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**East Dunbartonshire Council**

[www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk)

**EDUCATION, PEOPLE AND BUSINESS**

**JACQUI MACDONALD**

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6<sup>th</sup> September 2019

Dear Consultee

## **CONSULTATION ON PROPOSED CHANGES TO THE SECONDARY TRANSFER ARRANGEMENTS FOR CHILDREN WHO LIVE IN THE CATCHMENT AREA OF CRAIGHEAD PRIMARY SCHOOL**

I am writing to invite you to take part in a consultation on the Council's proposal to changes to the secondary transfer arrangements for children who live in the catchment area of Craighead Primary School. A formal consultation is required in line with the Schools Consultation Act 2010. This requires Council to consult with a defined group of people with an interest in the schools. The proposal and consultation process are summarised below. Please see the weblink for the full proposal document, including a detailed statement of educational benefits.

### **Background**

Children who live in the catchment area of Craighead Primary School, in Milton of Campsie are currently zoned to St Ninian's High School in Kirkintilloch, East Dunbartonshire and to Kilsyth Academy in North Lanarkshire. When transferring to secondary education, parents can choose to send their child to either school as a catchment pupil.

### **What is the Council's proposal?**

Children, who live in the catchment area of Craighead Primary should be zoned to Kirkintilloch High as a non-denominational secondary school within East Dunbartonshire; this would be in addition to the current options of Kilsyth Academy, in North Lanarkshire and St Ninian's High School in East Dunbartonshire.

These proposals will take effect from school session 2020/21.

Full details are contained in the Consultation Report including the educational benefits of this proposal. This can be accessed following the weblink:

<https://www.eastdunbarton.gov.uk/Craighead> .

Paper copies of the Consultation Report are available from the schools affected and the East Dunbartonshire Council Office at Strathkelvin Marina or the Hub in Lennoxton or Kirkintilloch.

### **What is the consultation process?**

The formal consultation process requires that:

- A defined list of stakeholders are provided with access to the formal consultation document, including a detailed educational benefits statement, and invited to comment on the proposal;
- The consultation period is 30 school days following the publication of the proposal document. The last date for responses is **30<sup>th</sup> October 2019**;
- A public meeting to discuss the proposal will be held. This will be held on **1<sup>st</sup> October 2019 at 6:30pm in Kirkintilloch High**;
- Education Scotland will provide an independent report on the proposal; and
- The Council publishes a consultation report that lays out the findings of the consultation. This must be public for at least three weeks before the Council may decide whether or not to proceed with the proposal.

### **How do I respond to the consultation?**

To provide your comments on the proposal, please return the attached consultation document to your local East Dunbartonshire Council Hub or email to [education.consultation@eastdunbarton.gov.uk](mailto:education.consultation@eastdunbarton.gov.uk) please indicate whether you:

- a) Agree with the proposal; or
- b) Disagree with the proposal.

Please also provide any comments you have on the proposal.

Email: [education.consultation@eastdunbarton.gov.uk](mailto:education.consultation@eastdunbarton.gov.uk)

Telephone: 0300-1234-510

Post: School Improvement Team, Southbank Marina, 12 Strathkelvin Place, Kirkintilloch, G66 1TJ

If you have any questions in relation to the Consultation, please email the School Improvement Team at the address above.

Yours sincerely

*Jacqui MacDonald*

**JACQUI MACDONALD**  
**Chief Education Officer**

**EAST DUNBARTONSHIRE COUNCIL: EDUCATION SERVICE**

**PROPOSED CHANGES TO THE SECONDARY TRANSFER ARRANGEMENTS  
FOR CHILDREN WHO LIVE IN THE CATCHMENT AREA OF CRAIGHEAD  
PRIMARY SCHOOL, MILTON OF CAMPSIE**

**SEPTEMBER 2019**

## **1.0 Background**

- 1.1 East Dunbartonshire's current school provision and arrangements for Primary 7 to S1 transfer arrangements are underpinned by legislative requirements in the Education (Scotland) Act 1980. This requires the Council to:
- i. ensure effective management of their school estate and provide sufficient places for their pupil population;
  - ii. adhere to the general principle that children should be educated in line with their parents' wishes;
  - iii. ensure that all admissions must comply with class size legislation and national staffing agreements.
- 1.2 Children who live in the catchment area of Lennoxton Primary School, in Lennoxton and the catchment area of Craighead Primary School in Milton of Campsie are zoned to St Ninian's High School in Kirkintilloch, East Dunbartonshire and to Kilsyth Academy in North Lanarkshire. When transferring to secondary education, parents can choose to send their child to either school as a catchment pupil. This arrangement has been in place since 1997 as a legacy of regional councils and is common across local authorities.
- 1.3 St Ninian's High School has an overall capacity of 850 and in order to manage this effectively the S1 roll is capped at 150.

## **2.0 Present Position**

- 2.1 In the last three years, there has been a significant increase in the number of pupils opting to transfer to St Ninian's High School from Craighead Primary.

Year	Primary	Roll (P7)	Associated Sec 1	Transfer 1	Associated Sec 1 Transfer (%)	Associated Sec 2	Transfer2	Associated Sec 2 Transfer (%)
2017	Craighead PS	34	Kilsyth Academy	12	35.3%	St Ninian's HS	22	64.7%
2018	Craighead PS	39	Kilsyth Academy	4	10.3%	St Ninian's HS	34	87.2%
2019	Craighead PS	38	Kilsyth Academy	9	23.7%	St Ninian's HS	27	71.1%
2017	Lennoxton PS	18	Kilsyth Academy	10	55.6%	St Ninian's HS		0.0%
2018	Lennoxton PS	11	Kilsyth Academy	8	72%	St Ninian's HS		0.0%
2019	Lennoxton PS	16	Kilsyth Academy	7	44%	St Ninian's HS	*	

\*less than 5 pupils; the exact number cannot be given due to Data Protection.

2.2 The number of children transferring from Craighead Primary and Lennoxtown Primary over the next five years is:

	2020	2021	2022	2023	2024
Craighead PS	30	34	42	34	36
Lennoxtown PS	22	30	23	14	22

2.3 The table in 2.1 above shows that approximately 75% of Craighead Primary have been opting to transfer to St Ninian's High School. If this trend were to continue and no future placing requests are accepted into S1 after 2019, then the projected intake would start to exceed capacity in 2020. This projection does not take account of children from Lennoxtown Primary, who may choose to transfer to St Ninian's as their catchment secondary school.



### 3.0 Informal Consultation

3.1 The Council approved an informal consultation on the secondary transfer arrangements for children, who attend Craighead Primary and Lennoxtown Primary in May 2019. (PB/096/19/JM).

3.2 The informal consultation took place from 16 May 2019 and ended on 21 June 2019. It involved:

- Meetings with the Parent Councils of Craighead Primary, Lennoxtown Primary and St Ninian's High School;
- Information on the informal consultation was sent to the Parent Councils of Kirkintilloch High School and Lenzie Academy;
- Information was sent to the parents of both primary schools and St Machan's Primary;
- Open public meetings were held in:

- Craighead Primary on 30 May;
- Lennoxton Primary on 4 June;
- Pupils in both primary schools were consulted;
- Parents and other members of the community were offered the opportunity to provide comments by email;
- The Roman Catholic Church were consulted through the Archdiocese, as they would be a statutory consultee in any statutory consultation.

3.3 The consultation focused on two questions:

- What are the main factors that you take into account when choosing a secondary school for your child?
- If there was an option of a non-denominational secondary school within East Dunbartonshire Council, what would be your view?

The public meetings offered the opportunity for question and discussion on the key issues

3.4 The public meetings were well attended in both schools, with approximately 100 people attending. Six email responses were submitted.

3.5 The responses can be summarised as follows:

3.5.1 The main factors parents gave for choosing a secondary school for their child are detailed below. The same reasons were given by both school communities.

- The provision of school transport;
- Easy access to the school by public transport so that children could attend after school activities;
- An inclusive and positive ethos;
- High standards of attainment and achievement;
- A wide selection of subjects available in the Senior Phase;
- Opportunities for wider achievement;
- The provision for children with additional support needs;
- The facilities available within the school;
- The reputation of the school from inspection reports, school exam results;
- Same school as friendship group or siblings.

3.5.2 Pupils gave similar responses and highlighted friendship groups, the standard of education and good teachers as important.

3.5.3 In response to the option of a non-denominational secondary school, there was overwhelming support for this proposal. The main issues were:

- The need for a direct bus route to the school so that children could attend after school activities;
- As Lennoxton is designated as a Place priority area, this was viewed as very important especially if there was a reliance on public transport;
- There was support for Kilsyth Academy being retained as an option;

- There was concern that Lennoxton pupils may not be able to attend St Ninian's High School due to the roll pressures;
- There was a request that the two communities are not split with different secondary schools being the catchment school;
- There are already a number of placing requests to Lenzie Academy from Lennoxton and this is seen as a positive option as it would have a significant impact on regeneration within this Place area;
- Different in-service days and some holiday dates causes issues for parents.

3.6 There was discussion with the representative from the Catholic Church Archdiocese. They were in favour of the option of another non-denominational school within East Dunbartonshire as they view it as important to maintain the Catholic ethos of St Ninian's High School.

3.7 Officers have had initial discussions with officers from North Lanarkshire Council., in order to understand the impact of any proposals on Kilsyth Academy.

#### **4.0 Options**

4.1 Following the Informal Consultation it was clear that there was strong support for a non- denominational secondary school to be an option for parents when choosing a secondary school for their child. Officers then considered a number of options.

##### **4.2 Option 1: Do nothing**

This is not a viable option as the Council may fail to comply with its duty to provide sufficient catchment pupil places in St Ninian's High School, if the current trend continues.

It was very clear from the informal consultation that there was overwhelming support for a non-denominational school within East Dunbartonshire to be an option for children transferring to secondary school from the catchment areas of Lennoxton Primary and Craighead Primary. Failure to address this would be viewed negatively by the community.

##### **4.3 Option 2: Extend St Ninian's High School**

This would require to be considered in terms of the PPP contract and would have considerable financial implications for the Council.

##### **4.4 Option 3: Undertake a Statutory Consultation to Change the Secondary Transfer Arrangements for children who live in the catchment areas of Lennoxton Primary and Craighead Primary**

There would require to be a separate proposal and consultation for each catchment area as they are not inextricably linked.

Kilsyth Academy and St Ninian's High School should remain as options.

It is not possible to predict parental choice if parents of children who live in the catchment areas of Lennoxton Primary and Craighead Primary were given the option of an East Dunbartonshire school as well as St Ninian's High School or Kilsyth Academy.

Analysis of the roll projections for the non-denominational secondary schools which are nearest by distance to Lennoxton and Milton of Campsie was undertaken. These roll

projections include an allowance for new housing and the current trend in placing requests. It is not possible to accurately predict the future roll of a school as it is dependent on parental choice.

The analysis showed:

Kirkintilloch High School could accommodate pupils from either school but not both; there would require to be some management of placing requests if the new housing results in the projected increase in the roll and if 100% of pupils transferred.

Lenzie Academy has a high number of placing requests each year, a significant number of these are from out with East Dunbartonshire Council. There would require to be careful management of placing requests in order to manage the roll effectively. Lenzie Academy could accommodate pupils from either school but not both.

A small group of parents at the consultation events expressed the view that the two villages should not be split and could be given a choice of both schools. However this would reduce the educational benefits detailed in Section 7.

## **5.0 Purpose of the Statutory Consultation**

5.1 It is therefore proposed to consult on changes for pupils, who live in the catchment area of Craighead Primary, Milton of Campsie, when they transfer to secondary education.

5.2 The proposed changes would provide parents with a non-denominational secondary school within East Dunbartonshire in addition to Kilsyth Academy, North Lanarkshire and St Ninian's High School in East Dunbartonshire.

5.3 Any change to the catchment area of a school or a proposed change to the admissions arrangements requires the Council to carry out a formal statutory consultation as detailed in the Schools (Consultation) (Scotland) Act 2010. This would involve consultation with a range of stakeholders including parents and pupils affected.

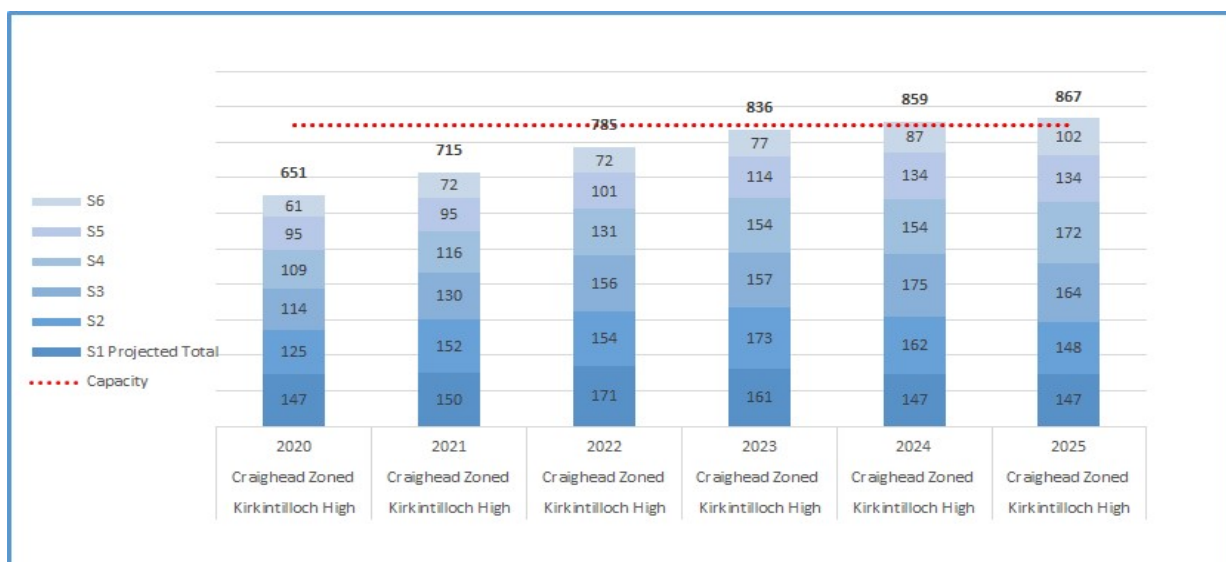
## **6.0 Proposal**

### **6.1 To consult on the proposal that:**

- **children, who live in the catchment area of Craighead Primary in Milton of Campsie should be zoned to Kirkintilloch High School as a non-denominational secondary school within East Dunbartonshire; this would be in addition to the current options of Kilsyth Academy, in North Lanarkshire and St Ninian's High School in East Dunbartonshire.**

6.2 Craighead Primary could be zoned to, and become an associated primary school to Kirkintilloch High School and if 100% of pupils who currently attend Craighead Primary chose to transfer, then they could be accommodated there.

6.3 The graph below shows all Craighead pupils transferring to Kirkintilloch High School. However it is not likely that all will transfer to Kirkintilloch HS as some may still opt for St Ninian's High School or Kilsyth Academy. If they all opted for Kirkintilloch, it would limit the number of placing requests for a couple of years to manage the school roll. However this would be dependent on the impact of housing, which has been included in these projections.



6.4 The Informal Consultation showed that Milton of Campsie parents were very clear that they wanted to be zoned to a non- denominational school within East Dunbartonshire:

- It had been raised as an issue a number of years ago and parents had now exercised their right to transfer their children to St Ninian's High School;
- There were some placing requests already made by parents to Kirkintilloch High School;
- There are potentially higher numbers transferring from Milton of Campsie and so although, placing requests may still have to be reduced to manage the capacity within Kirkintilloch High School, there was capacity for all of the children who live in the catchment area of Craighead Primary to transfer if required.

## 7.0 Educational Benefits

7.1 All children and young people have an entitlement to a curriculum which is coherent with smooth and well-paced progression through the experiences and outcomes, particularly across transitions, from early learning and childcare to primary, from primary to secondary school, and beyond school. The proposal made in this consultative document aligns with this entitlement.

The aim of Curriculum for Excellence and the National Improvement Framework is to raise attainment. The Framework to Ensure Attainment, Achievement and Equity for all Children in East Dunbartonshire is the authority's strategic approach to the implementation of the National Improvement Framework. The EDC Framework states that Curriculum for Excellence requires all schools and centres to work across sectors to develop and implement approaches to the curriculum, assessment and learning and teaching. The Authority's 3 to 18 Management of Cluster Working Policy has informed the development of this approach across all schools. There is very effective 3 to 18 cluster working within East Dunbartonshire, which has been recognised by inspection reports and most recently national awards.

This proposal would enhance 3 to 18 Cluster Working and ensure the delivery of the entitlement to a coherent curriculum with progression and continuity of learning for children.



Presently both Lennoxton Primary and Craighead Primary work within the St Ninian's Cluster and there are effective transition arrangements with Kilsyth Academy.

Within East Dunbartonshire, 3 to 18 cluster working involves staff from early years, primary and secondary work collaboratively to develop the curriculum, assessment and learning and teaching approaches. This ensures improved progression and continuity of learning for pupils.

An important aspect of effective assessment is a shared understanding of standards within Curriculum for Excellence levels. This is achieved through effective moderation activities within schools and across sectors, as part of 3 to 18 cluster working. By working collaboratively to moderate the assessment process, teachers improve their professional judgement.

In order to ensure progression and continuity of learning, there needs to be effective tracking of children's progress from upper primary into secondary. This is more effectively achieved when primary and secondary teachers work as part of a 3 to 18 cluster to agree standards, track progress and transfer assessment data on children, which has been moderated. This should improve levels of attainment within the Broad General Education, from primary through to S3 in secondary.

In addition, secondary schools work with associated primary schools to develop a programme of visits. These can include a programme during Primary 6 and 7, with secondary staff working with primary pupils in their own school as well as within the secondary school. These are in addition to the transition arrangements, which take place in the last term of Primary 7. There are also enhanced transition arrangements for children with additional support needs. Although staff from Craighead Primary and Lennoxton Primary work in the St Ninian's Cluster on curriculum development, these schools are not part of the school visit programme with secondary staff working in the primary schools. If the schools were zoned to a non – denominational secondary school within East Dunbartonshire, they would move to this cluster with the associated benefits of improved transition and cluster working to enhance the curricular and wellbeing provision for children.

An important aspect of children's experiences is the opportunity to take part in out of school activities, including supported study in the Senior Phase. This provides children and young people with the opportunity for personal achievement and improved attainment. An extensive programme of after school activities and supported study is available in all East Dunbartonshire secondary schools. If children travel by school transport then they have to make their own travel arrangements home when these activities are finished. The availability of a direct bus route from Lennoxton and Milton of Campsie to Kirkintilloch or Lenzie would make it easier for children to attend out of school activities. There is no direct bus route to Kilsyth, which parents and children can find is a barrier to attendance at out of school activities.

Children's wellbeing would be enhanced through taking part in sporting after school activities. Health and well-being is an important aspect of the National Improvement Framework. All East Dunbartonshire schools have support for children's well-being through a Wellbeing Base with trained staff. This enhanced support is available to all children within an East Dunbartonshire secondary school.

If a non-denominational secondary school within East Dunbartonshire was an option for children, there would be more linked community involvement as youth workers are allocated

to secondary schools. The youth workers work with young people in schools and within the community. This is particularly important in the designated Place areas.

The availability of data on the performance of EDC pupils to allow for scrutiny by elected members would be improved if a non-denominational school was an option. At present the SQA exam results and School Leaver Destinations for EDC pupils who attend Kilsyth Academy is not available.

It is clear from discussions with officers from North Lanarkshire Council that there would be a significant impact on the school roll of Kilsyth Academy if more children were to transfer to an EDC secondary school. However this trend has been happening for the last three years with a decline in the number of children transferring to Kilsyth Academy from Craighead Primary and Lennoxton Primary. There is no evidence that this trend will not continue and is due to parental choice. This may impact on the delivery of the curriculum within Kilsyth Academy. Smaller secondary schools can find it difficult to offer a wide range of subjects particularly in the Senior Phase.

The change would break a local authority agreement on school zoning, which has been in place since the disaggregation of Strathclyde Region in 1996. There have been many developments in education since that time in particular the development of 3 to 18 cluster working as detailed above.

Another school option for transfer is likely to cause concern in relation to transition arrangements especially for Session 2020/21. This could be mitigated by provision of enhanced transition in the summer term. This is not an unusual situation due to the number of placing requests to schools other than a catchment school.

## **8.0 Timeline for Statutory Consultation**

Report to Education Committee seeking approval for the consultation	5 <sup>th</sup> September 2019
Consultation starts	9 <sup>th</sup> September 2019
Consultation ends	30 <sup>th</sup> October 2019
Education Scotland prepare report	4 <sup>th</sup> November to 25 <sup>th</sup> November 2019
Consultation Report Published	28 <sup>th</sup> November 2019
Consultation Report Submitted to Council	19th December 2019
Notify Scottish Ministers if Approval is given by Council	20th December 2019

## **9.0 Financial and Other Factors to be considered**

There would be no financial benefits to this proposal. The provision of transport to EDC schools would require to be factored into any projected cost. Pupils already enrolled on a placing request in Lenzie Academy or Kirkintilloch HS could apply for a concessionary place on the school transport.

## Timeline for Statutory Consultation

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Consultation Report Published	28 <sup>th</sup> November 2019
Consultation Report Submitted to Council	19th December 2019
Notify Scottish Ministers if Approval is given by Council	20th December 2019

## 10.0 CONSULTATION RESPONSE FORM

### PROPOSED CHANGES TO THE SECONDARY TRANSFER ARRANGEMENTS FOR CHILDREN WHO LIVE IN THE CATCHMENT AREA OF CRAIGHEAD PRIMARY SCHOOL

Please return this form to the postal address or email address below by **30<sup>th</sup> October 2019**.

Post: School Improvement Team, Southbank Marina, 12 Strathkelvin Place, Kirkintilloch, G66 1TJ  
Email: [education.consultation@eastdunbarton.gov.uk](mailto:education.consultation@eastdunbarton.gov.uk)

Name:	
Address:	
	Postcode:
Telephone Number:	
Email:	
Your role (e.g parent / staff member/ pupil/ other)	
Which school or service are you associated with or represent?	

I **AGREE** that:

- **children, who live in the catchment area of Craighead Primary in Milton of Campsie should be zoned to Kirkintilloch High School as a non denominational secondary school within East Dunbartonshire; this would be in addition to the current options of Kilsyth Academy, in North Lanarkshire and St Ninian's High School in East Dunbartonshire.**

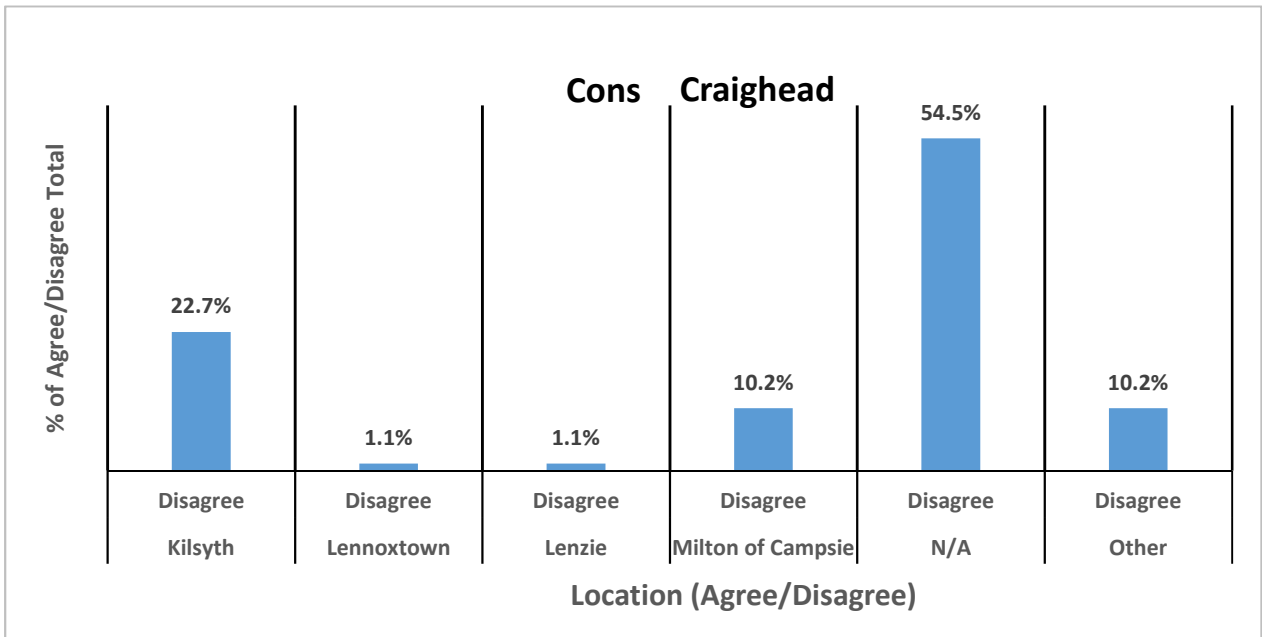
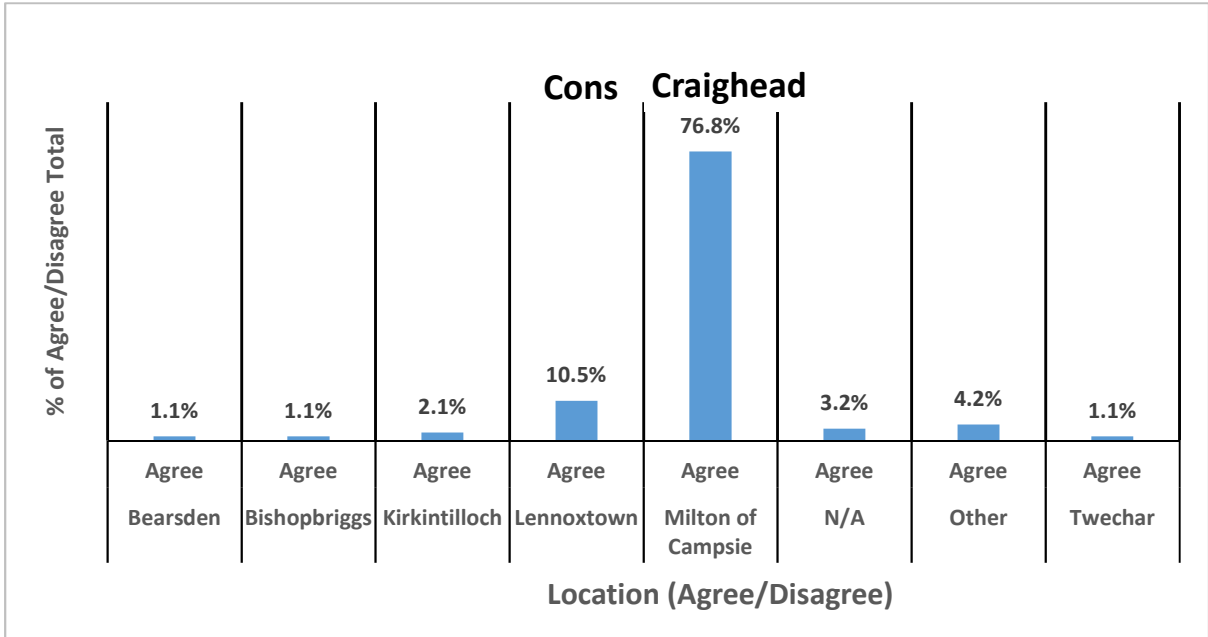
☐

I **DISAGREE** that:

- **children, who live in the catchment area of Craighead Primary in Milton of Campsie should be zoned to Kirkintilloch High School as a non denominational secondary school within East Dunbartonshire; this would be in addition to the current options of Kilsyth Academy, in North Lanarkshire and St Ninian's High School in East Dunbartonshire.**

☐

I would like to make the following representation for consideration:



<b>MEETING:</b>	Statutory consultation public meeting on the proposal to change Secondary transfer arrangements for children within Craighead Primary catchment
<b>VENUE:</b>	Kirkintilloch High
<b>DATE/TIME:</b>	1 <sup>st</sup> October 2019 6:30pm – 8pm
<b>OFFICERS ATTENDING</b>	Ann Davie - Depute Chief Executive, Education, People and Business Jacqueline MacDonald - Chief Education Officer Maureen Daniel – Head Teacher, Kirkintilloch High School Gillian Fraser, Depute Head Teacher, Kirkintilloch High School Gavin Haire – School Planning & Improvement Manager Samantha Burke – Education Project Officer
<b>MEMBER OF THE PUBLIC</b>	23

The meeting was opened by the Chair, Ann Davie, who welcomed those present and introduced panel members. She provided details of the agenda and the format of the meeting in terms of questions and answers.

