

Consultation on the provision of a new build primary school for Bearsden & Milngavie

Consultation report

21st April 2014

Table of Contents

Consultation Report

Section 1:	Background	Page 1
Section 2:	Consultation	Page 3
Section 3:	Responses to the Consultation	Page 7
Section 4:	Education Scotland Report	Page 9
Section 5:	Summary of Issues Raised	Page 15
Section 6:	Alleged Omissions or Inaccuracies	Page 42
Section 7:	Equalities Impact Assessment	Page 42
Section 8:	Strategic Environmental Assessment	Page 44
Section 9:	Findings of the Consultation	Page 45
Section 10:	Review of the Proposal	Page 46
Section 11:	Council Decision Making and Procedure for Representation to Ministers	Page 60

Appendices

Appendix 1:	Proposal Document	Page 61
Appendix 2:	Consultation Timeline	Page 77
Appendix 3:	Public Meetings – Note of Issues Discussed	Page 79
Appendix 4a:	Roll Projection Methodology	Page 89
Appendix 4b:	Transition Planning	Page 91
Appendix 5:	Equalities Impact Assessment	Page 93
Appendix 6:	Information on Financial Projections	Page 103

Dear Consultee,

Consultation on the proposal to establish a new build primary school for Bearsden and Milngavie

Thank you for your interest in the statutory consultation held in August last year on the proposal to establish a new build primary school for Bearsden and Milngavie.

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

The report was published on Monday 21st April 2014, and is available at www.eastdunbarton.gov.uk/primaryimprovement. Reference copies are available to view at St Andrew's Primary, St Joseph's Primary and the Council Offices at 12 Strathkelvin Place, Kirkintilloch, G66 1TJ, as well as local libraries.

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: 0300-123-4510

Email: primaryimprovement@eastdunbarton.gov.uk

Yours sincerely

GORDON CURRIE
DIRECTOR OF EDUCATION & CHILDREN'S SERVICES

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 August 2013. This report concerns the proposal to establish a new build primary school at the St Andrew's Primary School site. The Council is proposing to:

- Build a new primary school on the current site of St Andrew's Primary School. The new building would be scheduled for completion in school session 2016-17;
- Close St Joseph's Primary School when the new facility is available;
- Close the existing St Andrew's Primary School when the new facility is available;

- Open a new school for all pupils in the current St Andrew's Primary and St Joseph's Primary catchment areas. This school will have a capacity of approximately 445 pupils; and
- Demolish the existing St Andrew's Primary School and develop the space for sports facilities and other outdoor space for the new school, including a turning circle and car park.

If approved, it is expected that the new facility would open in the school session 2016 - 2017.

- 1.4 Outline costs for the proposal have been estimated at £8.97 million (including risk and contingency). This would be funded as part of the Council's 10 year capital programme.
- 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, adapted to the specific requirements of this new school.

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;
- How the reference design would be developed in partnership with staff, pupils and parents; and
- A description of the rationale behind the proposal.

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 p4). 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 an advertisement placed in the local newspaper. The consultation was also promoted through the Council's social media accounts. 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 August 2013.

2.4 The consultation period commenced on Monday 26 August 2013 and concluded on Friday 11 October 2013. This provided 32 school days for consultation. Consultation packs were posted in time to arrive on doorsteps for 26 August 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 3.3, p8).
- 2.7** Independently facilitated pupil consultations were held in each of the schools involved in the proposal, and parents were advised of this in advance of the consultation taking place.(see section 2.9, p5).
- 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 St Andrew’s Primary and St Joseph’s Primary Schools.
- 2.8.2** **Parents of pupils at the schools involved**
- Main contact details, as held on the school management system, for pupils within St Andrew’s Primary School and St Joseph’s Primary School were collated.
- 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 St Andrew’s Primary School or St Joseph’s Primary School within the next two 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, 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.

2.8.8 Community Councils

Bearsden East Community Council, Bearsden North Community Council, Bearsden West Community Council and Milngavie Community Council were 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 in the area were contacted.

2.8.11 Catholic Church

The Archbishop of Glasgow, St Andrew's Primary Parish Priest and St Joseph's Primary Parish Priest were contacted.

2.9 Pupil Consultation

East Dunbartonshire Council engaged an independent facilitator to hold a consultation with pupils of the schools involved. The consultation process for pupils comprised:

- Input at a school assembly using a powerpoint presentation and introduction to the proposal. This emphasised that the Council is consulting with pupils about a possible change which the Council is thinking about and that pupil views on this 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 Concerns about the Pupil Consultation Process

In the responses to the consultation, a number of concerns were raised about the pupil consultation process. These are discussed in section 5.2, concerns about the consultation process (see page 21)

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.

3.2 803 questionnaire packs were distributed and 265 statutory responses were received as well as one petition from St Joseph's Primary Parent Council containing 1,445 signatures.

An additional 291 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 agreed/disagreed with each proposal; and
- The issues raised by each consultee.

3.2.1 This analysis shows that across all 265 statutory respondents, 51 agreed with the proposal, 204 disagreed with the proposal and 10 have not specified if they agree or disagree.

Of the 291 additional representations received from members of the public who were not statutory consultees, one agreed with the proposal, 280 disagreed with the proposal and 10 did not specify if they agreed or disagreed.

3.2.2 Of the 84 statutory respondents identified as associated with St Andrew's Primary School, 43 agreed with the proposal, 34 disagreed and seven did not specify if they agreed or disagreed.

Of the five additional representations identified as associated with St Andrew's Primary School, all five disagreed with the proposal.

3.2.3 Of the 178 statutory respondents identified as associated with St Joseph's Primary School, seven agreed with the proposal, 168 disagreed and three did not specify if they agreed or disagreed.

Of the 71 additional representations identified as associated with St Joseph's Primary School, one agreed with the proposal, 62 disagreed and 8 did not specify if they agreed or disagreed.

3.2.4 There were six statutory respondents identified as associated with both schools, two agreed with the proposal and four disagreed.

3.2.5 There were 215 additional representations made that did not state what school they were associated with. Of these, none agreed with the proposal, 213 disagreed and 2 did not state whether they agreed or disagreed.

3.2.6 The Roman Catholic Church disagrees with the proposal, and believes it will lead to a deterioration of denominational provision in the area involved.

3.2.7 See section 5 (p15) for a detailed summary of issues raised.

3.3 Public Meetings

Public meetings were held in both the schools involved on 16 September 2013 and each meeting was chaired by a member of the Council's Strategic Management Team.

At both meetings, officers from various Council departments 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**.

3.4 Analysis of Pupil Responses

3.4.1 St Andrew's Primary School

Overall 194 pupil responses were received from P3 to P7. 106 agreed with the proposal and 87 disagreed.

The comments from the P3- P5 pupils were generally looking forward to the new school stating "can't wait" and "great idea". P6 and P7 pupils expressed concerns about losing their memories of school life if the school were to close. They stated how happy they were with the present school building. A specific question raised in relation to St Andrew's Primary was in relation to the retention of the climbing wall.

3.4.2 St Joseph's Primary School

Overall 79 pupil responses were received from P3 to P7. 2 agreed with the proposal and 77 disagreed.

From the 37 comments received, there was general contentment expressed by pupils with their current school building and they did not want to see St Joseph's Primary School close. The distance to the proposed new school and having to travel by bus was a concern raised by several pupils. A specific question was raised in relation to the St Joseph's Primary remembrance garden and how this could be retained.

SECTION 4 – EDUCATION SCOTLAND REPORT

Consultation proposal by East Dunbartonshire Council

Report by Education Scotland addressing educational aspects of the proposal to close St Andrew's Primary School and St Joseph's Primary School and replace them with a new school on the St Andrew's Primary School site.

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.

As the council is proposing to close two schools, it will need to follow all legislative obligations set out in the 2010 Act, including notifying Ministers within six working days of making its final decision and explaining the opportunity for representations to be made to Ministers.

1. Introduction

- 1.1 East Dunbartonshire Council proposes to establish a new build school at the current site of St Andrew's Primary School which would be due for completion in the school session 2016-17. The council would close both St Andrew's and St Joseph's Primary Schools when the new facility is open. The new school would have a capacity of 445 pupils. St Andrew's Primary School would be demolished and the space developed to provide sports facilities 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 St Andrew's and St Joseph's Primary Schools, including discussion with pupils, parents, teaching and non-teaching staff, and other interested parties affected by the proposal.

1.4 HM Inspectors considered:

- the likely effects of the proposal for children and young people of both schools; 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 an invitation for written submissions and two public meetings. The council also sought the views of children and young people affected by the proposal at each of the two primary schools. The council issued 803 proposal packs to statutory consultees and received 265 responses from these. In addition, 291 representations were received from interested parties who had not fallen into the statutory consultees categories listed by legislation. Of the statutory responses, 51 agreed with the proposal.
- 2.2 The Roman Catholic Church and the St Joseph's Parent Council strongly disagree with the proposal. They both regard the closure of St Joseph's Primary School as a serious deterioration in the provision of denominational education in Milngavie. The Roman Catholic Church view Bearsden and Milngavie as two separate geographic areas. The St Joseph's Parent Council strongly support this view and they argue strongly for as they believe, the right for their children to walk to school and value this more than the promise of a new build school. They are proud of the nurturing environment provided by the school. They are willing to engage in discussions about a model that would support a shared campus thus retaining Catholic education in Milngavie.
- 2.3 Parents of children from St Andrew's Primary School who spoke to HM Inspectors were mostly against the proposal. A few were of the view that a new build school offered some positive benefits for their children. Some raised

concerns about the longer term position of Catholic education in the area and if this proposal was not accepted what would happen in the future to the present site of St Andrew's Primary School. Other matters raised in discussions included the disruption and safety of children during construction phases, and the temporary loss of outdoor play spaces. Parents wanted more information about how the council would facilitate the merging of the two school communities and parishes. They were not convinced the projected capacity of the new school would adequately support the proposed new housing developments in the area. The proposal did not include a nursery facility and some parents felt this was a weakness of the proposal. Overall, parents who met with HM Inspectors indicated that many of the questions they raised at the public meeting had not been answered. They expressed the view that they wanted more information to have a better understanding of how the proposal, should it be accepted, would involve them in, for example, selecting a new name for the school and influencing the design of the school.

- 2.4 Parents of children from St Joseph's Primary School who met with HM Inspectors were unanimously opposed to the proposal. In addition, the parents stressed the importance for them of the existing location of St Joseph's Primary School. In particular, the benefits to children's health and wellbeing, their regular engagement with the village shops and community and the daily use of the nearby park. They talked about the value gained from other services such as the Time Out Club and after school activities. It was stressed to HM Inspectors that they would lose these arrangements which they were convinced contributed effectively to the delivery of Curriculum for Excellence. They shared their concerns about the route to the new school and their strong reluctance to place young children on buses. Many felt there were other options which had not been fully explored by the council during the informal consultation phase such as a shared campus within Milngavie.
- 2.5 Staff at both schools were not supportive of the proposal. They shared concerns about the travel and traffic management arrangements at the proposed new school. They were also concerned about the size of the proposed new school and the semi-open plan nature of the facilities. Staff in St Joseph's and St Andrew's Primary Schools value their active, positive relationships with their respective faith and local communities. They are anxious that the current proposal may impact negatively on their strong community relations and partnerships. They were looking for more information about arrangements for redeployment should this be required.
- 2.6 Staff at St Andrew's Primary School felt that children get a good start to their education in St Andrew's Primary School. Staff felt they get to know the children very well. They were concerned that such aspects would be lost by moving to a larger school. Staff were concerned that some of their high-quality outdoor learning facilities would be lost. They are anxious about continuing to teach on campus while the building work is undertaken and expressed concerns about health and safety.

- 2.7 Staff at St Joseph's Primary School are proud of their school. They feel they have more flexibility in their current building. They feel that the positive engagement of parents in the life of the school will be threatened due to distance of the new school from Milngavie and the poor public transport arrangements. They are also anxious that the opportunities for children from Milngavie to be involved in after school activities may be reduced due to the pressure of transport and pick-up arrangements.
- 2.8 The pupils of both schools stated that they enjoy their learning in their current school and are well supported by staff. Both groups of children were reluctant to consider moving to a new school. St Andrew's Primary School pupils who spoke to HM Inspectors were against the proposal, although a few recognised the benefits a new and bigger school might bring, particularly in relation to information and communication technology (ICT). A number of pupils were anxious about making new friends, not knowing people, including concerns over the school name and uniform. All pupils who spoke to HM Inspectors were very positive about their school and the opportunities it provided. They all felt that their school has a positive ethos, and teachers and pupils knew each other well. Some were worried that the possibility of bigger class sizes might mean less attention from their class teacher. Pupils felt that they had worked hard to develop their grounds and garden and this would be lost in the new development. The pupils had a number of health and safety concerns including their safety during the period of the new school build and the impact of increased traffic. They wanted to know if it was safe to stay there during the build and were unsure if they would have an outdoor playground during the building process.
- 2.9 Pupils at St Joseph's Primary School who spoke with HM Inspectors were all against the proposal. They did not feel that the consultation process had been effective. All pupils who spoke to HM Inspectors, were very positive about their school and the opportunities it provided. The pupils think their school has many strengths, including the caring teachers, the high quality education, the large outdoor space, the strong friendships and links with the community. They spoke enthusiastically about the role that many of their parents had in supporting the school and their learning and were concerned that a number of parents may not be able to work in the new school as it was too far away. They were particularly keen to speak about the memorial garden and wanted to know what would happen to it if they moved to a new school. They were anxious about the size of the proposed new school. They explained that St Joseph's Primary School felt like a family, many of their parents and relatives had attended the school. They liked being educated in their local community and being able to walk to school and their local Catholic church. They would like to visit a working new school as they are uncertain about the benefits that a new school would bring.

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 purpose built school which will enhance the current educational provision. In a condition survey undertaken by the authority, St Andrew's and St Joseph's Primary Schools were rated condition B, meaning that the building is generally satisfactory but is exhibiting some deterioration. Neither building is energy efficient. The proposal states that the new school will be fully compliant in terms of Disability Discrimination and the Equality Acts, it will be more energy and carbon efficient, and will have lower running costs. The council rightly states that the proposed new school will provide flexible indoor and outdoor learning spaces and will be able to respond to the demands of Curriculum for Excellence.
- 3.2 East Dunbartonshire Council's proposal to develop a new school addresses the under capacity issues in the two primary schools, offering modern, upgraded facilities. St Andrew's and St Joseph's Primary Schools are the two denominational primary schools serving the areas of Bearsden and Milngavie. The distance between the two schools is approximately 1.9 miles. Both schools are currently operating under capacity. The current roll of St Andrew's Primary School is 293 pupils with a capacity of 462. It is therefore operating at 63% of its capacity. St Joseph's Primary School has a current roll of 138 pupils with a capacity of 289. It is therefore operating at 48% of its capacity. Rolls in both primary schools have declined over a number of years. It is predicted that the rolls will remain steady for the next ten years. The proposed new school should accommodate approximately 445 pupils, so will have the capacity to accommodate pupils from both communities.
- 3.3 In taking forward this proposal, the council needs to further consider a number of issues which include concerns about travel arrangements and traffic congestion associated with the new school. There is a concern in both communities, but particularly in Milngavie, that the distance to the proposed site may act as a barrier to learning. The council in its proposal outlines it is committed to a detailed process of assessing the traffic impact of the proposal. This will include a full transport assessment. Parents, children and young people would welcome continuing engagement about the proposal, including visits to new schools. The council needs to provide reassurance to children, staff and parents ensuring that it will build on the current strengths of both schools in bringing them together. This is particularly important in view of the opposition to the proposal, particularly from the community of St Joseph's Primary School and the parent council.
- 3.4 The council states in its proposal that it will work closely with the school and the Church to create a new school community. This is important as it will ensure that the links with both parishes continue. This was a major concern of nearly all stakeholders who met with HM Inspectors.

