. For more information, see section 10 (p30).</p>	<p>See section 10 (p30).</p>
Communication and Engagement	<p>The report states:</p> <p>“Should the proposal be accepted the council’s arrangements for consulting with and involving parents and others will need to be clear and transparent to ensure the specific parental concerns and implications of the proposal are addressed. These include, traffic management, school design and the smooth transition to the new school.”</p>	<p>With regard to consultation and engagement issues, these are also key issues raised by individual stakeholders. Ensuring the greatest possible degree of engagement with stakeholders in the implementation of the proposal would be fundamental if the project was to proceed. There would be three main areas of engagement:</p> <ol style="list-style-type: none"> 1. Engagement on design and construction. As outlined in the proposal document, there is a commitment to working with staff, pupils, parents and other stakeholders to discuss how the reference design should be adapted to meet the needs of the new school community. The school community would have input into the management of the construction phase in order to minimise disruption, and the pupils would be able to interact with the design and construction processes in the course of their learning in their schools. 2. Engagement on transition. The first stage of transition planning would be for the education service to work with the school community to identify its priorities for transition, and to include these in the transition process. A draft transition plan has been published laying out this process. 3. Engagement on the development of a new school community. An important part of the development of the new school would be the establishment of an interim Parent Council, the decisions around a new school name, as well as uniform and insignia. The education service would work with all groups involved to ensure that the new school community comes together to lead the development of the new school. The education service would draw on its experience of previous successful school projects. 	<ul style="list-style-type: none"> • Publish engagement plan to lay out workstreams for three key areas of engagement identified.

		<p>A number of communications tools will be used to ensure that stakeholders have access to information:</p> <ul style="list-style-type: none"> • Detailed and comprehensive information on the PSIP pages of the Council website; • Press releases and articles in the local press and relevant national and specialist press; • Social media channels as a way of reaching and engaging with relevant communities (including enhanced engagement through this route following the approval of the Council's new social media strategy); • Face to face information sessions on relevant stages such as planning and design, to be held in community locations; • The development of termly newsletters for schools (teachers, other school-based employees, pupils and parents) as the project progresses; and <p>4. Developer updates for the community where any project progresses to this stage.</p>	
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5.2 In the course of the consultation, a large number of issues were raised that have been considered in detail. The table below lays out issues raised during the consultation. These are discussed, and potential actions that could be considered if the proposal was to proceed are identified:

Issue raised	Summary of issue	Discussion of issue	Potential action
Issues related to the consultation process and information given			
Roll projections and school capacity	<p>A significant area of concern was that roll projections would prove inaccurate, or that they do not take into account current and future house building at Woodilee, or other potential developments. There is concern that the methodology used to calculate projections, particularly that used to assess the likely number of pupils that new housing developments would bring to EDC primary schools was, incorrect. It was felt that the projections should be higher. There was also concern that the projected capacity would mean limiting placing requests.</p> <p>Concern was also raised over the sale of the current Lenzie Primary School site, potentially allowing a developer to build a new housing development, increasing school rolls.</p>	<p>Roll projections are updated annually to ensure that any change in trends are identified, and any newly identified future housing is included. The methodology used has been compared with that used by other local authorities, and has been found to be very similar. Currently, all housing that has reached a degree of planning consent has been included. This includes all housing at Woodilee, but has not included other potential housing developments in the area that have not reached the planning consent stage.</p> <p>It is accepted that roll projections are not an exact science, but they do provide a strong indication and guide to future school rolls.</p> <p>Roll projection has taken into consideration any known new housing developments that are due to commence, however, it is not possible to plan for housing developments that are not yet known. It is expected that any new housing development at the Lenzie Primary School site would not significantly change the school roll.</p> <p>See appendix 4 for information on roll projection methodology.</p>	<ul style="list-style-type: none"> • Publish annual updates of roll projections. • Monitor changing trends in placing requests. • Consider additional capacity or reduced placing requests, if required.

Cost issues	<p>A number of respondents raised concerns about the cost of the build, stating that consideration was not given to the costs of remodelling the buildings as opposed to rebuilding the schools. It was suggested that it would be more financially efficient to address the outstanding issues with the current buildings than to build a new school. There was concern that rather than obtaining quotes for the refurbishment of the individual buildings, there had been a set of benchmark costs developed that were applied across all schools.</p>	<p>In November 2012, the Council established a number of criteria for assessing the viability of a proposal. These include fundability, educational benefits and financial sustainability. The Council believes that this proposal delivers substantial educational benefits, as laid out in the proposal document. There is a significant capital cost in delivering these benefits, however the reduction of unnecessary capacity and the removal of duplication of management structures will provide significant revenue savings, and disposal of the Lenzie Primary School site will provide a capital receipt. None of these educational or financial benefits will be achieved by maintaining buildings as they are. To achieve significant educational benefits in the existing schools, benchmarking exercises indicate that a capital investment of up to 80% of a new build would be required. This would still not allow for the full range of educational benefits to be achieved, as it would be necessary to work within the limits of the existing buildings. In the case of Lenzie Primary, it is not possible to provide additional outdoor space. In addition, across the primary school estate, there is a maintenance backlog of £7 million. In addition to the educational benefits for pupils provided by the proposal, the Council has a responsibility to deliver best value services and efficient and effective education. This proposal supports those responsibilities.</p>	None
Process for pupil consultation	<p>A number of consultees raised concerns about the pupil consultation process. These concerns were mainly that parents had not been notified before the pupil consultation was carried out, and that the consultation was carried out by a Council officer. There was concern that the consultation would have a bias towards the Council's proposal.</p>	<p>The education service took steps to ensure that any parents not aware of the consultation were contacted.</p> <p>The presentation to pupils was made by an experienced primary specialist, and provided an impartial and balanced view of the proposal. Children were encouraged to discuss the proposal and to ask questions, and to provide comments on the issues they felt important to them.</p> <p>It is believed that the process complies with all duties under the Act.</p>	None

Alternative options	<p>A number of alternative options were raised for the use of other sports facilities for Lenzie Primary, including the Kirkintilloch Leisure Centre and the Lenzie Rugby Club facilities.</p> <p>A small number of respondents raised the subject of a new build school being combined with a 'Centre of Activity' i.e. community space attached to a new school.</p>	<p>While it may be possible to provide additional sports facilities through the use of partner facilities, it is not possible to provide these facilities on site for Lenzie Primary pupils. In addition, these alternatives do not address the range of limitations of the current provision, and also do not address the issue of under-occupancy in the area.</p> <p>At present, there is no proposed increase in community space in Lenzie. Schools are available for community letting, and Lenzie Academy provides a community resource for sports facilities.</p> <p>Therefore, it is felt that these alternatives do not provide a viable solution using the criteria established by Council in November 2012.</p>	None
Level of detail of the proposal	<p>One area that has been raised in a variety of ways is the level of detail in the proposal. It has been suggested that the proposal is not sufficiently detailed in terms of design, traffic impact assessments, health and safety implications, and detailed design and build programme, as well as in terms of financial information.</p>	<p>It is important to understand to what point the project has currently been developed. The Council has established, through financial modelling, desktop feasibility work, and consultation with industry partners, that it is possible to build a school at the Lenzie Moss site for 560 pupils. It has been established that this would cost approximately £9.2 million, and an outline design and build programme has been developed. Clear educational and financial benefits have been identified. However, at this point in time the Council has not decided whether it wishes to develop this project, and is asking for the views of stakeholders to inform that decision. Therefore, the Council has not committed substantial sums of money in site investigations, detailed design work, traffic modelling and development of mitigation strategies. All of this will happen if the Council decides to proceed, and stakeholders will be closely involved in the design work, transport planning, transition planning, etc. The Council would have to go through the detailed planning process in the same way as any other developer, should it decide to proceed.</p> <p>The Council is currently consulting on whether or not to begin this process, which it is estimated would take up to a year before building commences. At this point, no decisions have been made.</p>	None

Issues related to the new school provision			
Size of the new school	<p>A number of respondents have raised the size of the school as a concern. There are two main concerns. Firstly, that the quality of education will be adversely affected by larger numbers of pupils, or that the relationship between staff and pupils will be more restricted in a larger school.</p> <p>Secondly, that younger pupils or pupils with specific needs will find the transition to a larger school more difficult.</p>	<p>It is the view of the education service that the size of a school is not a determining factor in the quality of the educational experience in a school. It is believed that the most important factor is excellence in learning and teaching within a school. This can be supported by a high quality built environment, and by providing facilities which can greatly enhance the learning and teaching in the school. It is clear that many schools larger than those currently in East Dunbartonshire achieve a very high quality of education.</p> <p>A process of managed transition has been proposed that will support all pupils involved. In addition, it is not believed that larger schools are necessarily difficult for pupils to adapt to. The education service has experience of supporting transition in previous school projects, and will refer to good practice in other authorities with significantly larger primary schools.</p>	<ul style="list-style-type: none"> • Ensure enhanced transition arrangements for pupils with additional needs.
Layout of the school and the design process	<p>A number of questions were raised about specific features of the design of the school, such as the lack of classroom doors, the arrangement of the dining hall, the size of the gym hall, arrangement of storage space, and feature such as sprinklers. Stakeholders also highlighted that they would like to be consulted in relation to the new school design.</p>	<p>At this point in time, there is no detailed design for the proposed new school at the Lenzie Moss site. The school would be based on the reference design, which is currently being implemented at the new Lairdsland Primary School. However, an important part of the design process would be design workshops with all users of the school, so that the school design is tailored to the needs of the school community. If the project was to go ahead, the final design would be a bespoke design for the community in Lenzie, and would incorporate these comments.</p>	<ul style="list-style-type: none"> • Implement engagement plan as described above (section 5.1, p16)
Available outdoor space	<p>There is a concern amongst respondents that the existing outdoor space be at a minimum maintained, and preferably should be increased and improved to take account of the additional pupil numbers. There is also concern that existing features such as the garden and woodland play areas are maintained.</p>	<p>The indicative site plan included in the proposal suggests an increase in available outdoor space. In addition, an important educational benefit of the proposal is to improve the quality of outdoor space, by including landscaping features and sports facilities not currently available at the school, which is currently almost entirely grass.</p> <p>As part of the school design consultation, parents, pupils and staff would be involved, and would identify what they feel is important in a new school. Features such as the gardens and woodland play areas can be incorporated into the new design, and these and other important parts of the design would be discussed.</p>	<ul style="list-style-type: none"> • Implement engagement plan as described above (section 5.1, p16)

Disruption and safety of the build	A number of concerns were raised about the impact the build would have on the pupils in Lenzie Moss Primary School, in terms of the noise, disruption and safety of the build.	<p>East Dunbartonshire Council has built a number of new schools in recent years using a tandem build model, and this model is used widely across Scotland. While there could be some impact from the build process, this would be closely managed by the school and the Council. The education service, the school leadership and the contractor would work closely to ensure, for example, that noisy activities are timed for minimal disruption.</p> <p>With regards to safety, a key part of the tendering process and the planning process is for the contractor to demonstrate how this build process can be achieved safely for everyone involved in the build, and particularly for pupils at the school. Any building work would of course meet all legislative health and safety requirements. This would be overseen by Council officers, and officers have the ability shut down a site if there are any concerns over the safety of the build.</p>	<ul style="list-style-type: none"> • Include solutions for management of disruption and safety issues in procurement process. • Publicise management plan before construction commences.
Management of the transition	<p>There were a number of concerns raised about how the transition to a new school would be managed. These included questions about how pupils will be supported in the move, how staff will be supported, how the name, the uniform and the ethos of the school would be decided.</p> <p>Stakeholders highlighted that they would like to be consulted in relation to the transition process for pupils.</p>	<p>East Dunbartonshire Council and our schools support a wide range of transitions for pupils - from nursery to primary, from primary to secondary, and so on. This is supported by the 3-18 cluster working policy, as noted by Education Scotland. In addition, in recent years, the Council has had the experience of bringing together different groups of pupils in the new secondary schools. Based on this experience, an outline of how transition planning would be developed has been published. The key focus of this transition planning is that it is not something that is provided independently of the users of the school, but something that all stakeholders play an active part in planning and carrying out. This will ensure that all of the issues affecting everyone involved in the new school will be addressed.</p> <p>There are four main stages of transition planning:</p> <ol style="list-style-type: none"> 1) developing a transition plan with all stakeholders 2) implementing collegiate working in schools 3) support in the session prior to occupancy 4) post-occupancy support 	<ul style="list-style-type: none"> • Implement engagement plan as described above (section 5.1, P16). • Develop transition planning for each phase of transition as described in the draft transition plan. • Publicise transition actions through communications channels.