Jacqueline MacDonald provided a short presentation on the proposal.

The Chair invited questions from the floor. These have been summarised below.

### Choice of secondary

A question was asked about how the choice of schools was made. Officers advised that we did look at the roll projections for Kirkintilloch High School and Lenzie Academy. Neither secondary school could take all the primary school pupils. During the pre-consultation exercise, a small number of parents said they did not want the villages split but it would have reduced the educational benefits if parents had the choice of both schools as well as making forward planning very difficult. This is an additional option, Kilsyth Academy is still an option for parents. Kirkintilloch High was chosen as the option for pupils from Craighead as there are more pupils who may transfer from there and there is more capacity within Kirkintilloch High School.

### Transition Arrangements

How would the transition work? Officers advised there are regular meetings for supporting transition to the secondary schools and Craighead Primary would be included if proposal was accepted. The Kirkintilloch cluster have frequent cluster meetings and focus on progression work on numeracy and literacy along with other areas. Cross sector working takes place with teachers working across early years / primary and secondary. The secondary school will know the pupil's journey and will be supporting the transition to secondary school.

Universal transition work starts in P7. Current cluster primaries have visited Kirkintilloch High School and have had a look around the school. The literacy and numeracy visits are conducted with the cluster primary schools.

There would be additional transition arrangements for Craighead Primary if the proposal is approved. We would support the school during this time. We would help make the transition as smooth as possible. Preparation would be made for the visits

If a child has additional support needs the transition would start in Primary 6 with the relevant support required for wellbeing provided. There would be additional visits to support them.

There are a range of transition arrangements in place at Kirkintilloch High School. These include times when they remain with their primary classes. There is also a half day challenge / practical set up in June.

### **Placing Requests**

Will parents have the choice to enrol their children to Lenzie Academy or other secondary school in the authority. It was advised by officers that if the proposal was accepted and the parents wished to enrol their children to another East Dunbartonshire School, then they would need to submit a placing request. It was made clear that with placing requests, the Council do not provide transport to / from the school. This year there were 24 placing requests made for Kirkintilloch High.

### **Roll Projections**

Due to increased house building within the authority questions were asked on this. Officers confirmed that the roll projections take into account the new builds, these also take in trends in placing requests.

### **Secondary Transfer applications**

This will be delayed till the end of January due to this consultation exercise. This will still give 6 weeks notice for parents to choose and advise the Council of which school their child wishes attend. Clear communication will be issued on this.

### **Transport and Traffic**

A questions was asked if pupils would be entitled to transport to Kirkintilloch High if the consultation is approved. Officers advised that pupils who are entitled to transport if they meet the criteria will have transport provided to and from the school.

Discussion on public direct bus routes was raised. Officers advised that there is a direct bus from Milton of Campsie to Kirkintilloch town centre. A short walk would be required from the school to the bus stop if the pupils were taking part in afterschool activities.

The Head Teacher of Kirkintilloch High School also advised that they would never leave a child with out the transport to get home safely. They also mentioned that they have supported study groups along with other flexible drop ins during the lunch time for pupils who are unable to attend after school.

### **Decision making**

Once the consultation is complete then the Council will prepare a report and send all details to Education Scotland to allow for a report to be created by them. Both reports will then be published online. There will then be a Committee Report presented to a meeting of East Dunbartonshire Council on 19<sup>th</sup> December with the recommendation from the consultation.

## APPENDIX 1

### EAST DUNBARTONSHIRE COUNCIL EQUALITY IMPACT ASSESSMENT FORM

## APPENDIX 1

### EAST DUNBARTONSHIRE COUNCIL EQUALITY IMPACT ASSESSMENT (EqIA) FORM

This form is to be used in conjunction with the **Equality Impact Assessment Guidance**. Please refer to this before starting. If you require further support you can contact [equality@eastdunbarton.gov.uk](mailto:equality@eastdunbarton.gov.uk).

Section 1 <b>Details</b>		
1.1	Name of Service	Education Service
1.2	Title of PPPS	Change to the Secondary transfer arrangements for children, who live in the catchment area of Craighead Primary in Milton of Campsie
1.3	Is this a new PPPS or an update to an existing one?	New
1.4	Officers involved in the EqIA	Name Jacqui MacDonald Job Title Chief Education Officer



	<i>Add more rows below as necessary</i>	
		Name
		Job Title
		Name
		Job Title
1.5	Lead Officer carrying out the EqlA	As above
1.6	Date EqlA started	15 October 2019
1.7	Date EqlA completed	28 November 2019
1.8	What is the purpose and aims of the PPPS?	An additional option of a non denominational school for children, who live in the catchment area of Craighead Primary in Milton of Campsie
1.9	Who does the PPPS intend to affect as a service user?	Children and young people in Milton of Campsie
1.10	Are there any aspects of the PPPS which <b>explicitly address discrimination, victimisation or harassment?</b> Please detail	No

1.11	Are there any aspects of the PPPS which <b>explicitly promote equal opportunities?</b> Please detail	No
1.12	Are there any aspects of the PPPS which <b>explicitly foster good relations?</b> Please detail	No

Section 2 <b>Evidence</b>			
Please outline <b>what is known currently</b> about the experiences of people under each characteristic, <b>in relation to the services and/or activities which this PPPS addresses</b>			<b>Source</b> <i>e.g. Census or other national data sources, research reports, community consultation, service user monitoring, complaints, service provider experience</i>
2.1	<b>Age</b> <i>Including the experiences of young people (age 18 and over) and older people.</i>	Children transfer to secondary school from primary; at present they don't have the option of a non-denominational secondary school within East Dunbartonshire Council.	

2.2	<b>Disability</b> <i>Including the experiences of people with long term limiting health conditions.</i>		
2.3	<b>Ethnicity</b> <i>Including experiences based on people's skin colour, nationality, language spoken and country of origin.</i>		
2.4	<b>Gender</b>		
2.5	<b>Gender Reassignment</b> <i>Where someone is living part/full time as the opposite gender to their assigned sex at birth.</i>		
2.6	<b>Marriage and Civil Partnership</b> <i>This characteristic is only applicable in contexts</i>		

	<p><i>where the PPPS covers employment/employees. An employee or job applicant must not receive unfavourable treatment because they are married or in a civil partnership.</i></p>		
2.7	<p><b>Pregnancy / Maternity</b>  <i>This covers women as soon as they become pregnant. In the workplace this includes pregnancy-related illness. When a woman gives birth or is breastfeeding, this characteristic protects them for 26 weeks.</i></p>		
2.8	<p><b>Religion / Belief</b>  <i>Including the experiences of people with no religion or belief.</i></p>		
2.9	<p><b>Sexual Orientation</b></p>		

2.10	<b>Other marginalised groups</b> <i>Including but not exclusive to the experiences of unpaid carers, homeless people, ex-offenders, people with addictions, Travellers, care experienced people.</i>			
2.11	Have people who identify with any of the characteristics been involved in the development of the PPPS? <i>If yes, please complete Section 2.12 If no, please go to Section 3</i>	Yes <input checked="" type="checkbox"/>  No <input type="checkbox"/>		
2.12	Please outline any involvement or consultation relevant to the PPPS which has been carried out or is planned	<b>Details</b>	<b>Date</b>	<b>Summary of Findings</b>
Consultation with young people was carried out.		September to October 2019		

	<i>Add more rows below as necessary</i>			

Section 3 <b>Impact</b>				
Based on <b>what is known</b> in Section 2, please outline the impact you expect the PPPS to have		Possible positive (+) impact	Possible adverse (-) impact	Neutral impact likely (✓) <i>Please tick this box where neither positive nor negative impact has been identified</i>
3.1	<b>Age</b> <i>Including impact relating young people (age 18 and over) and older people.</i>	More choice of secondary school to attend.		

3.2	<b>Disability</b> <i>Including impact relating to long term limiting health conditions.</i>			
3.3	<b>Ethnicity</b> <i>Including impact relating to skin colour, nationality, language spoken and country of origin.</i>			
3.4	<b>Gender</b>			

3.5	<b>Gender Reassignment</b> <i>Where someone is living part/full time as the opposite gender to their assigned sex at birth.</i>			
3.6	<b>Marriage / Civil Partnership</b> <i>This characteristic is only applicable in contexts where the PPPS covers employment/employees. An employee or job applicant must not receive unfavourable treatment because they are married or in a civil partnership.</i>			



3.7	<b>Pregnancy / Maternity</b> <i>This covers women as soon as they become pregnant. In the workplace this includes pregnancy-related illness. When a woman gives birth or is breastfeeding, this characteristic protects them for 26 weeks.</i>			
3.8	<b>Religion / Belief</b> <i>Including the experiences of people with no religion or belief.</i>			
3.9	<b>Sexual orientation</b>			

3.10	<b>Other</b> <i>Including but not exclusive to the experiences of unpaid carers, homeless people, ex-offenders, people with addictions, Travellers, care experienced people.</i>			
3.11	<b>Cross Cutting</b> <i>Where two or more characteristics above overlap and the PPPS affects those people in a specific way</i>			

Section 4 <b>Assessment</b>				
4.1	Select the assessment result, from 1-4, which applies and give a brief justification	1. No major change <input checked="" type="checkbox"/> <i>If this is selected you are confirming that the EQIA demonstrates the budget proposal is robust and there is</i>		<b>Justification:</b> <i>If this is selected you must demonstrate that all opportunities to promote equality have already been taken</i>

		<b><i>no possible adverse impact</i></b>	
		<b>2. Continue the PPPS</b> <input checked="" type="checkbox"/> <i>If this is selected you are confirming that the EqIA identifies possible adverse impact or missed opportunities but the PPPS can be justified</i>	<b>Justification:</b> <i>If this is selected you must set out the justifications for continuing with the PPPS in terms of proportionality and relevance. For the more important PPPS, more compelling reasons are needed</i>
		<b>3. Adjust the PPPS</b> <input type="checkbox"/> <i>If this is selected you are confirming that the EqIA identifies possible adverse impact or missed opportunities which suggest the PPPS needs to be adjusted</i>	<b>Justification:</b> <i>If this is selected you must set out the reasons why an adjusted PPPS is required. For example to remove unjustifiable barriers or address opportunities that cannot be missed on the balance of proportionality and relevance</i>
		<b>4. Stop and remove the PPPS</b> <input type="checkbox"/> <i>The PPPS shows actual or possible unlawful discrimination. It must be halted or significantly changed</i>	<b>Justification:</b> <i>If this is selected you must set out the reasons for halting the PPPS or significantly changing it to avoid unlawful discrimination</i>

Section 5 <b>Actions</b>			
5.1	Please outline how you will monitor the impact of the PPPS	<i>e.g. performance indicators used, other monitoring arrangements, assigned individuals to monitor progress, criteria used to measure outcomes</i>	
5.2	Please outline action to be taken in order to: <ul style="list-style-type: none"> <li>• Mitigate possible adverse negative impact (listed under section 3);</li> <li>• Promote possible positive impacts and;</li> <li>• Gather further information or evidence</li> </ul>	<b>Action</b>	<b>Lead</b>
5.3	When is the PPPS due to be reviewed?		

Section 6 <b>Approval</b>
---------------------------

6.1	<p>Senior Officer who this PPPS will be reported by (Name and Job Title)</p> <p><i>Please ensure the EDC Equality lead has been contacted regarding this EqIA</i></p>	Jacqui MacDonald, Chief Education Officer
6.2	Signature	
6.3	Date	28 November 2019

**Pupil Consultation on the Proposed Changes to the Secondary Transfer arrangements for Children who live in the catchment area of  
of Craighead Primary School, Milton of Campsie**

**October 2019**

**Prepared by:  
Jillian Carrick, External Consultant**

## **Pupil Consultation**

### **Background**

Primary 7 pupils transferring from Craighead Primary School to Secondary school have the option of choosing Kilsyth High School North Lanarkshire or St. Ninian's High School East Dunbartonshire. At the meeting of the Education Committee on Thursday 5 September the Council agreed to hold statutory consultations on the secondary transfer arrangements for children who live in the catchment area of Craighead Primary School.

The Council is proposing that:

- children, who live in the catchment area of Craighead Primary in Milton of Campsie should be zoned to Kirkintilloch High School as a non-denominational secondary school within East Dunbartonshire; this would be in addition to the current options of Kilsyth Academy, in North Lanarkshire and St Ninian's High School in East Dunbartonshire.

## **Pupil Consultation**

### **Process for consultation with pupils**

An independent consultant was appointed to carry out the pupil consultation. It was agreed that the advice from the Scottish Children's Commissioner for Young People should be followed. It was decided that a short presentation to all pupils explaining what the consultation was about (see Appendix 2) followed by the opportunity for those pupils with permission from parents/guardians to complete a response form.

The consultant arranged the following timetable with the affected schools:-

- Kirkintilloch High School - Wednesday 2nd October - 9.00am
- St Ninian's High School - Tuesday 8th October - 9.00am
- Craighead Primary School - Wednesday 9th October - 9.00am

### **Report on the pupil consultation exercise**

In the primary school, the consultant presented to primary four, five, six and seven pupils at a school assembly. Following the presentation and questions the pupils returned to their various classrooms to complete the paper form. The consultant visited the classrooms to answer any queries regarding the completion of the forms and to collect the responses.

In the secondary schools, the consultant presented to each year group in an assembly following which pupils with parental consent completed the paper form. Pupils over the age of sixteen were given the opportunity to complete the paper form without a parental permission. In Kirkintilloch High School and St. Ninian's High School S5 and 6 attended together.

In all presentations pupils were encouraged to use their voice and to go to the East Dunbartonshire website where they could complete the form on line.

The written form had a space for comments.

In Kirkintilloch High School and St. Ninian's High School there were 96 completed forms of which 93 agreed and 3 disagreed. During the presentation there were 7 questions asked mainly about the increase in numbers in the secondary school and transport. Six pupils made comments on the forms. These were mainly supportive of wider choices to help transition however there was a concern about the cost of extra transport.

In Craighead Primary School there were 106 completed forms of which 97 agreed and 9 disagreed. During the presentation there were 6 questions asked about the meaning of denominational school, transport and if it was only Catholic children who could attend St Ninian's High School. Sixteen pupils made comments on the form which mainly supported more choices however there was a comment about bullying. There was also a comment suggesting Lenzie should also be a choice.

### **Questions asked during the consultation presentations**

#### **Kirkintilloch High School - Wednesday 2nd October**

- Will this increase the number of pupils in the school?

#### **St. Ninian's High School - Tuesday 8th October**

- I thought taxis were provided for placing requests.
- Why will they now have the choice of three schools when everyone else only has two?
- What is a denominational school
- Does this mean that people can move high school?
- Do they not need to come from a feeder primary school?
- Do you get a bus here if you go to a school club after school?

#### **Craighead Primary - Wednesday 9th October**

- How many people would get into St Ninian's?
- If I went to Kilsyth would I get a bus from Lennoxton?
- High schools are big
- How many classes do you get in High School?
- What happens if someone moves?
- Is it only Catholic people who can go to St Ninian's?

### **Comments made on the consultation response forms**

#### **Craighead Primary School - Wednesday 9th October**

- Can we get a few more choices?
- Can there be more school options?
- I don't know if I would get the bus to school on time because I live in village green and I was in the school as a last minute thing.
- I very much agree with the choice of Kirkintilloch High school as well.
- Can we get a few more choices?
- I think we should get another secondary to add to our choice of schools.
- Is there bullying in high school?
- It is good to have another option
- Kirky High should be an option for people who wants to be in a non denominational in East Dunbartonshire
- If I do not get to go to St Ninian's I would like to go to Lenzie Academy



### **Kirkintilloch High School - Wednesday 2nd October**

- I believe that this will allow people to attend a school that is better
- Splitting up friend groups going into high school is scary enough
- Too many people in this school. Expensive adding extra bus route. Lunch times too long already.

### **St Ninian's High School Tuesday 8th October**

- This helps parents to have wider opinions for their children if the school they wanted their children doesn't accept means they have a second choice.
- This helps the transitioning to be less stressful for parents and the students. It gives them a choice to have a wider opportunity.
- I agree with this as I was a pupil at Craighead and benefited from going to St Ninian's
- Pupils from Craighead should get sent to Lenzie as public transport is easily accessed if they go to Kirkintilloch they would have to either get two buses or walk to the main street.

Please see Appendix 1 for a table of results from consultation

## **Conclusion**

The majority ( 91%) of pupils agreed with the proposal to offer primary pupils living in the catchment area of Craighead Primary School the choice to attend Kirkintilloch High.

**APPENDIX 1**

<b>Name of school</b>	<b>Number of pupils who attended presentation</b>	<b>Number of pupils absent</b>	<b>Number of pupils who completed the form</b>	<b>Agree</b>	<b>Disagree</b>
<b>Kirkintilloch High</b>	615	79	17	9	8
<b>St Ninian's High</b>	869	84	89	85	0
<b>Craighead Primary</b>	134	7	106	97	9
<b>Total</b>			<b>212</b>	<b>191</b>	<b>17</b>
<b>%</b>				<b>91%</b>	<b>9%</b>

Pupil Consultation on the Proposed Changes to the  
Secondary Transfer arrangements for Children who live in the  
catchment area of Craighead Primary School East  
Dunbartonshire  
October 2019

Report by Jill Carrick, External Consultant

As the independent consultant I did not meet pupils from Kilsyth Academy. Kilsyth Academy pupils did not participate in the same presentations as the five other schools therefore I do not know what information was given to pupils. The form pupils completed asked the same questions however requested different pupil information and did not require year group.

Kilsyth Academy.

Agree

Disagree

31 (1 with comments)    277 (54 with comments)

### Pupil Comments who agreed

1. I think this is benifitaul as it gives parents and children more opertunitys for schools and there would be better communication as the catchment school will be the same council.

### Pupil Comments who disagreed

1. There is no direct bus route from Milton of Campsie to Kirkintilloch High School. Meanwhile Kilsyth Academy has free transport from Milton of Campsie. We have plenty of space in our while Kirkintilloch High is almost full.
2. I think these schools come to Kilsyth Academy
3. I think they should be able to go to Kilsyth Academy. They should have a choice.
4. The loss of Craighead pupils would be detrimental to school life in Kilsyth Academy
5. With Kilsyth being a smaller school we can easily build strong pupil to teacher bonds which may act as support for pupils who are struggling. By moving pupils to a near full school it will be harder for pupils to be noticed. By rezoning pupils, you may be making life long friendships come to an end or more difficult to keep going as it is already hard enough to see each other with no direct bus service to Milton of Campsie.
6. This is most likely going to badly affect Kilsyth Academy and I would rather keep us as we are.
7. They are almost full
8. Its more restricting for primary children and is restricting of our education and means teachers will lose their jobs.
9. I disagree
10. I disagree
11. I think it will be unfair for people education
12. You are basically setting up our school to close down. Ruining future friendships and we have free transport to school.
13. I think it would be unfair for Kilsyth Academy. Over the years we would lose pupils, staff and money we could miss out in some subjects it would make us a much smaller school.
14. Dont fix something that's not BROKEN.
15. You are fixing something that does not need fixed! This is what's happened for years without any problems so you are giving our school a disadvantage as you are making our school smaller to make yours bigger and better which is very selfish. So many people have made life long friendships and going ahead with this could destroy them. Please think about the consequences.
16. Child/parent choice
17. Children within the original catchment area within Kilsyth Academy should remain, as reduced amount of pupils entering Kilsyth Academy will negatively affect the school, pupils and teachers.

18. People from Milton are a key part of our school and should stay as part of our school community. We make new friends through Craighead Primary pupils coming here and that shouldn't be stopped.
19. Don't change it, leave it as it is. Lots of teachers would lose their jobs at Kilsyth Academy as there will be fewer pupils to teach. East Dunbartonshire schools will become too full and teachers will find it difficult to teach and to meet pupils needs.
20. If these proposal changes go through, it will have a negative impact on the opportunities for pupils still within Kilsyth Academy due to the school having fewer pupils which would lead to fewer teachers and the school being able to run fewer subjects. Therefore hindering the education of these children.
21. It takes two buses to get to Kirkintilloch. Kilsyth would suffer massive losses in the pupils who come here
22. There is no issue with the system so why change it now.
23. I don't think it is necessary to move children from Kilsyth Academy to Lenzie as it does not have school transport provided and that would be a hassle. Also if pupils decide to attend Kilsyth Academy it has always been a part of the community, and we should get a say in which school we would like to attend.
24. No
25. I don't think this they should move because people lose friends the school lose money/pupil
26. I think the child/parent should have a choice on what school to go to.
27. The effects on Kilsyth Academy would be bad in a short time
28. I have disagreed because I think this transition could be a negative impact on the academy
29. I have disagreed because I do not think that if this was agreed then it would have affect on our education and be wrong.
30. Big deal about nothing. Kilsyth would loose pupils and the school only has a few hundred pupils so we would loose money and staff and the school might shut down.
31. I disagree because the children have a chance to make new friends
32. They need to make new friends and not stick with the same people.
33. We would be poor
34. I disagree because of that means they have a choice and we/our school doesn't lose pupils and teachers
35. Kilsyth is better!
36. Because it will effect Kilsyth Academy badly
37. Because
38. Because
39. I think children from Craighead Primary in Milton of Campsie should be allowed to pick what high school they want to go to.
40. Because then it will change for the pupils at Kilsyth Academy
41. People should have there own opinion
42. It will make are school terrible and we will have not as good learning and struggle
43. Cause if affects people's education, friendships and family links
44. It could effect the teachers, school funds and families
45. I disagree because it will restrict our education and opportunities as we move up the school.
46. Why would you affect other people education system. Thats not fair!
47. If all the students fro Craighead Primary don't come to Kilsyth Academy we will get less subjects, resources and teachers which isn't fair.
48. I disagree because the older we get and go up in the school it will restrict our education and opportunities.
49. They come to Kilsyth because its better for Kilsyth and are learning.

- 50. They should get to choose whatever school they want to!
- 51. They should get a choice what school they want to go to.
- 52. I think that they should have the choice to what school they want.
- 53. I think it is really really stupid this idea.
- 54. This might affect my future

**FORMAL RESPONSE BY NORTH LANARKSHIRE COUNCIL**

**TO**

**CONSULTATION**

**BY**

**EAST DUNBARTONSHIRE COUNCIL**

**IN RELATION TO PROPOSALS**

**UNDER THE SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010**

**Introduction**

North Lanarkshire Council ("NLC") is a statutory consultee in the consultation process which has followed upon proposals made by East Dunbartonshire Council ("EDC") under the Schools (Consultation) (Scotland) Act 2010 ("the Act").

The proposals mean the following-

*"children, who live in the catchment area of Craighead Primary in Milton of Campsie should be zoned to Kirkintilloch High School as a non-denominational secondary school within East Dunbartonshire Council; this would be in addition to the current options of Kilsyth Academy, in North Lanarkshire and St Ninian's High School in East Dunbartonshire."*

And-

*"children, who live in the catchment area of Lennoxton Primary should be zoned to Lenzie Academy as a non-denominational secondary school within East Dunbartonshire Council; this would be in addition to the current options of Kilsyth Academy, in North Lanarkshire and St Ninian's High School in East Dunbartonshire."*

The locus of NLC, as a statutory consultee arises because EDC recognises that Kilsyth Academy, a school which NLC provides in terms of the duties imposed on it under the Education (Scotland) Act 1980, is a school which will be impacted by the implementation of either one or both of the proposals.