4. Summary

- 4.1 East Dunbartonshire Council's proposal to develop a new campus addresses the under capacity issues in the current primary schools and clearly offers upgraded facilities and the potential for an enhanced curriculum for all learners. The council has consulted with a wide range of stakeholders and is continuing to do so. A significant part of the council's proposal relates specifically to the benefits of a new build campus. The proposal needs to further consider the impact of bringing together these two denominational schools and more clearly outline the benefits to the two local communities of Bearsden and Milngavie.
- 4.2 The proposal is opposed by a significant number of stakeholders who responded to the consultation. Stakeholders are concerned about the timescale for implementation and the rationale for the site selection. The council needs to continue to provide all stakeholders, including children and their parents and religious leaders with appropriate information and assurances on how it will deal with their concerns, including catholic education provision. The council also needs to outline more clearly how it will minimise the impact of the loss of St Joseph's Primary School and its current facilities on the Milngavie area. The council needs to continue to consult further as planned with pupils, parents and staff to address their concerns and provide appropriate reassurances as required.

**HM Inspectors
Education Scotland
November 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
Travel Arrangements & Traffic Congestion	<p>The report states:</p> <p>“In taking forward this proposal, the council needs to further consider a number of issues which include concerns about travel arrangements and traffic congestion associated with the new school.”</p>	<p>This is an important issue which has been raised by both Education Scotland and by consultees, and recognised by the Council. The Council has carried out an accessibility analysis that suggests that there could be up to 110 additional car journeys to the site. Given the location of the school, it is not expected that this will have a significant impact on the road network. There will be a requirement to manage pick up and drop off arrangements at the site. However, the site is large, and has good access points. It is not anticipated that the management of traffic at the site will present significant issues. It should be noted that potential for 110 additional car journeys to the site is predicated on the current very low level of uptake of bus transport at St Joseph’s Primary School. By contrast, St Andrew’s Primary School has very high levels of uptake of bus transport among those pupils who live more than a mile from the school. At present approximately 46% of pupils at St. Andrew’s Primary School are bussed to school.</p> <p>A key goal of school travel planning is to ensure that parents and children are encouraged to consider more sustainable forms of transport. See section 10.10 for more information on the Council’s approach to traffic management.</p>	See Section 10 (p46)

Assessing the impact on communities affected	<p>Education Scotland has emphasised the need to consider the impact on communities involved in this proposal.</p> <p>“The council needs to provide reassurance to children, staff and parents ensuring that it will build on the current strengths of both schools in bringing them together. This is particularly important in view of the opposition to the proposal, particularly from the community of St Joseph’s Primary School and the parent council.”</p> <p>And</p> <p>The council also needs to outline more clearly how it will minimise the impact of the loss of St Joseph’s Primary School and its current facilities on the Milngavie area</p> <p>In addition, the report states:</p> <p>“The proposal needs to further consider the impact of bringing together these two denominational schools and more clearly outline the benefits to the two local communities of Bearsden and Milngavie.”</p>	<p>The Council has given careful consideration to the impact of the proposal on the communities involved. These communities include the school community – staff, parents, and pupils, as well as wider communities with which the schools have links. These include the Church communities, as well as the wider communities of Bearsden and Milngavie.</p> <p>The potential impacts on communities and the mitigations required are an important factor in decision making, and will inform the Council’s choice to proceed or not with the proposal. This impact is discussed in more detail in section 10.</p>	<p>Transition planning and community engagement work to be put in place – see section 10 (p46)</p>
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On-going Engagement	<p>The report states:</p> <p>“The council needs to continue to provide all stakeholders, including children and their parents and religious leaders with appropriate information and assurances on how it will deal with their concerns, including Catholic education provision.”</p> <p>The report also states:</p> <p>“The council needs to continue to consult further as planned with pupils, parents and staff to address their concerns and provide appropriate reassurances as required.”</p>	<p>Engagement with stakeholders is a key issue raised by individual stakeholders. The Council is committed to ensuring that stakeholders continue to be engaged throughout the development of the new school. This engagement would encompass three main areas:</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 to school work, and the pupils would be able to interact with the design and construction processes in the course of their learning. 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. Decisions around a new school name, uniform and insignia, will be made in consultation with this interim Parent Council. The education service would draw on its experience of previous successful school projects. 	<p>Publish engagement plan to lay out workstreams for three key areas of engagement identified.</p>
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		<p>With regard to the impact on Catholic Education provision, this is an important issue that has also been raised by stakeholders, and has been considered carefully by the Council. See section 10 (p46) for more information on this issue.</p> <p>It is important to recognise that the first stage of any transition planning will be interaction with the staff, parents and pupils to discuss their aspirations for the new school. The Council will work to achieve these aspirations through the course of transition planning. The Catholic Church would be an important partner in each part of this process.</p> <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 	
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		<ul style="list-style-type: none"> • Develop updates for the community where any project progresses to this stage. 	
Timescale and Rationale	Stakeholders are concerned about the timescale for implementation and the rationale for the site selection.	The timescale for implementation is clearly laid out in the proposal document, as is the rationale for site selection. The Council believes that this timetable is reasonable and deliverable, and will provide opportunities to implement the substantial engagement and transition work identified by the Council.	

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			
Concerns about the Consultation Process	<p>A number of concerns were raised about the consultation process, specifically:</p> <ol style="list-style-type: none"> Some respondents feel as though the Council has not addressed issues identified as relevant in the 2010 Act. These include: <ul style="list-style-type: none"> Educational benefits Community impacts Rationale for the proposal Consideration of alternatives Concerns were raised about the Council's compliance with its legal duties. These included: <ul style="list-style-type: none"> Concern that the Council has not considered matters of special regard relating to rural schools. Concern that the Council has not implemented a number of the recommendations of the Commission for the Delivery of Rural Education. Concern that St. Joseph's Primary School was built on land gifted to 	<p>The various concerns raised are discussed below:</p> <ol style="list-style-type: none"> The Council clearly laid out in the proposal document a range of educational benefits expected from the proposal. Impacts on the community are also discussed in this document, as are issues to be resolved. The rationale behind the proposal is fully discussed, as is the Council's previous consideration of alternative options. <p>A number of consultees have asked questions about these issues, and they are discussed in detail in section 10 (p46) of this report.</p>	
		<ol style="list-style-type: none"> There are a number of relevant points to consider: <ul style="list-style-type: none"> St. Andrew's and St. Joseph's Primaries are not rural schools, and matters of special regard do not apply. At the time of consultation, the recommendations of the Commission had been published. However, the Scottish Government had not indicated which recommendations would be implemented. The Government was holding its own consultation on these issues. At present, some of these recommendations have been addressed in the 	

Issue raised	Summary of issue	Discussion of issue	Potential action
	<p>EDC by the Catholic Church on the understanding that provision would always be maintained on the site.</p> <p>3) A number of concerns were raised about the administration of the process, including:</p> <ul style="list-style-type: none"> • The programme manager took leave to get married during the consultation. This was felt to make access to information more difficult for parents. • Not all parents received forms. Forms were sent to the main parent or carer contact point for each child. Consultees have suggested that two forms should have been sent to each family. • The form was not available online. • Some consultees felt it was not easy to request forms • Consultees have suggested that the Council did not contact parents of nursery pupils. • Some consultees felt it was not appropriate to hold two public meetings on the same night. • Some consultees felt that the pupil consultation was not appropriately managed, that asked leading questions and bias was expressed by the independent consultant. In addition, 	<p>Children and Young Peoples Act. However, there is not yet an agreed best practice methodology for capacity calculation or for financial reporting.</p> <ul style="list-style-type: none"> • The Council has fully investigated concerns about the land on which St. Joseph's Primary School is built. This investigation has confirmed that the school was built by Dunbartonshire County Council (a predecessor to East Dunbartonshire Council) in the 1950s, on land purchased by the Council from a local landowner. There are no known relevant title issues. <p>3) There are a number of relevant points to consider:</p> <ul style="list-style-type: none"> • While the programme manager was on leave during the consultation period, adequate cover arrangements were put in place to manage correspondence, as would be put in place for any employee leave. • The Council issued consultation packs to the main contact point provided by parents or carers to the school for each child. Some consultees suggested that this approach prioritised the views of mothers over those of fathers. It is not appropriate for the Council to make assumptions about the family circumstances of consultees, or to second guess appropriate contact points. It is important to recognise that the only contact details used were those provided by families as their preferred contact point. Anyone who felt that they had not been suitably provided with a consultation pack was able to request a pack from the Council, and 	

Issue raised	Summary of issue	Discussion of issue	Potential action
	<p>the Parent Council had requested a representative to be present at pupil consultation sessions.</p>	<p>information was made available on how to do this. In addition, all consultation documents were published on the Council's website.</p> <ul style="list-style-type: none"> • The consultation form was not made available to complete online as the Council wrote individually to all statutory consultees. While anyone is welcome to make their views known during the consultation process, the Council is required to consult a defined list of stakeholders, laid out in the 2010 Act. Having contacted all consultees individually, it was not considered an appropriate use of resources to establish and maintain an online submission system. It should be noted that all consultation documents were available online to download. • The Council, as required in the 2010 Act, wrote to the parents of all children expected to attend school in the next two years, as far as they could be identified. Due to the wide catchment areas of both schools, all parents living in Milngavie or Bearsden, with a child in nursery known to the Council, were contacted. • Two public meetings were held to ensure consultees were able to attend a meeting in their school. In order to ensure that no school was seen to receive preferential treatment, both meetings were held on the same day, with senior Council officers attending each meeting. • The pupil consultations were held in line with legislation, and with reference to guidance from the Children's Commissioner. An independent, 	

Issue raised	Summary of issue	Discussion of issue	Potential action
Roll Projections / Capacity	<p>The main issues that were raised by respondents in relation to this heading were:</p> <ul style="list-style-type: none"> • Concern that the new build school will not meet the demand of any new housing developments that pop up. • Respondents feel the capacity / roll projection figures are not accurate. They feel the Councils methodology is flawed. • Many St Joseph's respondents feel the Council is taking into consideration space within the school that should not be included, for example the 'Time-out club' who are located in huts outside the main school building. • Concern that there are other schools within Bearsden & Milngavie with similar under-occupancy and that St Andrew's and St Joseph's are being 'targeted'. 	<p>experienced specialist was retained to carry out the consultation, and parents were notified in advance that they could withdraw their children from the event if they wished. The Parent Council requested that a representative attend the consultation. However, as the event was focussed on pupil viewpoints, the Council advised that Parent Council participation would not be appropriate.</p> <p>St. Joseph's Primary School is one of the most under-occupied schools in East Dunbartonshire. While rolls have increased slightly in recent years, there has been a long term decline in the school roll, and in the proportion of children in Milngavie accessing denominational education. Rolls at St. Andrew's Primary have also decreased steadily over the last 15 years. See section 7 (p42) for more information. The Council is taking action to reduce under-occupancy in a number of schools across the authority; this proposal is one of four which form the first phase of the Primary School Improvement Programme.</p> <p>The Council's methodology for capacity calculation is clearly laid out in procedure manuals that are publicly available on the Council's website. Some consultees have raised concerns as to the classification of non-teaching and teaching spaces. The Council's policy on this classification is very clear and applies to all primary school capacities across East Dunbartonshire. The Council has investigated these concerns and does not feel</p>	<ul style="list-style-type: none"> • Publish annual updates of roll projections. • Monitor changing trends in rolls.

Issue raised	Summary of issue	Discussion of issue	Potential action
	<ul style="list-style-type: none"> Concern that if the majority of St Joseph's parents choose to send their child to a local school then this will put pressure on surrounding school rolls. The new build school does not appear to have capacity for pre and after school care. 	<p>they are merited – while at points in the day the space is used by after school groups, the space is a classroom and could return to that usage if required.</p> <p>It is accepted that roll projections are not an exact science, but they do provide a strong indication and guide to future rolls. Roll projections are updated annually to ensure that any change in trends are identified, and any 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.</p> <p>While roll projection work has taken into consideration any known new housing developments that are due to commence, it is not possible to plan for housing developments that are not yet known. It is expected that any new housing development at the St Andrew's Primary School site would not significantly change school rolls.</p> <p>In relation to concerns raised about the capacity of surrounding schools, the Council recognises that it is possible that some parents may choose to send their children to non-denominational schools as a result of this proposal. There is significant under-occupancy in many schools in Milngavie, and the Council would not anticipate significant difficulties in providing places for these pupils, should parents request this.</p>	

Issue raised	Summary of issue	Discussion of issue	Potential action
		<p>Access to after school care and after school activities are an important issue raised by consultees. Please see section 10 for more information on this issue.</p> <p>See Appendix 4 for information on roll projection methodology.</p>	
Issues related to the proposed school provision			
Staffing of Proposed New Build School	<p>A number of concerns were raised about staffing the proposed new build school. The concerns mainly centred around:</p> <ul style="list-style-type: none"> • Present school staff should remain unchanged, especially the management teams. • The quality of staff within the current schools is excellent, which contributes to the ethos of the school. • Existing relationships between staff, the PTA and Parents will be lost if the staffing were to change. • Existing relationships between staff and the pupils will be lost if the staffing were to change. 	<p>In this proposal, all staffing will continue to be driven by local and national agreements and legislation. Pupil / teacher ratios will not be affected by the proposal.</p> <p>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.</p> <p>Any redeployment would take into account denominational and non-denominational preference. This process would be agreed by the LNCT committee.</p> <p>An important part of the transition process described above will be engagement with staff, parents and pupils to ensure that the current strengths of both schools are identified, and that the new school brings together these elements of good practice.</p>	<ul style="list-style-type: none"> • Implement engagement and transition plan as described above (section 5.1, p17) • Continue to engage with staff representatives and trade unions, as well as staff forums to ensure information is disseminated
New Build Design and Facilities	<p>There were a number of concerns raised in relation to the new build design and facilities. These were:</p>	<p>At this point in time, there is no detailed design for the proposed new school. The school would be based on the reference design, which is currently being implemented in</p>	<ul style="list-style-type: none"> • Implement engagement plan as described above

Issue raised	Summary of issue	Discussion of issue	Potential action
	<ul style="list-style-type: none"> Concern was raised in relation to lack of specific design details i.e. classroom sizes, size of communal areas, outside sports facilities etc. Respondents would like to see appropriate fire precautions being taken into consideration and automatic fire sprinklers fitted. 	<p>the new Lairdsland Primary School. However, an important part of the design process will be design workshops with all users of the school, so that aspects of the school design are tailored to the needs of the school community.</p> <p>As laid out in the proposal document, there will be dedicated design sessions with the architect for the school community to provide input to the design process, and to ensure that the needs of the staff, parents and pupils are reflected in the design.</p> <p>The reference design will be the basis for all new school developments in East Dunbartonshire. The design has been developed in partnership with the Scottish Government to meet the needs for Curriculum for Excellence and adhere to the Equalities Act which supersedes the Disability Discrimination Act (DDA).</p>	(section 5.1, p17)
Transition Planning	<p>A number of comments were made about transition planning. These included:</p> <ul style="list-style-type: none"> Concern was raised about the impact on children's education of the transition between the two schools. Children transferring from nursery to primary and from primary to secondary, was raised as a concern. Parent are not sure how this would work due to the cross boundary proposal i.e. what if a child attends a Milngavie nursery but will then transfer to St Andrew's Primary in Bearsden. 	<p>Schools in East Dunbartonshire 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.</p>	<ul style="list-style-type: none"> Implement engagement plan as described above (section 5.1, p15) Develop transition planning for each phase of transition as described in the draft transition plan Publicise transition actions through communications channels