		<p>If the Council was to proceed with this proposal, the first stage of transition would be to work closely with parents, pupils, staff and other stakeholders to ensure that all issues are addressed.</p> <p>See appendix 4 for information on transition planning.</p>	
Nursery provision and after school care provision at the new school	<p>There were a number of concerns raised about nursery provision in the proposed new build school. Concerns included whether the hours of nursery provision would suit working parents and would the hours of funded nursery provision take into account the Scottish Government plans to increase funded hours of childcare?</p> <p>Some respondents also wished to highlight the need for after school care, especially for working parents.</p>	<p>East Dunbartonshire Council and our local authority and private & voluntary nurseries support nursery education throughout East Dunbartonshire. In line with the Scottish Government guidelines, East Dunbartonshire Council has consulted with parents on nursery provision within East Dunbartonshire (600 hours survey). The consultation looks to identify exactly what parents want in relation to nursery education and in what way they would like to use their 600 funded hours. This survey will inform the Council's strategic review of nursery provision. Any new build school would take into consideration the findings of this review.</p> <p>The Council does not provide after school services directly. However, it would be expected that the education service and the school would work with providers, including the existing provider operating at Lenzie Moss, to facilitate provision within the new school.</p>	<ul style="list-style-type: none"> • Incorporate the findings of the strategic review of nursery provision, and consider potential additional spaces and/or extended day/year provision in line with overall policy on nursery provision.
Class sizes in the new school	<p>There is concern that there will be an increase in class sizes at a new school</p>	<p>Class sizes in primary schools are limited by Scottish legislation. East Dunbartonshire Council must ensure that class sizes are no more than 25 in P1, 30 in P2-3, and 33 in P4-7. Exactly the same policies and staff to pupil ratios will apply in any new school as currently apply, and the class sizes in the new school will vary slightly according to the school roll in exactly the same way as they do in existing schools.</p>	None

Catchment areas	<p>There is a suggestion that the catchment areas of the schools should be reconsidered, and that distance to travel for some children will be too far.</p> <p>Some respondents wished to highlight their concern over the number of placing requests that may be received for the new build school due to the educational benefits it could offer.</p>	<p>At present, the proposal is based on the catchment area of the new school being the same as the catchment of the present two schools. The small number of pupils living more than a mile from the school would be offered school transport. If following the opening of the school it was felt that there was a need to revisit catchment areas, the Council, the school, and the parents could discuss the process of catchment boundary changes.</p> <p>As part of the roll projection work carried out annually, long term trends in placing requests are assessed. The school capacity has been set to accommodate these. Within the capacity proposed, there is sufficient space for some fluctuation in these trends. However, it is important to note that new placing requests are only accepted when there is capacity in the school, following allocation of places to children in the catchment area.</p>	<ul style="list-style-type: none"> Monitor trends in roll and roll projections, and continue to manage capacity as described in “Roll projections and school capacity” above (p18)
Educational Benefits	Some respondents suggested that it is not necessary to build new schools to deliver a new curriculum, and that many of the educational benefits listed in the proposal document are already present in the current schools.	Currently, schools in East Dunbartonshire are delivering Curriculum for Excellence, and have excellent staff, and excellent learning and teaching. However, the Council, the education service, and schools are committed to continuous improvement. It is believed that a new school, that is purpose-built for the delivery of education in the 21 st century, will greatly improve the learning environment for all schools users. See section 4 (p11) for Education Scotland’s assessment of the educational benefits of the proposal.	None
Other issues			
Impact on staffing	There is concern amongst a number of respondents that the proposed new school will affect the level of staffing, including non-teaching staff. There is concern that there will be a reduction in posts and that educational standards will be affected by a feeling of job insecurity.	Although there is potential for a reduction in staffing, all staffing will continue to be driven by pupil/teacher ratios, which are dictated by Council policy and national legislation, and will remain unchanged. The Council, if required, has a redeployment policy, and all staff would be supported thoroughly and consistently through any change. The new build school would have one Senior Management Team (SMT) and one Head Teacher.	<ul style="list-style-type: none"> Implement engagement and transition plan as described in section 5.1 (p16). Continue to engage with staff representatives and trade unions, as well as staff forums to ensure information is disseminated.

Energy Efficiency	A small number of respondents wished confirmation that any new build school would be a modern and sustainable facility which would have the potential to be energy efficient, thus maximising value for money and lowering carbon emissions.	Energy performance ratings range from A to G. Currently, the energy performance rating of schools in Lenzie is not good. For example, the rating of the main Lenzie Primary school building is F+. Any new build would be a modern and sustainable facility, expected to meet the BREEAM excellent standard and have an energy performance rating of B+.	<ul style="list-style-type: none"> Energy performance requirements, based on reference design, to be included in design brief.
Positive comments received from respondents	There were a number of positive comments received from respondents referring to the improved outdoor facilities that a new build would provide and the improved learning environment and facilities that would be available.	As stated in the proposal document, it is believed that a new build school would benefit users of the school and have significant educational benefits.	None
Walking and Cycling	Consultees highlighted that children should still be able to walk and cycle to school, providing them with a healthy lifestyle.	This option would be available to the majority of children if the proposal was to go ahead at the Lenzie Moss Primary School site. Accessibility analysis shows that there would be a very small change in the number of pupils living a significant distance from the school. The development of the school travel plan would promote active travel to school.	<ul style="list-style-type: none"> Emphasise walking and cycling as part of travel planning. See section 10 (p30) for more details.
Cost of New School Uniforms	Consultees raised concern over the cost implications for parents should a new school uniform be adopted.	There is potential for a one-off cost for change to uniforms. However, the adoption of a new school uniform would be for the interim Parent Council to discuss with the school community and make a decision on, should the proposal go ahead.	None
History and Heritage	Some residents expressed sadness at the possibility of losing a historic and attractive building near the centre of the community.	It would be expected that the current Lenzie Primary School site would be disposed of, should the proposal proceed, in line with current asset management practice. Therefore, it is not possible to say what the future use of the building and site would be, however any development would be subject to the planning process, and would be considered within the framework of current planning guidance.	None
Links with Churches	Some respondents highlighted the fact that Lenzie Primary holds some of its services within the local Church, and by closing Lenzie Primary, this may have an adverse effect on the Church.	There is no reason to believe that such links would not continue and the education service would encourage links to be maintained throughout the transition and operational phases.	None

Effect on Neighbours	Some respondents raised concerns in relation to the use of school outdoor facilities, outwith school hours. Concern over light pollution coming from flood lights when the facilities were in use and high levels of noise were also raised.	These concerns would be an important part of discussion of the design, and part of the planning process. It would be important to work with residents and to mitigate these negative impacts through design solutions or management policies.	<ul style="list-style-type: none"> • Engagement with residents as part of the planning process.
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SECTION 6 – ALLEGED OMISSIONS OR INACCURACIES

- 6.1 One inaccuracy was identified. The consultation paperwork stated that under this proposal, while the volume of traffic arriving at the Lenzie Moss site would increase, the overall number of journeys to school would decrease. Specifically, it was stated that:

“An independent traffic consultant has assessed the likely change in travel under this proposal and has found that:

- *Overall there would be less traffic generated under this proposal;*
- *More pupils would be expected to walk to school;*
- *Pupils would on average travel less distance to school; and*
- *There would likely be an increased number of cars arriving at the school site.”*

In the traffic analysis information published on the Council’s website, it was stated that:

“The growth in the number of pupils at the Lenzie Moss site means that the demand for travel to this location will increase. The new school will need to be designed to accommodate the demand for an additional 144 pupils arriving by car and 33 pupils arriving by bus at this site.”

These statements were based on a detailed analysis of accessibility and transport provided by an independent traffic consultant.

- 6.2 Following the consultation period closing, a Councillor questioned the details of the information published in the traffic analysis. This led to a detailed review of the information by officers, and subsequently by the traffic consultant. It was found the consultant’s computer model incorporated an error, and that the information published was inaccurate. The Councillor who raised the issue was informed, and an updated traffic analysis document was requested. In this document, it is stated that

“The growth in the number of pupils at the Lenzie Moss site means that the demand for travel to this location will increase. The new school will need to be designed to accommodate the demand for an additional 105 pupils arriving by car and 24 pupils arriving by bus at this site.”

It is also clear that there will not be a reduction in the overall number of journeys to school in the area.

- 6.3 This updated analysis document has been published on the Council’s website. The original analysis document and the updated document are attached as **Appendix 5**. It is not proposed that the consultation be repeated in the light of this inaccuracy.

- 6.4 East Dunbartonshire Council believes this process complies with the process laid out in legislation for dealing with inaccuracies and omissions.

SECTION 7 - EQUALITIES IMPACT ASSESSMENT

- 7.1 An Equality Impact Assessment of the proposal suggests that there is potential for adverse impacts to arise from one main area:

- **Impact of transition.** Concern has been raised that the impact of the transition from one school to another may affect groups that share protected characteristics.

- 7.2 Potential adverse impacts are identified in the protected characteristics of **age and disability**.

- 7.3 Mitigation actions are identified that would reduce these impacts significantly. These include:

- Implementation of a managed transition process as identified in draft transition planning.
- Implementation of enhanced transition arrangements in line with the Additional Support for Learning (Scotland) Act 2004.

- 7.4 Potential positive impacts are identified for the protected characteristic of **disability**. The proposal will advance equality for groups sharing this characteristic and will also foster good relations between people with and without disability.

- 7.5 It is recommended that if the proposal was to go ahead, mitigation actions identified in the assessment should be implemented.

See **Appendix 5** for the full text of the equality impact assessment.

SECTION 8 – STRATEGIC ENVIRONMENTAL ASSESSMENT

- 8.1 The Environmental Assessment (Scotland) Act 2005 requires plans and strategies to be assessed for their environmental impact using a process called Strategic Environmental Assessment (SEA). Used at a strategic level, SEA takes place at an early stage in the decision making process to make sure that unacceptable negative environmental impacts can be avoided rather than mitigated and that positive environmental impacts can be enhanced.
- 8.2 As part of the options generation and assessment process, a SEA screening report was produced on the various options that were considered at informal consultation. This was submitted to the SEA gateway. It was decided, in consultation with statutory consultees, that a SEA was not required.

SECTION 9 – FINDINGS OF THE CONSULTATION

- 9.1 Following the statutory consultation process, there are a number of findings that can be identified:
- 9.1.1 The level of response from statutory consultees was not high. 614 proposal papers were issued, and 114 responses received, giving a response rate of 18.6%.

- 9.1.2 There is a clear consensus that consultees who responded agree with the proposal. 614 proposal papers were issued. Across all 114 respondents, 80 agree with the proposal, and 29 disagree. Five respondents declined to specify whether they agree or disagree.

Of the 2 representations made by members of the public who are not statutory consultees, both disagree.

In addition, the response from pupils was positive overall.

- 9.1.3 There are clear benefits to be gained from the proposal. As noted by Education Scotland: ‘The educational benefits of such a proposal are clear in so far as the initial design brief would suggest’. The report also notes that ‘the costs of maintaining the existing buildings are a drain on council resources and the proposal would provide pupils and nursery aged children with access to a modern purpose-built learning environment’.
- 9.1.4 There are a number of outstanding issues of the proposal that would require to be resolved in the implementation of the proposal, to ensure that these benefits are realised. Some of these issues have also been highlighted by consultees and some by Education Scotland.
- 9.1.5 If these issues were to be resolved, the technical barriers to implementation of the proposal would be removed.