NLC notes that in terms of the Statutory Guidance (“the Guidance” issued under section 19 of that Act) at paragraph 37 it is provided (emphasis added)-

*“....Proposals to change catchment areas (which are not subject to Ministerial call in) normally also affect more than one school – and in some cases schools from across neighbouring authorities. In such cases authorities will want to **consider carefully how any proposal might have a consequential effect on other schools.**”*

This is at the core of this submission. Kilsyth Academy is likely to experience a seriously adverse impact. It makes it impossible for officers to fathom the longer term implications, but clearly there is a detriment to the school community which will lead to an erosion of the provision over time.

### **Executive Summary of this Consultation Response**

NLC considers that the consultation process undertaken by EDC is flawed and that the proposals should not be implemented.

It further considers that in addition to and independently of any such flaws, given the impacts that the proposals will have on Kilsyth Academy, if implemented, the proposals do not have sufficient merit to justify their implementation.

It also considers that independently on any impact on the Academy, the proposals do not, *in their own terms*, justify implementation.

In particular NLC contends that-

1. The legal requirements of a legally adequate consultation have not been met.
2. The proposals do not meet the legal standards required by the Guidance.
3. The proposals are any event not properly supportable on the available evidence or in terms of whether they will deliver the benefits that EDC considers.
4. If implemented the proposals would be materially detrimental to all pupils attending Kilsyth Academy and carry range of unacceptable impacts and risks.



## **Further definitions in this Consultation Response**

In this response the following definitions are used.

“The 2000 Act”-means the Standards in Scotland’s Schools Etc. (Scotland) Act 2000

“The 1980 Act”-means the Education (Scotland) Act 1980.

“EBS”-means the Educational Benefits Statements issued by EDC under the Act.

## **Documentation referred to in this Response**

NLC has had sight of the proposals papers including the EBS for each proposal and the consultation questionnaire sent to EDC based parents.

In addition, and to be treated as integral to this Response, NLC also relies on the material contained in the Annexe to this response.

This material includes:

Appendix 1. Letter from Mr Derek Brown, Executive Director of Families and Education at NLC to Ms Jacqui Macdonald, Chief Education Officer at EDC and Appendices to that letter;

Appendix 2. Report from on consultation on 25<sup>th</sup> October 2019 Kilsyth Academy by Lisa Leslie, Research and Development Officer with NLC Psychological Services and Margaret Hunter who is a Continuous Improvement Officer at NLC.

Appendix 3. Statement of the Educational Benefits of Kilsyth Academy prepared by NLC and Kilsyth Academy;

Appendix 4. Summary of key messages at the Public Meetings held by EDC and NLC and Pupil’s Voice Meeting held by NLC;

Appendix 5. PowerPoint presentation at two public meetings held at Kilsyth Academy by NLC on 9<sup>th</sup> October 2019 and 24 October 2019.

Appendix 6. The Education Committee Minute of EDC of 5<sup>th</sup> September 2019;

Appendix 7. HMI Inspection Report for North Lanarkshire Council, 2018;

Appendix 8. Letter of 20<sup>th</sup> September 2019 from Mr Des Murray of NLC to Mr Gerry Cornes of EDC and letter of 16<sup>th</sup> September 2019 from Mr Cornes to Mr Murray.

Appendix 10. Kilsyth Academy comment on East Dunbartonshire consultation paper and EBS.

## Legislative Framework

Sections 1 -2 of the 2010 Act provide so far as is relevant (with emphasis in bold)-

*“1 Overview of key requirements*

*(1) Subsection (2) applies where, in relation to any school, an education authority has formulated a relevant proposal.*

*(2) Before proceeding with the proposal, the education authority **must comply** with the initial and subsequent requirements set out in subsections (3) and (4).*

*(3) The initial requirements are —*

*(a) to prepare an educational benefits statement in accordance with section 3,*

*(b) to prepare (and publish) a proposal paper in accordance with section 4,*

*(c) to give notice of the proposal to the relevant consultees (and invite representations) in accordance with section 6,*

*(d) to hold (and give notice of) a public meeting in accordance with section 7,*

*(e) to involve HMIE in accordance with section 8.*

*(4) The subsequent requirements are —*

*(a) to review the proposal in accordance with section 9(1),*

*(b) to prepare (and publish) a consultation report in accordance with sections 9 and 10.*

*.....(5) In subsection (2), the reference to proceeding with the proposal is to —*

*(a) deciding to implement it (wholly or partly), or*

*(b) implementing it (wholly or partly).”*

## ***“2 Relevant proposals and consultees***

*(1) In this Act —*

*(a) a “relevant proposal” is any proposal specified in paragraphs 1 to 10 of schedule 1,*

*(2) In this Act, the “relevant consultees” —*

*(a) in relation to a particular relevant proposal, are the consultees specified in the corresponding paragraph of schedule 2,*

*(b) so far as required by paragraphs 11 and 12 of that schedule, include the consultees specified in those paragraphs.”*

“School” is defined by section 21(1) as follows-

*(1) In this Act —*

*“education authority” has the meaning given in section 135(1) of the 1980 Act,*

*“school” —*

*(a) means any school under the management of an education authority (that is, a public school as defined in section 135(1) of the 1980 Act) ....”*

The proposals as catchment change proposals are relevant proposals and are caught by Schedule 1, paragraph 4 of the 2010 Act and this provides-

*“4*

*A proposal to vary any admission arrangements for a school including —*

*(a) a proposal to establish, terminate or otherwise alter the catchment area of a school, and*

*(b) a proposal to make or modify guidelines in respect of the handling of placing requests.”*

On relevant consultees it is provided in paragraph 4 of Schedule 2-

***“4***

*In relation to a proposal specified in paragraph 4 of schedule 1, the consultees are —*

- (a) the Parent Council or Combined Parent Council of any affected school,*
- (b) the parents of the pupils at any affected school,*
- (c) the parents of any children expected by the education authority to attend any affected school within two years of the date of publication of the proposal paper,*
- (d) the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity),*
- (e) the staff (teaching and other) at any affected school,*
- (f) any trade union which appears to the education authority to be representative of the persons mentioned in sub-paragraph (e),*
- (g) the community council (if any),*
- [h) the community planning partnership (within the meaning of section 4(5) of the Community Empowerment (Scotland) Act 2015) for the area of the local authority in which any affected school is situated,*
- (ha) any other community planning partnership that the education authority considers relevant,*
- (i) any other education authority that the education authority considers relevant.***

Section 3(1) provides-

***“3 Educational benefits statement***

- (1) The education authority must prepare an educational benefits statement which includes —***

*(a) the authority's assessment of the likely effects of a relevant proposal (if implemented) on—*

*(i) the pupils of any affected school,*

*(ii) any other users of the school's facilities,*

*(iii) any children who would (in the future but for implementation) be likely to become pupils of the school,*

*(iv) the pupils of any other schools in the authority's area,*

*(b) the authority's assessment of any other likely effects of the proposal (if implemented),*

*(c) an explanation of how the authority intends to minimise or avoid any adverse effects that may arise from the proposal (if implemented),*

*(d) a description of the benefits which the authority believes will result from implementation of the proposal (with reference to the persons whom it believes will derive them).*

*(2) The statement must also include the education authority's reasons for coming to the beliefs expressed under subsection (1)(d).*

*(3) In subsection (1), the references to effects and benefits are to educational effects and benefits."*

The Scottish Government's Explanatory Notes to the Bill for this Act say as follows:

*"Section 3 provides that when a local authority decides to consult on a relevant proposal they must prepare and publish, as part of their proposal paper, a statement to be known as an 'educational benefits statement'. This duty may be read in the context of section 3(2) of the Standards in Scotland's Schools etc. Act 2000 which sets out local authorities' responsibilities to endeavour to secure improvement in the quality of education in their schools, and exercise their functions with a view to raising standards of education. In making a relevant proposal an authority would have to be certain that it is fulfilling its duties in relation to that Act.*

*“The educational benefits statement must set out the authority’s assessment of the likely effects of the proposal, if it were implemented, on certain groups of people as specified in section 3(1) (a) (i) to (iv), namely the pupils and other users of the facilities at any affected school, children who would be likely to attend the school, and other pupils in the authority area. The authority must also explain the benefits that it believes will accrue from the proposal and why, and any ways in which it would minimise or avoid any adverse consequences which it has identified.*

Paragraph 41 of the Guidance stresses that the EBS must be framed in the context of the duties owed by the education authority such as under (at least) the 2000 Act.

It says-

*“41. Neither the 2010 Act nor this guidance are framed in a way that either lists or limits the range of factors that may be relevant in the case of a particular proposal, that an authority might take into consideration and/or articulate in the Educational Benefits Statement. **The Scottish Government expects that the rationale and arguments offered in the Educational Benefits Statement and in the whole of the proposal paper, will be set within the context of an authority’s statutory duties.** These include (but are not limited to) those set out in paragraph 21 above and in this section.”*

### **The law on adequate consultation**

In summary for a consultation to be legally adequate it must (at least) meet the following tests –

- be at a time when proposals are still at a formative stage.*
- the proposer must give sufficient reasons for any proposal to permit of intelligent consideration and response.*
- that adequate time must be given for consideration and response*
- the product of consultation must be conscientiously taken into account in finalising any statutory proposals.*

## **The Guidance and the law**

Section 19 of the 2010 Act provides-

### ***“19 Guidance***

*(1) In exercising its functions under this Act, an education authority **must have regard to any guidance issued by the Scottish Ministers** for the purposes of or in connection with this Act.*

EDC must have regard to that Guidance and this is not just lip service. Developments in administrative law support the view that Statutory Guidance is not “just” Guidance. To “have regard to” means more than paying it lip service. As was said “.... ‘have regard to’ involves a greater degree of consideration than merely to ‘consult’”-see *R. (on the application of London Oratory School Governors) v Schools Adjudicator* [2015] EWHC 1012 (Admin).

In this submission NLC will reference various paragraphs of the Guidance which have not been followed by EDC.

### **Nature of the proposals and underlying assumptions**

It is necessary to question the underlying assumptions behind the proposals. The proposals are presented on the basis that Kilsyth Academy will indeed continue as a “current option.”

The proposals are also presented against the background of ongoing and growing pressure on the capacity of St Ninian’s High School. In that regard NLC refers to paragraphs 2.1 to 2.3 of the proposal papers.

Parents and others consulted on this option might be forgiven for accepting that the proposals will bring a greater range of options and so will represent a net gain for all given that the Kilsyth Academy option will, according to EDC, remain. Viewed in that simple way, the proposals do not appear unattractive-however that simplicity is apt to be misleading.

Implicit in the proposals is the assumption that Kilsyth Academy will continue to exist should either or both proposals be implemented.

In addition it is also implicit that the range, level and quality of education currently offered at Kilsyth Academy to pupils who currently attend Kilsyth Academy and who live in the current catchment areas for EDC and NLC will continue to be provided.

It is further implicit that even if the catchment areas are changed, EDC parents who may wish to consider Kilsyth Academy as an option will still have open to them the same range, level and quality of education currently offered at Kilsyth Academy as is currently enjoyed by those EDC based pupils who attend Kilsyth Academy.

The quality of those benefits is summarised in the Statement of Educational Benefits of Kilsyth Academy.

The position of NLC is that none of these are safe assumptions. As such the proposals should not be viewed as achieving a net gain. Rather if implemented they are likely to lead to a net loss for pupils and parents in both the EDC and NLC areas.

Insofar as those consulted by EDC believe that there will be a net gain, that view and so any support for the proposals from such consultees might be seen as not properly informed.

Implicit in any adequate consultation is that those consulted should be given adequate information to allow them to formulate a meaningful and intelligent response.

The proposals and consultation documents including the EBS for the proposals do not give any clear basis for the view that those consulted have been given any - or in any event any adequate material - by EDC on the adverse impact that the proposals could have on EDC based pupils who may attend or may wish to attend Kilsyth Academy.

This Response seeks to address this imbalance and also to highlight a range of other matters where the process undertaken by EDC and the arguments presented by EDC do not survive scrutiny.

In doing so NLC will seek to highlight the clear benefits that exist in having Kilsyth Academy continuing to exist and in any event in providing the depth and quality of experience for all those who currently attend that school and who may wish to do so in the future. Later in this Response NLC will outline what those benefits are in terms of a Statement of the Educational Benefits that arise from the Kilsyth Academy.

### **Overall Impact on Kilsyth Academy**

The first table below showing total population for the school since 2014/15 and also where the pupils come from. Locations are based on the pupil's postcode on the SEEMIS management information system. "Not Known" is for those where the postcode mapping is not yet available.



	Kilsyth Academy					
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
<b>Total School Roll</b>	601	592	575	564	539	523
<b>Auchenreoch</b>	1	1	2	1	1	1
<b>Auchinstarry</b>					1	2
<b>Banknock</b>	2	1				
<b>Banton</b>	19	21	21	20	19	16
<b>Bishopbriggs</b>				1	1	
<b>Bonnybridge</b>		1	1	1	1	1
<b>Croy</b>	4	3	5	5	2	1
<b>Cumbernauld</b>	18	12	11	9	13	10
<b>Denny</b>	1	1	1	1	2	1
<b>Dennyloanhead</b>	1	1	1	1	1	
<b>Glasgow</b>	1	1	2	2	1	1
<b>Haggs</b>					2	3
<b>Haughhead</b>			1	1	1	1
<b>High Banton</b>	2	2	1	1	1	2
<b>Kelvinhead</b>	2	1	1	1		
<b>Kilsyth</b>	327	336	329	332	320	330
<b>Kirkintilloch</b>	7	3	4	3	4	3
<b>Larbert</b>				1	1	
<b>Lennoxtown</b>	68	62	64	62	57	51
<b>Milton of Campsie</b>	105	98	74	61	47	38
<b>Moodiesburn</b>				1		
<b>New Monkland</b>		1	1			
<b>Queenzieburn</b>	22	20	24	27	30	29
<b>Stenhousemuir</b>		1	1			
<b>Torrance</b>	1	1	1			
<b>Twechar</b>	2		2	6	3	3
<b>Not Known</b>	18	25	28	27	31	30

As per the table below, around 103 pupils attend Kilsyth Academy from EDC:

	S1	S2	S3	S4	S5	S6	Grand Total
FK4	2			1		1	4
FK5						2	2
G32					1		1
G33					2		2
G64				1		1	2
G65	67	81	77	80	48	30	383
G66	10	15	21	19	22	16	103
G67		1	1	2	12		16
G68			2	1	7	1	11
G69					5		5
Grand Total	79	97	101	104	97	51	529

The numbers fluctuate with the current S1 being the lowest addition to date. By removing these 103 pupils, it would take the school to around 420 pupils.

The current capacity of the school is 1058. The current occupancy is just below 50% (523/1058). The occupancy without the 103 pupils would be just under 40% (420/1058).

Should the EDC pupils be tapered off, the school roll would be expected to reach around 420 within 3 to 4 years.

### **Summary of Detrimental Impact on Kilsyth Academy**

The following are examples of what are-at the very least-likely to be detrimental impacts on Kilsyth Academy.

- It is inevitable that funding resources and staffing resources to Kilsyth Academy will reduce in-line with a diminished school roll reducing the overall size of the school given the likelihood that parents with children currently zoned to Kilsyth Academy may choose to send their children to other secondary schools in EDC. Conservative modelling suggests that there will be a reduction in the school roll of at least one hundred pupils.
- This level of reduction calls into question whether Kilsyth Academy could continue to deliver current levels of service.

- This will make the continued delivery of a broad curriculum more challenging, impact on the ability to teach classes at single or even bi-level, increase class sizes, reduce access to the curriculum with the delivery of some subjects or levels potentially affected. This will have a detrimental impact on pupils from East Dunbartonshire already enrolled at Kilsyth Academy.
- The impacts described above, will be felt most by pupils currently within North Lanarkshire Primary Schools within the Kilsyth Academy cluster currently in P5 or below.
- The impact will likely have a long-term impact on the well-established links between Kilsyth and the villages of Milton of Campsie and Lennox town and will change the diversity and contextual profile of Kilsyth Academy.
- The current proposals, as they stand, would make forward planning increasingly difficult for both NLC and EDC and Kilsyth Academy due to ongoing uncertainty about number of pupils transferring to each school. Indeed their consultation paper, EDC acknowledge that, by offering a third catchment school, *"it will be difficult to predict parental choice."*
- Overall the excellent work of Kilsyth Academy (often in partnership with EDC-and as detailed in the paper produced by NLC in Statement of Educational Benefits) that a viable and properly resourced Kilsyth Academy can bring-is open to serious question if the proposals are implemented. The risk which NLC considers exist cannot be seen as insubstantial or makeweight.

### **The Basis of the Current Arrangements -The 1996 Arrangement**

At the time of Local Government reorganisation in 1996 it was recognised that both the EDC primary schools were zoned to Kilsyth Academy and, as such, the distribution of revenue support grant has followed the pupils to the host Authority, NLC.

There would be a significant impact on the GAE for NLC' (which is conservatively estimated at circa £1.1m) should the proposals be implemented. Contrary to the position of EDC that there would be no financial impact or detriment if implemented, there plainly will be. That impact will be experienced just as much by EDC parents and pupils who currently attend EDC as NLC based pupils and parents.

It is also likely to cause EDC parents to not consider Kilsyth Academy as a school for their children if there was a risk that the financial position of the school led to a reduction in staff, resources and curricular opportunities.

Although catchment areas are distinct from Council boundaries, there are, throughout Scotland 1996 era "arrangements" or "understandings" between neighbouring authorities. This reflects the outworking of Section 23 of the 1980 Act.

There is an arrangement in place at local level of mutual benefit and which would make it unfair or unreasonable to disturb that relative status quo by the implementation of a proposal which is likely to have such a significant impact on Kilsyth Academy (including, but not limited to a reduction in the roll by around one hundred pupils, six fewer staff and also an inability to deliver the full curriculum) as well as likely adverse consequences for current EDC pupils who attend and those who may wish to in the future.

A change to this "understanding" can only be done in clear and lawful accordance with the legislation.

NLC notes paragraph 42 of the Guidance-

*"42. Also of relevance will be the way a proposal sits within the context of a range of national and local policies."*

The 1996 arrangement is an example of existing local policy. This is based on the 1996 settlement. The policy is implemented in a range of ways, including (but not limited to) as noted in the Statement of Educational Benefits for Kilsyth Academy-

*"To support our goal of raising attainment for all and, in-line with the aims of Curriculum for Excellence and the National Improvement Framework, North Lanarkshire Council supports schools to work collaboratively through the Empowering Clusters agenda. In embracing this, the Kilsyth Academy cluster works collaboratively to support inclusion, curricular planning and assessment and moderation. With regards to assessment and moderation, North*

*Lanarkshire works within the framework agreed by the West Improvement Partnership therefore enabling effective collaboration between cluster primary schools and Kilsyth Academy from both North Lanarkshire and East Dunbartonshire."*

As an existing arrangement it should not be departed from absent sufficient justification.

EDC appear to recognise the existence of this arrangement in the EBS ("a local authority agreement on school zoning"), but simply assert, without indicating what they mean that there have been *"many developments in education since that time."* Insofar as they provide any specification of what these developments might be they reference the development of *"3 to 18 cluster working as detailed above."*

Strengthening cluster working seems to be a priority for EDC and yet their proposals and current practice will do the opposite for pupils moving to Kilsyth Academy.

The EDC argument based on the "3 to 18" cluster is not rationally supportable. The clusters have been developed against the background of the very strength of the 1996 arrangement which has enabled clear and effective partnership working between NLC and EDC. The arrangement has supported this work. It would be a paradox if it was used as a reason for departing from it.

Nor is it a sufficient justification for departure, given the quality of the arrangements in place in NLC and which benefit EDC pupils educated at Kilsyth Academy. If anything the success of that clustering is imperilled by the proposals. The wider NLC clustering should not be left out of account in terms of relevant consequential impact.

The cluster arrangements that exist in NLC and which serve Kilsyth Academy in the North Locality are well established and have resulted in an increased range of educational opportunities for children and young people. In relation to the senior phase, Kilsyth Academy links in with five other secondary schools and young people are able to fully access the curriculum within these establishments.

For example, there are no restrictions in terms of class size and pupils can access the full range of higher and advanced higher subjects.

Such 3 to 18 arrangements, from nursery, primary and to secondary and onto positive destinations are well established and highly successful within NLC. Indeed, when HMI inspected NLC (as recently as March 2018), this was highlighted as good practice. In terms of evidence, a copy of the full inspection report is attached to this Response.

The legal basis of such an arrangement still exists and it is difficult to see how the reference to 3 to 18 cluster working is in any way relevant to departing from the 1996 arrangement or, if it is, that it is a sufficiently weighty consideration such that a departure from the 1996 arrangement is supportable given the doubts over whether the proposals will bring the benefits claimed or given the detriment to Kilsyth Academy.

NLC has a legitimate expectation that the 1996 arrangement will continue to subsist absent a weighty basis for departing from it. Departure will impact on both the finances for and on the level and quality of education provided at Kilsyth Academy.

If, to date, educational benefits have not pointed to the need for a change what has changed now? NLC would submit that no case on educational benefit sufficient to alter the *status quo* as reflected in existing local arrangements has been made.

### **Growing links between NLC, EDC and Kilsyth Academy**

Indeed if anything since 1996 there have been even closer links between EDC and NLC pupils because of the very existence of Kilsyth Academy.

The proposals which have the clear potential to sever or weaken those growing links also must be seen as lacking merit given those growing links all of which are well known to EDC.

Over the last couple of years, at a school based level, there has been considerable development of transition and enhanced transition processes from which EDC pupils have benefited. These are now imperilled by the proposals.

- This includes all EDC pupils being supported through the NLC “Science Immersion Day” to develop science skills linked to national benchmarks. Despite a number of EDC pupils choosing to go to EDC secondary schools over the last few years, this is an experience extended by NLC to all EDC pupils regardless of their transition plans with all taking up this opportunity. This was initially targeted at pupils in P7 but this session included all pupils in P6.
- Pupils from EDC primary schools also regularly participate in annual cluster schools events based in Kilsyth Academy including the KNEX challenge, Maths challenge and annual primary sports, all of which are long established links

that these pupils would no longer access. That being the case we may have to re-visit the ongoing viability of these experiences.

- Furthermore, the development of significant consortia arrangements within the North Locality is also an arrangement from which EDC pupils benefit accessing a range of school and college based courses with significant invested development in vocational opportunities including foundation apprenticeships.
- Kilsyth Academy has secured benefits in consequence of the arrangement which it would not have done but for that arrangement and will not be likely to continue to secure if these proposals are implemented. NLC has made recent and significant expenditure in maintaining and improving Kilsyth Academy. In particular -

-In 2006, there was a considerable upgrade of facilities in Kilsyth Academy at a time when a significant proportion of pupils were coming from EDC. The scale of this investment and refurbishment would have been materially smaller and less costly if based on working towards a future smaller school if the issue of re-zoning had been in view at that time. This work included a full-scale refurbishment of all areas of the school; every teaching area; the building of a new teaching block; new drama facilities; a full upgrade of Science and Home Economics facilities; a new fitness/dance studio and an extension to the pupil social area/cafe.

-Recently, significant financial investment has been made in the outdoor PE facilities with a new MUGA and upgraded grass playing fields nearing completion. The MUGA cost in excess of £1 million. The risk that Kilsyth Academy may close would imperil this significant investment.

-The school has also invested significantly in creating a nurture facility to support the most vulnerable pupils with EDC pupils benefiting directly from that. While EDC argue that *"All East Dunbartonshire schools have support for children's well-being through a Wellbeing base"*, NLC operates the SNUG concept

which is noted in the Statement of Educational Benefits for Kilsyth Academy. This important wellbeing protection will be imperilled if the proposals are implemented.

Moreover any argument about progressive drift away from Kilsyth Academy is defeated by the facts. As this Response argues there is evidence of significant continued support from pupils and parents for Kilsyth Academy.

### **NLC Concerns on the Consultation Process**

NLC would contend that the consultation has not been embarked upon while the proposal is at a formative stage nor can there be any sufficient assurance that EDC will not simply approve the proposals without giving them "*conscientious consideration*."

In particular it is concerned that during the period leading up to the formal consultation process EDC embarked on an exercise in "laying the ground" for positive support for the proposals by parents with children who attend the primary schools.

A "pre-consultation" is not, in itself objectionable but such an exercise, if carried out in an unfair way or for an improper purpose (for example, to secure support for a particular outcome at the stage of formal consultation), is capable of calling into question the genuine nature of any consequent formal consultation process under the Act.

Considerations of fairness can attach to any informal pre-consultation, both as regards procedure but also substance including the information and issues put out to consultation and comment by parents.

In particular NLC was not invited to respond to this pre-consultation. NLC notes that although the Archdiocese was consulted as they would be a –"*statutory consultee in any statutory consultation*." NLC was not consulted even although it would also have such a status as a statutory consultee.

There appears to have been an unfair difference in treatment in the approach taken to NLC. Had NLC been involved at that stage there is at the very least a real possibility that the proposals, in their current form may not have been adopted for formal consultation had NLC been able to give relevant input by way of information and evidence.



As will be apparent from later in this Response, NLC has real concerns as to whether the problem of capacity at St. Ninian's would be tackled by the proposals. Those concerns, if they had been available at the pre-consultation stage could have shaped any later formal consultation. The adoption of the proposals to go forward to formal consultation may have been skewed as a result of the omission of NLC from the pre-consultation.

The lack of involvement of NLC in the process has also been raised in a letter of 20<sup>th</sup> September 2019 from Mr Des Murray, Chief Executive of NLC to Mr Gerry Cornes, Chief Executive of EDC. This highlights the way in which the proposals have been "sprung upon" NLC without any prior notice and contrary to long established protocols. This again fits with a desire to push these proposals through without a fully transparent consultation process.