Issue raised	Summary of issue	Discussion of issue	Potential action
		<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 <p>If the Council was to proceed with this proposal, this 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> <p>All schools in East Dunbartonshire receive P1 pupils from a number of pre-five establishments. Through the 3-18 cluster working policy all schools maintain strong links with local authority nursery classes, voluntary and partnership pre-school centres. There is a robust pre-school to P1 transition process in place which will continue to be monitored.</p> <p>While it will be the case that the school will be required to manage transitions to more than one associated secondary school, both schools already provide this. For example, at present St. Joseph's Primary School manages transitions to both Douglas Academy and to St. Ninian's High School. There are already strong working links between schools in Milngavie and Bearsden, and these will be strengthened through the transition process.</p>	

Issue raised	Summary of issue	Discussion of issue	Potential action
<p>Impact on the community</p>	<p>A number of issues were raised regarding the impact on the community. These included:</p> <p>Some consultees felt that Milngavie & Bearsden are separate communities with separate parishes. There is concern that the schools' links with the local community and local parish would be lost if the proposal were to go ahead.</p> <p>Some consultees felt that there would be a negative impact on groups that use the school facilities:</p> <ul style="list-style-type: none"> • Removing St Joseph's Primary School from Milngavie removes the valued 'Time-Out Club' for pre and after school care. • Removing St Joseph's Primary School from Milngavie removes the valued 'Tuesday Club' from its accessible location. • Removing St Joseph's Primary School from Milngavie removes community groups, who currently use St Joseph's primary, away from the area. For example the 'Bearsden Martial Arts Club'. <p>Concern was raised in relation to future availability of the new school for after school activities and community groups. It is felt that the new school may not be able to</p>	<p>The issue of the impact of the proposal on the communities involved has been raised by Education Scotland as well as by consultees. This issue is discussed in detail in the review of the proposal in section 10 of the report, however there are a number of important points to consider.</p> <p>If the proposal was to go ahead, there would be no change to policies regarding access to facilities. Any groups currently using either of the school buildings would have the ability to use the new facilities, and would be supported to find alternative accommodation if this was not appropriate.</p> <p>There is little available data with which to assess the economic activity linked to a primary school. However, it is not anticipated that there would be a strong link between changes to the primary school and impact on local businesses.</p> <p>While the Council is keen to attract families to all areas of East Dunbartonshire, it is not the role of education policy to support house prices.</p>	<p>See section 10 (p46)</p>

Issue raised	Summary of issue	Discussion of issue	Potential action
	<p>provide availability for Milngavie community groups as it may be over- subscribed.</p> <p>Concern was raised by the Milngavie community that school volunteers may no longer be able to contribute towards school life due to the new location being further away and in a different community. With public transport not being easily accessible and many volunteers not having access to a car there is concern that they will not be able to continue their work at the new build on the St Andrew' site.</p> <p>Some respondents raised concern over their children no longer being able to attend their after school activities based in Milngavie.</p> <p>Some consultees felt that removing St Joseph's Primary School from the Milngavie area would have a detrimental impact on the Milngavie community. This was specifically in relation to:</p> <ul style="list-style-type: none"> • Local businesses / traders would not have the same footfall • New families may not choose to live in Milngavie due to it not having a Catholic primary school, which in turn may affect house prices in the area 		

Issue raised	Summary of issue	Discussion of issue	Potential action
	<ul style="list-style-type: none"> St Joseph's parish may suffer due to the school being located in Bearsden and not Milngavie. 		
School Uniform	<p>Consultees questioned if the existing school uniform would be retained if the merger was to go ahead.</p>	<p>There is potential for a one-off cost for change to new school uniforms. However, the adoption of a new school uniform would be a decision for the interim Parent Council to discuss with the new school community.</p>	<ul style="list-style-type: none"> Implement and publicise transition planning, working closely with the Parent Councils of both schools, as described above (section 5.2, 'Transition planning, p26)
Disruption / Safety of Build	<p>A number of concerns were raised in relation to disruption / safety of build. These were as follows:</p> <p>Concern that there would be disruption to the children's education / learning experience if noise levels of the build are excessive and if there is no outdoor sports facilities available for the duration of the build.</p> <p>Concern was raised in relation to the safety of all pupils i.e. how can the Council guarantee the safety of all pupils whilst building work is on-going on the same site, such as:</p>	<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 will be some impact from the build process, this will be closely managed by the school and the Council. The Council, school leadership and the contractor will work closely to ensure, for example, that noisy activities are timed so that there is minimal disruption to children's school work.</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 meet</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.

Issue raised	Summary of issue	Discussion of issue	Potential action
	<ul style="list-style-type: none"> • How will pupils be separated from the construction site • How and when will construction traffic enter and exit the site • Will construction workers be monitored i.e. behaviour and language used while on site and ensuring workers are kept separate from the children <p>Local residents raised concern about the construction process. There are concerns that the construction traffic will be noisy and disruptive and local residents have to live beside the building site should the proposal go ahead.</p>	<p>all legislative health and safety requirements. This will be overseen by the Council, and the Council has the ability to shut down a site if there are any concerns over the safety of the build. A detailed construction design and management plan will require as part of the planning process.</p>	
Travelling to school	<p>A number of concerns were raised in relation to travelling to school. These were:</p> <ul style="list-style-type: none"> • Concern that the proposed new school is further to travel for some families, specifically the Milngavie community. • Concerns that the provision of a safe walking / cycling route to school has not been considered. • Concern was raised in relation to a lack of public transport to the new school. • An increase in the number of children being bussed or driven to school will 	<p>It is recognised that there will be an impact on children who currently walk or cycle to school at St Joseph's Primary School. This impact must be considered alongside the range of educational benefits provided by the proposal including access to improved facilities for outdoor learning, PE and sports at the new school. In addition, management of potential traffic increases will require a commitment by the Council to active school travel planning, in conjunction with other measures (see section 10, p46).</p> <p>Council transport policies would provide free transport for any pupil travelling one mile or more, or without a</p>	<ul style="list-style-type: none"> • See section 10 (p46) for potential actions relating to transport.

Issue raised	Summary of issue	Discussion of issue	Potential action
	<p>damage the environment and add to traffic congestion. This then has an impact on child safety.</p> <ul style="list-style-type: none"> Concern was raised over additional travel between nursery provision and primary school provision. Children will no longer be able to walk to after school activities. Concern was raised in relation to younger children taking the bus to school. There was concern over children travelling by bus would have a longer school day. There was concern that bussing children to school goes against CfE and the educational benefits to children's health and wellbeing when walking / cycling to school will be lost. 	<p>safe route to school. This service is well used across Bearsden and Milngavie with 46% of pupils attending St. Andrew's Primary School currently travelling by bus.</p>	
Financial Considerations (including refurb costs)	<p>A number of comments were made regarding the financial viability of the proposal, including:</p> <ul style="list-style-type: none"> Requests for more detailed financial information. Concern that increased borrowing and associated interest payments would be a burden to residents. Concern that no consideration was given to refurbishing both schools. 	<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 St Joseph's Primary School site will provide a capital receipt.</p>	

Issue raised	Summary of issue	Discussion of issue	Potential action
	<ul style="list-style-type: none"> There is concern that the proposal is not about educational benefit but a financial one. There was concern raised about the additional transport costs to the Council which are unnecessary. 	<p>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.</p> <p>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. Further information on the calculation of financial impact can be found in section 10 of this report, as well as Appendix 6.</p>	
Class Sizes	<p>There is concern amongst a number of respondents that the size of classes will be too large. This concern is based on a number of different factors:</p> <ul style="list-style-type: none"> Consultees suggested that teachers will have less interaction with children and therefore will be less able to identify children who require additional support in their learning or children who are vulnerable. Some respondents stated that large classes do not provide a nurturing, child-centred learning environment. 	<p>Class sizes in schools are governed by national agreements and legislation on teacher / pupil ratios. Currently, maximum class sizes are 25 at P1, 30 at P2-3, and 33 at P4-7. There would be no change to class sizes as a result of this proposal.</p>	

Issue raised	Summary of issue	Discussion of issue	Potential action
	<ul style="list-style-type: none"> Concern was raised in relation to children with additional support needs. It is felt that these children will not have their needs met in large classes. 		
School Size	<p>A number of respondents have raised the size of the school as a concern. This is due to:</p> <ul style="list-style-type: none"> Concern was raised in relation to the new school being too big for very young children and children with ASN. There is a fear that these children may feel lost and vulnerable and will find it hard to adapt to a larger school. Concern was raised regarding the new school building being too big thus reducing space for outdoor facilities. There is a concern that relationships between staff and pupils will be lost due to the size of the new school. 	<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 is 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. It should be noted that 450 pupils is not a particularly large primary school, and that there are a number of schools nationally of equivalent or larger size which are very successful.</p> <p>While there may be an increase in placing requests to the school, the Council's placing request policy is quite clear – pupils living in the catchment area of the school would always be offered a place before any placing requests are</p>	<ul style="list-style-type: none"> Ensure enhanced transition arrangements for pupils with additional needs.

Issue raised	Summary of issue	Discussion of issue	Potential action
		<p>offered, and the maximum capacity of the school would not be exceeded.</p> <p>With regard to the impact on children with additional support needs, the Council will implement enhanced transition arrangements, in line with the relevant legislation.</p>	
Traffic Management	<p>A number of comments were made in relation to traffic, as follows:</p> <ul style="list-style-type: none"> There is concern that Duntocher Road, where St Andrew's Primary School is located, is already a very busy road with a bad reputation and adding to this with additional bus journeys and parents dropping their child(ren) off will pose serious safety concerns. It is recommended that all impacts on the road network are considered to ensure safety of the pupils and road users. Scottish fire and rescue, as partners, would welcome involvement in this process. Design should include designated pick-up/drop-off zones. There is concern that younger children are not big enough to understand the logic behind a turning circle. 	<p>It is recognised that there is a need to manage traffic at the site. The assessment, mitigation and management of travel to school is a long term, on-going process. The Council believes that the planning process provides a robust framework for challenging proposals for traffic management and ensuring that traffic management is implemented safely and within national policy and legislation.</p> <p>This process is discussed in detail in Section 10 of the report.</p>	<ul style="list-style-type: none"> Commitment to a process of assessment, mitigation and management, as described in section 10 (p46)

Issue raised	Summary of issue	Discussion of issue	Potential action
	<ul style="list-style-type: none"> • Specific bus access routes to the school should be considered. • Traffic management/speed restrictions should be in place and ample parking places should be available to alleviate congestion in surrounding streets. • There is concern from residents in the surrounding streets, specifically Ledi Drive, that parents may park on this street to drop off their child(ren) if there is not ample parking available. • Some parents have stated that they do not believe it is appropriate for younger children to travel to school by bus. 		
Name of New Build School	<p>There was concerns raised in relation to the new school name, as follows:</p> <ul style="list-style-type: none"> • The main concern regarding the school name centres around their being two separate parishes, therefore it would not be fair to retain one of the school names. • Some St Andrew's parents have stated they would like the St Andrew's name to remain, to maintain its identity and connection with the local parish. 	<p>The adoption of a new identity would be a decision for the interim Parent Council to discuss with the school community. The Council will support the interim Parent Council in conducting a consultation process to consider options for this.</p>	

Issue raised	Summary of issue	Discussion of issue	Potential action
Access to Catholic Education / Provision	<p>The issues raised can be summarised into a number of key points:</p> <ul style="list-style-type: none"> • There is concern that the Council has a duty to provide local denominational education for the children of Milngavie. • There is concern that the St Joseph's parish priest will find it increasingly difficult to visit the children if they were located in Bearsden. • St Joseph's parents stated that if the new build is located on the current St Andrew's site then the Council would be asking parents to choose between a faith school and a local school. • There is concern that there will be a change in religious input as parents may choose a local non-denominational school for their children so they can stay local. • The Archdiocese of Glasgow supports the retention of St. Joseph's Primary School in Milngavie. 	<p>East Dunbartonshire Council is committed to ensuring that all parents who want their children to have a Catholic Education have that choice. The Council has invested resources in Religious Education for Roman Catholic Schools (RERC), as well as supporting and resourcing Religious Observance in all schools. The work done by schools, supported by the Council, has been recognised nationally as sector leading.</p> <p>While the Council is committed to providing high quality denominational education, there is no duty on the Council to provide a specific level of provision within any specific geographic area. The Council must decide how best to manage the provision of denominational education. Given the decline in uptake of denominational education in both Bearsden and Milngavie, the Council must consider what is the most appropriate and sustainable model for provision, that continues to provide opportunities for all families who wish to access denominational education.</p> <p>The impact of the proposal on religious education is an important issue that is discussed further in section 10</p>	
Educational Benefits	<p>Some consultees state that the educational benefits of the proposal are not proven, for a variety of reasons:</p> <ul style="list-style-type: none"> • Section 2.5 of the proposal document states the educational benefits that children would experience in the new 	<p>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. Given the significant reduction in rolls, the Council believes that it is necessary to consider the change to a single, purpose built school, that allows all pupils' access to a superior design of school building,</p>	

Issue raised	Summary of issue	Discussion of issue	Potential action
	<p>build school, however some St Joseph's respondents believe that St Joseph's Primary School already delivers these educational benefits.</p> <ul style="list-style-type: none"> • There was concern that St Joseph's children would no longer be able to attend after school clubs due to transport problems. • Some respondents stated that the St Joseph's site offers more in relation to educational benefits than the St Andrew's site does i.e. large outdoor facilities and the use of Oakburn Park. 	<p>purpose-built for the delivery of education in the 21st Century. These benefits are laid out clearly in the proposal document.</p> <p>There are also significant educational benefits to be gained through the provision of a school building purpose built for Curriculum for Excellence. Education Scotland have carried out an independent assessment of the proposal, and have found that:</p> <p><i>East Dunbartonshire Council's proposal to develop a new campus addresses the under capacity issues in the current primary schools and clearly offers upgraded facilities and the potential for an enhanced curriculum for all learners.</i></p> <p>As discussed in section 10 of this report, the importance of these educational benefits must be assessed against the potential negative impacts that could arise from the proposal.</p>	
Alternative Options	<p>A number of alternative options suggested were as follows:</p> <ul style="list-style-type: none"> • No change / status-quo • A shared campus with a non-denominational primary school. This would involve the sharing of a playground, a dining and assembly hall and sports facilities. Both school would retain their own head teacher and independent status. 	<p>As described in Section 2.4 of the consultation report these alternative options were considered as part of the Council's option appraisal process.</p> <p>In reviewing the proposal, the Council has described in more detail its assessment of these options. See section 10 of this report for more information.</p>	

Issue raised	Summary of issue	Discussion of issue	Potential action
	<ul style="list-style-type: none"> A community hub, with a building incorporating a number of local services on the one site. The school could incorporate a new library or other local services such as a fitness suite, sports facilities, a baby clinic or an adult learning facility. 		
Relationship to the wider policy framework	<p>It was suggested by some consultees that the proposal was in conflict with a number of other policy priorities of the consultation. Issues raised included:</p> <p>Concern that it would not be possible for children to walk or cycle to school from Milngavie under this proposal. Consultees suggested this was in conflict with, variously:</p> <ul style="list-style-type: none"> Getting it Right for Every Child, with particular regard to health and wellbeing. EDC's Transport Strategy, with regard to increased traffic and attendant negative environmental effects EDC's Health & Wellbeing Strategy EDC's Single Outcome Agreement, particularly local outcome 3 – 'Our children are safe, healthy and ready to learn' Scottish Government's Strategy for Improving Mental Health & Wellbeing – Towards a mentally flourishing Scotland 	<p>There are a number of competing policy priorities that the Council actively pursues, and sometimes these will be in conflict. It is important that in making any decision on whether or not to implement the proposal, the Council considers the impact on a range of policy areas, and whether the benefits to one policy area outweigh the impact on others.</p> <p>Various policy impacts are discussed below:</p> <p>The health and wellbeing practice paper states:</p> <p><i>'Learning through health and wellbeing promotes confidence, independent thinking and positive mental attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.'</i></p> <p>Curriculum for Excellence provides all staff with a clear framework for taking this forward.</p> <p>All children in East Dunbartonshire have access to</p>	