SECTION 10 – REVIEW OF THE PROPOSAL

- 10.1 If the Council was to decide to implement the proposal, it would be necessary to address the issues raised through the consultation process. The Council could consider implementing the potential actions identified in section 5, and in the Equality Impact Assessment, to address these issues.
- 10.2 In addition to the issues identified in section 5, the main issue identified in the consultation is that of additional traffic. An accessibility analysis provided by an independent consultant shows that there would be an increase in the number of pupils travelling by car to the site of up to 105, based on current modes of travel.
- 10.2.1 There are existing congestion issues at the site. In developing the school design and through the planning process, it will be necessary to assess the impact of the project, should a decision to proceed be taken. This process will include a transport assessment, which assesses the impact of the new school on all modes of the local transport network according to a hierarchy of walking, cycling, public transport and private cars. The transport assessment considers road junction capacity, bus stop locations, pedestrian routes to the school, vehicle routes, parking, drop off and turning areas. The assessment is governed by national and local standards.
- 10.2.2 Extensive further work by officers and the design team will be required to ensure that these impacts are mitigated. Engagement of school users will be an important part of this process.
- It is expected that mitigation of impacts will include physical measures such as:
- The provision of a pick up and drop off and staff parking area within the site that can accommodate 50 to 70 cars at any one time.
 - Widening and improving the access junction at Lenzie Moss.
 - Further review and investment in safe routes to school, where required.
 - Traffic calming, if required.
- 10.2.3 The development of a comprehensive school travel plan, involving the Council, the school and all users of the school, will also be required, including:
- The establishment of designated drop off areas within walking distance of the school.
 - Additional management and enforcement of parking regulations at peak times.
 - Measures that increase uptake of free school transport, where offered.
 - Measures that increase walking and cycling to school for pupils travelling less than one mile.
 - Measures that reduce and manage the number of drivers choosing to park in the area immediately adjacent to the school.

Development of this travel plan would form part of the process of transition to a new school (see section 5, 'Management of the transition', p23).

Where alterations to the road layout are required, officers will consider a Road Safety Audit. This is when an independent, qualified road safety auditor examines proposals and makes recommendations to improve road safety. This is done at the design stage, during the build and at completion to ensure issues are identified and resolved. The Road Safety Audit is governed by national guidelines.

- 10.2.4 If this approach was taken forward, commitment to the assessment and management of traffic impacts both during the development of the school design, and in the operation of the school would be fundamental to ensuring a viable traffic and transport solution.

SECTION 11 – COUNCIL DECISION MAKING AND PROCEDURE FOR REPRESENTATION TO MINISTERS

- 11.1. Under the Schools (Consultation) (Scotland) Act 2010, this consultation report must be published for at least three weeks before the Council can decide whether or not to implement the proposal. This is known as the 'extended consideration period', and is intended to allow interested parties to read the report, and to make their views known to Councillors. To quote from the statutory guidance that accompanies the Act:

"The intention is that interested parties should have time to see and digest the contents of the consultation report and also have time if they so wish to voice concerns and approach and lobby the councillors who will shortly be deciding on the proposal(s)."

- 11.2. It is expected that the Council will meet to discuss implementation of the proposal in January 2013. In order to take account of the intervening Christmas period, at least six weeks will be allowed following publication of the report before the meeting takes place.

- 11.3. For further information on the consultation process, contact the Primary School Improvement Programme Team:
Telephone: 03001234510
Email: primaryimprovement@eastdunbarton.gov.uk

Or visit:

www.eastdunbarton.gov.uk/primaryimprovement

- 11.4. If the Council decides to proceed with the proposal, a report on the consultation will be forwarded to the Scottish Government, in line with the Council's obligations under the Schools (Consultation) (Scotland) Act 2010. Scottish Ministers will then have six weeks to decide if they will call in the decision for review. For the first three weeks of this period, members of the public may make further representations to the Government by writing to:

Schoolclosure@scotland.gsi.gov.uk

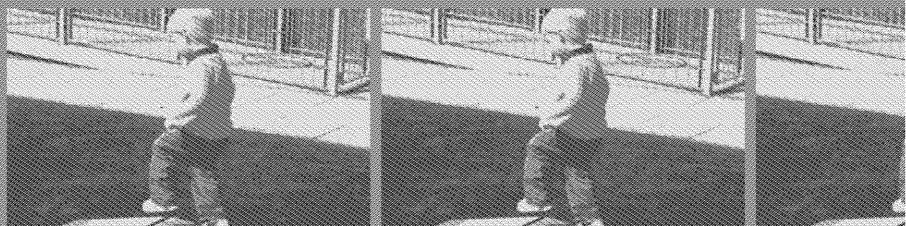
or by post to:

The Scottish Government,
School Infrastructure Unit,
2A (South),
Victoria Quay,
Edinburgh,
EH6 6QQ

PSIP

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Consultation on the provision of a new build primary school in Lenzie



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Consultation on the provision of a new build primary school in Lenzie



1.1 Introduction

As part of the Primary School Improvement Programme, East Dunbartonshire Council is considering proposals to change an element of primary education provision in the Lenzie area. You are being asked to take part in a statutory consultation process that will help the Council in deciding whether or not to go ahead with the proposal. Please read this document and return the form on page 11 to the Council, using the prepaid envelope provided, by Wednesday the 26th of June 2013.

1.2 What is the purpose of this consultation?

This consultation is designed to gather your views on changes to school provision. This process is defined by the Schools (Consultation) (Scotland) Act 2010, and is referred to as statutory consultation. The Act defines a process which all councils must follow if there is a proposed change to provision, such as, the discontinuance of education on a site and the establishment of new provision.

1.3 What is the Council required to do?

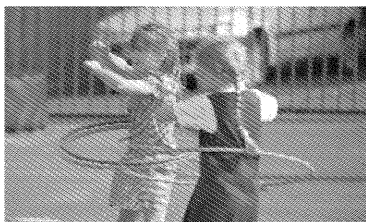
The Council is required to publish a proposal, and allow 30 days for consultees to respond and make representations. In that time, there must also be at least one public meeting. The consultation process reflects the Scottish Government's view that educational benefits should be at the heart of any proposal to make a change to a school. The Council must prepare an educational benefits statement, which is part of this proposal paper. Education Scotland will visit the school(s) involved and consider the educational aspects of the proposal. They will then submit a professional and independent report to the Council which will take account of any representations which are made during the consultation. When the Council has completed the consultation, and received the Education Scotland report, it must consider whether to proceed with the proposal or not.

Scottish Ministers have the power to 'call-in' for review any decision to change provision. Ministers will only 'call-in' a decision if there is evidence of the local authority failing to comply in a significant way with the requirements set out in the Act, or failing to take proper account of a material consideration relevant to its decision.

1.4 Who is consulted?

In line with the legislation, the following stakeholders are consulted: Parent Councils; parents of pupils currently attending the school(s); parents of pupils expected to attend the school(s) within two years of publication of this proposal; Community Councils in the area; community planning partners; pupils of the school(s); staff of the school(s); Trade Unions; and other users of the school(s) facilities.

Consultation on the provision of a new build primary school in Lenzie



1.5 What are we proposing to do?

The Council is proposing a change to education provision in the Lenzie area and wants to:

- A) Build a new primary school on the current site of Lenzie Moss Primary School playing fields. The new building would be scheduled for completion in the summer of 2016;
- B) Close Lenzie Primary School and nursery class when the new facility is available;
- C) Close the existing Lenzie Moss Primary School when the new facility is available;
- D) Open a new school for all pupils in the current Lenzie and Lenzie Moss catchment areas with a capacity of 560 pupils, and a nursery class with a capacity of 30 children; and
- E) Demolish the existing Lenzie Moss Primary School, and develop the space as sports pitches, playing fields and other outdoor space for the new school including a turning circle and car park.

It is expected that the new facility would open for the school session 2016 - 2017.

Outline costs for the proposal have been estimated at £9.2million (including risk and contingency). This would be funded as identified in the Council's February 2013 budget, and an application will be made to the Scottish Futures Trust for funding equivalent to 50% of the cost of the build.

1.6 What happens next?

The consultation will run from the 8th of May to the 26th of June 2013. There will be a public meeting held in both schools on the 29th of May to discuss the proposals. In August 2013, Education Scotland will produce a report on the proposal and in October 2013, the Council will consider whether to proceed with the proposal.

If the proposal proceeds to the next stage, a report on the consultation will be forwarded to the Scottish Government and there will be a three week period to enable any further representations to be made to schoolclosure@scotland.gsi.gov.uk or by post to: The Scottish Government, School Infrastructure Unit, 2A (South), Victoria Quay, Edinburgh, EH6 6QQ.

Following this, there will be another three week period during which Scottish Ministers will be able to 'call in' the proposal for review.

Further information on the Schools (Consultation) (Scotland) Act 2010 and the consultation process can be found at:

The East Dunbartonshire Council website
www.eastdunbarton.gov.uk

The Scottish Government website www.scotland.gov.uk/Topics/Education/Schools/Buildings/changestatoschoolestate

THIS IS A FORMAL PROPOSAL FOR CONSULTATION UNDER THE SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010. PLEASE READ IT CAREFULLY AND RETURN THE CONSULTATION RESPONSE FORM ON PAGE 11, USING THE PREPAID ENVELOPE PROVIDED.

School Information and Educational Benefits



2.1 About the schools

Both Lenzie and Lenzie Moss primaries are co-educational, non-denominational primary schools serving the Lenzie area of East Dunbartonshire Council. The schools are located approximately 0.3 of a mile from each other. Across both schools there are 245 empty places from a total of 762. These numbers are predicted to remain stable for the next 10 years, after which they are expected to drop.

2.2 Lenzie Primary School & Nursery Class

The school is situated on a landlocked site. Prior to 1960, the building was occupied by the junior section of Lenzie Academy. The main building houses the library, nine classrooms and a central assembly hall. There are a number of external buildings, including a further three classrooms (two hutted), a gymnasium and an external dining hall. The school building is on a main road. Presently, Lenzie Primary School and Nursery class has an under-occupancy rate of 35%.

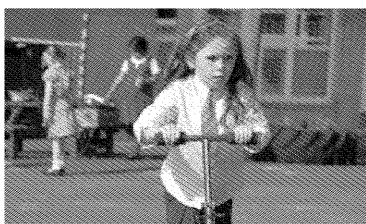
In a comprehensive condition survey, Lenzie Primary School was rated as condition C. This means that there are major defects and the property is not operating as intended. The areas which present the biggest challenges include the roof and external elements such as windows and doors. Internal elements such as floors, ceilings, walls and doors are also of concern. It is currently estimated that there is a maintenance backlog of £350,000, and that a further £94,000 is required to replace major elements of the school. Therefore, a total estimated investment of £444,000 is required to keep the building operating. Energy efficiency is also poor. Lenzie Primary School's energy performance certificate rating is as follows: Main building F+, Dining hall F, Gym F and Nursery G.

The building was not designed for implementing Curriculum for Excellence. It also has a number of limitations, mainly due to the physical configuration of the internal spaces, which limits flexibility in learning, teaching and assessment. The traditional construction also places constraints on any adaptations which might be carried out. The building's site and setting does not offer adequate facilities for outdoor learning. In addition, the school grounds are impractical for active sports, limiting the ability of the school to provide high quality physical education for all pupils.

2.3 Lenzie Moss Primary School

The school opened in 1968. It is a traditional design which is spacious, has wide corridors, a large assembly/gym hall and a separate canteen. The main block is two storeys high and the infant block is a single storey building. Classrooms are a good size and pupils have the benefit of two large computer suites. The grounds are large with room for outdoor activities. Presently, Lenzie Moss has an under occupancy rate of 31%.

School Information and Educational Benefits



In a comprehensive condition survey, Lenzie Moss Primary was rated as condition B. However, the most recent assessment of its condition score places it just above condition C. This means that, although it is considered to be generally satisfactory, it is exhibiting some deterioration. If any further deterioration in condition took place, it would be assumed that there are major defects and that the property is not operating as intended. The areas which present the biggest challenges are external elements such as walls, windows and doors. Internal elements such as floors, stairs, walls and doors are also of concern. The external grounds are also in poor condition. It is currently estimated that there is a maintenance backlog of £30,000 and that a further £130,000 is required to replace major elements of the school. Therefore, a total estimated investment of £160,000 is required to keep the building operating. Energy efficiency is not good, and Lenzie Moss Primary has an energy performance certificate rating of D+.

The school is not particularly well configured to respond to the demands of the Curriculum for Excellence, due to the limitations of the internal layout.