Lastly, prior to the outcome of the consultation, EDC may have already shifted transition arrangements for Craighead and Lennoxton Primaries, without informing NLC in any way. This does not fit with genuine consultation. Education Scotland may wish to seek greater clarity from EDC on this.

NLC would invite Education Scotland to consider whether there is a legitimate concern that the process undertaken by EDC, has not been, from the outset, a genuine consultation process but is simply an exercise in "going through the motions" to push through a pre-determined outcome. There are other related concerns arising from the process which has now followed from the pre-consultation and which reinforce the view that the consultation is simply an exercise in going through the motions.

### **Failure to consult with the relevant Community Councils**

NLC notes the requirements of paragraph 4(g) of Schedule 2 of the Act. It has seen no evidence that EDC have consulted with all relevant Community Council(s). There may be other omissions given the scope of relevant consultees. This is a failure to follow the Act. NLC is aware of the concerns of Kilsyth Community Council which has identified areas where EDC has put forward information that is not accurate and in other ways has purported to cover matters which are not for EDC.

### **EDC inadequacies in EDC Schools Consultation-Secondary Schools**

As will be apparent from the summary of key messages from school meetings EDC parents have expressed concern over the consultation process.

NLC notes that as regards Lenzie Academy that at the meeting on 24<sup>th</sup> September 2019-

1. A number of parents were unhappy they were not originally consulted at pre-consultation stage. Only around 50 parents/carers had been approached.
2. Incorrect information about the educational benefits delivered to parents such as smooth transition if children remain in EDC and West Partnership Agreements

At Kirkintilloch High School on 1<sup>st</sup> October 2019 -

1. Issues were raised around public transport and how this would meet the needs of the young people.
2. Parents and carers needed more information around the transportation of children to the schools - no specific commitment was given to providing extra buses, with the issue being raised of no direct bus route from the primary to the secondary.
3. Answers given were unclear around how the roll would be managed over a longer term if capacity issues arose in view of additional housing.

### **EDC Consultation with Kilsyth Academy pupils and parents**

NLC'S concerns about how the consultation with pupils would be handled by EDC were raised by Derek Brown in a telephone conversation with Ms J MacDonald, Head of Education at EDC, on Tuesday 10<sup>th</sup> September, in which they discussed the prospect that NLC would undertake its own consultation with its pupils.

In email correspondence with Des Murray on 26<sup>th</sup> September, Gerry Cornes gave information about an intended independent consultant who would conduct the consultation with East Dunbartonshire stakeholders. This was not followed up by EDC.

NLC consulted with both pupils and parents at Kilsyth Academy (S1 to S6) and also NLC primary schools (P5 to P7) which feed the Academy. It consulted with parents at a public meeting held on 9<sup>th</sup> October and with pupils on 25<sup>th</sup> October. The latter consultation was carried out by Lisa Leslie, Research and Development Officer with NLC Psychological Services and Margaret Hunter who is a Continuous Improvement Officer at NLC.

The children were identified from the Pupil Councils in each school and they were asked a range of neutral questions. Reference is made to the report of that consultation which is found in the Annex. Their answers can also be found there.

Insofar as there is evidence of the views of those parents and pupils it is evident that they do not support the proposals. Those views should be accorded weight in this process.

## **The EBS**

The EBS does not comply with the Act or the Guidance.

### *Failure to deal with Educational Benefit on an individual school basis*

NLC would point out that, although the EBS is for two different proposals involving different primary schools and a different range of secondary schools, the wording in each EBS is, word for word, the same. It seems clear that a “cut-and-paste” approach has been taken.

It would be remarkable if the outcomes (both benefits and detriments) for each school affected by the proposals were the same. This does not instil confidence that, when compiling each EBS, the authors consciously applied their minds to each individual proposal.

Yet, by pursuing separate proposals EDC appear to recognise that, in separating them, that “*different issues and concerns are likely to arise during the course of the consultation in relation to each school involved*” (Guidance, paragraph 17). That being so it is all the more remarkable that the EBS are expressed in the same terms.

It also carries with it the further implication that EDC are not likely to conscientiously consider the responses received in the consultation process given this approach. NLC is also aware, for example, that the responses from Milton of Campsie consultees are the same as those for Lennoxtown consultees in the report at Appendix 1 (3.5.1) of the EDC Committee of 5<sup>th</sup> September 2019. This is further evidence of an approach which does not suggest a genuine commitment to proper consultation.

There is a further consideration. It should be recalled that an EBS in terms of the Guidance (paragraph 33) must-“ *also explain how the authority intends to minimise or avoid any adverse effects of the proposal.*”

Both of the EBS simply fail to explore what adverse effects may be. This cannot be because there will be none. The EBS plainly recognises a significant impact on the school roll at Kilsyth Academy. Moreover as paragraph 35 recognises –*“The impact of a proposal on a range of educational factors will rarely only give rise to benefits-any educational benefit statement is likely to involve both pros and cons. The Educational Benefits Statement is the place for the authority to explore that balance.”*

NLC would observe that, notwithstanding the Guidance, nowhere in the EBS is there identified any adverse effects. The examples given are uniformly positive. This does not suggest that a balanced approach has been taken in the EBS.

Lastly, and flowing from the generic “cut and paste” approach, the EBS for each school fails to identify *“specific benefits* to the pupils of the *affected school”* (Guidance, paragraph 35). The same benefits accrue regardless of the affected school. This generic approach does not fit with the Guidance which calls for a focus on the *specific* school and not the benefits which might apply to *any* school.

#### *Failure to evaluate overall impact on Kilsyth Academy*

Adverse impact is not fanciful or speculative. EDC accepts there is an issue. In the EBS there is an acceptance of –

*“significant impact on the school roll of Kilsyth Academy if more were to transfer to an EDC secondary school.”*

However EDC does not evaluate that risk in terms of how a lower roll at Kilsyth Academy could impact on EDC children whose parents wish them to attend Kilsyth Academy or who already attend the school. This is not evaluated in any meaningful way.

It is of note that paragraph 37 of the Guidance envisages that the place to carry out this “Careful consideration” of “consequential effect” is in the EBS.

NLC observes that *“The 2010 Act specifies that the authority must set out, within the Educational Benefits Statement, its assessment of the effect of the proposal on a range of school users.”* This is said in the same paragraph which references proposals to change catchment areas which could *“affect more than one school-and in some cases schools from across neighbouring authorities.”* The Guidance requires there to be such an evaluation in the EBS.

It is plain that the EBS must consider pupils at Kilsyth Academy. It simply fails to do so.

There is no attempt to evaluate the nature or extent of any such “*consequential effect*” in the EBS. This is all the more surprising given that EDC recognises that, on any view, there will be a significant impact on the school roll and against the background that a considerable number of EDC based pupils attend Kilsyth Academy and would be open to the risk of an adverse impact on their educational experience.

However beyond merely noting this as a likely outcome, the EBS offers no consideration, much less “*careful consideration*” of the nature and extent of that impact beyond simply noting that there will be significant impact on the school roll.

As noted it should be recalled that an EBS in terms of the Guidance (paragraph 33) must-“*also explain how the authority intends to minimise or avoid any adverse effects of the proposal.*” It simply fails to explore what adverse effects may be. This cannot be because there will be none. The EBS plainly recognises a significant impact on the school roll.

Moreover as paragraph 35 recognises –“*The impact of a proposal on a range of educational factors will rarely only give rise to benefits-any educational benefit statement is likely to involve both pros and cons. The Educational Benefits Statement is the place for the authority to explore that balance.*”

It is not reasonable to take the view that there could not be detriment to the primary schools which will be zoned to additional secondary schools if the proposals are implemented given the clear potential for impact on Kilsyth Academy.

If implemented there is clear potential for impact on Kilsyth Academy and in turn on the choices which might exist for parents with children in those schools. Rather than broadening choice, the proposals have the clear potential for, at the worst, removing Kilsyth Academy if it were to close, or at relative best, to continue but in a much reduced form.

Further, this failure to engage, and the consequent lack of evidence for “*careful consideration*”, also fits with the failure of EDC to follow up their desire to consult with pupils at EDC.

The EBS simply does not address the educational benefits or detriments caused to pupils who attend Kilsyth Academy, including pupils who live in the EDC area but who are zoned to attend and already attend Kilsyth Academy. This is a major omission.

### *Failure to evaluate impacts on Lenzie Academy, Kirkintilloch High School or St. Ninian's High School*

There are additional difficulties. The EBS does not explore impacts on different school users in the sense required by paragraph 37. Changes in catchment areas can plainly impact on more than one school.

However, quite apart from consequential impact on Kilsyth Academy, neither EBS gives any consideration to any impacts on Lenzie Academy, Kirkintilloch High School or St. Ninian's High School should the proposals be implemented. It addresses neither benefit nor detriment to these schools.

It does not provide any clear evidential basis for the view that these schools could deliver the claimed educational benefits to children transitioning to these EDC Secondary Schools.

Moreover as paragraph 39 of the Guidance says –

*“Finally, the authority is required to set out its assessment of the likely effects of the proposal- its potential implications and consequences-on some or all of the pupils in other schools across the authority's area. Care should be taken to ensure that any such benefits are appropriately specific and can be clearly understood by consultees.”*

Again, the EBS simply does not address what benefits might accrue to the EDC schools affected by the proposals.

All of these are major omissions.

### *Detail*

NLC would make the following points under reference to paragraph 13 of the Guidance – *“Attention to Detail.”*

- a) EDC cites a key reason from the informal consultation as *“the need for a direct bus route so children could attend after school activities.”* At the public meeting on 1<sup>st</sup> October 2019 one parent did point out that there was in fact no direct bus route between Kirkintilloch High School and Milton of Campsie. However the EBS references *“the availability of a direct bus route from Lennoxton to Milton of Campsie to Kirkintilloch or Lenzie would make it easier for children to attend out of school activities.”* In fact pupils would require to get the service X85 from Milton of Campsie to Kirkintilloch centre before transferring to the service 147 to Waterside.

- *There would be more linked community involvement as youth workers are allocated to secondary schools.* However, EDC youth workers are not linked to the community. In contrast in Kilsyth Academy there is an excellent Home School Partnership Officer who supports pupils through a range of activities including small group work, out of hours learning and direct support for families.

### *Accuracy*

- EDC point to the *“overwhelming support for a non-denominational school within East Dunbartonshire”*, citing that approximately 100 people attended informal consultation meetings. They received just 6 email responses from a pupil population of approximately 400. At the two public meetings as part of the formal consultation, approximately 40 people attended with, in some instances, two parents representing one family. Of the minority of parents who attended, they appeared to represent parents who had already, or intended to exercise their parental choice. These numbers do not justify a claim of *“overwhelming support”* given they represent a minority of families.
- The EBS states that-*“It is clear from discussions with officers from North Lanarkshire Council that there would be a significant impact on the school roll of Kilsyth Academy if more children were to transfer to an EDC secondary school. However this trend has been happening for the last three years with a decline in the number of children transferring to Kilsyth Academy from Craighead Primary and Lennoxton Primary. There is no evidence that this trend will not continue and is due to parental choice. This may impact on the delivery of the curriculum within Kilsyth Academy. Smaller secondary schools can find it difficult to offer a wide range of subjects particularly in the Senior Phase. ”*

EDC, in both its consultation paper and at open public meetings, has, throughout the consultation, misrepresented the concept of a declining trend of pupils moving from Craighead Primary School to Kilsyth Academy when, in fact, the intake into S1 this year shows an increase.

- Contrary to the position of EDC that there would be no financial impact or detriment if implemented, there plainly will be. That impact will be experienced just as much by EDC parents and pupils as NLC based parents and pupils. There would be a significant impact on the NLC's GAE, which is conservatively estimated at circa £1.1m should the proposals be implemented. In presenting the proposals as having no adverse financial impact they are apt to mislead the parents and others consulted by EDC. There plainly will be an impact on Kilsyth Academy which will in turn affect the quality of the Kilsyth Academy option for existing EDC parents who send their children there, or parents who may wish to do so in the future. The statement is therefore straightforwardly inaccurate.

### Statistics

- As above, the trend of pupils moving from Craighead Primary School to Kilsyth Academy is not, in fact a declining one as set out in the EDC paper, appendix 1, page 25. As the Guidance points out, when statistics are used to support an argument an *"authority must ensure it only makes comparisons where the statistics or data is measured and presented on a like for like basis."* While NLC accepts that there has been a relative decline in the school roll, recent evidence shows a significant increase in EDC parents who wish to have their children educated at Kilsyth Academy.
- There is nothing to suggest that, absent the implementation of the proposals, this trend will not continue. However, the impact of a further reduced roll, should EDC pupils not be zoned to Kilsyth Academy, could result in a significant reduction of the provision available to both NLC and EDC-based pupils who are educated at Kilsyth Academy as a result of a reduction in resources, including staff. It is all the more important to give parents accurate statistics to allow them to make a properly informed decision. Had parents been given information on the relative increase in the school roll then this could have affected their view of whether the proposals were needed.



### *Improper Purpose and Irrelevant Considerations*

A proposal can only be made for “*positive educational reasons*”-see paragraph 34 of the Guidance. NLC are concerned that aspects of the process to date infer that EDC have other considerations in mind for making the proposals which do not meet this test.

- EDC have acknowledged a request that both Lennoxton Primary and Craighead Primary should be zoned to the same secondary school. This point was reinforced by a parent at the public consultation event on 1<sup>st</sup> October 2019 who cited concerns that this would have a detrimental impact on the current close links between these two villages. However EDC has failed to acknowledge that the current arrangement supports the links between the villages. It is evident that the key reason to split the villages is driven by numbers rather than educational benefits. This is in direct conflict with the point made by NLC on the well-established links between Kilsyth and the villages of Milton of Campsie and Lennoxton and changes the diversity and contextual profile of Kilsyth Academy.
- Furthermore, and as per the Guidance, EDC fails to discuss how it would minimize or avoid any adverse effects from this.
- Further, in their consultation document at “**4.2 Do nothing**”, EDC acknowledge that “*failure to address this would be viewed negatively by the community.*” This statement cannot be seen as being rooted in educational benefits.
- Rezoning Lennoxton is part of the “regeneration’ strategy” that is being progressed within EDC. The rezoning of pupils to Lenzie Academy may help EDC draw down funds for regeneration. This is not an educational benefit and NLC understands that Kilsyth Community Council shares this concern.

### *Reasoning in support of the proposals*

The introduction of a third option of ‘choice’ for catchment pupils has no direct link to reducing the impact on St Ninian’s High School which is perceived to be the main motivation behind the proposals. Apart from the inadequacy of reasoning which this shows, it also further calls into question whether the proposals are rooted in educational benefits.

The proposals purport to resolve a problem that can be resolved without rezoning and which resolution does not carry the range of negative impacts that these proposals do. Pupils can already access EDC schools through placing requests. Their zoned school is Kilsyth Academy and, for almost all of them, the geographical boundary between North Lanarkshire and East Dunbartonshire is simply artificial. The feedback from pupils and parents is consistent with this.

Moreover, and in any event as a matter of common educational practice, the easiest way to control the flow of pupils into St Ninian's is to address the "priorities for admission."

Other councils have adopted this approach to address issues which are the same as those experienced by EDC - for example, East Renfrewshire Council (accessible at <https://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=18958&p=0>). EDC has chosen not to take this approach with no real reason to justify why it is necessary to proceed with proposals which are not likely to in fact increase choice given the likely negative impacts on Kilsyth Academy. The proposals are not adequately reasoned and again parents who have responded to the consultation will have done so without being given sufficient information and reasoning to afford them the opportunity of an adequate response.

There are further problems. Plainly, on the evidence presented by EDC, St Ninian's is a highly popular choice. Should it be the case that the parents and pupils choose St Ninian's because of a perception that it is a "flagship school", the introduction of a third option does nothing to address this as pupils will still opt for St Ninian's.

The change therefore introduces a clear detriment to Kilsyth Academy. Those currently not choosing St Ninian's will now have an alternative to Kilsyth Academy, but this in turn does nothing to address capacity issues at St Ninian's, reduces the numbers at Kilsyth Academy and impacts on the ability to deliver a full curriculum (at the very least).

It is clear that a better proposal would have been to introduce a priority to RC pupils at the RC secondary as per the East Renfrewshire example as this is the only option which includes a mechanism to control the pupil population at St Ninian's High School. The proposals do not solve the problem.

## ***Linkage of Educational Benefits to Proposals***

The notion of a benefit is linked to there being a change to the *status quo* which causes that benefit. Plainly a proposal which purports to show that a benefit will be caused by a proposal, if implemented, is apt to be misleading if in fact that benefit exists *within* existing arrangements.

It is doubly misleading if it serves to obscure adverse impacts caused by the alleged new benefit of “extra” choice.

The Guidance states that -

*“It is important that the educational benefits statement sets out clearly the positive benefits that would accrue from implementation of the proposal”*

and

*“Summarise clearly why it believes the proposal is of overall benefit to the pupils of the affected school” including “other children and young people.”*

In its paper, EDC makes a number of statements but does not directly link these to positive benefits to pupils, nor does it discuss the impact on “other pupils” affected.

There are number of areas where the proposals fall short.

- NLC refers to paragraph 42 of the Guidance. The EBS does not in any specific sense identify how the proposals will *“improve the quality of the curriculum and create positive environments for more effective learning and teaching that is better matched to the needs of children and young people.”*
- In its EBS, EDC cites that *“all children and young people have an entitlement to a curriculum which is coherent with smooth and well-paced progression through the experiences and outcomes, particularly across transitions, from early learning and childcare to primary, from primary to secondary and beyond school.”* It states that the proposal aligns with this entitlement. However this entitlement is already in place with existing transfer arrangements to Kilsyth Academy. Given that this is already in place, this is not an educational benefit of the proposals. Indeed the proposals jeopardise this aspect of life at the Academy.

- *“An important aspect of effective assessment is a shared understanding of standards...By working collaboratively to moderate the assessment process, teachers improve their professional judgment.”* Both NLC and EDC work within the West Partnership agreed framework for assessment and moderation which can take place across the Kilsyth cluster. There is a willingness from all schools within the cluster to do this with an upcoming writing moderation planned to include EDC colleagues. The only additional barrier to this are the arrangements within EDC around the St Ninian’s cluster.
- Citing the Curriculum for Excellence and the National Improvement Framework, EDC reference its own framework *“The Framework to Ensure Attainment, Achievement and Equity for all Children in East Dunbartonshire”* stating that this *requires all schools and centres to work across sectors to develop approaches to the curriculum assessment and learning and teaching.* It does not explain why or with sufficient detail why the proposals would enhance 3 to 18 Cluster Working. The Plan for North Lanarkshire also aligns to this through its ambition statement which seeks to ensure schools work collaboratively cross sector, supporting teacher professionalism and school empowerment. There are no barriers to the totality of the Kilsyth Cluster working in this way and there is already effective partnership working taking place. Given that this is already in place, this is not an educational benefit of the proposals. Indeed, the proposals jeopardise this aspect of life at the Academy.
- *“This proposal would enhance 3 to 18 cluster working...Presently, both Lennoxton Primary and Craighead Primary work within the St Ninian’s cluster...”* NLC would observe that this is an arrangement put in place by EDC by allocating two non-denominational primary schools to work within a denominational cluster to meet their own priorities. Acknowledging issues linked to workload and capacity, it is this unnecessary arrangement that creates a barrier to more enhanced cluster working across the Kilsyth cluster that could easily be resolved within the spirit and framework of the West Partnership. That being so, there is an alternative way of achieving these aims which would not carry with it the

clear risk of detriment to Kilsyth Academy should the proposals be implemented. Given that this is already in place, this is not an educational benefit of the proposals. Indeed the proposals jeopardise this aspect of life at the Academy.

- EDC maintains that *“In order to ensure progression and continuity of learning, there needs to be effective tracking of children’s progress from upper primary into secondary.”* Effective tracking of progress and the transfer of relevant information is currently in place within the current arrangements at Kilsyth Academy. Given that this is already in place, this is not an educational benefit of the proposals. Indeed the proposals jeopardise this aspect of life at the Academy.
- The EBS notes that *“Children’s well-being will be enhanced through taking part in sporting after school activities.”* It does not go on to demonstrate *why* the proposals would enhance this.

### ***Transition***

There are particular concerns around transition.

- EDC maintain that *“In addition, secondary schools work with associated primary schools to develop a programme of visits.”* NLC would observe that EDC, in its consultation documents and in its public meetings, has placed a particular emphasis on the transition arrangements between schools, acknowledging that pupils currently transferring to St Ninian’s High School do not receive the same benefits. Pupils transferring to Kilsyth Academy do benefit from an extensive and well-planned transition programme, including class visits, and this currently extends to pupils not planning to transfer to Kilsyth Academy. By including a third school, and assuming pupils from any year might go to all three, this will make the transition process more, rather than less complex and will still not fully resolve the issue of pupils planning to transfer to St Ninian’s.
- This confusion is also found in the Education Committee Minute of EDC of 5<sup>th</sup> September 2019 -

*“3.5 It is not possible to predict parental choice if parents of children who live in the catchment areas of Lennoxton Primary and Craighead Primary were given the option of an East Dunbartonshire school as well as St Ninian’s High School or Kilsyth Academy. Analysis of the roll projections for the non-denominational secondary schools, which are nearest by distance to Lennoxton and Milton of Campsie, was undertaken. These roll projections include an allowance for new housing and the current trend in placing requests. **It is not possible to accurately predict the future roll of a school as it is dependent on parental choice.**”*

*3.6 The analysis showed: Kirkintilloch High School could accommodate pupils from either school but not both; there would require to be some management of placing requests if the new housing results in the projected increase in the roll and if 100% of pupils transferred. Lenzie Academy has a high number of placing requests each year, a significant number of these are from out with East Dunbartonshire Council. There would require to be careful management of placing requests in order to manage the roll effectively.*

*3.7 Lenzie Academy could accommodate pupils from either school but not both. The view was expressed during the informal consultation that the two villages should not be split and could be given a choice of both schools. **This would reduce the educational benefits detailed in the Consultation Papers in Appendix 1 and 2.**”*

This is confusing from two perspectives.

Firstly, the view at the informal stage was that schools should be able to choose either, and EDC state that they are looking to carry out consultation to meet the needs of the residents. However the proposal refuses to do so and instead offers a diluted version.

Secondly, EDC recognises that giving a choice of both schools may “*reduce the educational benefits.*” There is an acceptance that providing access to both schools is what reduces the educational benefit.

That being so, the proposals have the same impact by diluting the offering in simultaneously increasing the choice, with it being far harder to manage the transition to multiple schools. This is plainly not a desirable educational outcome on any view.

Further, it is evident that a risk of splitting communities has already been raised in concerns by Lennoxtown and Milton of Campsie parents at the pre-consultation and formal consultation stages.

### ***Congruence with statutory duties***

According to the Guidance at paragraph 21, the EBS is *“the place for the authority to set out the relationship between the proposed change and other statutory duties as regards education -and how what is proposed fits with continued fulfilment of these duties.”*

The Guidance goes on to provide a (non-exhaustive list) of those duties.

The only Act which imposes relevant duties and which is referred to in the EBS is the 1980 Act.

Nowhere in either EBS is there any statement of awareness by EDC as to what statutory duties might be engaged under the many statutes which apply to EDC or how the proposals would fit with continued fulfilment of them. To take one example, a parent of a child with special educational needs may be interested in knowing how the proposals fit with the discharge of any duties which arise under the Education (Additional Support for Learning)(Scotland) Act 2004.

An awareness of and explanation of how any proposals will fit with a wide range of statutory duties is a key element of an adequate EBS and those consulted on it are entitled to know how a proposal will impact on those duties.

Unless this is done an important matter is left unexplained and, as such, parties to the consultation are not in a position to make an informed and intelligent response on this important issue.

### ***Accessibility of the EBS***

The EBS does not conform to the expectations of the Guidance. It is “jargon-heavy” and seemingly without proper consideration to the nature of the audience who will be reading it. It might make sense if the target audience was one composed of educational professionals. It is not. The audience is, in the main, lay people-parents and pupils who could reasonably be assumed to be lacking in familiarity with technical educational terms and descriptions.

Given that an adequate consultation must be one where *“the proposer must give sufficient reasons for any proposal to permit of intelligent consideration and response”*, one can see that a parent when faced with the level of jargon in the EBS might be in some

difficulty in being able to give the EBS either “*intelligent consideration*” or “*intelligent response*.”

To take one passage-

*“In order to ensure progression and continuity of learning, there needs to be effective tracking of children’s progress from upper primary into secondary. This is more effectively achieved when primary and secondary teachers work as part of a 3 to 18 cluster to agree standards, track progress and transfer assessment data on children, which has been moderated. This should improve levels of attainment within the Broad General Education from primary to S3 in secondary school.”*

There are many other examples.

### **The positive case for Kilsyth Academy and what is at stake**

In contrast, the Statement of Educational Benefits at Kilsyth Academy is plainly concordant with what the Guidance envisages. It addresses the Section 3 tests. It is evidenced. It is reasoned. It is specific. In contrast, the EBS for the proposals are generic, lacking in detail and examples, not well-reasoned and leave key issues unaddressed. The Statement supports the continuation of the Academy. It demonstrates the benefits of the status quo being maintained. On any view it shows what will be jeopardised if the proposals are implemented. The Statement is contained in the Annex but is also reproduced at the end of this Response.

That the school has clear merit as a choice for EDC parents is that in this coming year (2019/20) has seen a reasonable rise in the number of EDC pupils making the transition to Kilsyth Academy.

This is the first rise in three years. However, it is the overall reduction in EDC pupils that has resulted in reducing staffing and resources to Kilsyth Academy. EDC pupils continuing to be zoned to Kilsyth Academy would result in growth over time and the Academy plainly has capacity to match that growth.