Issue raised	Summary of issue	Discussion of issue	Potential action
	<p>Concern has also been raised that the removal of the school from Milngavie would be detrimental to the community and to community engagement with the school, which would be in conflict with a number of policies, including:</p> <ul style="list-style-type: none"> • EDC's Local Development Plan • Education Scotland's 'How Good Is Our School – The Journey to Excellence' • EDC's Policy on Curriculum for Excellence 	<p>physical education/activities through the Curriculum for Excellence. All staff have a responsibility to contribute to health and wellbeing for all pupils. As part of this, all pupils in East Dunbartonshire participate in two hours of high quality PE as set down by legislation and all schools provide further opportunities for physical activities throughout the everyday life of the school.</p> <p>While there may be an impact of the proposal on the ability of children to walk and cycle to school, this is not the only consideration in supporting health and wellbeing. The principles of GIRFEC relate to the development of wellbeing and the necessity for partners to work together to ensure that wellbeing is developed. In relation to social interaction and community involvement, all aspects of mental health and wellbeing are developed throughout the school curriculum.</p> <p>An objective of the Local Transport Strategy (LTS) is to encourage active travel and use of public transport instead of the private vehicle. The Hands-Up survey demonstrate that St Joseph's Primary School currently has a relatively high percentage of children walking and cycling to school and there is the risk that many of these journeys may be by car following implementation of the proposal.</p> <p>The 'East Dunbartonshire Sustainable Development Strategy' states that the Council will encourage shorter travel distances through promoting the development and</p>	

Issue raised	Summary of issue	Discussion of issue	Potential action
		<p>use of local facilities, in order to reduce carbon emissions. There will be some impact on this goal.</p> <p>Public transport is a relatively sustainable mode of transport; while not as sustainable as walking or cycling, the bus that the Council proposes to run would be a relatively low-carbon alternative to private car use.</p> <p>It is reasonable to note that increases in transport-related carbon emissions created by the proposed closures will to some extent be balanced by carbon savings created by more efficient building energy use.</p> <p>The impact of the proposal on the communities involved is discussed in detail in section 10 of this report.</p> <p>These comments have been noted.</p>	
General Negative / Status-Quo	A number of generally negative comments were received, referencing the consultation process, location of the new build school, removing Catholic education from the Milngavie area and transporting children to school. Particular mention was made of the importance and value of St Joseph's Primary School to the Milngavie area.		

SECTION 6 – ALLEGED OMISSIONS OR INACCURACIES

6.1 No inaccuracies or omissions were identified.

SECTION 7 - EQUALITIES IMPACT ASSESSMENT

7.1 The Equality Impact Assessment notes that this proposal will have a disproportionate impact on Catholic families in Milngavie, as Catholic pupils who wish to attend a denomination primary school will have to travel to another locality to access education. This could potentially be considered to be indirect discrimination. Indirect discrimination is where a policy or decision may unintentionally disadvantage a group with a protected characteristic. It is important to be clear that there is no suggestion that the proposal would constitute *direct* discrimination, which is where a policy is intended to discriminate against a group with a protected characteristic.

Indirect discrimination may be unlawful, if it is not justified as a proportionate means of achieving a legitimate aim. In this case, the aim of the proposal is to improve the primary school estate in Bearsden and Milngavie as part of the wider East Dunbartonshire Primary School Improvement Programme, providing educational benefits for learners in both schools through an improved educational environment, and a more efficient use of resources.

To quote from the consultation document (see **Appendix 1**)

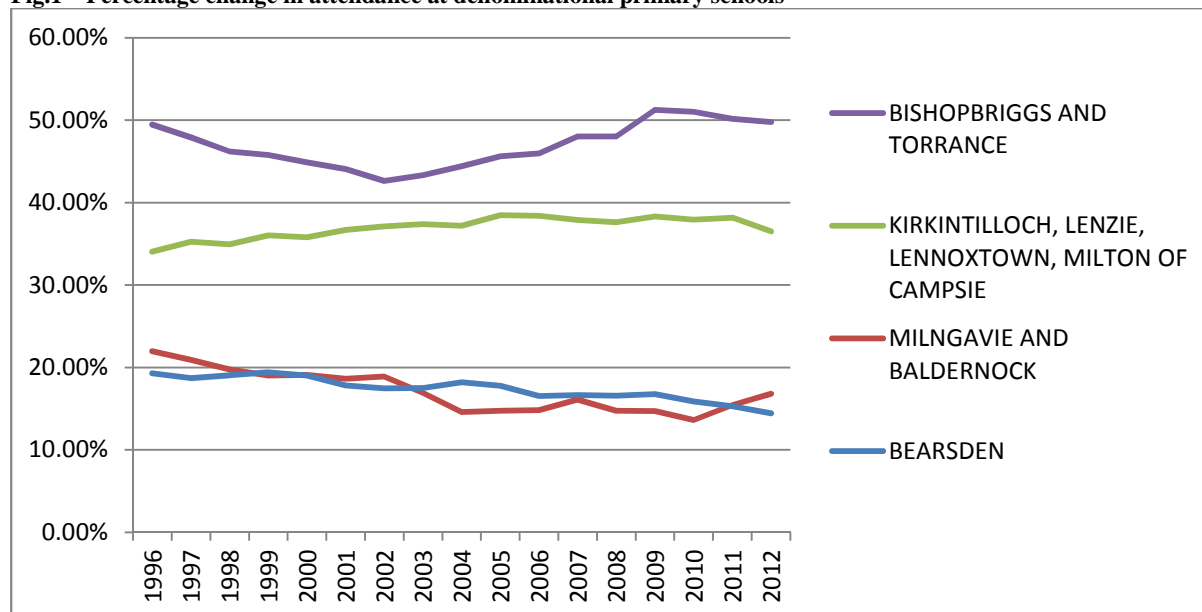
“Given the significant reduction in the number of pupils in denominational education in Bearsden and Milngavie, the Council must consider what the most appropriate model for provision should be. East Dunbartonshire Council is of the view that there are not enough pupils accessing denominational education in Bearsden and Milngavie to warrant two separate schools.

The Council must ensure that resources are used as efficiently as possible, and the level of under-occupancy in the schools does not allow this. The Council’s overall budget has reduced significantly in recent years. As budgetary pressure continues, the Council can best ensure the continued quality of educational provision by increasing efficiency in the school estate.”

7.2 The educational benefits of the proposal have been clearly recognised by the independent assessment of Education Scotland. In addition, there are significant financial implications and potential benefits as a result of the proposal, which will greatly reduce the cost of delivery of education in the area, and will tackle the persistent under-occupancy in both schools. It is important to recognise that long term trends for pupil rolls as a whole are reducing across the authority (by 23% since 1997), and the percentage of pupils accessing denominational education is falling. This is particularly true in Bearsden and Milngavie, where a much smaller percentage of pupils access

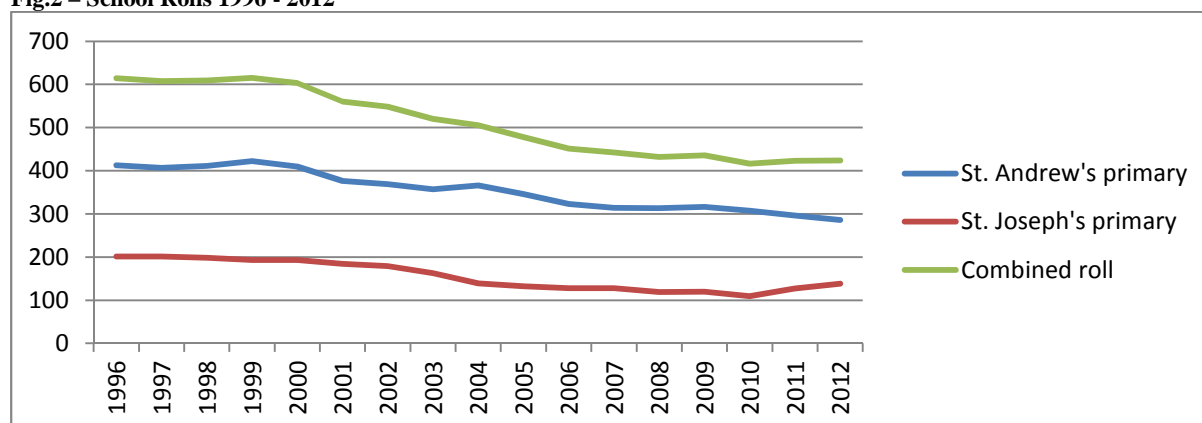
denominational education, and that figure has fallen for the last 15 years (from 20% to 15%). Fig. 1 below shows the level change in recent years.

Fig.1 – Percentage change in attendance at denominational primary schools



7.3 While the rolls of both schools have stabilised in recent years, there has been a significant and persistent drop in rolls since the late 1990s, to the extent that the current combined roll of the two schools (424) is equivalent to the roll of St Andrew's Primary School in 1999 (422). See fig. 2 below for school rolls

Fig.2 – School Rolls 1996 - 2012



7.4 This proposal provides a good sized, sustainable school with improved facilities. As discussed elsewhere in this report, there will be detailed transition planning in place to ensure that the strengths of the two schools are maintained and enhanced. The Council's school transport policy will ensure that all children living one mile or more from school who wish to access denominational education will be offered free school transport. This is currently the case at St Andrew's Primary school.

- 7.5 In deciding whether or not to implement the proposal, the Council must decide whether the benefits of the proposal outweigh the potential dis-benefits. However, it is clear that there are legitimate goals that may be achieved through this proposal, and given the long term, persistent under-occupancy in both schools, the proposal is considered to be a proportionate action. Potential adverse impacts are identified in the protected characteristics of **age, disability, pregnancy and maternity, and sex/gender**.

The equality impact assessment identifies a number of other potential impacts that may affect groups with protected characteristics.

- **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 a number of users of the school. For pupils currently attending St Joseph's Primary School it is expected that almost all pupils will live more than one mile from school.
- **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.

- 7.6 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; and
- Provision of free transport for pupils travelling one mile or more to school, in line with the Council's school transport policy.

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

- 7.8 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. 803 proposal papers were issued to statutory consultees, and 265 responses were received, a response rate of 33%.
- 9.1.2 There is a consensus that consultees who responded disagreed with the proposal. Of the 265 respondents, 51 agreed with the proposal, 204 disagreed and 10 did not specify if they agreed or disagreed.

Of the 291 representations made by members of the public who are not statutory consultees, one agreed with the proposal, 280 disagreed and 10 did not specify if they agreed or disagreed.

- 9.1.3 There are clear educational benefits to be gained from the proposal. The report from Education Scotland notes that “The Council rightly states that the proposed new school will provide flexible indoor and outdoor learning spaces and will be able to respond to the demands of Curriculum for Excellence.”
- 9.1.4 There are a number of outstanding issues that would require to be resolved in the implementation of the proposal, to ensure that these benefits are realised. Some of these issues have been identified by consultees, and some by Education Scotland.

This proposal would represent a significant change to the provision of denominational education in the areas of Bearsden and Milngavie, and there are aspects of the proposal that many consultees would consider a negative impact for users of the school. This is particularly the case for consultees associated with St Joseph’s Primary School. In considering whether or not to implement the proposal, the Council must consider whether these issues can be mitigated, and whether the educational benefits identified outweigh any potential disadvantages.

SECTION 10 – REVIEW OF THE PROPOSAL

10.1 In considering the proposal, the Council must consider first the educational benefits offered by the proposal. These are laid out clearly in the proposal document (**Appendix 1**).

10.2 The proposal document notes that both schools are currently delivering Curriculum for Excellence, but that both are doing so within limitations imposed by the fabric of the building. The proposed new school would be based on the reference design which provides:

- 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, or equivalent facility, 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 areas.
- Dedicated external spaces which provide an extension of the learning environment. This supports outdoor learning and extends active learning beyond traditional classrooms.
- Architectural innovation which 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.
- 10.3** 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.
- 10.4** 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.
- 10.5** 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.
- 10.6** In addition to the educational benefits provided by an improved building and grounds, there are significant benefits to be gained from a more efficient delivery of education. This will address the persistent and significant under-occupancy present in both schools, which inflates the cost of the delivery of education. This proposal will ensure that resources currently required to maintain an inefficient model of delivery can be used to support frontline educational services. As budgets become increasingly limited for education spending, the savings generated through more efficient delivery will help protect service delivery in the future.
- 10.7** As demonstrated in section 7 of this report, there is a long term decline in both the numbers of pupils in East Dunbartonshire as a whole, and the proportion of pupils who choose to access denominational education in Bearsden and Milngavie. This proportion is already significantly smaller than other parts of East Dunbartonshire. To quote from the consultation document (see **Appendix 1**)

“Given the significant reduction in the number of pupils in denominational education in Bearsden and Milngavie, the Council must consider what the most appropriate model for provision should be. East Dunbartonshire Council is of the view that there are not enough pupils accessing denominational education in Bearsden and Milngavie to warrant two separate schools.

The Council must ensure that resources are used as efficiently as possible, and the level of under-occupancy in the schools does not allow this. The Council’s overall budget has reduced significantly in recent years. As budgetary pressure continues, the Council can best ensure the continued quality of educational provision by increasing efficiency in the school estate.”

- 10.8** There are a number of important concerns raised by consultees that must be considered against these benefits. These are mainly related to the fact that Catholic primary education would no longer be available in Milngavie. Issues to be considered include:

- Impact on the communities involved;
- Impact on the provision of Catholic education; and
- Management of traffic and transport issues.

In addition, it must be considered whether there are alternative options that would address these issues. These are discussed below.

10.9 Impact on the School Community

- 10.9.1** The closure of the existing schools and the establishment of a new school will be a significant change for all users of the school. As identified by Education Scotland, there will be a significant reduction in the under-occupancy that currently affects the schools, as well as an improvement in educational environment for all learners. This will provide the opportunity for an enhanced curriculum, as well as ensuring that resources are used more efficiently to support the delivery of education. There will be greater potential for the delivery of high quality physical education, due to the provision of modern, fit for purpose sports facilities.

There will be some additional impact on school users, particularly in those who currently use St Joseph’s Primary School. Almost all users of the school will have to travel further to access the new school, and it is likely that the 53% of current St. Joseph’s users who walk or cycle to school will travel to the new school by bus or private car. It should be noted that 47% of pupils currently attending the school travel by car or bus.

10.9.2 The additional distance to travel to school will have a number of implications:

After School Activities

Currently, there is a range of after school activities provided in both schools. These are well attended. It is expected that a similar range of activities would be provided in the new school. Consultees raise concerns that distance may provide a barrier for some children to accessing these activities, particularly those travelling by bus. There are a number of elements to consider in this:

- There are already large numbers of pupils attending St Andrew's Primary who live more than one mile from school and are eligible for bussing (134/286 or 46%). St Andrew's Primary school has a very successful level of attendance in after school activities, and the additional distance has not been a significant factor in deterring placing requests into the school. Statistics collected for Sportscotland show that the level of participation in after school sports activities was high in both schools, and higher than other schools in the authority.
- It should also be noted that the improved facilities available at the new school will provide opportunities for a wider range of after school activities, particularly those requiring outdoor or indoor sports spaces.