2.4 Educational benefits of the proposal

The design of the new school will be based on the reference primary school design for Scotland, jointly developed by the Scottish Futures Trust and East Dunbartonshire Council. This design is specifically based on the needs of Curriculum for Excellence, providing the following educational benefits for all users of the school:

- The design focuses on flexible indoor spaces which are fit for purpose and support Curriculum for Excellence, including:
 - Wet areas ideal for art and design and science;
 - Discrete small group space offering quiet spaces for 1:1 work;
 - Small group teaching areas;
 - Vibrant display areas crucial for learning, teaching and assessment;
 - Formal learning areas for each class, which break out into informal project space. Both spaces together are considered to be the classroom;
 - A separate dining area which acts as a project area, activity and music space when not in use. This dining area can also be opened to provide a covered outdoor dining area;
 - A large amphitheatre stair located centrally in the project area providing an active learning and display area for the school. The space can also be used for drama and as a social area for pupils; and
 - A library space located on both floors at the top and bottom of the amphitheatre stair.
- Outdoor facilities that make best use of available outdoor space, including:
 - an all weather (3G/4G) area to enhance opportunities for all pupils to achieve two hours of high quality physical education each week, throughout the school session; and
 - stimulating landscaping elements, for example, an external amphitheatre and hard play/social area.

School Information and Educational Benefits



- Dedicated external spaces which provide an extension of the learning environment. This supports outdoor learning and extends active learning beyond traditional classrooms.
- Architectural innovation provides benefits in all parts of the building, including:
 - Maximised use of light, ventilation and window height in relation to the age of the learners;
 - External spaces arranged so that quiet activities take place closer to the building and more noisy activities take place further away;
 - Acoustic absorption to reduce reverberation in the formal learning and project spaces; and
 - Clear lines of sight to support independent learning opportunities through passive supervision.
- Each pair of classrooms shares cloakroom and toilet facilities, which are also accessible from the outdoor classroom on the ground floor. Well designed and accessible spaces have been identified by children as an important factor in their enjoyment of time spent at school.
- Improved ICT facilities to support learning, with wireless access throughout the building to provide flexibility and support personalisation and choice.
- Improved facilities for pupils with additional support needs, including a health suite.

For all pupils, the proposal will provide access to a superior design of school building, which is purpose-built for the delivery of education in the 21st century. Specifically, pupils will have access to greatly improved learning spaces. These will be designed to sustain the best of the traditional classroom space while also providing project spaces, affording greater flexibility for active learning, collaborative working and access to the outdoor classroom. There will be enhanced facilities to support the delivery of two hours of high quality physical education per week, including access to an all weather pitch.

For pupils with additional support needs, the proposal will provide facilities which adhere fully to the Equality Act which supersedes most of the duties within the Disability Discrimination Act (DDA). In addition, the flexibility of learning spaces within the school will support differing learning styles and needs.

For community groups which use the schools, the proposal will provide better facilities for community use, stay-and-play facilities, and out of school care.

School Information and Educational Benefits



2.5 Other benefits of the proposal

For all residents of East Dunbartonshire, the proposal will provide significant reductions in:

- The cost of the delivery of education;
- Property costs, due to reduced maintenance, smaller total building area, better energy efficiency and reduced Facilities Management costs; and
- Carbon emissions, improving sustainability.

2.6 Summary

East Dunbartonshire Council believes that continuing to operate these two schools in their current form does not provide best value for the residents of East Dunbartonshire. This proposal will provide significant educational benefits through the delivery of a new school, purpose built for Curriculum for Excellence.

Additional Information



3.1 What issues have to be addressed in delivering this proposal?

This proposal has been subject to a wide ranging informal consultation. The Council has considered the comments provided in that consultation, and identified some of the key questions raised by respondents. These include:

3.2 Will the proposal increase traffic to the Lenzie Moss site and affect safe routes to school?

Increased traffic and the related congestion was an important issue raised in the informal consultation. An independent traffic consultant has assessed the likely change in travel under this proposal and has found that:

- Overall there would be less traffic generated under this proposal;
- More pupils would be expected to walk to school;
- Pupils would on average travel less distance to school; and
- There would likely be an increased number of cars arriving at the school site.

Solutions for managing this increase in traffic would be developed in the planning and design phase of the project, which will require a full Traffic Impact Analysis. Possible actions include:

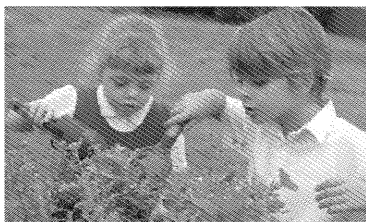
- Consideration of school crossing patrol sites;
- Inclusion of dedicated drop-off and pick-up points; and
- Traffic calming measures.

With the expected increase in pupils walking to school, ensuring safe routes to school is an important issue. Given that the proposed site is already used as a school, and the close proximity of the Lenzie Primary site, there are already very good safe routes in place. Key points where additional safe routes may be considered include:

- Crossing Boghead Road;
- Crossing Kirkintilloch Road; and
- Arrangements for school bus pick-up and drop-off points.

Should this proposal be approved, an integral part of both the design workshops and the planning process will be the consideration of traffic management and of safe routes to school. A full school travel plan will be developed in consultation with users of the school, referring to Scotland's Road Safety Framework.

Additional Information



3.3 Will there be disruption due to construction?

In order to reduce the impact of construction on the users of the school and neighbours, construction traffic would be actively managed:

- The contractor will be obliged to provide a safe access plan and traffic impact analysis;
- Construction traffic access will be restricted to key safe times;
- Access to the site will be limited to specific points;
- Access would be suitably fenced and secured;
- All of the above arrangements will be a legal obligation on the contractors and designers under the Construction (Design and Management) Regulations (CDM); and
- The main access point will be from Myrtle Avenue.

3.4 What will be the impact on community groups?

There are currently two groups regularly using the facilities at Lenzie Moss Primary School, and none at Lenzie Primary. It is expected that these groups would continue to have equivalent access to facilities under this proposal, and that those facilities will be improved.

3.5 How will the move to a new school be managed?

In order to support the discontinuance of education in the present Lenzie and Lenzie Moss primary schools, and the Lenzie Nursery Class, transition planning will be critical. A transition plan has been drafted in order to support this process. Final details will be determined at an appropriate time and in consultation with pupils, parents and staff of both schools. This transition plan will be further developed immediately following appraisal of this proposal. It will ensure that the curriculum and the collegiate timetable of both schools will be aligned. As both schools are part of the Lenzie cluster, staff have already worked together on shared improvement priorities through the implementation of the 3-18 cluster management policy. The central education team will support and monitor this work.

Pupil groups will be supported to come together through the development of shared topics and it is likely that, in the first instance, this will be focused on the process of building the new school. This will start to establish a joint ownership of the new building. Technology, such as web conferencing, will be used appropriately to enable pupils to communicate with each other outwith times when they are working face-to-face. There will be opportunities for pupils to come together to share curricular experiences as part of the transition.

3.6 About the reference design

The school design has been developed in partnership with the Scottish Futures Trust and has been accepted as a reference design for Scotland. This reference design is currently being used for the new Lairdsland Primary School. Digital images of the new Lairdsland design can be found at www.eastdunbarton.gov.uk/primaryimprovement. Staff, pupils and parents informed the development of the design, to ensure that the design suits the needs of pupils in East Dunbartonshire.

The requirements of Curriculum for Excellence were the basis for the development of the design, ensuring that the school will be fit for purpose both now and in the foreseeable future. A key focus of the design is that it is flexible in support of collaborative working and active learning. The reference design also demonstrates scalability in that the design can be modified for smaller and larger schools and those that include regular community use.

Additional Information

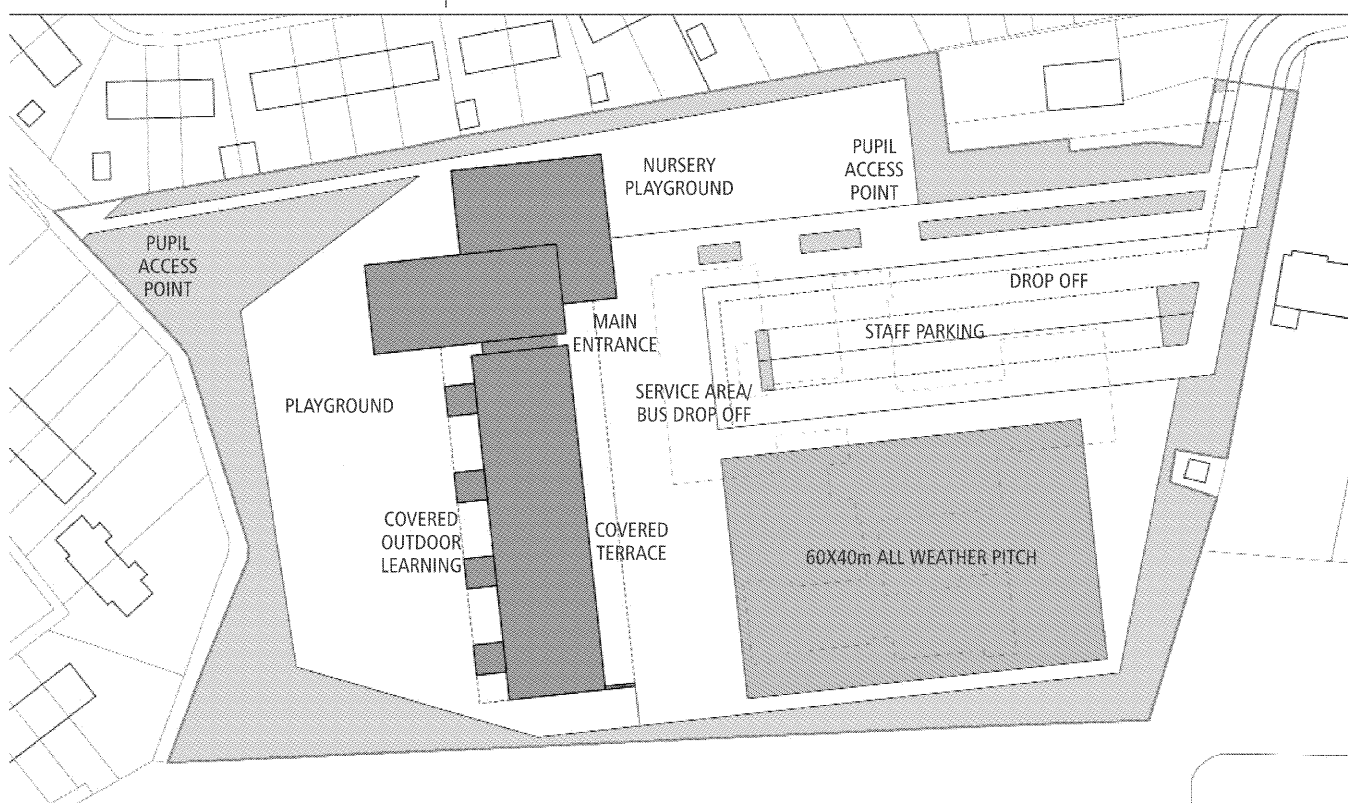
The involvement of the school community is crucial when using this design to provide new schools. Pupils, parents, staff and the local community will be involved in adapting the design to fit the needs of a particular school. This can range from informing major design decisions, such as the internal layout of the school, to decisions about the furniture and colours used. As stated by the Scottish Future Trust, the value of good design is well recorded and the benefits include: raising spirits, creating a higher quality of life, increasing attainment, enriching the environment, attracting people (pupils and staff), increasing prestige, and improving life confidence.

In addition, the design provides a high performing building, which will:

- Be fully accessible in terms of DDA and Equalities Act compliance;
- Have excellent heating, lighting and ventilation;
- Be "low energy" and "low carbon" (Energy Performance Certificate of B+); and
- Have low maintenance costs.

More information on the importance of the reference design can be found in the recently published Scottish Futures Trust business plan. See www.scottishfuturestrust.org.uk for details.