Kilsyth Academy provides young people with an educational experience in line with key national priorities including those set out in the National Improvement Framework, within the principles of Curriculum for Excellence and that meets our statutory obligations to learners and parents.



Importantly, that is within an inclusive, values based school community focused on ensuring excellence and equity within our values of Fairness, Ambition and Respect.

Furthermore, Kilsyth Academy provides an educational experience consistent with the priorities and ambitions set out in The Plan for North Lanarkshire that *“supports all children and young people to realise their full potential”*.

At the public meeting with parents/ carers held on 9<sup>th</sup> October 2019 a number of key strengths of the Academy but also concerns over the impact of the proposals, if implemented, were identified. These included but were not limited to-

- Concerns around the dropping school roll and, as a result, budgets being reduced, and the impact/pressure this will have on the Head Teacher, staff and pupils.
- Impact on the village of Kilsyth as the school is seen as a “hub.”
- Families may wish to move outwith the area of Kilsyth due to these changes.
- Kilsyth parents are really happy with the resources and amenities which the school provides.
- Concerns over issues of friendships and traditions breaking down.
- The area becoming fragmented and split.
- Great links with local business partners and associated Primary Schools including the two from EDC and connected cluster work.
- Many parents present outlined very positive stories of traditions, support around the child/young person and links with the community.
- Councillors present recognised the strengths of the school and community where these children are growing up.
- Lots of opportunities for young people to attend many musical, sports and public speaking events to showcase their skills and talents.
- Parents highlighted lots of opportunities to explore the school through Open Evenings and Curriculum Development events.

Further concerns were expressed at the Pupil’s Voice meetings held on 25<sup>th</sup> October 2019 for Primary Schools (P5-P7) at Banton Primary/Chapelgreen Primary/ Balmalloch Primary/ Kilsyth Primary and also at Kilsyth Academy.

As for young people who are the pupils at Kilsyth Academy, it is of note that their own experience reflects the Statement of Educational Benefits prepared by NLC. This

is a powerful factor which underscores the reliability and accuracy of that Statement. It also illustrates what is imperilled by the implementation of the proposals.

- The young people were asked about the positive aspects of the school and they made reference to the high quality staff and Head Teacher who knew them all on an individual basis.
- The young people outlined the care and welfare wrapped around them and the excellent work with Mental Health First Aiders who were there to support anyone in need.
- The young people highlighted the quality of teaching within the school and they felt they were very well supported by their Head Teacher and staff when asking for advice around options/choices and personal issues.
- The young people outlined their love of the school and their community. Although the building is old what does matter is what happens inside and the people they work with each day.
- The young people outlined the key strengths of the school and this included the partnership work with the primary schools, the business links, and the support from all staff within the school and from each other. All identified that they know each other and that they looked out for one another. This outlined their school motto of FAR- Fair, Achieving and Responsible.
- When asked about the changes being proposed they outlined that their concerns were around the breakdown of friendships/traditions/history and support. They enjoyed that there was evident diversity within the school through some young people coming from Kilsyth, Lennoxton, Lenzie and Craighead and all were able to share and compare stories of where they grew up. Often friendships were created or established on the journey to and from the schools.
- The young people are worried that their options of subjects may be reduced and that the area becomes fragmented with Kilsyth town becoming impacted. They also outlined that the links with local business and surrounding areas could be affected.
- When asked did the school have high aspirations for them they outlined the jobs in which they had an interest in or would like to do. It was evident that Kilsyth Academy has a number of young people with high expectations in achieving and moving to positive destinations.

- They outlined that people need to continue to have choice and that young people their age should be able to make that choice.
- The young people outlined the experiences they had around transition and how prepared they were starting in 1<sup>st</sup> year. All felt they were given many opportunities to develop their own skills and appreciated how staff worked with them to get the very best from them.
- The young people were asked about subject choices and when they outlined the chance that it may not be on offer but would be through a consortium – some pupils said they did not like the idea of a consortium and they did not like the hassle of travelling to another school and wanted to remain in their own.

### **Statement of Educational Benefits of Kilsyth Academy**

The following clear benefits of the current arrangements will be jeopardised for no clearly evidenced benefit if the proposals were implemented.

The following document has been prepared giving full consideration to the Schools (Consultation) (Scotland) Act 2010, Statutory Guidance 2015 (The Scottish Government) and the Education Scotland publication, Schools (Consultation) (Scotland) Act 2010 as amended, Overview and Guidance for Local Authorities, (Revised August 2019).

*Kilsyth Academy provides young people with an educational experience in line with key national priorities including those set out in the National Improvement Framework, within the principles of Curriculum for Excellence and that meets our statutory obligations to learners and parents. Importantly, that is within an inclusive, values based school community focused on ensuring excellence and equity within our values of Fairness, Ambition and Respect. Furthermore, Kilsyth Academy provides an educational experience consistent with the priorities and ambitions set out in The Plan for North Lanarkshire that “supports all children and young people to realise their full potential”.*

*This paper does not serve to set out or affirm the educational benefits described by East Dunbartonshire Council should this proposal be accepted. Rather, it seeks to describe the educational benefits already available to pupils attending Kilsyth Academy either now, or in the future, as the current non-denominational catchment school for Craighead and Lennoxton Primary Schools, challenging the assertions of additional educational benefits set out by East Dunbartonshire Council in their proposal.*

*This educational benefits statement is structured to reflect the current national priorities defined in the National Improvement Framework (Scottish Government, 2016) and also the current Plan for North Lanarkshire, to provide context within national and local priorities.*

## **1) National Improvement Framework – Priority 1 – Improving attainment, particularly in literacy and numeracy**

### The Plan for North Lanarkshire:

*Ambition statement 6: Raise attainment and skills for learning, life and work to enhance opportunities and choices.*

*Ambition statement 10: Engage with children, young people, parents, carers and families to help all children and young people reach their potential.*

- 1.1 Kilsyth Academy provides a broad curriculum allowing pupils to study across all curricular areas through S1 to S3 that builds upon pupils' prior learning and experiences. With highly effective and well established transition planning together with our partner primary schools, we ensure curricular progression at the key transition point from P6 to S1. This ensures all pupils transferring to Kilsyth Academy experience pace and challenge appropriate to their stage of development ensuring targeted support where required.
- 1.2 As part of the transition, pupils in P7 are supported through a range of extensive visits from subject specialist from across the breadth of the curriculum to each primary school. In addition, pupils have the opportunity to visit Kilsyth Academy within the security of their P7 class to experience learning within technology and science. Pupils also have the opportunity to engage in other experiences for example, our primary maths challenge and Knex challenge events. Evidence from sampling pupils views highlights that pupils feel supported and, on the whole, confident about making the transition from primary school to Kilsyth Academy.
- 1.3 In Kilsyth Academy, the transition process does not end when pupils enter S1. Our series of family learning events, early in and subsequently throughout

the session, focusing on literacy, numeracy, science and nurture, help ensure young people and their parents, carers and families to feel adequately supported throughout the move to secondary school. This allows pupils to share their experience with parents and helps parents to better support their young people in their learning. Feedback from parents testify to the value of these events in supporting their understanding and providing reassurance regarding the experience of their young person.

- 1.4 Kilsyth Academy continues to provide a broad offer throughout the senior phase providing a wide range of learning programmes both within school and across the wider local consortium. Maintaining a broad offer means that, as a smaller school, our classes sizes are often smaller as fewer pupils are spread across that broad offer. In session 2019/20 50% of all certificated classes in S5/6 have 15 pupils or fewer. This ensures pupils are well known and well supported with their learning and have greater opportunities for direct teacher engagement.
- 1.5 Pupils in S1 benefit from the hugely successful, North Lanarkshire 'Read to Succeed' project in which they are not only encouraged to read for pleasure, they have the opportunity to engage in author visits to schools with every pupils receiving a book of their choice to support their development of literacy skills.
- 1.6 Young people at Kilsyth Academy benefit greatly from a significant offer from our local consortium arrangements with other schools, from a wide range of vocational opportunities provided by New College Lanarkshire and from one of the largest offers of Foundation Apprenticeships available nationally. This ensures a real breadth of choice across a range of academic and vocational pathways.
- 1.7 Kilsyth Academy works with colleagues in cluster primary schools to develop teacher professionalism with regards to standards and assessment working within the West Partnership framework for assessment and moderation. This is progressing into sector specific collaborative work to ensure a shared

understanding of standards across all curricular benchmarks and not just literacy and numeracy.

## **2) National Improvement Framework – Priority 2 – Closing the attainment gap between the most and least disadvantaged young people**

### The Plan for North Lanarkshire:

*Ambition statement 7: Enhance collaborative working to maximize support and ensure all our children and young people are included, supported and safe.*

*Ambition statement 9: Invest in early interventions, positive transitions and preventative approaches to improve outcomes for children and young people.*

*Ambition statement 10: Engage with children, young people, parents, carers and families to help all children and young people reach their potential.*

- 2.1 Kilsyth Academy enjoys excellent working relationships with its partner primary schools in both North Lanarkshire and East Dunbartonshire councils. A key feature is our well established and detailed transition programme that ensures young people are fully supported to make a successful transition from primary to secondary school. This includes regular opportunities for pupils to engage with Kilsyth Academy staff both within the secondary and primary contexts.
- 2.2 We provide a targeted and enhanced transition process for young people facing significant barriers to their learning. As a result of thoughtful partnership planning those young people experiencing an enhanced transition process make a positive transition into Kilsyth Academy. This includes one-to-one visits and the opportunity to attend our very successful summer school transition project.
- 2.3 Through transition planning, young people who require additional support to help them achieve standards of literacy and numeracy are identified early,

in partnership with cluster primaries, to ensure that when they start S1 in Kilsyth Academy additional interventions are in place immediately, including literacy, numeracy and health and wellbeing interventions. In 2018/19 this meant S1 attendance for the session was 95%.

- 2.4 To support our goal of raising attainment for all and, in-line with the aims of Curriculum for Excellence and the National Improvement Framework, North Lanarkshire Council supports schools to work collaboratively through the Empowering Clusters agenda. In embracing this, the Kilsyth Academy cluster works collaboratively to support inclusion, curricular planning and assessment and moderation. With regards to assessment and moderation, North Lanarkshire works within the framework agreed by the West Improvement Partnership therefore enabling effective collaboration between cluster primary schools and Kilsyth Academy from both North Lanarkshire and East Dunbartonshire.
- 2.5 Kilsyth Academy works collaboratively with partner organisations from both North Lanarkshire and East Dunbartonshire to plan effectively within the principles of GIRFEC, specific additional supports for individual pupils who experience significant barriers to their learning through our already well established procedures.

### **3) National Improvement Framework – Priority 3 – Improvement in children and young people’s health and wellbeing**

#### **The Plan for North Lanarkshire:**

*Ambition statement 7: Enhance collaborative working to maximize support and ensure all our children and young people are included, supported and safe.*

*Ambition statement 9: Invest in early interventions, positive transitions and preventative approaches to improve outcomes for children and young people.*

*The paper, Schools (Consultation) (Scotland) Act 2010 as amended, Overview and guidance for local authorities, Revised August 2019 (Education Scotland), states, "a strong educational benefits statement will set out clearly approaches for meeting children and young people's learning, personal, social and emotional needs will be improved as a result of implementation of this proposal." (Page 6) This section is intended to address how we currently meet these needs.*

- 3.1 Young people have the opportunity to work and study in a school environment that is committed to protecting the rights of the child as set out in the UNCRC.
- 3.2 Young people have the option to experience a range of out of school hours learning opportunities at both lunchtime and after-school including a range of clubs and supported study sessions. This includes additional support specifically targeted towards mental health and wellbeing. As per normal arrangements, pupils travelling via school transport will normally make their own arrangements to get home.
- 3.3 Pupils arriving into S1 have the opportunity to develop their skills, interests and talents in rugby through our School of Rugby partnership programme with the Scottish Rugby Union and Cumbernauld Rugby Club. This programme allows young people to experience this through the formal curriculum in addition to extra-curricular activity.
- 3.4 Kilsyth Academy provides a range of universal, additional and intensive interventions to support improvement in children and young people's health and well-being. This starts through our effective transition process where pupils are identified early for specific support through enhanced transition. Young people are then well supported early in and throughout S1 through a planned and structured approach to Nurture in our specialist SNUG (Safe, Nurtured, Understood and Growing ). Work here is designed to develop and improve emotional wellbeing, development of social skills and resilience and supports pupils to fully access our curriculum.



3.5 Pupils in Kilsyth Academy are part of a community based around values of Fairness, Ambition and Respect, a community committed to supporting the rights of the child and a community that is increasingly mental health aware. As a community, all pupils as well as families, are well known by a number of adults, and are well supported within a safe and nurturing environment.

3.6 Pupils in Kilsyth Academy benefit from our school based counselling service as a further intensive support for individuals who face barriers linked to mental health.

3.7 Pupils are supported in their learning about mental health and wellbeing by a team of trained pupil mental health ambassadors who provide a series of lessons to pupils in S2 whilst also providing a lunchtime club and drop-in sessions for all pupils. Furthermore, our mental health ambassadors are now engaged in delivering preparatory lessons within our cluster primary schools to support pupils understanding earlier.

#### **4) National Improvement Framework – Priority 4 – Improvement in employability skills and sustained, positive school leaver destinations for all young people**

##### The Plan for North Lanarkshire:

*Ambition statement 9: Invest in early interventions, positive transitions and preventative approaches to improve outcomes for children and young people.*

*Ambition statement 10: Engage with children, young people, parents, carers and families to help all children and young people reach their potential.*

4.1 Through our in-depth transition experience, young people in P7 participate in the CREST award scheme working towards and attaining a CREST Discovery Award by participating in a challenge that test skills of working with others, problem solving and creativity.

4.2 Kilsyth Academy provides options for curricular personalisation, ensuring pupils transitioning to Kilsyth Academy have the opportunity to develop a wider range of skills and experiences that support their development of skills for learning, life and work. This is one aspect of our curriculum that also provides further opportunities for pupils to experience enjoyment and relevance for example, the opportunity to develop their interests in rugby and dance, develop skills through our junior journalist programme, explore the skills required to be a music producer, develop their leadership talent through the North Lanarkshire Challenge programme or begin to develop the entrepreneurial skills required in business.

4.3 Kilsyth Academy works in partnership to support pupils. For example, our partnership with BAM group to develop a skills framework to support the development skills for learning, life and work in our young people ensures we work towards meeting the needs of local employers supporting the employability of our young people to contribute to the local economy either directly from school or following further or higher education.

4.4 Young people at Kilsyth academy benefit from a wide range of leadership opportunities across all stages including leadership roles, experiences, development opportunities and accreditation. This supports their sense of inclusion and community.

## **5) Potential Educational impacts of this proposal**

*The paper, Schools (Consultation) (Scotland) Act 2010 as amended, Overview and guidance for local authorities, Revised August 2019 (Education Scotland), states, "the council (EDC) should set out its assessment of the effects of the proposal (if implemented) on: the pupils of any affected school(s)...and...children who would likely become pupils at the school(s) within two years of the publication of the proposal paper. It also states that the council (in this case East Dunbartonshire) "should include an analysis of how the council intends to minimise or avoid any adverse effects that may arise from this proposal. In their paper, East*

*Dunbartonshire council does not discuss and analyse the effects listed below or their assessment of these, nor do they discuss how they would seek to minimize these effects.*

5.1 Funding resources and staffing resources to Kilsyth Academy will reduce in-line with a diminished school roll reducing the overall size of the school. The school roll, based upon the current intake, would potentially drop by approximately 120 pupils across the next 5 years. This would lead to a formula based reduction of approximately 8.0fte teaching staff with a further reduction in support staff (cannot be defined at this time due to an ongoing NLC clerical review). Furthermore, if the school roll drops to approximately 400 pupils this will result in a revised, smaller management structure likely reducing the number of Depute Head Teachers and Principal Teachers. Staff remaining in post would be subject to job-sizing that may result in loss of earnings, others may require to be re-deployed through existing policies.

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5.3 The impacts described above, will be felt most by pupils currently within North Lanarkshire Primary Schools within the Kilsyth Academy cluster currently in P5 or below as all pupils currently enrolled from East Dunbartonshire would have left school and the full impact of any reduced staffing and finance would be in place.

5.4 **The paper, Schools (Consultation) (Scotland) Act 2010 as amended, Overview and guidance for local authorities, Revised August 2019 (Education Scotland), also states that the educational benefits statement**

**should include an analysis of “any other likely effects of the proposal.” (Page 5)** With that in mind this proposal will likely have a long-term impact on the well-established links between Kilsyth and the villages of Milton of Campsie and Lennoxton and will change the diversity and contextual profile of Kilsyth Academy. These are concerns that have been expressed directly by members of the school and local community.

5.5 The current proposal, as it stands, would make forward planning increasingly difficult for both North Lanarkshire and East Dunbartonshire Councils and Kilsyth Academy due to ongoing uncertainty about number of pupils transferring to each school. In their consultation paper, East Dunbartonshire acknowledge that, by offering a third catchment school, *“it will be difficult to predict parental choice.”*

Our Ref: DB/JO'N/AH  
Your Ref:  
Contact: Derek Brown  
Tel: 01698 302534  
E-mail: [brownd@northlan.gov.uk](mailto:brownd@northlan.gov.uk)  
Date: 29 October 2019

Ms J MacDonald  
Chief Education Officer  
East Dunbartonshire Council

**Education and Families**

Derek Brown  
Executive Director  
Civic Centre  
Windmillhill Street  
Motherwell, ML1 1AB  
[www.northlanarkshire.gov.uk](http://www.northlanarkshire.gov.uk)

Dear Ms MacDonald

**Response on behalf of North Lanarkshire Council in relation to the proposed secondary transfer arrangements for children within Craighead Primary catchment**

I am writing to you formally as part of the submission of North Lanarkshire Council as consultees within the statutory consultation process being undertaken by East Dunbartonshire Council in relation to:

*“children who live in the catchment area of Craighead Primary in Milton of Campsie should be zoned to Kirkintilloch High School as a non-denominational secondary school within East Dunbartonshire Council; this would be in addition to the current options of Kilsyth Academy, in North Lanarkshire and St Ninian’s High School in East Dunbartonshire.”*

And-

*“children who live in the catchment area of Lennoxton Primary should be zoned to Lenzie Academy School as a non-denominational secondary school within East Dunbartonshire Council; this would be in addition to the current options of Kilsyth Academy, in North Lanarkshire and St Ninian’s High School in East Dunbartonshire.”*

We have significant concerns about the approach that has been taken by East Dunbartonshire Council, in relation to the following:

1. The rationale for the consultation as approved by East Dunbartonshire Council
2. The Educational Benefits Statement constructed by East Dunbartonshire Council to support this consultation
3. The process of consultation undertaken by East Dunbartonshire Council

**1. Rationale for Consultation**

North Lanarkshire Council has been surprised by a number of aspects to the rationale for the consultation.

Firstly, we see no reason for the proposal. It is fixing a “problem” that does not exist. Pupils can already access East Dunbartonshire School’s through placing requests. Their zoned school is Kilsyth Academy and for almost all of them, the geographical boundary between North Lanarkshire and East Dunbartonshire has been until now a non-issue for people in the school community.

Secondly, the numbers quoted in the papers submitted to East Dunbartonshire Council show that the argument about progressive drift away from Kilsyth is defeated by the facts. There is evidence of continued support from pupils and parents for Kilsyth Academy based on the attached metrics (see appendix 1).

We have concerns about the statement that ‘There is no financial implication to these proposals.’

There are clear financial implications here. It is our view that rezoning Lennoxton is part of the ‘regeneration strategy’ that is being progressed within East Dunbartonshire. Therefore, it could be argued that the rezoning of pupils to Lenzie Academy will help East Dunbartonshire Council to draw down funds for regeneration.

In addition, in the scenario where all young people take up the opportunity to attend East Dunbartonshire Council schools, potentially 120 pupils over time would move away from Kilsyth Academy, reducing the funding for this school and increasing the funding for East Dunbartonshire.

I would therefore like to ask if the statement that there is no financial implication in these proposals is in fact correct. Our estimates are that as much as £0.6 million (see appendix 2) may transfer to East Dunbartonshire Council if these proposals go through. If this transpired clearly, this would have a significant detrimental financial impact on North Lanarkshire Council.

## **2. East Dunbartonshire Educational Benefits Statement**

The concept of adding in schools to the zoning introduces complexity to transition arrangements and will have detriment to pupils in both North Lanarkshire and East Dunbartonshire as a result. Strengthening cluster working seems to be a priority for East Dunbartonshire, and yet, their proposals and current practice will do the opposite for pupils moving to Kilsyth Academy.

For Example, pupils EDC primary schools also regularly participate in annual cluster schools events based in Kilsyth Academy including the KNEX challenge, Maths challenge and annual primary sports, all of which are long established links that these pupils would no longer access. That being the case we may have to re-visit the ongoing viability of these experiences.

East Dunbartonshire cite a key reason from the formal consultation as “the need for a direct bus route so children could attend after school activities” This is inaccurate: it would require to get two buses in relation to Kirkintilloch High School from Milton of Campsie.

The North Lanarkshire Council Educational Benefits statement (see appendix 3) provides a more balanced account of the importance of recognising current benefits to young people attending Kilsyth Academy, something entirely missing from the East Dunbartonshire consultation document

### **3. Process of consultation**

From a North Lanarkshire Council perspective, East Dunbartonshire Council has not conducted an appropriate consultation in line with statutory requirements.

There is evidence that the consultation undertaken was not conducted in a spirit of openness and transparency, allowing stakeholders to express informed views that could affect decision making. Rather, it could be questioned whether East Dunbartonshire Council has pre-empted the outcome of the proposed consultation.

Lastly, it has been brought to my attention that prior to the outcome of the consultation East Dunbartonshire Council has already shifted transition arrangements for schools in Craighead and Lennoxton Primaries, without informing North Lanarkshire Council. Again, I would question whether this may have had the effect of undermining the principle of meaningful consultation.

I enclose North Lanarkshire Council's formal response in relation to East Dunbartonshire Council's proposals.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Derek Brown', with a stylized, cursive script.

Derek Brown  
Executive Director

## **NORTH LANARKSHIRE & EAST DUNBARTONSHIRE CONSULTATION**

### **PRIMARY CHILDREN (P5 / 6 / 7)**

#### **MAIN THEMES**

- Primary children looking forward to:
  - Different subjects from primary, more specialised
  - Lunch clubs
  - Science labs
  - New teachers
  - Making new friends
  
- Primary children not looking forward to:
  - Feeling anxious about school being much bigger
  - Tests and exams
  
- They wouldn't like it if the subject they wanted to do wasn't available
  
  
- Looking forward to extra-curricular clubs like:
  - Electronics clubs
  - Reading clubs
  
- Should have:
  - Football team
  - Forensics – Murder Mystery clubs
  - Wildlife club
  
- Rezoning. What they know?
  - If the budget goes down, teachers will leave & classes will drop
  - Major impact on community, could prevent people moving into the area



- How will this affect Kilsyth Academy?

- Family traditions could stop, parents who went to this school might not be able to send their children here
- Kids will not get the education they need

- 5 Positive things about Kilsyth Academy?

- Meeting / making new friends
- Different classes
- The staff
- Community of Kilsyth
- Provost (Jean Jones), in school all the time, very friendly and approachable

- New Way? 0 in agreement
- All Schools, Cross over? All in agreement

## **NORTH LANARKSHIRE & EAST DUNBARTONSHIRE CONSULTATION**

### SECONDARY YOUNG PEOPLE (S1 to S6)

#### MAIN THEMES

- Positive aspects of Kilsyth Academy:
  - Small school so more personalised, teachers know you better
  - Diverse community
  - Mix of classes in senior phase (S4 + S5, S5 + S6 together)
  - Better support, teachers know you
  - Very supportive & inclusive from both staff and pupils
  - Smaller classes so less stress
- Transition from Primary:
  - Started in P5/6, great because it wasn't scary when you get here in S1
- Key strengths of Kilsyth Academy:
  - Staff having only 1 staff room – so they can discuss pupils
  - Community – School and wider
  - Mental health work – clubs, first aiders, staff
  - School isn't a clone like the new builds – what matters is what's inside
  - Staff make the school, they make the difference
- Community – What additional opportunities?
  - BAM Tech Club – Opportunities to do taster weeks
  - Links with primary schools, 1 pupil out at a school getting experience of teaching 3 times a week
  - Foundation apprentice with local college
- Kilsyth Academy School Motto:
  - F A R: Fairness, Ambitions, Respect
- If changes happened, what dynamics would change:
  - 550 school role now, would drop to 400 which would drop teachers and classes - this would affect our choices for highers
  - Would negatively affect the whole community – school, teachers, pupils and wider community, shops might close
- Drop of classes; Would the consortium help?
  - Not always, clashes of classes sometimes
  - Travelling can be inconvenient, missing part of class

- What would be the impact on the community?
  - Relationships between surrounding areas will drop
  - Kilsyth will be more isolated
  - Could drop money or shops could close – less passing footfall
  - Extra-curricular classes could also stop
  
- Why do you think East Dunbartonshire are looking to change things?
  - Stigma attached to Kilsyth Academy – looks like a prison
  - Milton of Campsie parents pushing for their children to go to Lenzie Academy or St Ninians
  - Parents are the problem – a bit of snobbery
  - The idea that a Catholic education is better – it's not
  - Kilsyth Academy is a great school with great attainment, you don't have to go far to see the great resources within the school
  
- What kind of jobs are you preparing for?
  - Primary school teacher
  - Architecture
  - P.E. teacher
  - Forensics
  - Medicine or Dentistry
  - Politician
  - Physiotherapist
  
- What would happen if the 2 EDC schools don't come here?
  - It'll break the bond between Primary schools
  
- 5 Strengths of Kilsyth Academy?
  - Teachers
  - Charity Work
  - Job Opportunities / Business Partnerships
  - Support available for pupils: Care, Welfare, HWB, Mental Health
  - Primary Transitions
  
- 1 Area of Development?
  - Let everyone have a fair and equal chance (i.e: PE stigma, allow girls to join in the football team)



# KILSYTH ACADEMY

## Educational Benefits Statement

The following document has been prepared giving full consideration to the Schools (Consultation) (Scotland) Act 2010, Statutory Guidance 2015 (The Scottish Government) and the Education Scotland publication, Schools (Consultation) (Scotland) Act 2010 as amended, Overview and guidance for local authorities, Revised August 2019.