There is therefore reason to believe that while there may be some impact on the level of participation due to additional distance and bus travel, it will be limited.

In considering what actions the Council will take to support access to activities, it must first be decided which activities will be run in the new school. This will be dependent on a number of factors, including the preferences of the parent and pupil body, the availability of parent helpers, and the vision of the new Head Teacher. The Council will act quickly to appoint the School Management Team (SMT) to the new school well in advance of opening, however it is unlikely this will happen more than one year before the opening of the new school. The development of a programme of after school activities, and assessment of the demand for participation in these activities cannot be progressed until the SMT is in place, the interim Parent Council has been established, and the school community has started to make joint decisions about the aims and ethos of the new school. This development would be expected in the school session before the opening of the new school.

At this point the Council would look to work with the school community to support the participation of pupils in after school activities. This could include:

- The coordination of after school activities within the school and activities provided by the Council and partners through other facilities; and
- The adjustment of the timetable to include activities within the school day, on specific days of the week.

Parental Engagement and Activity in the School

Currently, there are strong levels of engagement of parents in both schools. This is expected to continue at the new school, and it would not be expected that there would be any additional barriers to engagement for the parents of pupils at St Andrew's Primary school. There are concerns about the continued ability of parents at St Joseph's Primary to play an active role in the school. There is a very active Parent Teacher Association (PTA) with fairs arranged for Christmas and summer. PTA events take place in the school, and parent helpers are heavily involved in the organisation and running of these events. Parent helpers actively support activities during and after school, including running club, library, fitness classes, and the garden. The Council would continue to support opportunities for this engagement in any new school.

There may be some impact on the ability of parents without access to private transport to take part in the life of the school as easily at the St Andrew's site. However, there are public transport links between Bearsden and Milngavie. As has been noted above, there are a large proportion of pupils at St Andrew's Primary School who travel to school by bus due to their distance from the school. This has not inhibited the ability of St Andrew's Primary School parents to take part in the school. However, this potential impact must be considered when reviewing the proposal.

Community Links

In addition to the potential impacts of additional distance on the school community, concerns have been raised about the ability of the new school to sustain current community links.

Currently both schools have strong links with the wider communities which they serve, and in particular with their local Church communities. There is concern, particularly among the St Joseph's community that these links will be weakened. The preservation and strengthening of this aspect of the school will be an important focus of transition planning. An important part of this process will be ensuring that all users of the school can contribute to transition planning, and to have a strong sense of ownership during the establishment of a new school community. This is an important factor in the success of any school.

As the interim Parent Council comes together, and the new School Management Team is appointed, transition planning will identify what aspects of the school contribute to strong community links, as well as how these can be continued. There is potential for additional resources to be allocated to the school for this purpose. For example, at present pupils from St Joseph's Primary School have strong links with Oakburn Park Home. Residents attend shows and concerts in the school and the choir visits them at Christmas in the home. Funds could be made available to provide transport between the school and the home to continue this. Similarly, there are strong links between St Joseph's Primary school and St Pauls Church of Scotland.

Impact on the Provision of Catholic Education

The Catholic Church and a number of consultees have raised concerns about the impact of the proposal on the religious education of the pupils involved. This issue has been considered very carefully by the Education Service. The Council has no reason to believe that there would be a deterioration in the quality of religious education in the proposed new school.

There are two main issues to consider:

1) Quality of Religious Education

It is clear that there are a number of educational benefits to be derived from this proposal, as identified by Education Scotland. It is clear that these benefits will help facilitate the continuance of provision of religious education. In addition there is clear opportunity to incorporate specific facilities to support religious education into the design of a new build school. It should also be noted that East Dunbartonshire Council has been nationally recognised for its commitment to development of Religious Education in Roman Catholic schools (RERC). The Council provides dedicated resources to support religious education, and is committed to supporting the implementation of RERC based on 'This is our faith'. In addition, 'Shining the light of Christ' is used as a quality assurance framework for religious education.

An important part of supporting religious education across the authority has been the sharing of good practice, and the development of common resources based around the liturgical calendar. All schools in East Dunbartonshire align religious teaching to a common calendar. While there would be opportunity for the exact topics and resources used to be developed to suit the needs of the new school community, this will provide a strong starting point for development of a new curriculum.

Currently, parish priests are regular visitors to both schools, with monthly mass said in each school. This would be expected to continue in the new school. Decisions about the timetabling of mass would be taken by the school and the local parish priests, through the annual planning that takes place with all schools, however the Council would strongly support opportunities for priests from both St Andrew's and St Joseph's parish to be regularly involved in in-school mass. It is not common for children to travel from school to their local church, however, there are whole school visits to church at Christmas and Easter, and additional visits for special events such as 40 hours adoration. Again, the Council would strongly support opportunities for school visits to both churches, for example attending Christmas mass in St Andrew's and Easter in St Joseph's. The Council will provide additional funds to facilitate transport to such events.

Support would also be provided, where required, for children to participate in sacraments such as confirmation and first communion. However, at present sacramental instruction is carried out in school by teachers. These teachers receive the same training and provide the same instruction in all schools across the Authority, and it would be expected that this would continue in the new school. Children from each parish community would continue to make their sacraments in their own parish, with preparation taking place in school.

2) Access to Religious Education

An important issue raised by the Catholic Church in their response to the consultation, and by a number of consultees is concern that religious education will be made less accessible for children living in Milngavie by this proposal. The Church believes that parents may decide not to send pupils to the new school due to the increased distance and the reduced opportunities to walk to school.

The Council's school transport policy provides free school transport for all pupils who live one mile or more from school, or do not have a safe walking route to school. Some parents have raised concerns that it is not appropriate for younger children to travel to school by bus. Across Scotland, it is very common for pupils in P1-3 to travel to school by bus, and there are over 300 P1-3 pupils currently travelling by bus to school daily in East Dunbartonshire, including 55 already to St Andrew's Primary School. Parents may choose to transport children by other means.

The Council's equality impact assessment, and numerous consultees, have highlighted that this proposal will mean that pupils wishing to access Catholic education in Milngavie will have to travel further than non-denominational pupils. This is discussed further in section 7 of this report.

10.10 Traffic Management

At present, the Council has carried out work to establish the likely impact on the numbers of car journeys to the site of the proposal. Following a detailed accessibility analysis by an independent consultant, it is expected that there could be up to 110 additional journeys to the site. However, it is noted that increase in the uptake of bussing could substantially reduce this. Initial feasibility assessments indicate that increased numbers of car journeys to the site will have a limited impact on the road network in the area. There is good access at the site, and it is not anticipated that pick up and drop off would present a significant problem.

The Council strongly believes that traffic management must be considered as an integral part of the development of the school design, and must be completed through that process.

The Council has laid out two main workstreams for managing traffic issues. These are:

- 1) Traffic management/mitigation measures, for example traffic calming or speed restrictions; and
- 2) School travel planning, for example measures that increase the proportion of children travelling by foot or bicycle, or increasing uptake of bus transport where offered.

Both of these workstreams are equally important in developing an effective transport solution. The Council will improve the physical environment for travelling to school, as well as work with parents to encourage sustainable approaches to transport.

There are several phases of development:

10.10.1 School Community Consultation

As part of the preparatory work for the initial design brief, there will be a series of consultation exercises in the school. These will aim to identify how best to adapt the reference design for implementation at the site, and to gather the views of school users. An important part of this will be access to the school. A specific session on traffic and travel will be held with the Parent Council.

10.10.2 Transport Assessment

The Council's school project team in consultation with the Council's planning, transport and traffic officers will carry out a full Transport Assessment as part of the statutory planning submission. This work will involve early pre-application work with relevant Council departments (namely Planning, Transport, Access and Traffic sections) to undertake an initial scoping exercise that will ascertain key issues to address in the formal planning submission relating to traffic, transport and access. The Transport Assessment process will consider road junction capacity, bus stop locations, pedestrian routes to the school, vehicle routes, parking, drop off and turning areas. The assessment is guided by national and local standards.

The Transport Assessment work will identify detailed solutions for mitigation both on-site and within the immediate area. This may include the development of a managed pick up and drop off area within the site, for example. Any changes or additions to the road layout will require formal consents from the Roads and Planning Authority and could be subject to a road safety audit, where 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 that all potential issues are resolved. The Road Safety Audit is governed by national guidelines.

10.10.3 Travel Planning

A Travel Plan will be developed in conjunction with the school design and will be submitted as supporting information with the formal planning application. This will set out how to maximise access to the development by sustainable modes of travel and present realistic and cost effective alternatives to single occupancy car travel. This work will be underpinned by the Council's wider strategies for increasing sustainable travel in the authority area and school travel planning policies.

The Travel Plan will be developed, in consultation with the school community and encourage sustainable travel patterns to the new school (walk, cycle, bus). The Travel Plan identifies the exact routes that users take to school and physical measures that would encourage walking/cycling such as dropped kerbs at crossings, traffic calming, pedestrian crossings, pedestrian railings, bicycle parking facilities at the school or other measures such as road safety talks at assemblies, walking buses and information leaflets. Consideration will also be given to other measures such as 'park and stride', with pick up and drop off areas established in the surrounding area. The Council will work closely with other partners with convergent interests in health and wellbeing and sustainable transport to develop options for this, for example Sustrans.

The planning process will be instrumental in robustly challenging the safety of proposed traffic solutions, and doing so within a framework of national legislation and local policy. The Council believes that the statutory planning process provides a means to challenge detailed traffic and transport planning. This process will involve a significant degree of engagement with the school and local community, as well as the roads authority and planning service to ensure that issues are addressed.

10.11 Alternative options

There have been a number of alternative options suggest by members of the public in the course of the consultation. These have been assessed against the criteria established by the Council in November 2012, and applied to all options considered under the PSIP. These criteria are:

- 1) Any proposal should provide educational benefits for the children affected;
- 2) Any proposal should improve the financial sustainability of provision; and
- 3) Any option must be fundable.

The two main alternative options proposed by the St Joseph's Parent Council are a shared campus with a non-denominational primary school, or a community hub with a building incorporating a number of local services on the one site.

Both of these options have been carefully considered by the Council.

10.11.1 Shared Campus

The option of a shared campus provides an alternative model of denominational education. Many other education authorities in Scotland have taken this route, and it is clear that shared campus options can be viable solutions for the provision of denominational education. However, the Council must consider whether a shared campus is a viable option in Milngavie, and whether it represents the most suitable option for the circumstances of St Joseph's Primary school.

Consultees did not suggest where a shared campus could be located. It is unlikely that the current St Joseph's site would be viable due to space constraints. There are no suitable sites owned by the Council that could be used for a new school. There are three existing non-denominational schools in the town that could be the basis for a shared campus. Of these, Milngavie Primary could be discounted due to the lack of available outdoor space. The two remaining schools, Clober and Craigdhu, could potentially be developed as shared campus. The benefits and dis-benefits of a shared campus option are discussed below.

Educational benefits:

There are educational benefits associated with the provision of a new school building, which would provide an enhanced educational environment, as outlined in section 10.2.

A shared campus would somewhat reduce the running costs of the school, providing a more efficient allocation of resources. Financial projections show that this reduction would not be large, as a joint campus model of delivery continues to require two separate full time complements of teaching staff and school management teams. There could be some reduction in facilities management and on-going property costs for the school. However, these costs make up the minority of the annual running costs of a school. This is discussed in greater detail below.

It should be noted also that a joint campus for St Joseph's and Clober/Craigdhu provides no educational benefit for pupils at St Andrew's Primary school, and leaves very limited options for future investment in the school.

Financial sustainability:

As described above, there would be some limited improvement in the financial sustainability of the estate from a joint campus facility to replace St Joseph's Primary School and one other school. This would come from the reduced maintenance costs of a new building, the inevitable economies of heating, servicing and cleaning one facility rather than two. However, as noted above, these are not the majority of costs associated with the running of a school.

Financial modelling of the potential options shows a significant difference in expected impact on revenue spending. The total impact calculated from the combination of facilities management and property savings, and educational savings, taking account of additional costs such as additional transport, is summarised below.

Option	FM and property savings	Educational savings	Additional Transport and Other Costs	Total
Joint campus (Clober)	-92,000	0 or minimal	0	-92,000
Proposed new build at St. Andrew's	-133,000	-205,000	+72,000	-266,000

Information on how financial projections are calculated is attached **Appendix 6**.

In addition, it should be noted that there is a long term trend in reducing rolls in St Joseph's Primary School. Although rolls have increased slightly, there is no expectation that they will return to previous levels. The cost of running schools of this size is significantly higher than that of running larger schools. St Joseph's Primary School costs approximately 20% more per pupil than the median cost for East Dunbartonshire Primary Schools. This equates to £825 per pupil per year. It would be anticipated that this higher cost would continue in a shared campus as no economies of scale would be achieved.

Fundability:

The Council's capital programme includes a significant allocation of capital funds for investment in the primary school estate. This investment is funded partially through money held in the capital budget, partially through government funding, and partially through money raised from the disposal of land. A significant additional source of funding is borrowing. In order to service that borrowing, the Council must allocate a degree of revenue spending in future budgets. Given the relatively small level of revenue saving available from a joint campus option, the viability of the this option, and the wider PSIP programme, would be significantly reduced.

In addition, there are increased build costs associated with a joint campus. While the Council's reference design could be adapted to provide a joint campus model with separate facilities for the denominational and non-denominational parts of the school, this duplication requires additional cost. This has been identified in benchmarking with other authorities who have developed joint campus schools.

Other factors:

The proposal would maintain the provision of Roman Catholic primary education in Milngavie, and for this reason is supported by St Joseph's Primary Parent Council. The Parent Council has suggested that the option would be supported by the Church. While previously the Church has stated that in general it may support shared campuses in order to retain provision within an area, there has been no statement from the Church to the Council on this issue. In the Council's discussions with the Church, the Church has stated it does not intend to change its response to the consultation, which makes no mention of shared campuses.

Summary of assessment:

In terms of the criteria established by Council, it is clear that a shared campus option is not likely to be a significant improvement in terms of financial sustainability. While there is educational benefit available through the improvement of the educational environment, there is little benefit in terms of a more efficient use of resources, and the project would commit the Council to maintain high levels of spending on a small school with a historic trend of declining rolls. This may adversely affect future education delivery for all pupils involved. The option is likely to be more costly than a non-shared new build of equivalent size, and due to the small revenue savings will be more difficult to fund.

10.11.2 Community Hub

The option of co-location of a number of services into a community school is one that has been raised by consultees. It is proposed that a number of Council services, for example customer service points, a library, or sports facilities are combined on the same site as the school, to increase the efficiency of the facility. Consultees note that a number of other authorities have used this model to provision schools and other services.

Consultees have not articulated a particular vision for services to be co-located with the school. At present the Council has a number of service points within the Milngavie area. These include the library, the Allander Leisure Centre, the community centre and the Milngavie Enterprise Centre. The Council is currently investing in a £18m rebuild of the Allander Leisure Centre, which is well advanced, and will provide a range of sports facilities in the area.

It is not clear what demand a community centre co-located with the school would meet. It would be possible, for example, to re-locate the library to the school, however this would entail the closure of that facility.

The Council is investing heavily in community based facilities with a focus on bringing together partners to deliver community services more effectively. The 'Place' methodology is designed specifically to do this, with a focus on

early intervention to reduce inequality. Both capital and revenue resources are being allocated to facilitate this. However, use of these capital and revenue resources must be prioritised. The Council's Single Outcome Agreement 2014-17 prioritises funding for these interventions in the most deprived areas in the authority. Specific interventions are being made in Hillhead (a top 5% SIMD datazone), as well as Auchinairn and Lennoxton (top 20% SIMD datazones). Milngavie is not considered a deprived community, and is not a target area for this type of additional service spending.