3.7 Proposed school site plan:



3.8 Further Information

Detailed supporting information on all aspects of the proposal outlined in this paper can be found at www.eastdunbarton.gov.uk/primaryimprovement, as well as at Lenzie and Lenzie Moss primary schools, Lenzie Academy and local libraries in both Kirkintilloch and Lenzie. If you have any questions, comments or concerns about the consultation process or the information contained in this document, please contact the Primary School Improvement Programme Team:

Consultation response form

I agree with the proposal as outlined in this consultation

I would like to make the following representation for consideration:
(if required please continue on a separate sheet of paper)



PSIP

primary
school
improvement
programme

Further Information

If you have any questions, comments or concerns about the consultation process or the information contained in this document, please contact the Primary School Improvement Programme Team:

Email: primaryimprovement@eastdunbarton.gov.uk
Telephone: 0300 123 4510

Other Formats & Translations

This document can be provided in large print, Braille or on CD and can be translated into other community languages. Please contact the Council's Corporate Communications Team at:

East Dunbartonshire Council
12 Strathkelvin Place
Kirkintilloch
Glasgow, G66 1TJ

Telephone: 0300 123 4510

本文件可按要求翻譯成中文，如有此需要，請電 0300 123 4510。

Gabhaidh an sgrìobhainn seo cur gu Gàidhlig ma tha sin a dhìth oirbh. Cuiribh fòn gu 0300 123 4510

अनुदोष करने पर यह दस्तावेज हिन्दी में भाषांतरित किया जा सकता है। कृपया 0300 123 4510 पर फोन कीजिए।

ਇਸ ਦਸਤਾਵੇਜ਼ ਦਾ ਮੰਗ ਕਰਨ ਤੇ ਪੰਜਾਬੀ ਵਿੱਚ ਅਨੁਵਾਦ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ। ਕਿਰਪਾ ਕਰਕੇ 0300 123 4510 ਫ਼ੋਨ ਕਰੋ।

اس دستاویز کا درخواست کرنے پر (اردو) زبان میں ترجمہ کیا جاسکتا ہے۔ براہ مہربانی فون نمبر 0300 123 4510 پر رابطہ کریں۔



Appendix 2 – Consultation Timeline: Proposal to establish a new primary school in Lenzie

Task Name	Start	Description
Launch consultation	Wed 08/05/13	Proposal paper published, and responses invited. Consultation website launched, consultation papers distributed.
Consultation response period	Wed 08/05/13	Period for consultees to submit responses to the consultation, and to make representation to the council on the issues that affect them. 30 days in term time - excludes school holidays and in-service
Public Meetings	Wed 29/05/13	Public meetings held in Lenzie and Lenzie Moss primary schools, for members of the public to put questions and representations to officers.
Last Date for submission of consultation responses	Wed 26/06/13	Responses received after this date may not be considered.

PRIMARY SCHOOL IMPROVEMENT PROGRAMME

MEETING:	Statutory consultation public meeting on the proposal to close Lenzie Moss Primary School and Lenzie Primary School and nursery class and establish a new school on the Lenzie Moss Primary site
VENUE:	Lenzie Moss Primary School
DATE/TIME:	29 May 2013: 1930 – 2100
OFFICERS ATTENDING	Ian Black, Director of Finance John Simmons, Director of Education and Social Work Simon Mair, Programme Lead Crawford McGhie, Development Manager Nigel Hooper, Policy and Support Manager
MEMBER OF THE PUBLIC	38 attendees

The meeting was opened by the Chair, who welcomed those present and introduced panel members. He then gave details of the agenda and the format of the meeting in terms of questions and answers.

John Simmons gave a short presentation on the proposal.

The Chair invited questions from the floor. These have been summarised below. Questions have been grouped around the main topics discussed.

Traffic and Construction traffic

A significant area of concern was traffic. Participants asked how construction noise and traffic would be managed, and how this would affect the outdoor space available.

Officers responded that in these proposal documents, the new Lairdsland school was being used as a baseline, and the plans shown were a test of how a building of that nature would fit on the site with the relevant outside spaces provided. However, if a decision was taken to go ahead with the proposal, detailed design work would begin. The design contractor would be brought in at an early stage, and discussions would involve staff, pupils and parents. A contractor has not yet been selected, and one part of the quality assessment would be how contractors would manage the build, and the experience that they can demonstrate in mitigating these issues. The Hub West Scotland delivery model gives the Council access to a range of contractors with experience of tandem builds in other authorities.

Officers discussed looking at access at the back of the site. They also indicated that the construction area would be fenced off. It was emphasised that there would be an obligation on the part of the contractors to mitigate and to make sure everyone was safe with method statements and safe access plans written into the contract. The design process would identify the build sequence and any ideas the school had to smooth the process. The construction contractor would work hand in glove with the headteacher and staff and the pupils to make sure that there would be minimum disruption through the construction phase. This could become a learning project for the pupils, with the contractor involving young people in the design process.

It was noted that noise could be an issue, and officers mentioned that in the new build for Kirkintilloch High there had been an issue with noise. The contractor worked with the school to soundproof the area. It was noted

that the Council would discuss with the contractor the need for play areas during the day or for sporting events during the session.

A number of questions were raised about increase in traffic to the site, and how that would be managed. These included questions about drop-off areas, monitoring of traffic restrictions, traffic calming areas, cycle lanes, and other measures. Participants were concerned that there was not enough information on traffic management, and that more detailed information should be available at this stage in the proposals. Officers agreed that there would be a significant increase in traffic to the site, and noted that there were a number of things that could be done to manage this. It was emphasised that detailed design work was yet to be completed, and that an important part of this would be the traffic solution. It was noted that drop off points would be required, and that there are other schools that the Council are aware of that have drop off facilities within the school site. The proposal to have cycle lanes was noted, and it was suggested that this would be something that the Council would have to consult local residents on, as would be the option of a one way system. Officers also noted that responsibility for traffic regulation enforcement would likely move from the police to the Council, allowing the Council to have more control over when and where enforcement takes place.

Officers recognised concerns about the development of the traffic solutions, and emphasised that the development of the design and traffic solutions would involve parents, pupils and staff. It was also emphasised that the Council would not get special treatment in the planning process. It was noted that there is an opportunity and an impetus around using this investment to improve the traffic management in general around the Myrtle Avenue area.

Officers also explained that the Council had looked carefully at other school builds in East Dunbartonshire and other authorities where there have been equally difficult traffic issues to manage. Officers agreed that it was not possible to give a definitive view of the traffic solution at this stage, but emphasised that the Council was confident that a solution could be developed.

A concern was raised about potentially combining school access and access for developments on Lenzie Moss, and the potential for additional traffic volume.

Officers responded that there have been a number of proposals for potential developments at Lenzie Moss, but that at present, none of these have reached the stage of a planning application and judgement. As the proposals are not very far developed, and may or may not be implemented, they have not been included in planning for the school proposals.

Nursery provision

A parent raised the issue of nursery provision, and noted that the proposal is to close Lenzie nursery class. However, Lenzie Primary does not service Lenzie Moss, as children in Lenzie Moss go to Holy Family Nursery. Lenzie Primary Nursery serves Lenzie Primary and Millersneuk. It was suggested that the proposal would leave Millersneuk without a nursery, and questions were asked about the traffic implications of this.

Officers replied that this would be taken into consideration. It was noted that Lenzie nursery class is not full, and that historically a lot of parents with children at Millersneuk send them to private or voluntary nurseries. The nursery catchment areas of Millersneuk and Holy Family and for the new school would be examined if the proposal goes ahead. Discussions would take place with Millersneuk, Holy Family, the new school and with individual families.

School roll

Participants asked about the projections of school rolls. In particular, it was asked if the new housing at Woodilee had been taken into account, and would there be suitable capacity in a new building? Officers replied that the Scottish Government encourages councils to work out projected rolls. These are reviewed annually, and would be until the new school was built. It is estimated that the school rolls in Lenzie and Lenzie Moss will be fairly consistent over the next ten years. Officers explained that the Council uses a formula to look at all planned housing and estimate how many pupils will come from these houses to schools. This has been tested against the houses already built. The pattern of placing requests has been taken into consideration, and there would be headroom provided within the planned accommodation.

Walking to school

Questions were raised about the walking access to the site. In particular, whether the Council would take responsibility for the lane to the back gate, and whether a decrease to walking to school was expected.

Officers replied that at the moment, the Council has limited budget for maintenance. However, with the significant investment in the school site, there was an opportunity to look again at issues such as using the lane. It would be considered in the proposal.

They believe that there will be an increase in car travel to the site, but that a substantial number of pupils will continue to walk.

Transition planning and management

A number of questions were asked about the transition to a new school. In particular, how transition would be managed, how school names and uniforms would be decided, what the impact would be on pupils of moving to a larger school.

Officers responded that there is an outline transition plan that can be seen on the Council website. The staff of both schools are presently part of the cluster within the Lenzie area and work together in the teaching and learning community in that cluster. The curriculum being delivered in Lenzie and Lenzie Moss, is already fairly similar. In the three years to opening, there will be management meetings and staff meetings in the two schools and the schools would bring groups of children together at appropriate times. Part of this could be a project based around construction of the new school. The Council will work with staff, pupils and parents during the transition, as well as managers and staff in both schools. This has been done in previous amalgamations. It was emphasised that the school populations would not be merged until the new building was complete.

As part of transition, the Parent Councils of both schools would come together to become an interim Parent Council for a period of time until the school opened. During that period of time various consultations would take place initiated via the Parent Councils of both schools. The rules and regulations of the school, staffing, a new headteacher for the school and the name and uniform would all go to consultation. Once the interim Parent Council is established, it would meet once a month jointly until the new school is opened.

Additional support needs

Parents asked what staffing levels, and what support there would be for pupils with additional support needs.

Officers explained that staffing levels for pupils with additional support needs would remain regardless of the new school. The allocation of support for learning assistants and classroom assistants would continue. The design in the school would provide different opportunities for children with additional support needs. Following any new build, policies for supporting children with additional support needs will remain in place.

Ownership

Participants asked if there was any private finance involved in this proposal, and who would own the school.

Officer replied that there was none, and that the Council would own the school.

Outdoor space

Participants asked about the amount of outdoor space that would be available in the build, and the amount of space available for gym and assembly halls.

Officers replied that the reference design includes space for all the school to come together, and that that space is a key part of the Council's aspirations for all new schools. There will also be an all-weather pitch, grass areas for play, and tarmac playground areas which will enable year round usage.

PRIMARY SCHOOL IMPROVEMENT PROGRAMME

MEETING:	Statutory consultation public meeting on the proposal to close Lenzie Moss Primary School and Lenzie Primary School and nursery class and establish a new school on the Lenzie Moss Primary site
VENUE:	Lenzie Primary School
DATE/TIME:	29 May 2013: 1930 – 2100
OFFICERS ATTENDING	Diane Campbell, Director of Governance and Regulation Gordon Currie, Head of Education Crawford McGhie, Enterprise Manager Jan Pollok, Quality Improvement Officer Grace Irvine, Director of Neighbourhood Services
MEMBER OF THE PUBLIC	35 attendees

The meeting was opened by the Chair, who welcomed those present and introduced panel members. He then gave details of the agenda and the format of the meeting in terms of questions and answers.

Gordon Currie gave a short presentation on the proposal.

The Chair invited questions from the floor. These have been summarised below. Questions have been grouped around the main topics discussed.

Consultation

Parents raised concerns that pupils had been involved in a consultation exercise without parents being given the opportunity to discuss the proposal with their children. Parents felt that the account provided to the pupils was biased and did not account for the maturity of the pupils in primary school.

Officers apologised that parents had not been made aware of the pupil consultation work, and explained that consultation legislation requires Councils to consult with pupils during statutory consultation. It was explained that the consultation was carried out by a very experienced officer, who is a specialist in primary education. This officer carried out an age-appropriate discussion of the proposal, and every effort was made to present an impartial view of the proposal. Officers emphasised that it was not the case that pupils had been told they could bring mobile devices to a new school.

Traffic and transport

One of the major concerns raised by participants was the impact on the numbers of pupils travelling and traffic congestion in the area. Participants questioned the expected reduction in car use, and asked what traffic management would be in place.

Officers emphasised that an independent transport consultant had used national guidelines to assess the likely impact of the proposals on traffic and had found that a greater number of journeys would go to the Lenzie Moss site. Officers emphasised that detailed traffic management planning would form part of the design and planning application process, as with any major project, but that this could not begin until the consultation process was complete.