*Kilsyth Academy provides young people with an educational experience in line with key national priorities including those set out in the National Improvement Framework, within the principles of Curriculum for Excellence and that meets our statutory obligations to learners and parents. Importantly, that is within an inclusive, values based school community focused on ensuring excellence and equity within our values of Fairness, Ambition and Respect. Furthermore, Kilsyth Academy provides an educational experience consistent with the priorities and ambitions set out in The Plan for North Lanarkshire that "supports all children and young people to realise their full potential".*

*This paper does not serve to set out or affirm the educational benefits described by East Dunbartonshire Council should this proposal be accepted. Rather, it seeks to describe the educational benefits already available to pupils attending Kilsyth Academy either now, or in the future, as the current non-denominational catchment school for Craighead and Lennoxton Primary Schools, challenging the assertions of additional educational benefits set out by East Dunbartonshire Council in their proposal.*

*This educational benefits statement is structured to reflect the current national priorities defined in the National Improvement Framework (Scottish Government, 2016) and also the current Plan for North Lanarkshire, to provide context within national and local priorities.*

### **1) National Improvement Framework – Priority 1 – Improving attainment, particularly in literacy and numeracy**

#### The Plan for North Lanarkshire:

*Ambition statement 6: Raise attainment and skills for learning, life and work to enhance opportunities and choices.*

*Ambition statement 10: Engage with children, young people, parents, carers and families to help all children and young people reach their potential.*

- 1.1 Kilsyth Academy provides a broad curriculum allowing pupils to study across all curricular areas through S1 to S3 that builds upon pupils' prior learning and experiences. With highly effective and well established transition planning together with our partner primary schools, we ensure curricular progression at the key transition point from P6 to S1. This ensures all pupils transferring to Kilsyth Academy experience pace and challenge appropriate to their stage of development ensuring targeted support where required.
- 1.2 As part of the transition, pupils in P7 are supported through a range of extensive visits from subject specialist from across the breadth of the curriculum to each primary school. In addition, pupils have the opportunity to visit Kilsyth Academy within the security of their P7 class to experience learning within technology and science. Pupils also have the opportunity to engage in other experiences for example, our primary maths challenge and Knex challenge events. Evidence from sampling pupils views highlights that pupils feel supported and, on the whole, confident about making the transition from primary school to Kilsyth Academy.

- 1.3 In Kilsyth Academy, the transition process does not end when pupils enter S1. Our series of family learning events, early in and subsequently throughout the session, focusing on literacy, numeracy, science and nurture, help ensure young people and their parents, carers and families to feel adequately supported throughout the move to secondary school. This allows pupils to share their experience with parents and helps parents to better support their young people in their learning. Feedback from parents testify to the value of these events in supporting their understanding and providing reassurance regarding the experience of their young person.
- 1.4 Kilsyth Academy continues to provide a broad offer throughout the senior phase providing a wide range of learning programmes both within school and across the wider local consortium. Maintaining a broad offer means that, as a smaller school, our classes sizes are often smaller as fewer pupils are spread across that broad offer. In session 2019/20 50% of all certificated classes in S5/6 have 15 pupils or fewer. This ensures pupils are well known and well supported with their learning and have greater opportunities for direct teacher engagement.
- 1.5 Pupils in S1 benefit from the hugely successful, North Lanarkshire 'Read to Succeed' project in which they are not only encouraged to read for pleasure, they have the opportunity to engage in author visits to schools with every pupils receiving a book of their choice to support their development of literacy skills.
- 1.6 Young people at Kilsyth Academy benefit greatly from a significant offer from our local consortium arrangements with other schools, from a wide range of vocational opportunities provided by New College Lanarkshire and from one of the largest offers of Foundation Apprenticeships available nationally. This ensures a real breadth of choice across a range of academic and vocational pathways.
- 1.7 Kilsyth Academy works with colleagues in cluster primary schools to develop teacher professionalism with regards to standards and assessment working within the West Partnership framework for assessment and moderation. This is progressing into sector specific collaborative work to ensure a shared understanding of standards across all curricular benchmarks and not just literacy and numeracy.

## **2) National Improvement Framework – Priority 2 – Closing the attainment gap between the most and least disadvantaged young people**

### **The Plan for North Lanarkshire:**

*Ambition statement 7: Enhance collaborative working to maximize support and ensure all our children and young people are included, supported and safe.*

*Ambition statement 9: Invest in early interventions, positive transitions and preventative approaches to improve outcomes for children and young people.*

*Ambition statement 10: Engage with children, young people, parents, carers and families to help all children and young people reach their potential.*

- 2.1 Kilsyth Academy enjoys excellent working relationships with its partner primary schools in both North Lanarkshire and East Dunbartonshire councils. A key feature is our well established and detailed transition programme that ensures young people are fully supported to make a successful transition from primary to

- secondary school. This includes regular opportunities for pupils to engage with Kilsyth Academy staff both within the secondary and primary contexts.
- 2.2 We provide a targeted and enhanced transition process for young people facing significant barriers to their learning. As a result of thoughtful partnership planning those young people experiencing an enhanced transition process make a positive transition into Kilsyth Academy. This includes one-to-one visits and the opportunity to attend our very successful summer school transition project.
- 2.3 Through transition planning, young people who require additional support to help them achieve standards of literacy and numeracy are identified early, in partnership with cluster primaries, to ensure that when they start S1 in Kilsyth Academy additional interventions are in place immediately, including literacy, numeracy and health and wellbeing interventions. In 2018/19 this meant S1 attendance for the session was 95%.
- 2.4 To support our goal of raising attainment for all and, in-line with the aims of Curriculum for Excellence and the National Improvement Framework, North Lanarkshire Council supports schools to work collaboratively through the Empowering Clusters agenda. In embracing this, the Kilsyth Academy cluster works collaboratively to support inclusion, curricular planning and assessment and moderation. With regards to assessment and moderation, North Lanarkshire works within the framework agreed by the West Improvement Partnership therefore enabling effective collaboration between cluster primary schools and Kilsyth Academy from both North Lanarkshire and East Dunbartonshire.
- 2.5 Kilsyth Academy works collaboratively with partner organisations from both North Lanarkshire and East Dunbartonshire to plan effectively within the principles of GIRFEC, specific additional supports for individual pupils who experience significant barriers to their learning through our already well established procedures.

### **3) National Improvement Framework – Priority 3 – Improvement in children and young people's health and wellbeing**

#### **The Plan for North Lanarkshire:**

*Ambition statement 7: Enhance collaborative working to maximize support and ensure all our children and young people are included, supported and safe.*

*Ambition statement 9: Invest in early interventions, positive transitions and preventative approaches to improve outcomes for children and young people.*

*The paper, Schools (Consultation) (Scotland) Act 2010 as amended, Overview and guidance for local authorities, Revised August 2019 (Education Scotland), states, "a strong educational benefits statement will set out clearly approaches for meeting children and young people's learning, personal, social and emotional needs will be improved as a result of implementation of this proposal." (Page 6) This section is intended to address how we currently meet these needs.*

- 3.1 Young people have the opportunity to work and study in a school environment that is committed to protecting the rights of the child as set out in the UNCRC.

- 3.2 Young people have the option to experience a range of out of school hours learning opportunities at both lunchtime and after-school including a range of clubs and supported study sessions. This includes additional support specifically targeted towards mental health and wellbeing. As per normal arrangements, pupils travelling via school transport will normally make their own arrangements to get home.
- 3.3 Pupils arriving into S1 have the opportunity to develop their skills, interests and talents in rugby through our School of Rugby partnership programme with the Scottish Rugby Union and Cumbernauld Rugby Club. This programme allows young people to experience this through the formal curriculum in addition to extra-curricular activity.
- 3.4 Kilsyth Academy provides a range of universal, additional and intensive interventions to support improvement in children and young people's health and well-being. This starts through our effective transition process where pupils are identified early for specific support through enhanced transition. Young people are then well supported early in and throughout S1 through a planned and structured approach to Nurture in our specialist SNUG (Safe, Nurtured, Understood and Growing). Work here is designed to develop and improve emotional wellbeing, development of social skills and resilience and supports pupils to fully access our curriculum.
- 3.5 Pupils in Kilsyth Academy are part of a community based around values of Fairness, Ambition and Respect, a community committed to supporting the rights of the child and a community that is increasingly mental health aware. As a community, all pupils as well as families, are well known by a number of adults, and are well supported within a safe and nurturing environment.
- 3.6 Pupils in Kilsyth Academy benefit from our school based counselling service as a further intensive support for individuals who face barriers linked to mental health.
- 3.7 Pupils are supported in their learning about mental health and wellbeing by a team of trained pupil mental health ambassadors who provide a series of lessons to pupils in S2 whilst also providing a lunchtime club and drop-in sessions for all pupils. Furthermore, our mental health ambassadors are now engaged in delivering preparatory lessons within our cluster primary schools to support pupils understanding earlier.

#### **4) National Improvement Framework – Priority 4 – Improvement in employability skills and sustained, positive school leaver destinations for all young people**

##### The Plan for North Lanarkshire:

*Ambition statement 9: Invest in early interventions, positive transitions and preventative approaches to improve outcomes for children and young people.*

*Ambition statement 10: Engage with children, young people, parents, carers and families to help all children and young people reach their potential.*

- 4.1 Through our in-depth transition experience, young people in P7 participate in the CREST award scheme working towards and attaining a CREST Discovery Award by participating in a challenge that test skills of working with others, problem solving and creativity.

- 4.2 Kilsyth Academy provides options for curricular personalisation, ensuring pupils transitioning to Kilsyth Academy have the opportunity to develop a wider range of skills and experiences that support their development of skills for learning, life and work. This is one aspect of our curriculum that also provides further opportunities for pupils to experience enjoyment and relevance for example, the opportunity to develop their interests in rugby and dance, develop skills through our junior journalist programme, explore the skills required to be a music producer, develop their leadership talent through the North Lanarkshire Challenge programme or begin to develop the entrepreneurial skills required in business.
- 4.3 Kilsyth Academy works in partnership to support pupils. For example, our partnership with BAM group to develop a skills framework to support the development skills for learning, life and work in our young people ensures we work towards meeting the needs of local employers supporting the employability of our young people to contribute to the local economy either directly from school or following further or higher education.
- 4.4 Young people at Kilsyth academy benefit from a wide range of leadership opportunities across all stages including leadership roles, experiences, development opportunities and accreditation. This supports their sense of inclusion and community.

## **5) Potential Educational impacts of this proposal**

*The paper, Schools (Consultation) (Scotland) Act 2010 as amended, Overview and guidance for local authorities, Revised August 2019 (Education Scotland), states, "the council (EDC) should set out its assessment of the effects of the proposal (if implemented) on: the pupils of any affected school(s)...and...children who would likely become pupils at the school(s) within two years of the publication of the proposal paper. It also states that the council (in this case East Dunbartonshire) "should include an analysis of how the council intends to minimise or avoid any adverse effects that may arise from this proposal. In their paper, East Dunbartonshire council does not discuss and analyse the effects listed below or their assessment of these, nor do they discuss how they would seek to minimize these effects.*

- 5.1 Funding resources and staffing resources to Kilsyth Academy will reduce in-line with a diminished school roll reducing the overall size of the school. The school roll, based upon the current intake, would potentially drop by approximately 120 pupils across the next 5 years. This would lead to a formula based reduction of approximately 8.0fte teaching staff with a further reduction in support staff (cannot be defined at this time due to an ongoing NLC clerical review). Furthermore, if the school roll drops to approximately 400 pupils this will result in a revised, smaller management structure likely reducing the number of Depute Head Teachers and Principal Teachers. Staff remaining in post would be subject to job-sizing that may result in loss of earnings, others may require to be re-deployed through existing policies.
- 5.2 A reduced roll to 400, together with reduced staffing and budgets will make the continued delivery of a broad curriculum more challenging, impacting our ability to teach classes at single or even bi-level, increasing class sizes, reducing access to the curriculum with the delivery of some subjects/levels potentially affected. It is difficult to specify the exact impact on subject delivery at this stage however, it is fair to assert that this might likely have a detrimental impact on pupils from East Dunbartonshire already enrolled at Kilsyth Academy as these changes are likely to be incremental over the course of 5 years with initial effects from August 2020.



- 5.3 The impacts described above, will be felt most by pupils currently within North Lanarkshire Primary Schools within the Kilsyth Academy cluster currently in P5 or below as all pupils currently enrolled from East Dunbartonshire would have left school and the full impact of any reduced staffing and finance would be in place.
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- 5.5 The current proposal, as it stands, would make forward planning increasingly difficult for both North Lanarkshire and East Dunbartonshire Councils and Kilsyth Academy due to ongoing uncertainty about number of pupils transferring to each school. In their consultation paper, East Dunbartonshire acknowledge that, by offering a third catchment school, *“it will be difficult to predict parental choice.”*

**Kilsyth Academy - (Consultation Process)**

**This is a summary of the key messages at the Public Meetings and Children's Voice Meetings held recently.**

Lenzie Academy ( 24 <sup>th</sup> September 2019)	Kirkintilloch High (1 <sup>st</sup> October 2019)	Kilsyth Academy (9 <sup>th</sup> October 2019)	Pupil Voice (25 <sup>th</sup> October 2019)
<b>Issues raised in respect of the re zoning</b> <ol style="list-style-type: none"> <li>1. There will be an over capacity if all children from Lennoxton Primary attended.</li> <li>2. Issue of siblings moving and further reducing the school roll of Kilsyth Academy</li> <li>3. Number of parents unhappy they were not originally consulted- outlined only 50 parents/carers had been approached.</li> <li>4. Throughout ED children would be moving across localities.</li> <li>5. Lack of break out space, at present, within Lenzie academy.</li> <li>6. Incorrect information about the educational benefits delivered to parents such as smooth transition if children remain in ED and west Partnership Agreements</li> <li>7. Issues around traffic congestion already within the school.</li> <li>8. Information about CLD worker only afforded to ED children and YP- this exists for NLC also.</li> </ol>	<b>Issues raised in respect of the re zoning</b> <ol style="list-style-type: none"> <li>1. Issues were raised around public transport and how this would meet the needs of the young people.</li> <li>2. New housing in Kirkintilloch area may apply additional stress on space within the schools.</li> <li>3. Some parents were asking why they had not been given a choice of ED Secondary school</li> <li>4. Answers were unclear around how the roll would be managed over a longer term if capacity issues occurred.</li> <li>5. Parents and carers needed more information around the transportation of children to the schools- no specific commitment to providing extra buses. Issue around no direct bus route from the primary to the secondary.</li> <li>6. The HT from Kirkintilloch High outlined that children would not be disadvantaged in attending the OSHL- however this would impact on budgets.</li> </ol>	<b>Public Meeting held at Kilsyth Academy</b> <ol style="list-style-type: none"> <li>1. Impact on the village of Kilsyth as the school is seen as a Hub</li> <li>2. Families may wish to move out with the area of Kilsyth due to these changes.</li> <li>3. Kilsyth parents really happy with resources and amenities which the school provides.</li> <li>4. Issues of friendships and traditions breaking down.</li> <li>5. The area becoming fragmented and split.</li> <li>6. Great links with local business partners and associated Primary Schools including the two from ED- cluster work.</li> <li>7. Concerns are around the dropping school roll and budgets being reduced- the impact/pressure this</li> </ol>	<b>Primary Schools (P5-P7) (Banton Primary/Chapelgreen Primary/ Balmalloch Primary and Kilsyth Primary)</b> <ol style="list-style-type: none"> <li>1. Children are keen to join the school community of Kilsyth Academy.</li> <li>2. They have started the Transition programme and enjoy feeling part of the community.</li> <li>3. The children are looking forward to meeting and getting to undertake new subjects – such as being able to complete science investigations, the recording studio and technology.</li> <li>4. They spoke about the changes they will experience in an exciting manner and all knew Mr Orrock and staff who had visited their school.</li> <li>5. The children know the school is really big in comparison to their own (some schools are small rural) and this is exciting for them being able to meet a</li> </ol>

	<p>7. Some parents asked the question about sending their children to the RC school.</p> <p>8. One parent asked why they were in effect splitting the two primary schools.</p> <p>9. Parent asked was this decision and proposal being driven by numbers only.</p> <p>10. The council rep answered saying this was being driven by new council priorities.</p>	<p>will have on the HT and staff.</p> <p>8. How will the drop in SMT support the HT, staff and children?</p> <p>9. Many parents present outlined very positive stories of traditions, support around the child/young person and links with the community.</p> <p>10. Parent outlined possibility of re zoning catchments to protect the numbers in the school.</p> <p>11. Councillors recognised the strengths of the school and community where these children are growing up.</p> <p>12. Lots of opportunities for young people to attend many musical, sports and public speaking events and showcase skills and talents.</p> <p>13. Parents highlighted lots of opportunities to explore the school through Open Evenings and Curriculum Development events.</p> <p>14. Pupil voice is important to capture their opinion and</p>	<p>wide range and diverse range of new friends- some from the town and some from the country.</p> <p>6. The children outlined a range of subjects they are looking forward to but due to the consultation.</p> <p>7. The children identified a wide range of after school and lunch time activities they had heard about through older siblings that attended the school. This was something that excited them.</p> <p>8. When asked about the re zoning they outlined their concerns that the school roll would drop, subjects may not be available and that if that happened would they be able to sit the exams they needed to follow their career path.</p> <p>9. Some children outlined the issue about traditions and that their parents etc attended the school with children from the ED schools.</p> <p>10. The children are concerned about how this will impact on their school and how people will view it.</p>
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			<p>therefore this will be addressed.</p>	<p>11. The children outlined many positive aspects of the school including the really good teachers and HT, the MUGA and the resources for sports.</p> <p>Secondary Pupils Voice</p> <ol style="list-style-type: none"> <li>1. The young people were asked about the positive aspects of the school and they made reference to the high quality staff and HT who knew them all on an individual basis.</li> <li>2. The young people outlined the care and welfare wrapped around them and the excellent work with Mental Health First Aiders- there to support anyone in need.</li> <li>3. The young people highlighted the quality of teaching within the school and they felt they were very well supported by their HT and staff when asking for advice around options/choices and personal issues.</li> <li>4. The young people outlined their love of the school and their community. Although the building is old it's not important to them that it is not a new build but what does matter is what happens inside</li> </ol>
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			<p>and the people they work with each day.</p> <p>5. The children/young people outlined the key strengths of the school and this included the partnership work with the primary schools, the business links, the support from all staff within the school and from each other. All identified that they know each other and that they looked out for one another. This outlined their school motto of FAR- Fair, Achieving and Responsible.</p> <p>6. When asked about the changes being proposed they outlined that their concerns were around the breakdown of friendships/traditions/history and support. They enjoyed that there was evident diversity within the school through some young people coming from Kilsyth, Lennoxton, Lenzie and Craighead all able to share and compare stories of where they grew up. Often friendships were created/established on the</p>
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			<p>journey to and from the schools.</p> <p>7. They young people are worried that their options of subjects may be reduced and that the area becomes fragmented with Kilsyth town becoming impacted. They also outlined the links with local business and surrounding areas could be affected.</p> <p>8. When asked did the school have high aspirations for them they outlined the jobs in which they had an interest in or would like to do. It was evident that Kilsyth Academy have a number of young people with high expectations in achieving and moving to positive destinations.</p> <p>9. They outlined that people need to continue to have choice and that young people their age should be able to make that choice.</p> <p>10. The young people outlined the experiences they had around transition and how prepared they were starting in 1<sup>st</sup> year. All felt they were given many opportunities to develop their own skills and appreciated</p>
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				<p>how staff worked with them to get the very best from them.</p> <p>11. The young people were asked about subject choices and when they outlined the chance that it may not be on offer nut would be through the consortium – two of the senior pupils said they did not like the consortium and they did not like the hassle of travelling to another school and wanted to remain in their own.</p>
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## Public Meeting

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# East Dunbartonshire Council Consultation on re-zoning Craighead and Lennoxtown Primary Schools

9th & 24<sup>th</sup> October 2019.



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## Panel members

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- David Craig, Chair – Education Officer, North Locality
- Janie O'Neill – Head of Education, North Locality
- Gregg Orrock – Head Teacher, Kilsyth Academy



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## East Dunbartonshire Proposal

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*Children, who live in the catchment area of Lennoxton Primary should be zoned to Lenzie Academy as a non-denominational secondary school within East Dunbartonshire; this would be in addition to the current options of Kilsyth Academy, in North Lanarkshire and St Ninian's High School in East Dunbartonshire.*

*Children, who live in the catchment area of Craighead Primary should be zoned to Kirkintilloch High as a non-denominational secondary school within East Dunbartonshire; this would be in addition to the current options of Kilsyth Academy, in North Lanarkshire and St Ninian's High School in East Dunbartonshire.*



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# Consultation process timeline

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Action	Completed by
Report to ED Council education committee seeking approval for the consultation	5 <sup>th</sup> September 2019
Consultation starts	9 <sup>th</sup> September 2019
Consultation ends	30 <sup>th</sup> October 2019
Education Scotland prepare report	4 <sup>th</sup> to 25 <sup>th</sup> November 2019
Consultation report published	28 <sup>th</sup> November 2019
Consultation report submitted to council	19 <sup>th</sup> December 2019
Notify Scottish Ministers if approval is given by the council	20 <sup>th</sup> December 2019



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# Potential impact on Kilsyth Academy

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- Funding resources and staffing resources to Kilsyth Academy will reduce in-line with a diminished school roll.
- Possible impact on the delivery of our curriculum.
- Impact most likely be felt most by pupils currently within North Lanarkshire Primary Schools in P5 or below.



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# Potential impact on Kilsyth Academy

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- Possible long-term impact on the well-established links between Kilsyth and the villages of Milton of Campsie and Lennoxtown
- Will result in change to the contextual profile of Kilsyth Academy.
- Would make forward planning increasingly difficult for both North Lanarkshire and East Dunbartonshire Councils and Kilsyth Academy due to ongoing uncertainty about number of pupils transferring to each school.



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# Educational benefits of Kilsyth Academy

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- A values based school community where young people are well known and well supported and often with the opportunity to experience learning within smaller class sizes.
- A detailed and well established universal transition process for all pupils that is continually being developed and supports pupils, and their parents, to prepare for transition from P5 through S1.
- An intensive, enhanced transition process to support those young people with further barriers to their learning.



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# Educational benefits - Transition

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- **Universal guarantee**
  - For all young people from P5 to S1
  - For all parents
- **Additional offer**
  - For some young people to participate in events
- **Intensive offer**
  - Supporting the most vulnerable
  - Support families where appropriate



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# Educational benefits of Kilsyth Academy

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- The opportunity to experience a broad curriculum with opportunities to personalise and enrich the individual pupil experience.
- Access to the extensive North Lanarkshire consortium offer including a wide range of vocational learning offered by New College Lanarkshire and the largest programme of Foundation Apprenticeships currently on offer.
- A range of out of school hours learning opportunities both after school and at lunchtime including supported study and our School of Rugby amongst others.
- Access to the highly regarded and highly successful North Lanarkshire music programme.



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# Educational benefits of Kilsyth Academy

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- The opportunity to access a wide range of educational excursions including local, national and abroad.
- A focus on supporting the health and wellbeing of pupils with a range of universal, additional and intensive support and interventions for young people
- A school that, together with local business, is committed to equipping young people with the skills they require to succeed in a fast pace and ever changing world.
- A school that is committed to providing pupils with the opportunity to develop their skills as young leaders.



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# Comments on East Dunbartonshire EBS

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- Pupil numbers transferring from Craighead and Lennoxton Primary Schools to Kilsyth Academy.
- Access to a direct bus route will improve opportunities for pupils to access out of school hours learning.
- Improved transition arrangements including cross sector working around curriculum planning, moderation and assessment.
- Tracking pupil progress from Primary to Secondary
- Support through a well-being base
- Access to a youth worker



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CLASS  
OF 2018

**KILSYTH ACADEMY**  
**LOOKING FORWARD, LOOKING FAR with**

empathy and understanding to ensure equity for  
all.

**AMBITION** for all our young people to reach their potential  
and succeed.

for ourselves and others within an inclusive learning  
environment.

*Preparing our young people with the skills required for their  
bright future in a dynamic and changing world.*



**Kilsyth Academy**

**Looking forward, thinking forward, moving forward**

**EAST DUNBARTONSHIRE COUNCIL: EDUCATION SERVICE**  
**PROPOSED CHANGES TO THE SECONDARY TRANSFER ARRANGEMENTS**  
**FOR CHILDREN WHO LIVE IN THE CATCHMENT AREA OF CRAIGHEAD**  
**PRIMARY SCHOOL, MILTON OF CAMPSIE**

**SEPTEMBER 2019**

## **1.0 Background**

- 1.1 East Dunbartonshire's current school provision and arrangements for Primary 7 to S1 transfer arrangements are underpinned by legislative requirements in the Education (Scotland) Act 1980. This requires the Council to:
- i. ensure effective management of their school estate and provide sufficient places for their pupil population;
  - ii. adhere to the general principle that children should be educated in line with their parents' wishes;
  - iii. ensure that all admissions must comply with class size legislation and national staffing agreements.
- 1.2 Children who live in the catchment area of Lennoxton Primary School, in Lennoxton and the catchment area of Craighead Primary School in Milton of Campsie are zoned to St Ninian's High School in Kirkintilloch, East Dunbartonshire and to Kilsyth Academy in North Lanarkshire. When transferring to secondary education, parents can choose to send their child to either school as a catchment pupil. This arrangement has been in place since 1997 as a legacy of regional councils and is common across local authorities.
- 1.3 St Ninian's High School has an overall capacity of 850 and in order to manage this effectively the S1 roll is capped at 150.