Although the Council is developing a number of community service points (the community hubs) these are intended for town centre locations, to provide easy access to services for all users. St. Joseph's is not in such a location.

The benefits and dis-benefits of a Community School option are discussed below:

Educational benefits:

There could be educational benefits arising from an improved educational environment, if a significant capital investment was made to the school. This would benefit a relatively small number of pupils, and would be in essence a replacement building for a small school. There may also be educational benefits that arise from the integration of wider community services with the school, and the potential for greater inter-community interaction. However, there are likely to be relatively small benefits associated with a reduction in the cost of delivery of education, and the more efficient use of resources.

Financial sustainability:

There would be no improvement in the financial sustainability of the delivery of education in the school, and cost per pupil would remain high due to low numbers. There could be an improvement financial sustainability due to the co-location of services. However, this would only come about if other services were removed, e.g. closing Milngavie Library and moving services into the school. The addition of services to the area would be a significant revenue cost. Specific costs cannot be calculated without the development of a detailed proposal, however cost per pupil is likely to remain high.

Fundability:

The cost development of a community school is difficult to quantify without a detailed proposal for the services to be delivered and the type of space required. However, there would be a significant capital cost to remodel the existing building. Were another facility in the area to be removed to co-locate with the school, this would provide some capital receipt, however there would be limited revenue savings to support borrowing. This project would be likely to require significant support from the Council's revenue budget, which is forecast to reduce by a further £20m in the coming three years.

10.12 Summary of Assessment:

There are limited educational benefits available from this proposal, excepting a complete remodelling/rebuild of the school, which would be a significant capital expense benefiting relatively few pupils. There would be little or no improvement in financial sustainability in the delivery of education, and cost per pupil would be likely to remain high. There is potential for improved financial sustainability only if other services such as the Milngavie Library are removed to be co-located. There is likely to be a significant capital cost to the build.

While many authorities do consider co-location of services with school to be an efficient method of service delivery, it must meet a need in the area. At present, adding service provision to the Milngavie area is not a priority for the Council. This option would only be viable within an overall rationalisation of the Council's assets in the area.

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 on 15 May 2014.
- 11.3.** For further information on the consultation process, contact the Primary School Improvement Programme Team:

Telephone: 0300 1234510

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:

E-mail address: Schoolclosure@scotland.gsi.gov.uk

or by post to:

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

PSIP | primary
school
improvement
programme

Consultation on the provision of a new build primary school for Bearsden & Milngavie



east dunbartonshire council primary school improvement programme



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East Dunbartonshire Council

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Consultation on the provision of a new build primary school for Bearsden & Milngavie



1.1 Introduction

As part of the Primary School Improvement Programme, East Dunbartonshire Council is considering proposals to change elements of primary education provision in the Bearsden & Milngavie areas. 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 13 to the Council, using the prepaid envelope provided, by the **11th of October 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 at least 30 school 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; the Catholic Church; and other users of the school(s) facilities.

Consultation on the provision of a new build primary school for Bearsden & Milngavie



Pupils will be consulted about the proposal in school and further information about this will be provided to parents. All other stakeholders will receive a copy of the proposal paper through the post and will be able to reply using the prepaid envelope included.

1.5 What are we proposing to do?

The Council is proposing a change to denominational education provision in the Bearsden and Milngavie areas and wants to:

- A) Build a new primary school on the current site of St Andrew's Primary School. The new building would be scheduled for completion in school session 2016-17;
- B) Close St Joseph's Primary School when the new facility is available;
- C) Close the existing St Andrew's Primary School when the new facility is available;
- D) Open a new school for all pupils in the current St Andrew's Primary and St Joseph's Primary catchment areas. This school will have a capacity of 445 pupils; and
- E) Demolish the existing St Andrew's Primary School and develop the space for sports facilities and other outdoor space for the new school, including a turning circle and car park.

Outline costs for the proposal have been estimated at £8.97 million (including risk and contingency). These costs will not be confirmed until detailed design work is complete. This would be funded as identified in the Council's February 2013 budget.

1.6 What happens next?

The consultation will run from the **26th of August** to the **11th of October 2013**. There will be a public meeting held in both schools on the **16th of September 2013** to discuss the proposals. In late 2013, Education Scotland will produce a report on the proposal and in early 2014, 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 period of three weeks 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.

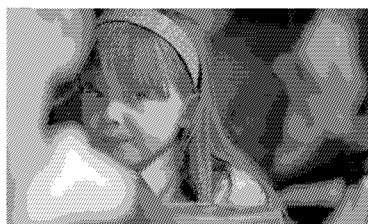
Further information on the Schools (Consultation) (Scotland) Act 2010 and the consultation process can be found at:

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 13, USING THE PREPAID ENVELOPE PROVIDED.

School Information and Educational Benefits



2.1 St Andrew's Primary School

St Andrew's Primary School is a denominational school in Bearsden. It is an attractive building of traditional design which is spacious, has wide corridors and has an assembly/gym hall. The main block is two storeys high and the infant block is single storey. Some rooms open onto an open area. Outside there is access to concrete play areas, as well as grassed space. The school has a general purpose room which is also used for some music activities. There is also a pre-five training room within the school.

In a comprehensive condition survey, St Andrew's Primary was rated condition B, meaning that it is generally satisfactory but is exhibiting some deterioration. The areas which present the biggest challenges include the roof and external elements such as windows, walls and boundary fences/walls. Internal elements such as floors and decoration are also of concern. It is estimated that the cost to clear the current maintenance backlog is £65,000. It is estimated that over the next 30 years the total cost to replace, repair and maintain in good condition all elements within the building will be in the region of £2.576m. Energy efficiency is not good; St Andrew's Primary School has an energy performance certificate rating of D+.

Despite some limitations in the design and layout of the building, the school is delivering Curriculum for Excellence. Due to the drop in pupil numbers the school has flexibility in terms of the use of learning and teaching spaces to support active and collaborative approaches to learning. The school does offer 2 hours of quality PE each week, but use of outdoor facilities is difficult to sustain during inclement weather, as there are no changing facilities in the school.

St. Andrew's Primary School has seen a marked and steady decline in pupil numbers. Rolls have fallen every year from 422 in 1999/2000 to 293 in 2013/14. This is projected to remain steady at around 300 for the next ten years. The school has a capacity of 462, meaning that it is currently 37% under-occupied.

2.2 St Joseph's Primary School

St Joseph's Primary School is a denominational school in Milngavie. It is a building of traditional design with an assembly/gym hall. The main block is two storeys high and the infant block is a single storey building. The grounds have good facilities for outdoor activities. Within the playground there are two sets of hutted accommodation. One of these houses the data centre for the education ICT network and the other is used as a space for the after school club and library. This latter space is available for classroom use if required.

School Information and Educational Benefits

In a comprehensive condition survey, St Joseph's Primary School was rated condition B, meaning that it is generally satisfactory but is exhibiting some deterioration. The areas which present the biggest challenges include the roof and external elements such as walls, doors, play areas and boundary fences/walls. Internal elements such as walls, doors, floors, fixed display cabinets and decoration are also of concern. It is estimated that the cost to clear the current maintenance backlog is £70,000. It is estimated that over the next 30 years the total cost to replace, repair and maintain in good condition all elements within the building will be in the region of £1.8m. Energy efficiency is not good; St Joseph's Primary School has an energy performance certificate rating of D.

Although the building has a number of limitations, the school is delivering Curriculum for Excellence. These limitations arise from the design and layout of the building which reduce flexibility in learning, teaching and assessment. These are somewhat mitigated by the significant under-occupancy of the school. There is a small number of classes which limits opportunities for staff to engage in professional dialogue, related to planning, learning, teaching and assessment. There has been a marked and steady decline in rolls over a number of years in St. Joseph's. Rolls have fallen from a high of 201 in 1996/7 to a low of 109 in 2011/12. In the last 2 years, the roll has recovered somewhat, with a roll in 2013/14 of 138. The roll is projected to remain steady at around 135-40 for the next ten years.

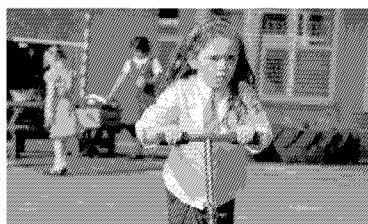
The school has a capacity of 289, meaning that it is currently 52% under-occupied.

2.3 Denominational provision in Bearsden and Milngavie

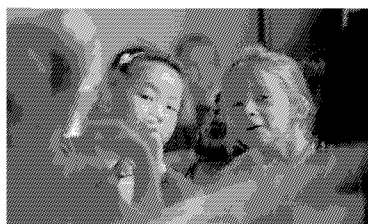
East Dunbartonshire Council has a responsibility to provide access to denominational education. The Council is committed to ensuring that all parents who want their children to have a Catholic Education have that access. The Council has invested resources in Religious Education for Roman Catholic schools (RERC), as well as supporting and resourcing Religious Education and Religious Observance in all schools. The work done by schools, supported by the Council, has been recognised nationally as sector leading.

As in all schools in East Dunbartonshire, rolls have declined in the denominational schools in Bearsden and Milngavie. The denominational school population has reduced from a high of 615 in 1999 to a low of 416 in 2010/11. Rolls have increased slightly in 2013/14 to 431. This means that the denominational population has decreased by 32%, a much greater decrease than in East Dunbartonshire as a whole (24.7%). The combined capacity of the two schools is 751, giving an under-occupancy rate in 2013/14 of 43%.

While the downward trend in rolls is expected to cease, and rolls are projected to remain steady for the next ten years, there is no expectation that rolls will return to previous levels.



School Information and Educational Benefits



2.4 Rationale for change

Given the significant reduction in the number of pupils in denominational education in Bearsden and Milngavie, the Council must consider what the most appropriate model for provision should be. East Dunbartonshire Council is of the view that there are not enough pupils accessing denominational education in Bearsden and Milngavie to warrant two separate schools.

The Council must ensure that resources are used as efficiently as possible, and the level of under-occupancy in the schools does not allow this. The Council's overall budget has reduced significantly in recent years. As budgetary pressure continues, the Council can best ensure the continued quality of educational provision by increasing efficiency in the school estate.

The Council considered alternative options in late 2012. These were assessed against the following criteria:

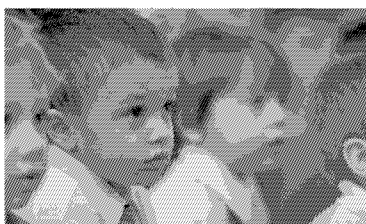
- Options should deliver educational benefits;
- Options should be financially viable; and
- Options should be fundable.

Options considered included:

- **Joint Campus**
Joint campus new build schools can provide educational benefits, but are much less financially viable than other options, and considering increased build costs, comparatively less fundable. No viable option for a joint campus in Bearsden or Milngavie has been identified.
- **School Merger**
The re-zoning of pupils currently attending St. Joseph's Primary School into the existing provision at St. Andrew's, and the closure of St. Joseph's Primary School has also been considered. This option, while financially sustainable and requiring little or no capital funding, does not provide the extensive educational benefits of a new build. Therefore, this option has also been rejected.
- **Other options**
A number of other options were considered. For more information on options, see www.eastdunbarton.gov.uk/primaryimprovement

The option that the Council has identified as educationally beneficial, financially viable, and fundable is the establishment of a new build denominational school at the St. Andrew's Primary School site, to serve the St. Joseph's and St. Andrew's school communities. The St. Joseph's Primary School site was also considered, however, there is not sufficient space for a build of this size. The two schools are located approximately 1.9 miles apart by road.

School Information and Educational Benefits



2.5 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, or equivalent facility, 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 areas.
- 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.

School Information and Educational Benefits

- 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.

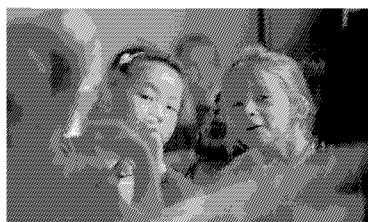
For all pupils, the proposal will provide access to a superior design of school building, which is purpose-built for the delivery of education in the 21st century. Specifically, pupils will have access to greatly improved learning spaces. These will be designed to sustain the best of the traditional 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.

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. Given the significant under-occupancy in the schools, the Council believes that it is necessary to consider changing to a model that provides for pupils from both the Bearsden and Milngavie areas in a single, purpose built school. This will provide not only an excellent school for the future, but will also be educationally and financially viable.



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 St Andrew's 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 the new school will need to accommodate all of the pupils transferring from the St Joseph's site, the majority of whom will travel by car or bus. Free school transport will be offered to all pupils travelling a mile or more. If this is not taken up, there could be up to 110 additional car journeys to the site. Currently, a significant number of pupils (49% in 2012/13) from P1 - P7 travel to St. Andrew's Primary School by bus, and it is expected that this trend would continue.

Given that the proposed site is already used as a school, there are already very good safe routes to school in place. It should also be noted that the expected roll is only slightly greater than the roll of the school in 1999/2000.

The Council is committed to a detailed process of assessing the traffic impact of the proposal. This will start with a full transport assessment. A combination of traffic management, school travel planning, and school design will be used to ensure that any increase in travel to the site is safe and manageable. This process will examine:

- Access;
- Parking and drop-off requirements;
- School contract bus/taxi provision;
- Safe walking routes to schools; and
- Potential traffic calming.

Should this proposal be approved, a full school travel plan will be developed in consultation with users. Staff, pupils and parents will be involved through school design workshops, and all residents will be consulted through detailed planning consultations.

3.3 The proposal will require children to travel longer distances, and reduce their ability to walk to school.

The proposal will require pupils in Milngavie to travel further. In line with Council policy, buses will be provided for pupils who would travel one mile or more to school. This will reduce the number of pupils walking to school.

The Council works with all pupils to encourage healthy, active lives, and an important part of Curriculum for Excellence is health and wellbeing. Improved facilities for PE, outdoor learning and play in a new building will support this.

Additional Information



3.4 The proposal will remove Catholic education from Milngavie

The Council is committed to its responsibilities of providing denominational education in Bearsden and Milngavie. However, rolls in the two areas have fallen steadily for a number of years. Given the significantly reduced number of children attending denominational schools, the Council needs to consider the most appropriate model of providing denominational education, both now and in the future.

Although this proposal will remove the school from Milngavie, the Council will work closely with the school and the Church to create a new school community. This is important as it will ensure that the links with both parishes continue.

3.5 What will be the impact on community groups?

There are two groups regularly using St Andrew's Primary School. It is expected that these groups would continue to have equivalent access to the new school under this proposal, and that facilities will be improved. For groups using St Joseph's Primary, there would be potential for groups to have access to the new facility, or will be supported in relocating. The Council will work closely with all groups to ensure that suitable alternative accommodation can be found.

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

Transition planning will be critical to support the discontinuance of education in the present St Andrew's and St Joseph's primary schools. An outline 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. It will ensure that the curriculum and the collegiate timetable of both schools will be aligned, and that there continues to be a focus on the implementation of the experiences and outcomes for Religious Education for Roman Catholic schools.

Pupil groups will be supported to come together through the development of shared topics. This will start to establish a joint ownership of the new building and there will be opportunities for pupils to come together to share curricular experiences as part of the transition.

The central education team will support and monitor this work and will reference this at all times to 'Shining the Light of Christ'. This is the framework of quality indicators based on the Catholic Church's teaching on the purpose of Catholic education in the modern world.

Additional Information



This will be used to continue to help staff, pupils, parents and the wider community develop a shared understanding of the newly established school's mission and aims, including all aspects of its life, its curriculum, its learning environment, its spiritual life, and its inclusive ethos.