School roll and capacity

A number of participants questioned whether the new house building at developments such as Woodilee had been taken into account when projecting rolls, and whether there would be sufficient capacity in a new school to accommodate all pupils. Published under occupancy figures for schools were also questioned.

Officers replied that the capacity of the proposed school had been based on the Council's roll projections, which predict primary rolls for the next ten years. These take account of all new house building known to the Council until 2019. The Council uses a formula to calculate how many pupils will come from those houses. Officers emphasised that the proposed capacity of 560 has an amount of head room to accommodate roll increase. Roll projections are monitored annually to accommodate changes in rolls. Officers noted that the occupancy figures provided were accurate. Although it may seem that the school is using all of the building at present, this is because the school activities have spread to fill the available space.

Refurbishment and lifespan

Participants asked about the option of refurbishing schools rather than building new schools, and why there was a backlog of repair and maintenance work. Participants also asked about the projected lifespan of the school.

Officer responded that to carry out the maintenance work required on the school would cost around 440,000 pounds, and that it would not be possible to adapt the internal layout, or add more outdoor space. Officers emphasised that there are too many schools in the authority as a whole that require maintenance, and are heavily under-occupied. That is why it is strategically important to look at reducing the number of schools.

Regarding lifespan, Officers stated that the life of a new school would be 60 years.

Funding

Participants asked about the costs of providing a new school, and how these would be met.

Officers replied that the projected build cost would be 9.2 million pounds. It was noted that there is money in the Council's capital budget for this, and that the Scottish Futures Trust would fund 50% of the new school build.

New school design

Concerns were raised about aspects of the design shown so far, including questions around the glass walls and the availability of outdoor space. It was asked if there were other schools of similar design that could be visited.

Officers emphasised that plans shown so far were indicative designs based on the reference design developed by East Dunbartonshire Council and the Scottish Futures Trust. This design uses innovations such as flexible or open plan space to meet the need of Curriculum for Excellence, such as flexible and active learning. Outside, there would be green areas, as well as all-weather pitches. However, detailed design work would include pupils and parents to ensure the design is right for the local community. Officers noted that these ideas are already in practice in schools in other parts of the country, and that the new Lairdsland School will open in 2014, and uses these features.

School Size

Participants raised concerns about research on the impact on pupils of larger school sizes.

Officers responded that although there is research on school size, there is no consensus on the right size for a school. While in East Dunbartonshire we are used to smaller schools, the Council believes that the most important factor is the quality of the teachers. Officers noted that in East Dunbartonshire the quality of teaching is very high, and that this will continue. Officers emphasised that the Council does not propose to move to schools of 700 or 1000 capacity as has been done in other authorities, and that there will be active management of the pupils in the school to ensure the quality of the pupil's experience.

Impact on staff

Participants were concerned about the impact on the future employment and morale of the staff, and the impact this would have on education. Participants asked would there be guaranteed jobs for staff?

Officer responded that the morale of staff was very important, and that the Council did not want to demotivate staff. As the number of pupils would remain constants, and staffing ratios would remain, there would be no need for staff reductions. Staff would not need to reapply for jobs, but would be 'matched in' to new jobs. School management and head teachers would be affected, and the parent council would be involved in school leadership appointment. Staff already work together closely through the 3-18 cluster, and the Council works closely with staff to support them.

Appendix 4a – Design and Construction Arrangements

The projects will be developed on a design and build basis and will be delivered by the Scottish Futures Trust's preferred "hub" route via Hub West Scotland.

The schools will be designed to be constructed as "tandem builds" with the new buildings being erected whilst the existing schools remain in place. Each construction would be in 2 phases with one design and build contractor responsible in each case for full delivery of all aspects of the new build designs, construction and demolitions.

Phase 1 Site Works

The construction of the new buildings on the playing fields with the existing buildings remaining in operation throughout this first phase.

The schools will migrate to the new buildings on completion of the first phase.

Phase 2 Site Works

Demolition of the old buildings and completion of the new external areas such as car parks etc. and construction of the new sports facilities.

The Design and Build process

It is critical that the health and safety of staff and pupils and parents is protected as is the need to ensure that the schools continue to deliver a high quality education service. It is imperative, therefore, that suitable construction arrangements are developed and robustly managed. It is essential that those responsible for the design and construction of the new schools are suitably experienced and, in particular, have a strong track record in delivering "tandem build" projects.

The Design and Build Contractor

The Design and Build contractor takes the key lead responsibility for developing and managing the design and construction arrangements. The selection of an appropriate contractor is therefore vital. Hub West Scotland and East Dunbartonshire Council officials will jointly select the contractor using a quality and price tendering process. A major component of the quality evaluation will be an assessment of the contractor's background and experience in delivering "tandem build" school projects. The contractors will be expected to demonstrate a strong track record in safely delivering projects of this kind. The contractors will also be expected to demonstrate how they will work in partnership with the school throughout the process and, in particular, how they would make the design and construction process fully inclusive and positive for the staff, pupils and parents.

The short list of contractors to be invited to tender will be drawn from Hub West Scotland's approved supply chain of major contractors of whom many can demonstrate delivery of projects of this kind.

The Design Team

The design team of Architects and Engineers also have a key role to play. The design team will be expected to develop the designs in such a way as to minimise the impact on the schools during construction. This will include such things as careful consideration of the siting of the buildings and

the design of external spaces. Whilst the design team will be employed by the main contractor, their selection will be carried out jointly by Hub West Scotland and East Dunbartonshire Council officials using a quality and price tendering process. A major component of the quality evaluation will be an assessment of the design team's background and experience in designing "tandem build" school projects. The designers will be expected to demonstrate how they will work in partnership with the school throughout the process and, in particular, how they would make the design process fully inclusive and positive for the staff, pupils and parents.

The list of designers to be invited to tender will be drawn from Hub West Scotland's approved supply chain of professional consultants of whom many can demonstrate experience in designing of projects of this kind.

The Construction Period – General Principles

Whilst it will be the Design and Build contractor's responsibility to develop each project specifically to respond to the situation at each school, some general principles will apply throughout:

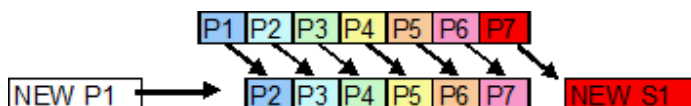
- Construction traffic access will be restricted to key safe times.
- Where necessary, realignment of accesses will take place prior to construction.
- Traffic control measures will be in place at key times.
- Site accesses will be entirely separated from the schools with, where necessary, temporary roadways (suitably fenced and secured) leading to the sites.
- The construction sites will be suitably fenced and secured.
- The contractor will be obliged to provide safe access plans and traffic impact analyses.
- Pupil drop-off arrangements will be adjusted and, where necessary, restricted to off-site in the surrounding streets.
- All access arrangements and drop-off proposals will be subject to discussion and agreement with the roads authority.
- All of the above arrangements will be a legal obligation on the contractors and designers under the Construction (Design and Management) Regulations (CDM).
- The contractor will manage a process of continuous liaison and engagement with the school throughout the construction periods.

Appendix 4b - Roll Projection Methodology

The process of compiling roll projections comprises three steps, which are repeated.

Step 1: The current roll in each year of the school is transposed forward one year, i.e. P1 moves to P2, P2 to P3, etc. P7 is removed to a secondary roll.

Step 2: A new P1 intake year is calculated, and added to the roll to form a new roll, as shown below.



Step 3: The new roll is adjusted to account for migration and house building.

These steps are repeated until the desired year roll is projected.

Components of P1 intake projection:

P1 intakes comprise three main parts:

- Zoned pupils, that is, pupils resident within a school's catchment area. These make up the majority of any school;
- Internal placing request pupils, that is, pupils resident outwith a school's catchment area, but resident in East Dunbartonshire; and
- External placing request pupils, that is, pupils resident outwith a school's catchment area, and not resident in East Dunbartonshire.

Projecting zoned pupil numbers

There are two methods used to project the numbers of zoned pupils – trendline analysis and birth rate prediction.

- **Trendline analysis**
This method looks at the trend in P1 numbers entering a school over time (e.g. previous ten years) and extrapolates that to the future (e.g. next ten years). This predicts what rolls will look like if current trends continue. It allows for the 'smoothing out' the impact of bulges or dips in individual years by taking a view over a significant period of time. However, it may lose accuracy the further into the future projections are made.
- **Birth rate prediction**
The General Records Office of Scotland (GROS) produces forecasts of future birth rates for each authority. By analysing the historical data, we can predict what proportion of children born in East Dunbartonshire will enter each EDC school. By looking at the GROS predicted births for 2016, for example, we can predict how many pupils will enter a school in 2020, at age 4. This method could be considered more accurate for specific schools and specific points in time

Quoted school rolls are from birth rate prediction. However, trendline analysis is also carried out, and reflects the direction of birth rate prediction.

Internal Placing Request Pupils

Internal placing request data for the last five years are analysed to provide a measure of the number of pupil which request placement in to, or out of, a school each year. This is used to predict future numbers each year.

External Placing Requests

External placing request data for the last five years are analysed to provide a measure of the number of pupil which request placement in to, or out of, a school each year. This is used to predict future numbers each year.

Adjustment for Migration and Housing:

Adjusting figures for migration

School rolls do not remain constant, and pupils move in to and out of schools each year. To account for this, the migration in to or out of each school is analysed over the last ten years. This gives a figure for migration in each school, each year, and can be positive or negative. The figure is then applied to projected rolls to adjust them for migration. Typically, this migration is quite small, no more that +/- 3%. Therefore, the overall effect on rolls can be expected to be minimal.

Adjusting figures for Housing

There is a significant programme of house building expected in East Dunbartonshire in coming years. To include the impact of this in roll projections, the rolls are adjusted, although it is difficult to predict the impact of house building on any one school, as families have a degree of choice in where there children attend school.

By looking at school rolls in the last ten years, we can see that there is not a direct relationship between house building and significant increases in school rolls. House building has varied from year to year, whereas rolls have steadily declined. However, by analysing the data, we can calculate the average number of pupil generated by each house built. This is an estimate only, but gives an indication of likely impact.

By discussing future developments with the Planning and Development and Enterprise teams, we have applied this measure to planned house building to project the impact of house building in each area.

Considerations when using roll projections

The following factors should be borne in mind when considering roll projections:

- 1) Roll projections are not expected to provide an exact prediction of pupil numbers. A number quoted is indicative, and shows where rolls could reasonably be expected to be, given current trends and pressure. Experience of past projections has shown roll projections to be a reliable indicator of actual school rolls.
- 2) Projections tend to 'smooth out' the natural variation from year to year in intake. While some years may be slightly larger or smaller, taken overall, a projected school roll takes account of this.
- 3) Factors influencing specific school rolls are very difficult to predict. For example, changes to the school estate in Glasgow could change external placing requests in Bearsden and Bishopbriggs. The loss of a major employer can increase migration from an area. However, taken across the authority, projections can give a very strong idea of pupil numbers, and the trend in school rolls.
- 4) As influencing factors can change over time, and it is important that projections are updated regularly, and that up to date projections inform project proposals

This draft plan highlights the principles for transition arrangements for all proposals for the primary school estate. When a proposal has been through the statutory consultation, agreed by the Council and approved by the Scottish Government, these principles will be developed in detail and in partnership with all relevant stakeholders (parents, pupils, staff and parent councils)

Education staff from the local authority will support all stakeholder groups to develop detailed plans for the transition phase up to, including and beyond the move into the new building. In addition, post occupancy, staff from Education Quality Development Service (EQDS) will monitor the quality of education which is being delivered to ensure that the educational experience remains of a very high standard.

Schools in East Dunbartonshire are well placed to engage in this transition process as there is a 3-18 Cluster Management Policy in place already. The rationale for this policy is stated as:

“Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18”

Building the Curriculum 3 (LTS 2008)

“Effective transition arrangements at all levels of the system can and should ensure the progressive development of all four capacities. Working in close partnership, pre-school centres, primary and secondary schools with local authorities and other stakeholders, can provide relevant and challenging courses and programmes to ensure continuity and progression in learning for all learners.”