## **2.0 Present Position**

- 2.1 In the last three years, there has been a significant increase in the number of pupils opting to transfer to St Ninian's High School from Craighead Primary.

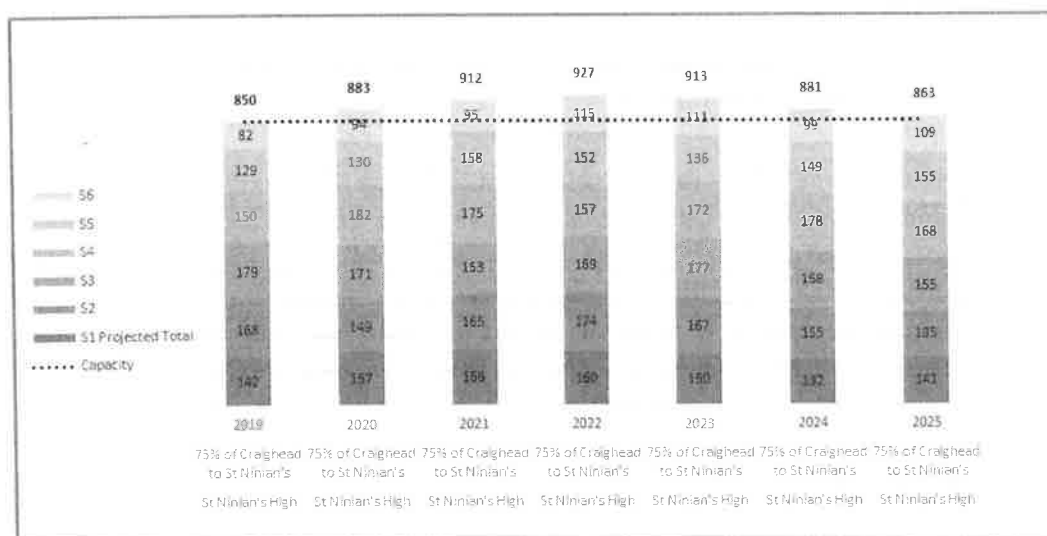
Year	Primary	Roll (P7)	Associated Sec 1	Transfer 1	Associated Sec 1 Transfer (%)	Associated Sec 2	Transfer2	Associated Sec 2 Transfer (%)
2017	Craighead PS	34	Kilsyth Academy	12	35.3%	St Ninian's HS	22	64.7%
2018	Craighead PS	39	Kilsyth Academy	4	10.3%	St Ninian's HS	34	87.2%
2019	Craighead PS	38	Kilsyth Academy	9	23.7%	St Ninian's HS	27	71.1%
2017	Lennoxton PS	18	Kilsyth Academy	10	55.6%	St Ninian's HS		0.0%
2018	Lennoxton PS	11	Kilsyth Academy	8	72%	St Ninian's HS		0.0%
2019	Lennoxton PS	16	Kilsyth Academy	7	44%	St Ninian's HS	*	

\*less than 5 pupils; the exact number cannot be given due to Data Protection.

2.2 The number of children transferring from Craighead Primary and Lennoxtown Primary over the next five years is:

	2020	2021	2022	2023	2024
Craighead PS	30	34	42	34	36
Lennoxtown PS	22	30	23	14	22

2.3 The table in 2.1 above shows that approximately 75% of Craighead Primary have been opting to transfer to St Ninian's High School. If this trend were to continue and no future placing requests are accepted into S1 after 2019, then the projected intake would start to exceed capacity in 2020. This projection does not take account of children from Lennoxtown Primary, who may choose to transfer to St Ninian's as their catchment secondary school.



### 3.0 Informal Consultation

3.1 The Council approved an informal consultation on the secondary transfer arrangements for children, who attend Craighead Primary and Lennoxtown Primary in May 2019. (PB/096/19/JM).

3.2 The informal consultation took place from 16 May 2019 and ended on 21 June 2019. It involved:

- Meetings with the Parent Councils of Craighead Primary, Lennoxtown Primary and St Ninian's High School;
- Information on the informal consultation was sent to the Parent Councils of Kirkintilloch High School and Lenzie Academy;
- Information was sent to the parents of both primary schools and St Machan's Primary;
- Open public meetings were held in:

- Craighead Primary on 30 May;
- Lennoxton Primary on 4 June;
- Pupils in both primary schools were consulted;
- Parents and other members of the community were offered the opportunity to provide comments by email;
- The Roman Catholic Church were consulted through the Archdiocese, as they would be a statutory consultee in any statutory consultation.

3.3 The consultation focused on two questions:

- What are the main factors that you take into account when choosing a secondary school for your child?
- If there was an option of a non-denominational secondary school within East Dunbartonshire Council, what would be your view?

The public meetings offered the opportunity for question and discussion on the key issues

3.4 The public meetings were well attended in both schools, with approximately 100 people attending. Six email responses were submitted.

3.5 The responses can be summarised as follows:

3.5.1 The main factors parents gave for choosing a secondary school for their child are detailed below. The same reasons were given by both school communities.

- The provision of school transport;
- Easy access to the school by public transport so that children could attend after school activities;
- An inclusive and positive ethos;
- High standards of attainment and achievement;
- A wide selection of subjects available in the Senior Phase;
- Opportunities for wider achievement;
- The provision for children with additional support needs;
- The facilities available within the school;
- The reputation of the school from inspection reports, school exam results;
- Same school as friendship group or siblings.

3.5.2 Pupils gave similar responses and highlighted friendship groups, the standard of education and good teachers as important.

3.5.3 In response to the option of a non-denominational secondary school, there was overwhelming support for this proposal. The main issues were:

- The need for a direct bus route to the school so that children could attend after school activities;
- As Lennoxton is designated as a Place priority area, this was viewed as very important especially if there was a reliance on public transport;
- There was support for Kilsyth Academy being retained as an option;

- There was concern that Lennoxton pupils may not be able to attend St Ninian's High School due to the roll pressures;
- There was a request that the two communities are not split with different secondary schools being the catchment school;
- There are already a number of placing requests to Lenzie Academy from Lennoxton and this is seen as a positive option as it would have a significant impact on regeneration within this Place area;
- Different in-service days and some holiday dates causes issues for parents.

3.6 There was discussion with the representative from the Catholic Church Archdiocese. They were in favour of the option of another non-denominational school within East Dunbartonshire as they view it as important to maintain the Catholic ethos of St Ninian's High School.

3.7 Officers have had initial discussions with officers from North Lanarkshire Council., in order to understand the impact of any proposals on Kilsyth Academy.

#### **4.0 Options**

4.1 Following the Informal Consultation it was clear that there was strong support for a non- denominational secondary school to be an option for parents when choosing a secondary school for their child. Officers then considered a number of options.

##### **4.2 Option 1: Do nothing**

This is not a viable option as the Council may fail to comply with its duty to provide sufficient catchment pupil places in St Ninian's High School, if the current trend continues.

It was very clear from the informal consultation that there was overwhelming support for a non-denominational school within East Dunbartonshire to be an option for children transferring to secondary school from the catchment areas of Lennoxton Primary and Craighead Primary. Failure to address this would be viewed negatively by the community.

##### **4.3 Option 2: Extend St Ninian's High School**

This would require to be considered in terms of the PPP contract and would have considerable financial implications for the Council.

##### **4.4 Option 3: Undertake a Statutory Consultation to Change the Secondary Transfer Arrangements for children who live in the catchment areas of Lennoxton Primary and Craighead Primary**

There would require to be a separate proposal and consultation for each catchment area as they are not inextricably linked.

Kilsyth Academy and St Ninian's High School should remain as options.

It is not possible to predict parental choice if parents of children who live in the catchment areas of Lennoxton Primary and Craighead Primary were given the option of an East Dunbartonshire school as well as St Ninian's High School or Kilsyth Academy.

Analysis of the roll projections for the non-denominational secondary schools which are nearest by distance to Lennoxton and Milton of Campsie was undertaken. These roll



projections include an allowance for new housing and the current trend in placing requests. It is not possible to accurately predict the future roll of a school as it is dependent on parental choice.

The analysis showed:

Kirkintilloch High School could accommodate pupils from either school but not both; there would require to be some management of placing requests if the new housing results in the projected increase in the roll and if 100% of pupils transferred.

Lenzie Academy has a high number of placing requests each year, a significant number of these are from out with East Dunbartonshire Council. There would require to be careful management of placing requests in order to manage the roll effectively. Lenzie Academy could accommodate pupils from either school but not both.

A small group of parents at the consultation events expressed the view that the two villages should not be split and could be given a choice of both schools. However this would reduce the educational benefits detailed in Section 7.

## **5.0 Purpose of the Statutory Consultation**

5.1 It is therefore proposed to consult on changes for pupils, who live in the catchment area of Craighead Primary, Milton of Campsie, when they transfer to secondary education.

5.2 The proposed changes would provide parents with a non-denominational secondary school within East Dunbartonshire in addition to Kilsyth Academy, North Lanarkshire and St Ninian's High School in East Dunbartonshire.

5.3 Any change to the catchment area of a school or a proposed change to the admissions arrangements requires the Council to carry out a formal statutory consultation as detailed in the Schools (Consultation) (Scotland) Act 2010. This would involve consultation with a range of stakeholders including parents and pupils affected.

## **6.0 Proposal**

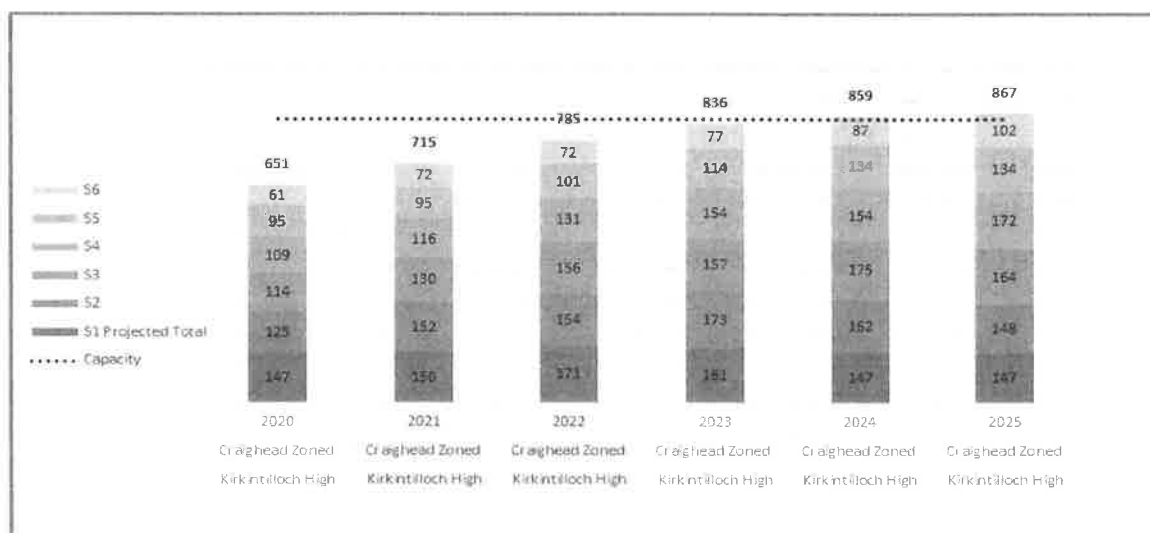
### **6.1 To consult on the proposal that:**

- **children, who live in the catchment area of Craighead Primary in Milton of Campsie should be zoned to Kirkintilloch High School as a non-denominational secondary school within East Dunbartonshire; this would be in addition to the current options of Kilsyth Academy, in North Lanarkshire and St Ninian's High School in East Dunbartonshire.**

6.2 Craighead Primary could be zoned to, and become an associated primary school to Kirkintilloch High School and if 100% of pupils who currently attend Craighead Primary chose to transfer, then they could be accommodated there.

6.3 The graph below shows all Craighead pupils transferring to Kirkintilloch High School. However it is not likely that all will transfer to Kirkintilloch HS as some may still opt for St Ninian's High School or Kilsyth Academy. If they all opted for Kirkintilloch, it would limit the number of placing requests for a couple of years to manage the school roll. However this would be dependent on the impact of housing, which has been included in these projections.





6.4 The Informal Consultation showed that Milton of Campsie parents were very clear that they wanted to be zoned to a non- denominational school within East Dunbartonshire:

- It had been raised as an issue a number of years ago and parents had now exercised their right to transfer their children to St Ninian's High School;
- There were some placing requests already made by parents to Kirkintilloch High School;
- There are potentially higher numbers transferring from Milton of Campsie and so although, placing requests may still have to be reduced to manage the capacity within Kirkintilloch High School, there was capacity for all of the children who live in the catchment area of Craighead Primary to transfer if required.

## 7.0 Educational Benefits

7.1 All children and young people have an entitlement to a curriculum which is coherent with smooth and well-paced progression through the experiences and outcomes, particularly across transitions, from early learning and childcare to primary, from primary to secondary school, and beyond school. The proposal made in this consultative document aligns with this entitlement.

The aim of Curriculum for Excellence and the National Improvement Framework is to raise attainment. The Framework to Ensure Attainment, Achievement and Equity for all Children in East Dunbartonshire is the authority's strategic approach to the implementation of the National Improvement Framework. The EDC Framework states that Curriculum for Excellence requires all schools and centres to work across sectors to develop and implement approaches to the curriculum, assessment and learning and teaching. The Authority's 3 to 18 Management of Cluster Working Policy has informed the development of this approach across all schools. There is very effective 3 to 18 cluster working within East Dunbartonshire, which has been recognised by inspection reports and most recently national awards.

This proposal would enhance 3 to 18 Cluster Working and ensure the delivery of the entitlement to a coherent curriculum with progression and continuity of learning for children.

Presently both Lennoxton Primary and Craighead Primary work within the St Ninian's Cluster and there are effective transition arrangements with Kilsyth Academy.

Within East Dunbartonshire, 3 to 18 cluster working involves staff from early years, primary and secondary work collaboratively to develop the curriculum, assessment and learning and teaching approaches. This ensures improved progression and continuity of learning for pupils.

An important aspect of effective assessment is a shared understanding of standards within Curriculum for Excellence levels. This is achieved through effective moderation activities within schools and across sectors, as part of 3 to 18 cluster working. By working collaboratively to moderate the assessment process, teachers improve their professional judgement.

In order to ensure progression and continuity of learning, there needs to be effective tracking of children's progress from upper primary into secondary. This is more effectively achieved when primary and secondary teachers work as part of a 3 to 18 cluster to agree standards, track progress and transfer assessment data on children, which has been moderated. This should improve levels of attainment within the Broad General Education, from primary through to S3 in secondary.

In addition, secondary schools work with associated primary schools to develop a programme of visits. These can include a programme during Primary 6 and 7, with secondary staff working with primary pupils in their own school as well as within the secondary school. These are in addition to the transition arrangements, which take place in the last term of Primary 7. There are also enhanced transition arrangements for children with additional support needs. Although staff from Craighead Primary and Lennoxton Primary work in the St Ninian's Cluster on curriculum development, these schools are not part of the school visit programme with secondary staff working in the primary schools. If the schools were zoned to a non – denominational secondary school within East Dunbartonshire, they would move to this cluster with the associated benefits of improved transition and cluster working to enhance the curricular and wellbeing provision for children.

An important aspect of children's experiences is the opportunity to take part in out of school activities, including supported study in the Senior Phase. This provides children and young people with the opportunity for personal achievement and improved attainment. An extensive programme of after school activities and supported study is available in all East Dunbartonshire secondary schools. If children travel by school transport then they have to make their own travel arrangements home when these activities are finished. The availability of a direct bus route from Lennoxton and Milton of Campsie to Kirkintilloch or Lenzie would make it easier for children to attend out of school activities. There is no direct bus route to Kilsyth, which parents and children can find is a barrier to attendance at out of school activities.

Children's wellbeing would be enhanced through taking part in sporting after school activities. Health and well-being is an important aspect of the National Improvement Framework. All East Dunbartonshire schools have support for children's well-being through a Wellbeing Base with trained staff. This enhanced support is available to all children within an East Dunbartonshire secondary school.

If a non-denominational secondary school within East Dunbartonshire was an option for children, there would be more linked community involvement as youth workers are allocated



to secondary schools. The youth workers work with young people in schools and within the community. This is particularly important in the designated Place areas.

The availability of data on the performance of EDC pupils to allow for scrutiny by elected members would be improved if a non-denominational school was an option. At present the SQA exam results and School Leaver Destinations for EDC pupils who attend Kilsyth Academy is not available.

It is clear from discussions with officers from North Lanarkshire Council that there would be a significant impact on the school roll of Kilsyth Academy if more children were to transfer to an EDC secondary school. However this trend has been happening for the last three years with a decline in the number of children transferring to Kilsyth Academy from Craighead Primary and Lennoxton Primary. There is no evidence that this trend will not continue and is due to parental choice. This may impact on the delivery of the curriculum within Kilsyth Academy. Smaller secondary schools can find it difficult to offer a wide range of subjects particularly in the Senior Phase.

The change would break a local authority agreement on school zoning, which has been in place since the disaggregation of Strathclyde Region in 1996. There have been many developments in education since that time in particular the development of 3 to 18 cluster working as detailed above.

Another school option for transfer is likely to cause concern in relation to transition arrangements especially for Session 2020/21. This could be mitigated by provision of enhanced transition in the summer term. This is not an unusual situation due to the number of placing requests to schools other than a catchment school.

#### **8.0 Timeline for Statutory Consultation**

Report to Education Committee seeking approval for the consultation	5 <sup>th</sup> September 2019
Consultation starts	9 <sup>th</sup> September 2019
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Consultation Report Submitted to Council	19th December 2019
Notify Scottish Ministers if Approval is given by Council	20th December 2019

#### **9.0 Financial and Other Factors to be considered**

There would be no financial benefits to this proposal. The provision of transport to EDC schools would require to be factored into any projected cost. Pupils already enrolled on a placing request in Lenzie Academy or Kirkintilloch HS could apply for a concessionary place on the school transport.



**EAST DUNBARTONSHIRE COUNCIL: EDUCATION SERVICE**  
**PROPOSED CHANGES TO THE SECONDARY TRANSFER ARRANGEMENTS**  
**FOR CHILDREN WHO LIVE IN THE CATCHMENT AREA OF LENNOXTOWN**  
**PRIMARY SCHOOL**

**SEPTEMBER 2019**

**1.0 Background**

- 1.1 East Dunbartonshire's current school provision and arrangements for Primary 7 to S1 transfer arrangements are underpinned by legislative requirements in the Education (Scotland) Act 1980. This requires the Council to:
- i. ensure effective management of their school estate and provide sufficient places for their pupil population;
  - ii. adhere to the general principle that children should be educated in line with their parents' wishes;
  - iii. ensure that all admissions must comply with class size legislation and national staffing agreements.
- 1.2 Children who live in the catchment area of Lennoxton Primary School, in Lennoxton and the catchment area of Craighead Primary School in Milton of Campsie are zoned to St Ninian's High School in Kirkintilloch, East Dunbartonshire and to Kilsyth Academy in North Lanarkshire. When transferring to secondary education, parents can choose to send their child to either school as a catchment pupil. This arrangement has been in place since 1997 as a legacy of regional councils and is common across local authorities.
- 1.3 St Ninian's High School has an overall capacity of 850 and in order to manage this effectively the S1 roll is capped at 150.

**2.0 Present Position**

- 2.1 In the last three years, there has been a significant increase in the number of pupils opting to transfer to St Ninian's High School. Pupils from Lennoxton have opted to go to Kilsyth Academy or to make placing requests to other schools within East Dunbartonshire; only a small number have transferred to St Ninian's High School.

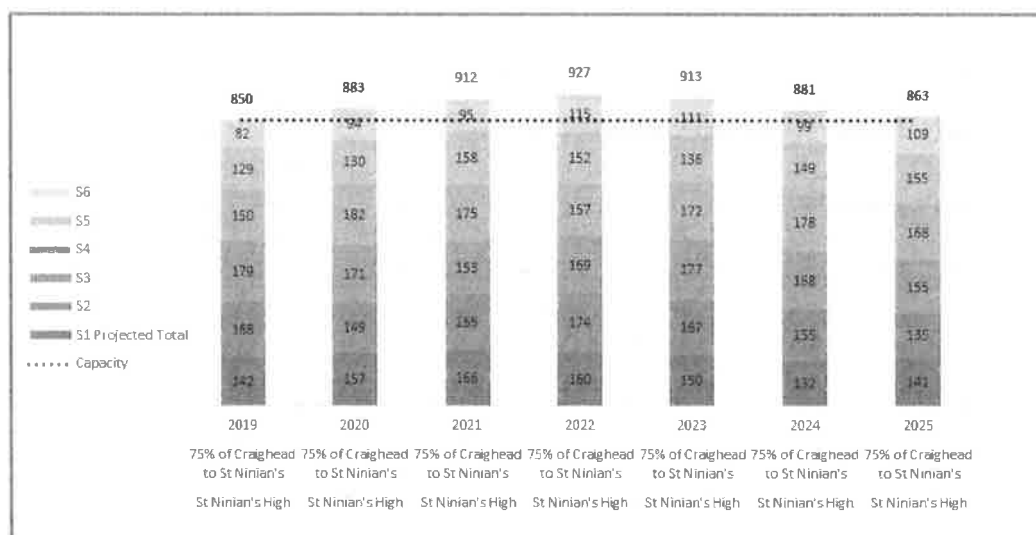
Year	Primary	Roll (P7)	Associated Sec 1	Transfer 1	Associated Sec 1 Transfer (%)	Associated Sec 2	Transfer2	Associated Sec 2 Transfer (%)
2017	Craighead PS		Kilsyth Academy	12	35.3%	St Ninian's HS	22	64.7%
2018	Craighead PS	39	Kilsyth Academy	4	10.3%	St Ninian's HS	34	87.2%
2019	Craighead PS	38	Kilsyth Academy	9	23.7%	St Ninian's HS	27	71.1%
2017	Lennoxtown PS	18	Kilsyth Academy	10	55.6%	St Ninian's HS		0.0%
2018	Lennoxtown PS	11	Kilsyth Academy	8	72%	St Ninian's HS		0.0%
2019	Lennoxtown PS	16	Kilsyth Academy	7	44%	St Ninian's HS	*	

\*less than 5 pupils; the exact number cannot be given due to Data Protection.

2.2 The number of children transferring from Craighead Primary and Lennoxtown Primary over the next five years is:

	2020	2021	2022	2023	2024
Craighead PS	30	34	42	34	36
Lennoxtown PS	22	30	23	14	22

2.3 The table in 2.1 above shows that approximately 75% of Craighead Primary have been opting to transfer to St Ninian's High School. If this trend were to continue and no future placing requests are accepted into S1 after 2019, then the projected intake would start to exceed capacity in 2020. This projection does not take account of children from Lennoxtown Primary, who may choose to transfer to St Ninian's as their catchment secondary school.



### **3.0 Informal Consultation**

3.1 The Council approved an informal consultation on the secondary transfer arrangements for children, who attend Craighead Primary and Lennoxton Primary in May 2019. (PB/096/19/JM).

3.2 The informal consultation took place from 16 May 2019 and ended on 21 June 2019. It involved:

- Meetings with the Parent Councils of Craighead Primary, Lennoxton Primary and St Ninian's High School;
- Information on the informal consultation was sent to the Parent Councils of Kirkintilloch High School and Lenzie Academy;
- Information was sent to the parents of both primary schools and St Machan's Primary;
- Open public meetings were held in:
  - Craighead Primary on 30 May;
  - Lennoxton Primary on 4 June;
- Pupils in both primary schools were consulted;
- Parents and other members of the community were offered the opportunity to provide comments by email;
- The Roman Catholic Church were consulted through the Archdiocese, as they would be a statutory consultee in any statutory consultation.

3.3 The consultation focused on two questions:

- What are the main factors that you take into account when choosing a secondary school for your child?
- If there was an option of a non-denominational secondary school within East Dunbartonshire Council, what would be your view?

The public meetings offered the opportunity for question and discussion on the key issues

3.4 The public meetings were well attended in both schools, with approximately 100 people attending. Six email responses were submitted.

3.5 The responses can be summarised as follows:

3.5.1 The main factors parents gave for choosing a secondary school for their child are detailed below. The same reasons were given by both school communities.

- The provision of school transport;
- Easy access to the school by public transport so that children could attend after school activities;
- An inclusive and positive ethos;
- High standards of attainment and achievement;
- A wide selection of subjects available in the Senior Phase;
- Opportunities for wider achievement;
- The provision for children with additional support needs;



- The facilities available within the school;
- The reputation of the school from inspection reports, school exam results;
- Same school as friendship group or siblings.

3.5.2 Pupils gave similar responses and highlighted friendship groups, the standard of education and good teachers as important.

3.5.3 In response to the option of a non-denominational secondary school, there was overwhelming support for this proposal. The main issues were:

- The need for a direct bus route to the school so that children could attend after school activities;
- As Lennoxton is designated as a Place priority area, this was viewed as very important especially if there was a reliance on public transport;
- There was support for Kilsyth Academy being retained as an option;
- There was concern that Lennoxton pupils may not be able to attend St Ninian's High School due to the roll pressures;
- There was a request that the two communities are not split with different secondary schools being the catchment school;
- There are already a number of placing requests to Lenzie Academy from Lennoxton and this is seen as a positive option as it would have a significant impact on regeneration within this Place area;
- Different in-service days and some holiday dates cause issues for parents.

3.6 There was discussion with the representative from the Catholic Church Archdiocese. They were in favour of the option of another non-denominational school as they view it as important to maintain the Catholic ethos of St Ninian's High School.

3.7 Officers have had initial discussions with officers from North Lanarkshire Council., in order to understand the impact of any proposals on Kilsyth Academy.