3.7 About the reference design

East Dunbartonshire Council has developed a school design in partnership with the Scottish Futures Trust which has been accepted as a reference design for Scotland. This 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.

This design is being used as a reference for the school in this proposal. The design is scalable, meaning that it can be modified for smaller and larger schools and those that include regular community use. While the school will use the reference design as a starting point, it is important that pupils, parents, staff, the Church and the local community will be involved in adapting the design to fit their needs. This will range from informing major design decisions, such as the internal layout of the school, to decisions about furniture and the colours used.

Based on the reference design, and current East Dunbartonshire planning and roads guidance, an indicative plan has been developed. If the Council was to decide to go ahead with the proposal, there would be a long period of detailed planning and design, with a great deal of input from the local community. The plan overleaf shows how a possible future school may look.

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, to support collaborative working and active learning.

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 Equality Act compliance;
- Have excellent heating, lighting and ventilation;
- Be "low energy" and "low carbon" (Energy Performance Certificate of B+); and
- Have low maintenance costs.

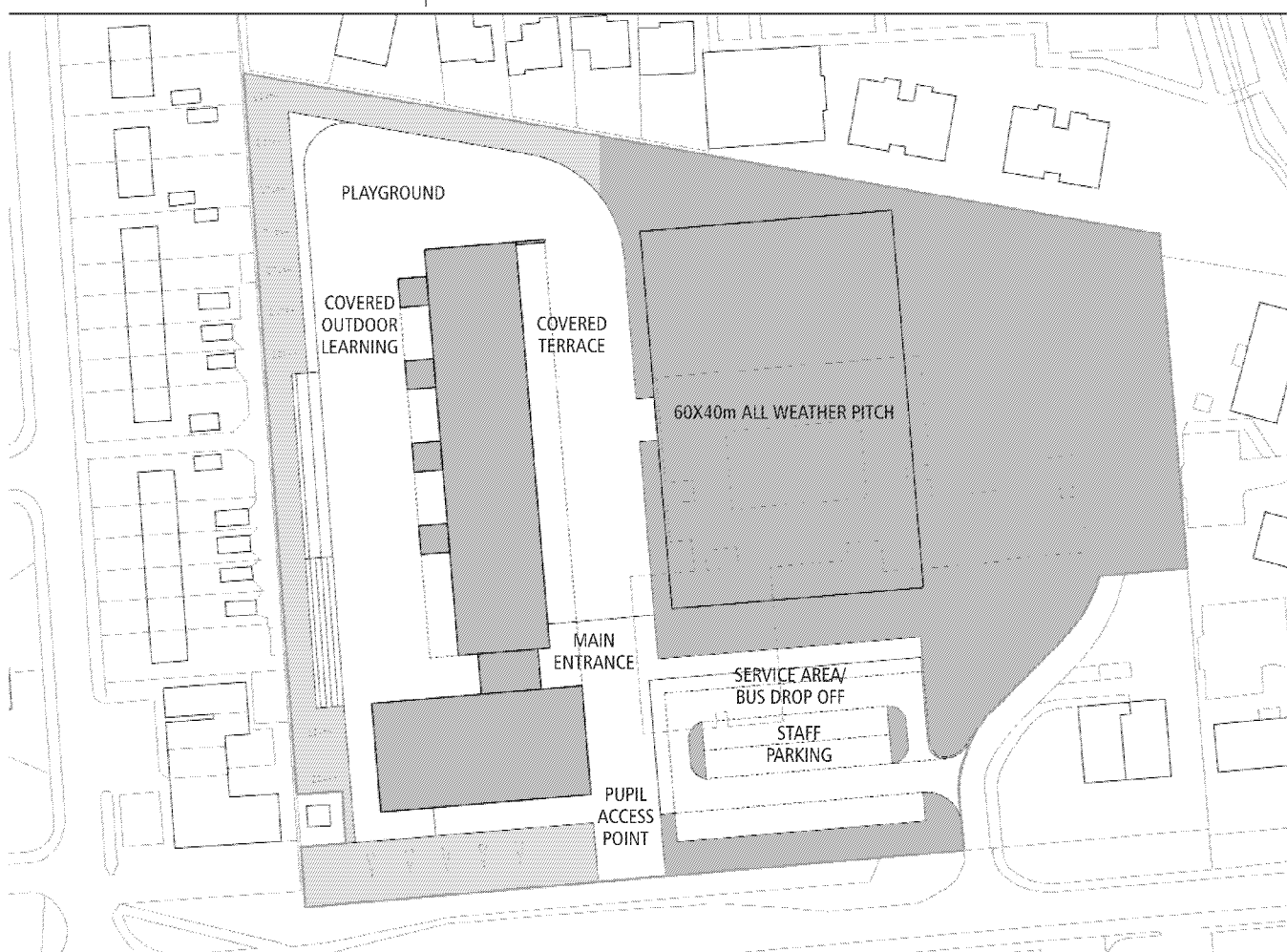
More information on the importance of the reference design can be found in the recently published Scottish Futures Trust business plan. See www.scottishfuturestrust.org.uk for details.

Additional Information & 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 St. Andrew's and St. Joseph's primary schools. 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



Consultation response form

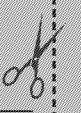
I agree with the proposal as outlined in this consultation

I disagree with the proposal as outlined in this consultation



**Consultation
response form**

Lined area for consultation response.





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

Tel: 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。

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

अनुवाद करने पर यह दस्तावेज़ हिन्दी में आसानी से किया जा सकता है। कृपया 0300 123 4510 पर फोन कीजिए।

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

اس دستاویز کا اردو ترجمہ کر سکتے ہیں (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 for Bearsden and Milngavie

Task Name	Start	Description
Consultation Launched	Mon 26/08/2013	Proposal paper published and responses invited. Consultation website launched, consultation papers distributed.
Consultation Response Period	Mon 26/08/2013	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	Mon 16/09/2013	Public meetings held in St Andrew's Primary and St Joseph's Primary schools, for members of the public to put questions and representations to officers.
Last Date of Submission of Consultation Response	Fri 11/10/2013	Responses received after this date may not be considered.

PRIMARY SCHOOL IMPROVEMENT PROGRAMME

MEETING:	STATUTORY CONSULTATION PUBLIC MEETING ON THE PROPOSAL TO CLOSE ST JOSEPH'S PRIMARY SCHOOL AND ST ANDREW'S PRIMARY SCHOOL AND ESTABLISH A NEW SCHOOL ON THE ON THE ST ANDREW'S PRIMARY SCHOOL SITE
VENUE:	ST ANDREWS'S PRIMARY SCHOOL
DATE/TIME:	16 SEPTEMBER 2013: 1930 – 2100
CHAIR:	Ian Black, Director of Finance & Shared Services (IB)
EDUCATION:	Gordon Currie, Head of Education (GC)
PROJECT:	Nigel Hooper, Policy & Support Manager (NH)
ASSETS:	Ian Shearer, Corporate Assets Manager (IS)
MINUTE:	Debbie Page

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 Process

Participants questioned the support the proposal received from parents in the first stage of the consultation and why these schools were chosen when Castlehill is under occupied.

Officers advised that a number of schools in the authority have issues with under-occupancy, and it is not possible for the Council to address all of these issues at one time, and at this point in time there is only money available for approx. 5 school building projects. Following the informal consultation, these projects were selected by Councillors. Officers do not foresee the rolls rising in these schools and there is under occupancy in both schools. However, there are many factors which are taken into consideration e.g. educational benefits.

Participants asked if there been a change since the informal consultation i.e. there was a proposed merger but now there is a proposed closure? What if parents reject the proposal?

Officers advised that this change is due to the language used for statutory consultation, and there has been no change to the proposal itself. It is proposed that the schools would close, and pupils and staff would come together in a new building. It

Officers advised that if parents were to reject the proposal, it might not proceed. The Council would then need to decide how to invest in the school estate. This could involve investing in the building as it stands just now, however, this would likely not be value for money.

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 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.

Catholic Provision

Concern was raised regarding how this proposal might be viewed by the Catholic Community, who do not have a Catholic secondary school in Bearsden & Milngavie. There was concern raised about anti-Catholic feeling. Participants asked, if both sets of parents do not wish to progress with the proposal put forward by the Council but do wish a new school, what are the chances of each school receiving a new build.

Officers advised that building 2 new schools is not possible, the Council does not have the money to accommodate 2 new schools. This is why the council are looking to merge schools.

Regarding there being no Catholic secondary school in Bearsden and Milngavie, officers advised that the Council consulted with parents in 2003, and at that point in time, the outcome was that there should be no provision for a Catholic secondary school in Bearsden and Milngavie. The Council will always transport children to Catholic secondary education, as required. The Council fully supports Catholic education and officers emphasised that East Dunbartonshire is a leading authority in Scotland in support for Catholic education.

Participants asked about the strong links to St Andrew's Parish, which is completely different from St Joseph's Parish and can the council guarantee that there would be a fair entry criteria i.e. Catholic catchment pupils are considered first.

Officers confirmed that work would be undertaken with both Parishes regarding the new build. Full consideration would be given to this subject and would be between Head Teachers, Parents, both Parishes and the Council. This has previously worked in the new Catholic secondary schools. Officers confirmed priority would be given to the Catholic religion.

Financial issues:

A concern was raised that consideration should be given to spending more money to upgrade the two schools to keep them in the local communities. Participants asked if this is about saving money rather than educational benefit.

Officers replied that the Council doesn't have the money available to invest in both schools. There is a £7m backlog for the primary school estate as a whole. The Council intends to realise the money to build schools by amalgamating schools, which releases money through overheads, sites, and costs of staffing in both

schools. This enables the Council to borrow money on the basis of that release. Without the amalgamation of the schools, this is not possible. The Council does not want to take money from education and use it elsewhere, but release it to provide high quality education for all children for many years to come.

Participants asked how the Council can afford to borrow the money to do this, even over 30 years, and if there has been an analysis of the wider costs of doing this, for example transport costs and costs to business.

Officers replied that there is an ageing school estate across East Dunbartonshire and demographics are changing. Assessments indicate that it is better value to build new schools that would last 50-60 years, which is the lifetime of a new school built now. New built schools are energy efficient and much more efficient to run. Additional costs such as transport costs to the new school have been taken into consideration as part of the proposal. The Council does not believe it is possible to estimate there would be an impact on business.

Participants asked how the Council would fund the estimated cost of £8.97 million referred to in the consultation document, and why the Council would choose to spend £8.97 million rather than spend roughly £2.5 million over the next 30 years to replace, repair and maintain the current St Andrew's Primary School.

Officers explained that the council's funding package for new schools was arrived at the same time as the Council's revenue and capital budget for 2013/14. They include funding from the Scottish Government, Scottish Futures Trust (SFT), Capital Grants, Land Receipts, Capital Resources in the Capital Fund. The total is £46 million for 5 new build schools. Significant resources come from the merger of schools.

The figure of £2.5 million is to keep St Andrew's Primary School in its current condition, rather than to improve facilities. In terms of value for money, it is much better to build a new school.

Participants asked for assurances that the funding of £8.9 million that will be ring fenced for schools building, and that the authority will work with parents regarding the new school build.

Officers advised attendees that the Council has £46 million available to build 5 new schools. This money is built into the Councils capital programme. Officers advised that the Council is committed to high quality schools. Parents would be involved in the design process and the wider school community would have opportunities to influence the design. Officers referred to the 6 new secondary schools that have been built and highlighted that although they all look completely different, however, the inside specifications are include the same level of features. The exact level of spend for the building would somewhat depend on market costs in the future.

Participants asked if there would be budget available for resources in the classroom and outdoor space, etc.?

Officers stated there will be money available for teacher's resources; this would be incorporated into the budget. The council has a formula for allocating resources to schools and all new furniture is also incorporated into the budget. The budget would not include new ICT equipment. However, at present the Council is looking at replenishing ICT equipment in schools and it is hoped that all updated ICT equipment will be in all schools within the next 2 years.

Consultation:

Questions were also raised about the informal consultation. Participants asked how many people were consulted in the informal consultation and why the consultation paper was sent to random houses and not parents. Also, why did an informal consultation take place and not a formal consultation?

Officers replied that the Council sent out 10,000 consultation packs in January of this year. Letters were also issued through the Parent Council via pupil bags encouraging parents to come to the informal meeting in the school. There were also opportunities to read about the consultation in the local papers and on the Council's website. The consultation asked for views on options across the authority, which gave an understanding of what residents wanted. Officers noted that the Scottish Government has said many times that before carrying out a statutory consultation, informal consultations should take place. Officers explained that the Council was consulting with all stakeholders within the authority, and that includes not just parents but to those who are tax payers and those who pay council tax. This was to get the views on education within East Dunbartonshire from a wide variety of residents.

Transition planning and management

A number of questions were asked about the transition to a new school. In particular, how school names and parent councils 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 Kirkintilloch area and work together in the teaching and learning community in that cluster. The curriculum being delivered in St Flannan's and St Agatha's is already fairly similar. 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 head teacher 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.

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 the whole 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.

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.



PRIMARY SCHOOL IMPROVEMENT PROGRAMME

MEETING:	STATUTORY CONSULTATION PUBLIC MEETING ON THE PROPOSAL TO CLOSE ST JOSEPH'S PRIMARY SCHOOL AND ST ANDREW'S PRIMARY SCHOOL AND ESTABLISH A NEW SCHOOL ON THE ON THE ST ANDREW'S PRIMARY SCHOOL SITE
VENUE:	ST JOSEPH'S PRIMARY SCHOOL
DATE/TIME:	16 SEPTEMBER 2013: 1930 – 2100
CHAIR:	THOMAS GLEN, DIRECTOR OF DEVELOPMENT & REGENERATION
EDUCATION:	JOHN SIMMONS, DIRECTOR OF EDUCATION & SOCIAL WORK
PROJECT:	SIMON MAIR, PROGRAMME LEAD
	JAN POLLOK, QUALITY IMPROVEMENT OFFICER
ASSETS:	ALAN BAUER, TEAM LEADER ASSETS & ESTATES
MINUTE:	JOYCE KELLY

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.

Wellbeing of Pupils

Questions were raised with regard to the wellbeing of students and their happiness. Participants asked about the facilities for the children in terms walking and sports. In particular, why the school would be opened before the outdoor sports facilities would be completed.

Officers advised that the new school will be built so children can learn effectively. Good transitional processes will be put in place. All staff will work closely with the authority, parents and children to make the transfer across to the new school as best as possible. The Council have had experience of joining schools before and provided high quality education for those children. It is up to individuals if they are happy or not.

Officers explained that they are anticipating that three months after the move, the school will have access to the facilities. In the interim period, facilities in other schools will be used for PE.

Transition

Questions were raised regarding the transition of pupils and to the new school and how the Council would ensure a smooth transition from nursery to primary school.

Officers advised that the Council has experience in developing schools projects. This involves bringing all stakeholders together in the transition processes for 2-3 years before the opening of a school. In this time, the children and everyone else work together as a community.

The council works with a number of nurseries, not just local authority, but private and voluntary. Some schools have links to a wide range of nurseries, and it is up to the receiving school to ensure that links are made. Although the proposed site is further away, we have schools dealing with nurseries across the authority. It is a similar process from primary to secondary for nursery to primary.

Geographical Area

Concerned was raised with regard to Bearsden and Milngavie being considered as two separate areas, and the ability of children to take part in events in their community in a new school.

Officers agreed that Bearsden and Milngavie are two separate communities.

The structures within a school aims to meet the needs of all children. All schools link in with the community that serves the school. If that community is wider, it is up to the head teacher and management in the school to have the proper procedures in place so that children can continue to do things in the area where they live as in the past. That happens in many schools in East Dunbartonshire. Some children travel long distances in the authority.