Graham Donaldson HMIE

Implementation of this Cluster Management Policy means that schools already have arrangements in place to work together to develop Curriculum for Excellence, in particular, to develop shared approaches to learning, teaching and assessment. This cluster management policy was validated by HMIE in 2012.

The outline approach as detailed below is that which will be fully mapped out as and when a proposal has been agreed. ICT will be used to support this and ICT tools in Glow such as web conferencing will be key to enable pupils and staff to meet and work together online as well as face to face.

Phase 1 – Transition Plan to be developed with all stakeholders

As soon as a proposal has been agreed, the education staff will meet and work with the head teachers from both schools. The purpose of this will be to determine how both school communities can begin to align what they do, how they do it and when this should start.

These initial discussions will focus on matters such as aligning: collegiate calendars; school improvement planning and self evaluation systems (including moderation, tracking and assessment procedures). There will also be a requirement to plan for

delivery of two hours PE during both the build period and beyond, prior to outdoor facilities being available. This is likely to involve the associated secondary school.

Both Parent Councils will be consulted at the earliest opportunity in order to create a timeline for the establishment of one body for the new school.

Phase 2 – Collegiate working to be implemented

- Clear focus on process of planning, assessment and moderation – schools to agree which area(s) of the curriculum to focus on but key consideration should be for literacy, numeracy and health and wellbeing.
- The approach to moderation will be across stages and will build on existing work done by the schools and the cluster. This will ensure that there is a shared understanding of standards addressing key messages from Building the Curriculum 5.
- Development of shared approach to tracking – a working group from both schools to address this including staff and Senior Management Team (SMT) representation.
- Staff work together with their stage partners to plan for interdisciplinary learning topics.
- Development of plan for a joint project on the new build school including development of ideas for a bespoke feature.
- Parent Councils to continue to work together to plan for the new Parent Council.

Phase 3 – Session prior to new school opening

- Shared collegiate calendar including staff meetings, working parties across schools and joint in-service days.
- Continued focus on joint planning, assessment and moderation.
- Continued approaches to moderation implemented.
- Implement shared approach to tracking.
- Staff work together with their stage partners to plan for a project focussed on the construction process for the new building.
- Involvement of pupils in planning for new school name, badge and uniform etc.
- Parent Councils to continue to work together to plan for the new parent council

Phase 4 – Post Occupancy

- Meetings with staff to discuss transition.
- Learning rounds with SMT and EQDS to assure high standards of attainment and achievement.
- Meeting with pupil council to establish how pupils feel about their new school.
- Parent Council of new school in place.
- Report back to Head of Education highlighting successes and any areas of concern requiring attention.



Primary School Improvement Programme Access to Schools Analysis

Summary of access to schools analysis for the proposal to close Lenzie Moss Primary School, and Lenzie Primary School and Nursery Class, and establish a new school on the Lenzie Moss Primary site

The key changes

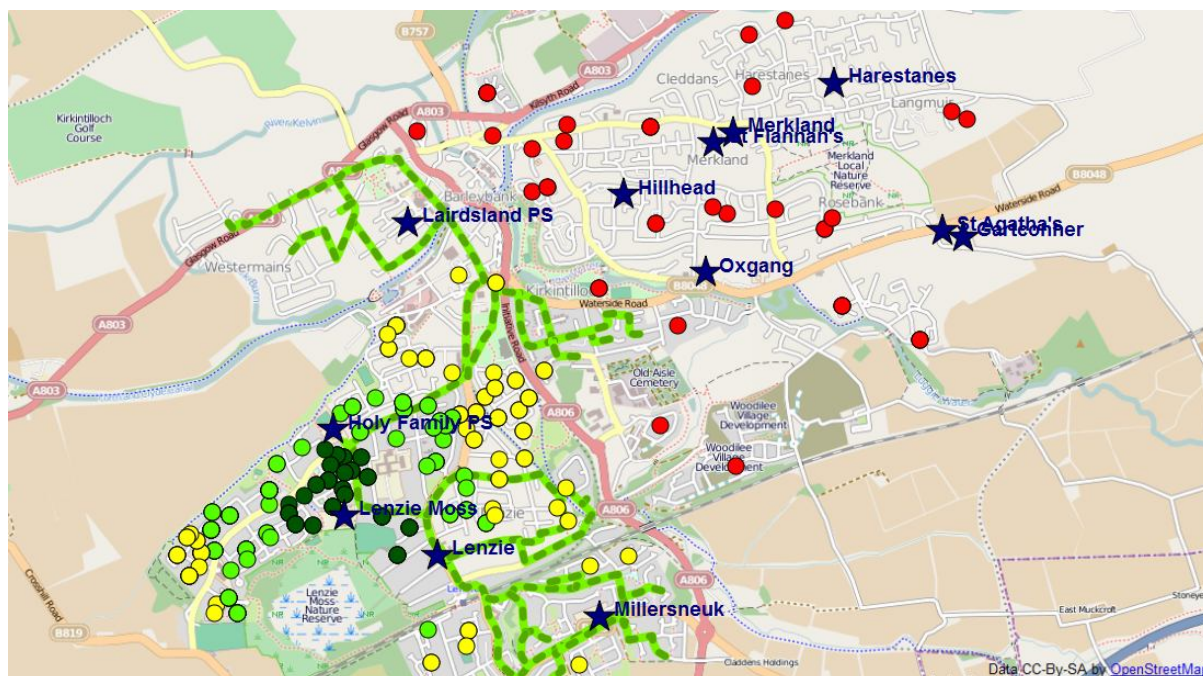
- 1.1 This proposal is estimated to lead to a growth of 37 in the numbers of pupils walking to school and a fall of 32 in the number of pupils travelling to school by car. As a result of a higher proportion of pupils travelling shorter distances to school, there is also expected to be small falls in the numbers travelling by bus and by cycling. There is a good network of walking routes to the Lenzie Moss site, which have previously been identified by pupils at other schools in the area as safe for use by pupils of primary schools.
- 1.2 The growth in the number of pupils at the Lenzie Moss site means that the demand for travel to this location will increase. The new school will need to be designed to accommodate the demand for an additional 144 pupils arriving by car and 33 pupils arriving by bus at this site.

How the changes have been estimated

- 1.3 Increasing distance from school leads to increased likelihood that pupils will travel by car or bus to school. Those that travel the shortest distances to school are most likely to walk. The analysis undertaken to look at the accessibility of the proposed school at Lenzie Moss considered all of the available choices. The demand for walk, cycle, bus and car travel was estimated according to the distance from the school and the current preferences of pupils on how to travel to school.
- 1.4 It was assumed that pupils who live over 1 mile from their zoned school, and others who do not have a safe walking route available, would be offered Council bus transport. It was estimated that about three quarters of those offered bus travel take up this option. Most of the remainder of pupils who live more than 1 mile from their zoned school were assumed to travel to school by car.
- 1.5 This analysis shows that the merger of Lenzie and Lenzie Moss Primary schools would result in some pupils travelling less far to school and others would travel further.
- 1.6 The number of pupils living within a quarter of a mile of their school would increase by 40 from 23 to 63. Most pupils in this group walk, so it is estimated that there would be a net increase in walking to school of more than 35 from this group.
- 1.7 Only one extra pupil would live more than a mile from new school compared with the current provision in two schools. If only about a third take up bus travel as at present,

then of the 70 pupils travelling more than a mile to the improved school, about 47 would be expected to travel in cars to the Lenzie Moss site.

- 1.8 238 pupils live between a quarter of a mile and a mile from school. They currently travel to school mainly by walking and car. It is estimated that this group would result in about 95 pupils travelling by car to the Lenzie Moss site.
- 1.9 There is a good network of safe walking routes designated by green lines on the map below. The fact that other routes are not shown as green lines does not mean that they are not as safe as, or safer than, the designated routes, but simply means that there has been no formal assessment. The dots on the map show the postcode locations for pupils currently attending Lenzie Primary school. The green dots show the locations from which pupils would be most likely to walk, and the red locations show the postcodes of the pupils who would need to arrive by bus or car. Pupils living at the postcodes shown in yellow and green will be most likely to walk and cycle if the safe routes network is improved.



Next steps

- 1.10 In order to ensure that all travel to the improved school can be accommodated it is recommended that further work is undertaken to:
 - identify suitable traffic management arrangements at Lenzie Moss to allow for picking up and dropping off pupils including designated drop off zones with parking restrictions; and
 - extend the network of safer routes to school to all locations where pupils could reasonably walk or cycle to school.

V1.0 May 2013



Primary School Improvement Programme Access to Schools Analysis

Summary of access to schools analysis for the proposal to close Lenzie Moss Primary School, and Lenzie Primary School and Nursery Class, and establish a new school on the Lenzie Moss Primary site

The key changes

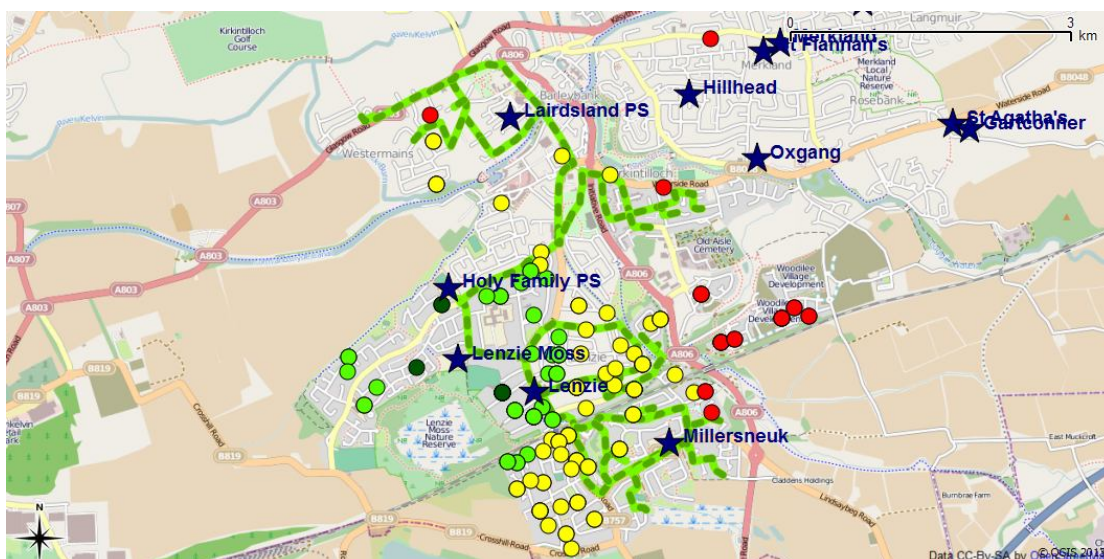
- 1.1 This proposal is estimated to lead to a fall of 37 in the numbers of pupils walking to school and a rise of 29 in the number of pupils travelling to school by car. As a result of a higher proportion of pupils travelling slightly longer distances to school, there is also expected to be a small rise in the number travelling by bus and by cycling. There is a good network of walking routes to the Lenzie Moss site, which have previously been identified by pupils at other schools in the area as safe for use by pupils of primary schools.
- 1.2 The growth in the number of pupils at the Lenzie Moss site means that the demand for travel to this location will increase. The new school will need to be designed to accommodate the demand for an additional 105 pupils arriving by car and 24 pupils arriving by bus at this site.

How the changes have been estimated

- 1.3 Increasing distance from school leads to increased likelihood that pupils will travel by car or bus to school. Those that travel the shortest distances to school are most likely to walk. The analysis undertaken to look at the accessibility of the proposed school at Lenzie Moss considered all of the available choices. The demand for walk, cycle, bus and car travel was estimated according to the distance from the school and the current preferences of pupils on how to travel to school.
- 1.4 It was assumed that pupils who live over 1 mile from their zoned school, and others who do not have a safe walking route available, would be offered Council bus transport. It was estimated that about three quarters of those offered bus travel take up this option. Most of the remainder of pupils who live more than 1 mile from their zoned school were assumed to travel to school by car.
- 1.5 This analysis shows that the merger of Lenzie and Lenzie Moss Primary schools would result in some pupils travelling less far to school and others would travel further.
- 1.6 The number of pupils living within a quarter of a mile of their school would fall by 37 from 52 to 15. Most pupils in this group walk, so it is estimated that there would be a fall in walking to school of about 35 from this group.
- 1.7 11 more pupils would live more than a mile from new school compared with the current provision in two schools. If only about 40% take up bus travel as at present,

then of the 50 pupils travelling more than a mile to the improved school, about 30 would be expected to travel in cars to the Lenzie Moss site.

- 1.8 129 pupils would live between a quarter of a mile and a mile from school. This group travel to school mainly by walking and car, so these extra pupils arriving at the Lenzie Moss site would result in about 73 extra pupils travelling by car to the Lenzie Moss site.
- 1.9 There is a good network of safe walking routes designated by green lines on the map below. The fact that other routes are not shown as green lines does not mean that they are not as safe as, or safer than, the designated routes, but simply means that there has been no formal assessment. The dots on the map show the postcode locations for pupils currently attending Lenzie Primary school. The green dots show the locations from which pupils would be most likely to walk, and the red locations show the postcodes of the pupils who would need to arrive by bus or car. Pupils living at the postcodes shown in yellow and green will be most likely to walk and cycle if the safe routes network is improved.



Next steps

- 1.10 In order to ensure that all travel to the improved school can be accommodated it is recommended that further work is undertaken to:
 - identify suitable traffic management arrangements at Lenzie Moss to allow for picking up and dropping off pupils including designated drop off zones with parking restrictions; and
 - extend the network of safer routes to school to all locations where pupils could reasonably walk or cycle to school.

V1.1 June 2013 (v1.1 supersedes V1.0 which used incorrect data on pupil postcodes for the analysis)

Appendix 6: Equality Impact Assessment

Section 1 - Details

1.1 Service /Department/Team

Education and Social Work Directorate
Education

1.2 Name of Policy or Practice being assessed:

Primary School Improvement Programme – Proposal to close Lenzie and Lenzie Moss Primary Schools, and establish a new build school on the Lenzie Moss Primary Site.

1.3 Is this a new or existing policy?

New	x	Existing	
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(Please tick)

1.4 List of participants in Equality Impact Assessment Process

Simon Mair, Programme Lead
Linda McKenna, Corporate Development and Members' Research Adviser

1.5 Manager responsible for impact assessment

Name: Gordon Currie **Job Title:** Head of Education Service

1.6 Timetable

Date assessment started: (dd/mm/yyyy)

10/4/13

Completion date: (dd/mm/yyyy)

07/11/13

Section 2 – Aims and Relevance

2.1. What is the purpose of the policy or practice?

The purpose of the proposal is to provide the best possible learning environment for the pupils within the catchment areas of Lenzie and Lenzie Moss. This is in line with the Primary School Improvement Programme which aims to make the primary school estate more modern, efficient and cost effective, whilst providing the best possible learning environment for young people in East Dunbartonshire.

2.2. What are the anticipated outcomes?

The Council is proposing to establish a new build school at the Lenzie Moss Primary School site. The Council is proposing to:

- Build a new primary school on the current site of Lenzie Moss Primary School playing fields. The new building would be scheduled for completion in the summer of 2016;
- Close Lenzie Primary School and nursery class when the new facility is available;
- Close the existing Lenzie Moss Primary School when the new facility is available;
- Open a new school for all pupils in the current Lenzie and Lenzie Moss catchment area with a capacity of 560 pupils and a nursery class with a capacity of 30 children; and
- Demolish the exiting Lenzie Moss Primary School and develop the space as sports pitches, playing fields and other outdoor space for the new school including a turning circle and car park.

It is expected that the new facility would open for the school session 2016-2017.

The school design would be based on the reference design developed by EDC and SFT. For more details on the reference design and details of educational and other benefits, please refer to the proposal documents.
(www.eastdunbarton.gov.uk/eastdunbarton.gov.uk)

2.3. Who is affected by the policy or practice as an internal or external service user?

All young people of primary school and pre-school age living within the Lenzie and Lenzie Moss catchment areas, parents/carers, teaching staff and school employees. Local residents, local businesses and community groups and organisations that use the schools may also be affected by the proposal.

2.4. Please indicate the equality groups likely to be affected by the policy:

All equality groups will be affected by the proposals. However, the proposals are likely to have a greater impact on people who share the protected characteristics of age and disability.

2.5 Which aspects of the policy/proposal eliminate unlawful discrimination, harassment and victimisation?

N/A

2.6 Which aspects of the policy/proposal advance equality of opportunity between people which share a relevant protected characteristic and those who do not?

In replacing two primary schools, the new school building will be fit for the purposes of the modern curriculum and accessible to all. As such, the building of a new school will advance equality of opportunity between pupils that have a physical disability and those who do not.

2.7 Which aspects of the policy/proposal foster good relations between people who share a protected characteristic and those who do not?

All schools in East Dunbartonshire have a duty to foster good relations in line with the Equality Act 2010. This is mainstreamed through our education policies and practices. The building and siting of the new school will have no bearing on this issue with regard to equality/protected characteristic groups.

2.8 Which equality groups and communities have been involved in the development of the policy?

The East Dunbartonshire Equality Engagement Group, which comprises groups representing protected characteristics/equality groups (race, disability, gender/sex, older and younger people), was involved in the informal consultation which was open and accessible to all members of the community. In total, 7,224 responses to the informal consultation were received, including submissions from parents, youth groups and resident associations.

Following the Council decision on 27 March 2013, a Statutory Consultation process was held under the Schools (Consultation) (Scotland) Act 2010. The Act identifies statutory consultees, who are invited to comment on the proposal. See the consultation report for more detail.

2.9 Are there any other groups to be consulted?

Not at this stage. If the proposal is agreed there will be ongoing consultation and engagement with all groups to ensure a smooth transition to the new school.

Section 3 – Collecting Information

3.1. What evidence is available about the needs of relevant groups?

Source of Evidence

Demographic data, including Census	Historic school roll information, based on school census data. Projected school roll information, based on GROS birth predictions. Census 2001 and 2011 information where available on demographics of local communities.
Research	Projected school rolls. Best practice comparison with other authorities. Traffic analysis. Design and feasibility studies. Research around impact on equality groups/protected characteristics.
Consultation & survey reports	Focussed stakeholders consultation groups. Authority wide PSIP Consultation. Local PSIP consultation reports relevant to the proposal.
Equality Monitoring Data	School Roll Information . Census 2001 and 2011 information where available.

Inspection & audit reports	Historic internal and external school inspection and improvement monitoring. School condition surveys.
Service user feedback & complaints	A number of complaints have been raised and considered in the consultation process.
Ombudsman reports & case law	
Officer knowledge & experience	Significant contributions from experienced officers in the areas of education, asset management, planning, green space, traffic, development, finance and equality.

3.2. Are there any gaps in evidence?

Not for the purposes of this proposal. Further work will take place should the proposal be agreed, to ensure a smooth transition to the new school.

Section 4 – Impacts

4.1. Could the proposed policy or practice have an impact on any of the following protected characteristics?

There are two main issues that could potentially have an impact on protected characteristics. These include:

- **Distance to travel to school.** As outlined in the summary of accessibility analysis published as part of the supporting information for the proposal, there will be an increase in distance to travel for many users of the school. For pupils currently attending Lenzie Primary, it is expected that the number of pupils living within a quarter of a mile of the school will decrease from 52 to 15, and the number living more than one mile from school will increase by 11. The majority of pupils, 129, will live between a quarter and one mile from school. These pupils would be expected to choose a mixture of walking, cycling and car travel to school. Up to an additional 105 car journeys could be expected to the Lenzie Moss site. It is expected that the average increase in travel distances would be 37 metres.
- **Impact of transition.** Concern has been raised that the impact of the transition from one school to another may affect groups that share protected characteristics.

Protected Characteristic	Yes	No	Please explain
Age (Older people, children and young people)	x		Transition Concerns have been raised that transition to a new school could result in a particular disadvantage for younger pupils who may be less well able to cope with change as easily as older pupils. However, it is the experience of the education service that transitions of this sort are unlikely to have an impact on educational attainment. However, it will be important the transitions are pro-actively managed to mitigate against potential impact.

Disability	x		<p>Transition</p> <p>Some pupils with additional support needs will require enhanced transition planning arrangements to ensure that all additional support needs are met through the sharing of all relevant information and through the provision of high quality learning experiences. Enhanced transition planning arrangements will be put in place in line with the Additional Support for Learning (Scotland) Act 2004.</p> <p>Positive impacts have also been identified. The proposed new school will be fully accessible and allow for more children with disabilities and additional support needs to attend the school. This will have a positive impact on equality and will help foster good relations between children with disabilities and those without.</p>
Gender reassignment (Where a person is living as the opposite gender to their birth)		x	No issues identified
Pregnancy and Maternity		x	While there is potential for the change in distance to travel to provide an adverse impact on pregnant women, it is not expected that the relatively small distance increase will be a significant factor.
Race, ethnicity, colour, nationality or national origins (including Gypsy/ Travellers, refugees, asylum seekers)		x	No issues identified
Religion or belief (including non-belief)		x	No issues identified
Sex/Gender		x	While there is potential for the change in distance to travel to provide an adverse impact on women as parents/carers, it is not expected that the relatively small distance increase will be a significant factor.
Sexual Orientation		x	No issues identified
Other (Poverty, homelessness, ex offenders, isolated rural communities, carers, part time workers, or people in a marriage/civil partnership)		x	No issues identified

Section 5 – Assessment

5.1. Is there any evidence that the policy:

- may result in less favourable treatment for particular groups?
- may give rise to direct or indirect discrimination?
- may give rise to unlawful harassment or victimisation?

Yes		No	x	No Evidence	
If yes, give details					

5.2. If you have identified a negative impact, how will you modify this?

A number of mitigation measures can be put in place. The Council has published draft transition planning, and will support enhanced transition procedures for pupils with additional support needs. Accessibility analysis shows that although there will be a significant reduction in pupils living very close (within a quarter of a mile from school), the majority of pupils will live within a mile of the school, and that the average increase in travel distance will be relatively small. For pupils living more than one mile, free school transport will be offered. This is not provided for nursery pupils, however, it is not expected that the relatively small distance increase will be a significant factor.

5.3. Is the policy or practice intended to promote equality by permitting positive action or action to remove or minimise disadvantage?

Yes	x	No	
If yes, please give details			
Any new school will be fit for purpose and accessible to all, therefore advancing equality of opportunity between pupils who have a disability and those who do not.			

Section 6 – Consultation & Recommendations

6.1. Describe the consultation undertaken with equality groups, including details of the groups involved and the methods used.

Please refer to the Primary School Improvement Programme website (www.eastdunbarton.gov.uk/primaryimprovement) for information on the consultation process.

Section 7 - Outcome of Assessment

7.1. Please detail the outcome of the assessment:

No major change	
Adjust the policy	
Continue the policy	x
Stop and remove the policy	

7.2. Please detail recommendations, including any action required to address negative impacts identified

It is recommended that if the proposal was to proceed, consideration should be given to mitigation actions outlined in 5.2.

Section 8 – Monitoring

8.1. Describe how you will monitor the impact of this policy e.g. performance indicators used, other monitoring arrangements, who will monitor progress, criteria used to measure if outcomes are achieved.

The consultation report will be published in December 2013, and will be submitted to East Dunbartonshire Council for decision making in January 2013. If the proposal is approved, the decision will be referred to the Scottish Government who may call the decision in for review. Information on progress will be reported to Council on a regular basis. Engagement with stakeholders will also be undertaken to ensure a smooth transition to the new school for all involved. Monitoring will take place on an ongoing basis in order to, where possible, mitigate any negative impacts on equality.

8.2. Describe how you will publish the results of monitoring arrangements?

Information will be published on the Council website and made available in alternative formats on request.

8.3. When is the policy or practice due to be reviewed?

It will not. The move to a new school will be permanent.

8.4. Head of Service who has approved impact assessment

Please insert name and title of the Head of Service who has approved this assessment	
Name:	Gordon Currie
Title:	Head of Education
Date:	7 November 2013

Section 9 – Publication

9.1 All Equality Impact Assessments must be published on the Council website.

The results of this Equality Impact Assessment will be published on the Council website on the PSIP pages as part of the consultation report. It will also be made available in hard copy and alternative formats on request.