Consultation Process

Participants asked why this proposal is being considered when there were several options up for discussion for Bearsden and Milngavie schools.

Officers explained that there are two denominational schools in the area and they provide high quality education. Currently, St Joseph's is 52% under occupied and St Andrew's is 37% under occupied. The Council wants to make provision more efficient and more cost effective, while continuing good quality teaching. This will provide opportunities for teachers to have access to high quality learning environments.

Statement by a parent: The United Nations envoy, when talking to the Government on human rights, made the point that individuals should be educated in the community where they live and these children live in Milngavie and not Bearsden.

Participants asked who gave the mandate for St Joseph's to close.

Officers advised that this is a consultation and no final decision has been made about the proposal. The Council agreed to go out to consultation in a number of schools and that is the first phase and there will be other phases after that. It is the job of the officers to pull together the paper. On the basis of the information gathered, the Councillors then vote on the particular proposal.

Educational Benefits

Participants raised concern over the education benefits in the new school and referenced a speech made recently by Mike Russell, the Cabinet Secretary for Education and Lifelong Learning, in response to a question on the statutory duties of local education authorities when reorganising school estates.

Officers explained that in the proposal paper a number of educational benefits are listed. One aspect of the role of Education Scotland, the former HMIE, is to assess the educational benefits put forward. Education Scotland will look at the proposal independently to give a professional view on educational benefits. That report is sent at the appropriate time to Scottish Ministers for their consideration.

Participants advised that they feel that educational benefits come from the dedication, commitment, care and support the children get from the teachers. Participants felt that there are some benefits to be gained from the fabric of the building but these are not significant.

Officers responded that teaching staff are an important aspect of high quality education in state of the art primary schools in East Dunbartonshire. The Council want the schools to be aspirational and are looking forward not just for today's children but for generations within this area.

Officer suggested that education benefit means giving children the opportunity to achieve their potential with high quality staff and high quality environments. Officers advised that Education Scotland will assess the educational benefits when they visit the school and get views from parents.

Transport

Participants asked about the transport arrangements and plans for safe routes to school and the safety of the children on transport to schools.

Officers advised that the council is looking at a proposal for two single decker buses. As with every other child picked up throughout the authority, there will be designated points for pick up close to their house and drop off points on the way back home. At present there are 800 children across the authority travelling in buses, including 300 from P1-P3.

Officers advised that the bus driver is responsible for the children on the bus. The council have a system in place in many schools across East Dunbartonshire and children travel back and forth safely.

The Council's agreed policy is that free school transport is provided for children who would travel one mile or more. All children, if eligible, would be transported to the new site. If a child were sick, contact would be made with the parent or emergency contact.

Participants commented that there have been 753 accidents on the road between Milngavie and Bearsden, including one classed as serious. It was suggested that the road is not suitable to travel on.

Officers explained that they had received information from the traffic authority regarding the number of incidents on the stretch of Stockiemuir Road between Craigdhu Road and Drymen Road/Duntocher Road from January 2010 to December 2012. The system showed there were six slight speeding accidents, four of which occurred at the junction of Drymen Road/Duntocher Road. No children were recorded as having been involved. The Council are clarifying this with partners in Police Scotland.

Catholic Education

Concern was raised regarding East Dunbartonshire Council's plans to reconcile St Joseph's school to a different parish community.

Officers advised that the Council recognises the links between the parish and the school, and feels that there is no real issue having two parishes linking in with the school. Officers advised that there are numerous schools listed in the Western Catholic Calendar where two parishes are linked in with schools. Officers acknowledged that it is an important aspect of a Catholic school to link in with the Church, whether that is one or two parishes.

Part of the development of the school is for the head teacher and senior management to ensure that links are made whether there are one priest or two from different parishes and whether the children visit a particular Church. For example the school respected the 40 Hours Adoration in St Joseph's Parish last week, and this would continue in the future.

Concern was raised that if the Catholic school shuts in Milngavie, young families move into Milngavie when there is no primary school to send their children to?

Officers responded that under this proposal East Dunbartonshire Council would still have a Catholic primary provision in this area.

School Rolls

Participants questioned the local development plan and the effect on the school roll projections.

The council advised that the projection of the school rolls are carried out on an annual basis. The census in September looks at local areas to make sure all current house building; and planning permissions given to build houses are included. Planning permission not given at this time would not be included; however the council do take outline permission into consideration.

The estimated school rolls in the Bearsden and Milngavie area show they will flatten for the next 10 years. In 1996, the roll for all primary schools was 10,600 and today it is 8,300.

In 2010, there were 109 children in this school and that figure has risen to 138 since that time. However, since East Dunbartonshire was formed, the population has dropped by a third. In 2010 placing requests rose from 15 to 26 but not all local children attended the school. Officers emphasised that the statistics tell a complex story, but that there are clear trends in the long term numbers available.

Financial implications

Questions were raised regarding the cost of a new built school compared to refurbishment to the current school. Questions were also raised regarding savings from teacher numbers and the effect on the teacher-pupil ratio?

Officer explained that it will cost £1.8m over the next 30 years to keep the school the way it is by replacing the elements such as the roof, doors and possibly replacing the windows. That is not the cost for re-designing the school rather than keeping up the maintenance for the next 30 years.

Officers advised that it is estimated that there would approximately £230k of educational savings such as staffing and senior management reductions. However, this would not affect the pupil/teacher ratio. The Council would continue to abide by class sizes and national standards: 25 in P1, 30 in P2 and P3 and 33 in P4 and above.

It was asked why has East Dunbartonshire Council has not gone to the Scottish Government for a grant to update and renovate school buildings?

Officers explained that the Council has applied for two grants to Scottish Futures Trust and have applied for the maximum amount of money. The council received a grant a few years ago of 50% cost of a new school. More money was made available in subsequent phases of funding. The council has asked again for a 50% maximum grant. East Dunbartonshire is a smaller authority and this funding is all that is likely to be provided. Officers emphasised that to upgrade the existing school to the same degree would cost up to 80% of the cost of a new building.

Alternative options

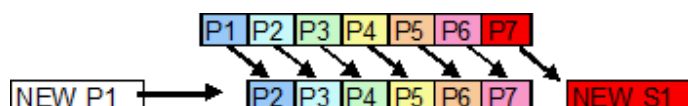
Participants asked how far the Council has looked at alternative options for keeping St Joseph's in Milngavie. For example, it was noted that East Dunbartonshire is developing a community hub in Lennoxton. Could a hub be created in Milngavie with multiple services on the one site?

Officers advised that it was expected that such an option would be submitted as part of the consultation. The Council will read the submissions and consider all options carefully. The Council does have investment in the capital programme for the Hub.

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

Transition Planning for the Primary School Improvement Programme

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.

EQUALITY IMPACT ASSESSMENT TEMPLATE

Section 1 - Details

1.1 Service /Department/Team

Education and Children's Services Directorate
Education

1.2 Name of Policy or Practice being assessed:

Primary School Improvement Programme – Merger of St Joseph's and St Andrew's Primary Schools on St Andrew's site.

1.3 Is this a new or existing policy?

New	<input checked="" type="checkbox"/>	Existing	<input type="checkbox"/>
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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:** Director of Education and Children's Services

1.6 Timetable

Date assessment started: (dd/mm/yyyy)

06/01/14

Completion date: (dd/mm/yyyy)

18/02/2014

Section 2 – Aims and Relevance

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

The purpose of the proposed merger of St Joseph's and St Andrew's Primary Schools is to provide the best possible learning environment for the pupils within the catchment areas of both schools. 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 proposal is to establish a new build primary school on the current site of St Andrew's Primary School site. The Council is proposing to:

- Build a new primary school on the current site of St Andrew's Primary School. The new building would be scheduled for completion in school session 2016-17;
- Close St Joseph's Primary School when the new facility is available;
- Close the existing St Andrew's Primary School when the new facility is available;
- Open a new school for all pupils in the current St Andrew's Primary and St Joseph's Primary catchment areas. This school will have a capacity of 445 pupils; and
- Demolish the existing St Andrew's Primary School and develop the space for sports facilities and other outdoor space for the new school, including a turning circle and car park.

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.

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 St Andrew's and St Joseph's primary school catchment areas, parents/carers, teaching staff and school employees. Local residents, local businesses and community groups and organisations that use the schools will 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 religion/belief (particularly Catholic), sex (women), age and disability. The impact is greater when the protected characteristics are combined eg older/younger women.

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.

The statutory consultation process also ensured that communities, groups and individuals could have their say on any issues relevant to the proposals. More information on statutory consultation can be found at www.eastdunbarton.gov.uk/primaryimprovement

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 issues that could potentially have an impact on groups that share protected characteristics. These are:

- **Impact of transition** –Concern has been raised that the impact of the transition from on school to another may affect groups that share protected characteristic.
- **Distance to travel to school-** As a result of the proposed merger there would be an increase of 107 in the number of pupils living more than a mile from the new school compared with current provision in the two schools. Nearly all of the pupils currently at St Joseph's would need to travel more than a mile to school. This could have a disproportionate impact on equality in terms of sex (women), older people (carers) and young people.
- **Removing Catholic Primary Education from Milngavie** – the proposals would effectively remove the provision of Catholic education from Milngavie. This could have a disproportionate impact on equality in terms of religion/belief (Catholic) whereby children wishing to access denominational education would have to travel over a mile to receive primary education, compared with children with other religion/no religion accessing non-denominational education who will have to travel less far.

Protected Characteristic	Yes	No	Please explain
Age (Older people, children and young people)	x		<p>Transition Concerns have been raised around the impact on children moving school part way through their education and the fact that this could result in a particular disadvantage for younger pupils who are unable to cope with change as easily as older pupils. However, in our experience, transitions of this sort are unlikely to have an impact on educational attainment. We believe that any impact can be mitigated with work before the transition.</p> <p>Distance to school Concerns have been raised that younger and older people may be adversely affected by increased distances. However, the numbers affected will actually decrease as a result of the proposal. Council policy provides free school transport to all pupils at primary school who travel one mile or more to school. This reflects the Council's view that up to one mile is a suitable distance for pupils to travel independently of the Council. Scottish Government legislation requires pupils travelling two miles or more to be offered transport.</p>
Disability	x		<p>Transition 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 as amended 2009.</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 change 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		<p>Removing denominational primary education from Milngavie</p> <p>The proposal will remove catholic education from Milngavie. This could have a disproportionate impact on the catholic community of Milngavie.</p> <p>This could have a disproportionate impact on equality in terms of religion/belief (Catholic) whereby children wishing to access denominational education would have to travel over a mile to receive primary education, compared with children with other religion/no religion accessing non-denominational education who will have to travel less far</p>
Sex/Gender	x		<p>Distance to travel to new school</p> <p>The proposal could have a disproportionate impact on women in terms of the increase in distance to travel.</p> <p>Research suggests that women are often the primary (and sometimes only) carer in their household, taking responsibility for childcare or for looking after older, sick or disabled relatives. Women are also less likely to hold a driving licence or be the main driver of a household car. This means that women more than any other group could face increased travel times to and from schools, whether by walking or public transport. There is also a similar implication for older people and people with disabilities.</p> <p>Where primary school pupils live a mile or further away from the new school, they will in accordance with the Council's transport policy, qualify for free transport to and from school, thus negating the potential impact on equality. Where this will have an impact on equality is in the opportunity for opportunity for parents/carers to get involved in the school community, attend parent/teacher meetings and school events such as Christmas and prize giving as well as nursery/primary transition days.</p>

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	x	No		No Evidence	
<p>If yes, give details</p> <p>The proposal may result in less favourable treatment for the protected characteristics of Sex, Age, Disability and religion/belief.</p> <p>The proposal may give rise to indirect discrimination in relation to religion/belief.</p>					

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. For pupils living more than one mile, free school transport will be offered. This will ensure that denominational education is readily accessible to all families who wish to access it.

The Council will work closely with the school and the Church to create a new school community. This is important as it will ensure that the links with both parishes continue. In addition, the Council's transition management process will ensure that action is taken to ensure that there is no negative impact on the quality of denominational education. Further information on the Council's transition process is laid out in section 10 of the consultation report.

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	X The Council should take action to mitigate potential impacts on protected groups, and manage the impact of potential indirect discrimination.
Continue the policy	
Stop and remove the policy	

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

The Council should take action to mitigate potential impacts on protected groups, and manage the impact of potential indirect discrimination, as described in section 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 April 2014 and will be submitted to East Dunbartonshire Council for decision making in May 2014. 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: Director of Education and Children's Services

Date: 04/04/14

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. It will also be made available in hard copy and alternative formats on request.

Appendix 6 – Information on Financial Projections

Projected revenue savings are based on three areas:

- 1) 2013/14 Cost of delivery of School A;
- 2) 2013/14 Cost of delivery of School B; and
- 3) Projected cost of delivery of proposed new school (calculated at 2013/14 equivalent prices).

Projected revenue impact is calculated as the difference between the sum of parts 1 and 2, and part 3.

Each projected cost of delivery is split into two main areas of spend: FM and Property costs and Education spending.

FM and Property costs include:

- Energy:
 - Electricity, heating oil, etc
- Non-domestic rates liability, water and other property costs
- Maintenance
- Facilities Management:
 - Pay Costs
 - Employee Clothing
 - SC repairs
 - Window Cleaning
 - Cleaning Materials
 - Cleaning equipment renewal / maintenance
 - Feminine Hygiene
 - Catering Income
 - Catering provisions
 - School Milk
 - Disposables
 - Cash Uplift
 - CRB
 - Catering Equipment renewal / maintenance
 - Promotional Materials

Education costs refer to the costs associated with the education budget, including:

EMPLOYEE COSTS

Teachers:

- Teachers - Salaries
- Teachers - Superannuation
- Teachers - National Insurance
- Teachers Duty Travel
- Total

Teachers Absence Cover:

- Cover - PRD
- Cover - School Funded

Clerical, Admin & Classroom Assistants:

- APT&C - Salaries
- APT&C - Superannuation
- APT&C - National Insurance

Support for Learning Assistants:

- Ancillary - Salaries
- Ancillary - Superannuation
- Ancillary - National Insurance

Other Support Staff Costs:

- Staff Turnover Savings

SUPPLIES & SERVICES

- Library/Resource Centre Materials
- Materials Apparatus & Equipment
- Office Equipment & Materials
- Other Supplies & Services

ADMINISTRATION COSTS

- Postages
- Printing & Stationery
- Telephone Costs
- Television Licences

PAYMENTS TO AGENCIES

- Catering for Meetings
- Parent Council - Clerk Fees
- Parent Council - Administration
- Parent Council - Travel & Sub
- School Activities
- Staff & Curriculum Development

TRANSFER PAYMENTS

- Unspecified Savings - Procurement

INCOME

- Various

ALSO INCLUDED ARE:

- Cover PRD
- Teachers' Duty Travel
- Furniture & Fittings
- Cleaning Materials
- Minor Adaptations
- Health & Safety
- Office Equipment
- Library/Resource Materials
- Classroom Supplies Fixed
- Classroom Supplies Basic, Supp & 5-14
- Software
- Printing Saving
- Staff & Curriculum Development
- School Activities
- Parent Council Clerk Fees
- Parent Council Travel
- Parent Council Administration
- Printing & Stationery
- Postages
- Telephone Call Charges
- Television Licences
- Catering for Meetings
- Procurement Saving

A number of other factors are taken into account:

- **Additional transport**
The cost associated with any increase in transport requirement in line with the EDC transport policy, if any;
- **Nursery costs**
The range of costs associated with the delivery of any on site nursery provision, including staffing and materials, if any; and
- **Impact on GAE**
A calculation of impact on the Council's share of revenue support grant, based on changes of numbers of pupils in rural schools, or other relevant factors, if any.