## **4.0 Options**

4.1 Following the Informal Consultation, it was clear that there was strong support for a non-denominational secondary school within East Dunbartonshire to be an option for parents when choosing a secondary school for their child. Officers then considered a number of options.

### **4.2 Option 1: Do nothing**

This is not a viable option as the Council may fail to comply with its duty to provide sufficient catchment pupil places in St Ninian's High School, if the current trend continues.

It was very clear from the informal consultation that there was overwhelming support for a non-denominational school within East Dunbartonshire to be an option for children transferring to secondary school from the catchment areas of Lennoxton Primary and Craighead Primary. Failure to address this would be viewed negatively by the community.

#### **4.3 Option 2: Extend St Ninian's High School**

This would require to be considered in terms of the PPP contract and would have considerable financial implications for the Council.

#### **4.4 Option 3: Undertake a Statutory Consultation to Change the Secondary Transfer Arrangements for children who live in the catchment areas of Lennoxton Primary and Craighead Primary**

There would require to be a separate proposal and consultation for each catchment area as they are not inextricably linked.

Kilsyth Academy and St Ninian's High School should remain as options.

It is not possible to predict parental choice if parents of children who live in the catchment areas of Lennoxton Primary and Craighead Primary were given the option of an East Dunbartonshire school as well as St Ninian's High School or Kilsyth Academy.

Analysis of the roll projections for the non-denominational secondary schools which are nearest by distance to Lennoxton and Milton of Campsie was undertaken. These roll projections include an allowance for new housing and the current trend in placing requests. It is not possible to accurately predict the future roll of a school as it is dependent on parental choice.

The analysis showed:

Kirkintilloch High School could accommodate pupils from either school but not both; there would require to be some management of placing requests if the new housing results in the projected increase in the roll and if 100% of pupils transferred.

Lenzie Academy has a high number of placing requests each year, a significant number of these are from outwith East Dunbartonshire Council. There would require to be careful management of placing requests in order to manage the roll effectively. Lenzie Academy could accommodate pupils from either school but not both.

A small group of parents at the consultation events expressed the view that the two villages should not be split and could be given a choice of both schools. However this would reduce the educational benefits detailed in Section 7.

### **5.0 Purpose of the Statutory Consultation**

5.1 It is therefore proposed to consult on changes for pupils, who live in the catchment area of Lennoxton Primary, when they transfer to secondary education.

5.2 The proposed changes would provide parents with a non-denominational secondary school within East Dunbartonshire in addition to Kilsyth Academy, North Lanarkshire and St Ninian's High School in East Dunbartonshire.

5.3 Any change to the catchment area of a school or a proposed change to the admissions arrangements requires the Council to carry out a formal statutory consultation as detailed in the Schools (Consultation) (Scotland) Act 2010. This would involve consultation with a range of stakeholders including parents and pupils affected.

## 6.0 Proposal

### 6.1 To consult on the proposal that:

- **children, who live in the catchment area of Lennoxton Primary should be zoned to Lenzie Academy as a non-denominational secondary school within East Dunbartonshire; this would be in addition to the current options of Kilsyth Academy, in North Lanarkshire and St Ninian's High School in East Dunbartonshire.**

6.2 Lennoxton Primary could be zoned to, and become an associated primary school to Lenzie Academy and if 100% of pupils who currently attend Lennoxton Primary chose to transfer, then they could be accommodated there.

6.3 Lenzie Academy has an overall capacity of 1310 with an S1 intake of 240 to manage this effectively. There is a high number of placing requests each year and it would restrict the number of placing requests that could be accepted. There is a high level of housing within the catchment area of Lenzie Academy and this has been taken into account in the roll projections. The table below shows the current placing requests accepted into Lenzie Academy:

<b>Placing Requests accepted into S1 : Lenzie Academy</b>		
	Resident within EDC	Non-resident
2019/20	37	67
2018/19	25	89
2017/18	38	60

6.4 The Informal Consultation showed that Lennoxton parents were very clear that they wanted to be zoned to Lenzie Academy:

- It was seen as a positive for regeneration of the Place area;
- There were a number of placing requests already made by parents to Lenzie Academy;
- There are lower numbers transferring from Lennoxton and so although, placing requests would still have to be reduced to manage the capacity within Lenzie Academy, there would still be sufficient capacity to accommodate placing requests from within EDC.

## 7.0 Educational Benefits

7.1 All children and young people have an entitlement to a curriculum which is coherent with smooth and well-paced progression through the experiences and outcomes, particularly across transitions, from early learning and childcare to primary, from primary to secondary school, and beyond school. The proposal made in this consultative document aligns with this entitlement.

The aim of Curriculum for Excellence and the National Improvement Framework is to raise attainment. The Framework to Ensure Attainment, Achievement and Equity for all Children in East Dunbartonshire is the authority's strategic approach to the implementation of the

National Improvement Framework. The EDC Framework states that Curriculum for Excellence requires all schools and centres to work across sectors to develop and implement approaches to the curriculum, assessment and learning and teaching. The Authority's 3 to 18 Management of Cluster Working Policy has informed the development of this approach across all schools. There is very effective 3 to 18 cluster working within East Dunbartonshire, which has been recognised by inspection reports and most recently national awards.

This proposal would enhance 3 to 18 Cluster Working and ensure the delivery of the entitlement to a coherent curriculum with progression and continuity of learning for children.

Presently both Lennoxtown Primary and Craighead Primary work within the St Ninian's Cluster and there are effective transition arrangements with Kilsyth Academy.

Within East Dunbartonshire, 3 to 18 cluster working involves staff from early years, primary and secondary work collaboratively to develop the curriculum, assessment and learning and teaching approaches. This ensures improved progression and continuity of learning for pupils.

An important aspect of effective assessment is a shared understanding of standards within Curriculum for Excellence levels. This is achieved through effective moderation activities within schools and across sectors, as part of 3 to 18 cluster working. By working collaboratively to moderate the assessment process, teachers improve their professional judgement.

In order to ensure progression and continuity of learning, there needs to be effective tracking of children's progress from upper primary into secondary. This is more effectively achieved when primary and secondary teachers work as part of a 3 to 18 cluster to agree standards, track progress and transfer assessment data on children, which has been moderated. This should improve levels of attainment within the Broad General Education from primary to S3 in secondary school.

In addition, secondary schools work with associated primary schools to develop a programme of visits. These can include a programme during Primary 6 and 7, with secondary staff working with primary pupils in their own school as well as within the secondary school. These are in addition to the transition arrangements, which take place in the last term of Primary 7. There are also enhanced transition arrangements for children with additional support needs. Although staff from Craighead Primary and Lennoxtown Primary work in the St Ninian's Cluster on curriculum development, these schools are not part of the school visit programme with secondary staff working in the primary schools. If the schools were zoned to a non – denominational secondary school within East Dunbartonshire, they would move to this cluster with the associated benefits of improved transition and cluster working to enhance the curricular and wellbeing provision for children.

An important aspect of children's experiences is the opportunity to take part in out of school activities, including supported study in the Senior Phase. This provides children and young people with the opportunity for personal achievement and improved attainment. An extensive programme of after school activities and supported study is available in all East Dunbartonshire secondary schools. If children travel by school transport then they have to make their own travel arrangements home when these activities are finished. The availability of a direct bus route from Lennoxtown and Milton of Campsie to Kirkintilloch or Lenzie would make it easier for children to attend out of school activities. There is no direct bus route to Kilsyth, which parents and children can find is a barrier to attendance at out of school activities.

Children's wellbeing would be enhanced through taking part in sporting after school activities. Health and well-being is an important aspect of the National Improvement Framework. All East Dunbartonshire schools have support for children's well-being through a Wellbeing Base with trained staff. This enhanced support is available to all children within an East Dunbartonshire secondary school.

If a non-denominational secondary school within East Dunbartonshire was an option for children, there would be more linked community involvement as youth workers are allocated to secondary schools. The youth workers work with young people in schools and within the community. This is particularly important in the designated Place areas.

The availability of data on the performance of EDC pupils to allow for scrutiny by elected members would be improved if a non-denominational school was an option. At present the SQA exam results and School Leaver Destinations for EDC pupils who attend Kilsyth Academy is not available.

It is clear from discussions with officers from North Lanarkshire Council that there would be a significant impact on the school roll of Kilsyth Academy if more children were to transfer to an EDC secondary school. However this trend has been happening for the last three years with a decline in the number of children transferring to Kilsyth Academy from Craighead Primary and Lennoxton Primary. There is no evidence that this trend will not continue and is due to parental choice. This may impact on the delivery of the curriculum within Kilsyth Academy. Smaller secondary schools can find it difficult to offer a wide range of subjects particularly in the Senior Phase.

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Another school option for transfer is likely to cause concern in relation to transition arrangements especially for Session 2020/21. This could be mitigated by provision of enhanced transition in the summer term. This is not an unusual situation due to the number of placing requests to schools other than a catchment school.

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## **9.0 Financial and Other Factors to be considered**

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**EDUCATION COMMITTEE**

**5 SEPTEMBER 2019**

**EPB/173/19/JM**

**DEPUTE CHIEF EXECUTIVE - EDUCATION,  
PEOPLE AND BUSINESS**

**CONTACT OFFICER:**

**JACQUI MACDONALD, CHIEF EDUCATION  
OFFICER, 0141 578 8739**

**SUBJECT TITLE:**

**REPORT ON GAELIC MEDIUM EDUCATION  
WITHIN EAST DUNBARTONSHIRE**

**1.0 PURPOSE**

- 1.1** The purpose of this Report is to inform the Education Committee of the current provision for Gaelic Medium Education within East Dunbartonshire and the plans for future development.

<b>2.0</b>	<b><u>RECOMMENDATIONS</u></b>
<b>2.1</b>	It is recommended that the Committee:-  a) Notes the Report on Gaelic Medium Education.

**ANN DAVIE  
DEPUTE CHIEF EXECUTIVE  
EDUCATION, PEOPLE AND BUSINESS**







# Inspection of Local Authorities

How well is North Lanarkshire Council improving learning, raising attainment and closing the poverty-related attainment gap?

July 2018



# Introduction

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In 2017, we introduced a new model of inspection of local authorities. North Lanarkshire Council was inspected during week commencing 12 March 2018. HM Inspectors and professional associates from education authorities, working in partnership with Audit Scotland, evaluated the education, youth and communities (EYC) service strategies to improve learning, raise attainment and narrow the poverty-related attainment gap. These are the aims of the Scottish Attainment Challenge, a key Scottish Government programme introduced in 2015. Within this programme, North Lanarkshire Council is one of nine Challenge Authorities.

As part of this inspection, we use the same framework to evaluate the contribution of the educational psychology service to the Scottish Attainment Challenge in North Lanarkshire Council. Our findings on this aspect are included throughout this report.

The Scottish Attainment Challenge has a total budget of £750 million over the period from 2015 to 2018-21. As a Challenge Authority, North Lanarkshire Council is allocated a significant proportion of this funding. The money is being directed to support the excellence and equity agenda. The aim is to close the attainment gap which currently exists between those living in Scotland's least and most deprived areas. This report is our findings on the progress North Lanarkshire Council is making and the capacity of the council to continue to make appropriate progress with this work. Whilst we worked in partnership with others to gather the evidence that underpins this, the report and the judgements in it belong solely to Education Scotland.

The framework for this inspection includes quality indicators which enable us to evaluate aspects of leadership and management, self-evaluation and improvements in performance. We use our evidence to answer two questions.

1. How effective is the education service's use of data to target, select and evaluate the impact of initiatives?
2. How effective is the education service's leadership, governance and management of resources to improve learning, raise attainment and narrow the poverty-related attainment gap?

As a result, we are able to make an overall judgement about the extent to which North Lanarkshire Council is improving learning, raising attainment and closing the poverty-related attainment gap.

## Context

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The EYC service in North Lanarkshire Council is responsible for the education of 49,000 pupils across the local authority's primary, secondary and additional support needs schools and a further 6,518 children in early learning and childcare settings. The strategic lead for education across the council is the Assistant Chief Executive for EYC. Education is delivered through:

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**17** council-managed family learning centres

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**31** partner providers of early learning and childcare

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**120** primary schools, 10 with language and communication centres

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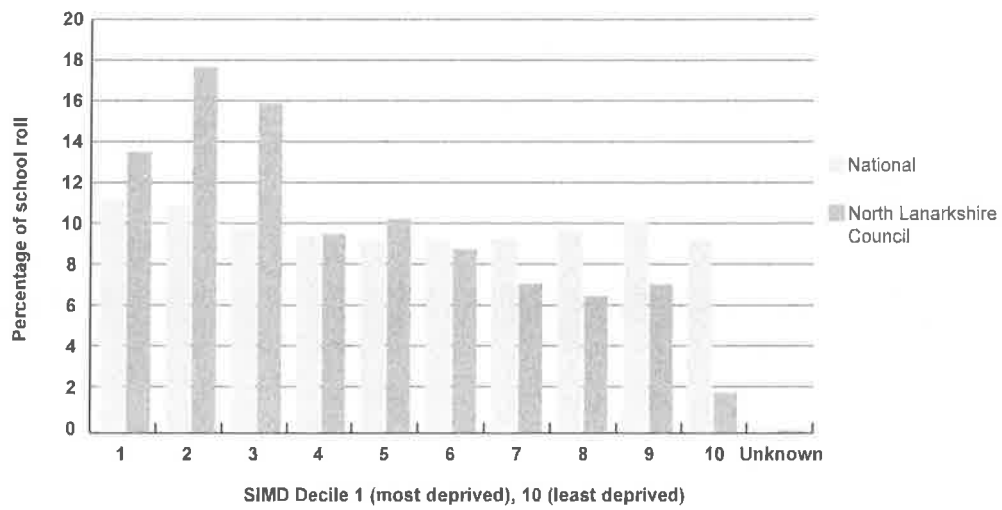
**23** secondary schools

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**13** additional support need schools and provision.

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**Percentage of pupils on the local authority roll in September 2016 living within Scottish Index of Multiple Deprivation (SIMD) deciles 1 (most deprived) to 10 (least deprived), all sectors.**



# The Attainment Scotland Fund in North Lanarkshire Council

In year 1, a universal offer to all primary schools was established to support raising attainment and closing the poverty-related attainment gap in literacy, numeracy and health and wellbeing. All schools in North Lanarkshire benefited from the universal offer. Sixty-seven primary schools, with children living in the highest levels of deprivation, were identified as 'keys to success' or CANcan schools. These schools received additional support through what the local authority called 'layers'. These are improvement themes which have universal offers and targeted work.

Improvement theme	Linked targeted work
Nurture/mental health	Nurture self-evaluation Resilience toolkit Home school link worker
Literacy	Targeted literacy support Speech and language support
Numeracy/physical active health	Targeted numeracy support Physical and active health staff

In year 2 of the Scottish Attainment Challenge, the universal offer was extended to include support around leadership and the use of data to monitor progress. This has been very successful in supporting staff to understand how data can inform developments. Through the evaluation of data, 35 primary schools, with children living in the most deprived areas of North Lanarkshire Council, remain as targeted schools with the continued opportunity to access enhanced support. All other primary schools in the council continue to be able to access universal support.

In terms of the financial framework for managing and monitoring Scottish Attainment Challenge, appropriate financial controls are in place for accounting for Scottish Attainment Challenge funding with a separate structure being created and expenditure being tracked and monitored on a four-weekly period. The Scottish Attainment Challenge fund is managed centrally and the officer responsible for leading each main initiative is responsible for the associated budget. Central finance officers monitor Scottish Attainment Challenge expenditure very well and liaise effectively with the relevant officers and the Education Committee.

## Scottish Attainment Challenge Funding - primary schools

North Lanarkshire Council is now in its third year as a challenge local authority as Scottish Attainment Challenge primary school funding began in the 2015-16 financial year. Between 2015-16 and 2017-18, the local authority costed plans at £8.63 million. In this period, it drew down a total of £5.59 million from the Scottish Government to support Scottish Attainment Challenge primary initiatives. The difference was mainly due to the full year grant not being announced until the end of June 2015 and this timing, near the end of the school summer term, meant that there were delays in getting initiatives started and staff in post. There were also difficulties in recruiting staff, including teachers and other key roles identified in Scottish Attainment Challenge plans. Subsequent plans have been amended to increase staff recruitment and speed up the development of projects.

## Scottish Attainment Challenge Funding - secondary schools

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Scottish Attainment Challenge secondary funding began in 2016-17. Between 2016-17 and 2017-18, the local authority costed plans at £3.51 million. In this period, the local authority drew down £3.03 million from the Scottish Government to support Scottish Attainment Challenge secondary initiatives. Council and Scottish Attainment Challenge funds are being used to support a range of strategies to improve outcome for young people in literacy, numeracy and health and wellbeing. For example, the Skills Academy is helping to raise levels of attendance, attainment and achievement of young people participating.

## Pupil Equity Funding

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The local authority has developed a good financial framework for Pupil Equity Funding, which separates all Pupil Equity Fund expenditure from core school budgets. A separate cost centre and budget cost was created for every school receiving Pupil Equity Funding. This ensures that all such expenditure at a school level is not subsumed within the wider school budgets and can be easily tracked and monitored. This allows separate Pupil Equity Funding reports to be created. In 2017-18 schools spent approximately £4.8 million out of a total of £8.1 million of Pupil Equity Funding. It has been agreed that funding can be carried forward to 2018-19, and be utilised by the end of the school academic year. There are a number of reasons for this underspend including difficulty with recruitment to specific posts; headteachers taking the time to consider the best way to use their funding; and procurement of services or goods had to be managed efficiently and follow the local authority's agreed approach. This process can be prolonged, leading to circumstances where spend cannot be achieved within a set time period. The local authority should now ensure that a review of the experience of the first year of Pupil Equity Funding is undertaken to identify strengths and aspects for development in the management arrangements.

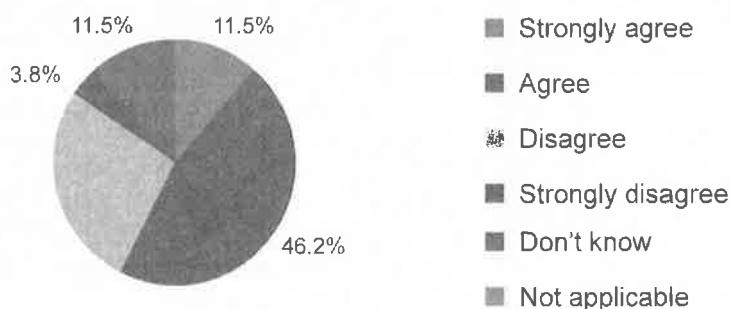


# How effective is the education service's use of data to target, select and evaluate the impact of initiatives?

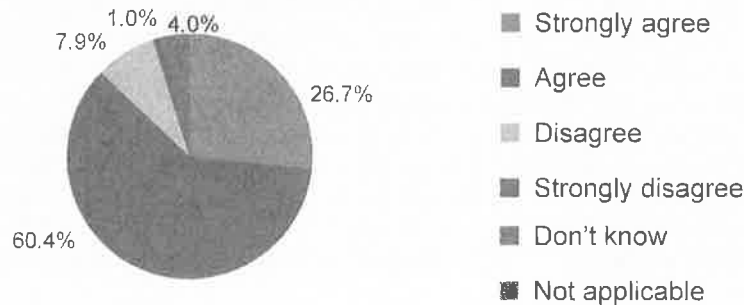
The Assistant Chief Executive has a clear understanding of the EYC service, including strengths and areas for development. She has a strong commitment to reviewing aspects of the service and seeking continuous improvement. For example, the introduction of the review of the Continuous Improvement Service and the Self-Improving School (SIS) Network are both resulting in improvement in leadership at all levels. As identified by the local authority, further work is continuing to develop consistency of practice at CIO level to ensure schools receive equitable levels of support and challenge. As a result of the Scottish Attainment Challenge, the educational psychology service has appropriately developed their self-evaluation framework to link more closely to closing the poverty-related attainment gap. The educational psychology service, working with the research and data performance team, is making a strong contribution to self-evaluation to secure improvement and to raising the importance of research methodologies in supporting self-evaluation. Elected members demonstrate good knowledge of the council's vision and priorities relating to raising attainment. The Corporate Management Team works well to strengthen the active, positive engagement of elected members in scrutiny of aspects of the Scottish Attainment Challenge. This provides a sound basis for them to scrutinise education performance.

The Assistant Chief Executive and her team have set out clear expectations for self-evaluation and school improvement, taking good account of local and national priorities including Pupil Equity Funding and Scottish Attainment Challenge. As a result, practitioners in a range of roles working with children and families are increasingly confident in their own skills in self-evaluation and that the right priorities are being taken forward. There is clear evidence that recent work is improving the service's approaches to self-evaluation for continuous improvement. There is greater and more effective alignment between the service's strategic vision and the day-to-day practice of staff working in varying roles across the service. High levels of commitment to sharing skills and expertise at all levels are evident and growing.

**Elected members demonstrate a strong commitment to improving the quality of education (Chairs of Parent Council).**



**The education authority promotes and supports effective use of data to evaluate impact and outcomes.**



The NIF Strategy Group ensures that leaders at various levels, including CIOs, are involved more fully in knowing what works well and what needs to improve. This empowerment of leaders has led to significant improvement for learners, including at the senior phase and planned changes to the school improvement planning process. The introduction and development of the SIS framework, including the SIS Network, as a professional learning network for headteachers, is leading to improvements in expectations and standards. The most obvious and effective example of this is in the sharing and analysis of data.

Across the EYC service there has been a significantly improved focus on the analysis and evaluation of intelligence and data. The quality and quantity of data available to schools, including the monitoring and tracking database, have supported a clearer focus on the progress of individuals and groups of children, particularly those affected by inequalities. Schools now have accurate and meaningful data which is being used effectively to monitor and track the progress of learners. This has been particularly evident at the primary stages. These improvements have resulted in increased expectations and growing staff confidence across the local authority at a variety of levels, including headteachers. There is strong evidence that, through the SIS Network, headteachers interrogate data regularly to support and challenge themselves and each other to raise attainment and close the poverty related attainment gap. There are also clear improvements in the organisation and delivery of the SIS Network, including through increased emphasis on professional reading and research on current practice, in order to support evidence-based improvements.

**“ We are becoming more intelligent about how we use data, particularly in the broad general education in secondary schools. ”**

secondary school teacher

The use of evidence-based evaluative methodologies, such as improvement science, is adding to the rigour of self-evaluation. Impacts of interventions are being effectively reviewed through support from the data performance and educational psychology service teams. Importantly, outcomes are fed back to staff at school and family learning centres to inform future approaches and progress. There are rigorous and systematic means of evaluating and reviewing the work of groups within the SIS Network. Senior leaders gather and analyse intelligence and data from all the groups within the SIS Network to ensure that good practice is shared and further improvements made. Staff are very positive about the increased use of data and the support from the local authority. The Know the Child, Follow the Child approach has ensured a clearer focus on individual children and the interventions required to support them. Building on the good practice in use and analysis of data in the SIS Network, there is now a need for this to be applied across different staff groupings, for example, at principal teacher and class teacher level. There is also a need to maintain the tracking and monitoring of all year groups across the authority to ensure there is effective forward planning to meet the needs of all children and young people.

**“ We now need to review and revise the cluster meetings. ”**

headteacher

Through clear prioritisation, the EYC service has ensured an appropriate and sustained focus on learners and their successes and achievements. There is good evidence of improvement as a result of self-evaluation, including from headteachers and leaders at various levels. Headteachers reported that they feel empowered to make the right decisions for their local context, based on sound data and intelligence. Headteachers and practitioners report increased collaboration and a willingness to take more collective responsibility and shared ownership for improving outcomes for children, young people and families across the EYC service.

Strengthening self-evaluation and collaborative practice across the local authority is leading to an increase in the sharing of good practice through networking at a family, cluster and locality basis. Through strong professional learning and ongoing self-evaluation, children's individual needs are now being identified more effectively, interventions matched to need and support put in place. Staff at all levels could demonstrate aspects of improvement, improved attendance and raised attainment arising from interventions. Individual establishments reported the benefits and resulting impact of the use of new reading and writing approaches and ways of working with families. As a next step, the local authority should build on the improvements to self-evaluation to ensure continued and sustained progress over time.

The attainment of children at important points of transition is showing improving trends, particularly in reading and numeracy. The inspection confirmed the local authority's own self-evaluation that there has been an increase in attainment in reading at P3, P5 and P7, across all schools as shown in standardised test data<sup>1</sup>. There is evidence that the poverty-related attainment gap is narrowing in reading in those schools, which are involved in the Scottish Attainment Challenge. The most marked improvement in reading is in the literacy layer schools. The attainment gap in reading in P1 has shown the greatest reduction in literacy layer schools. In all layer schools in P5 and P7 there has been a reduction in the attainment gap in reading and numeracy.

<sup>1</sup> The data for the Broad General Education is taken from the local authority self-evaluation and the Curriculum for Excellence levels.

There is an increase in attainment in numeracy at P3, P5 and P7 as shown by standardised test data. There is evidence that the poverty-related attainment gap is narrowing in numeracy in those schools involved in the Scottish Attainment Challenge. The most marked improvement in mental arithmetic was demonstrated in the numeracy layer schools. The attainment gap in numeracy in P1 has shown the greatest reduction in numeracy layer schools. Numeracy layer schools have shown the most marked reduction in children significantly below average from the start of P1 in numeracy.

Over the last five years, attainment in literacy and numeracy in the senior phase is showing positive signs of improvement. Young people who spoke with inspectors discussed how they felt more confident and how learning was improving through teachers using different approaches, and understanding better the needs of young people. However, outcomes for young people continue to be generally below authorities with young people from similar backgrounds and the focus on improving outcomes in the senior phase needs to be maintained rigorously.

**“ I can accept failure but I can't accept not trying. ”**

P4 learner

Leaders within the Scottish Attainment Challenge team identified the need to develop a system to track children's health and wellbeing. The evaluation of interventions related to children's health and wellbeing has shown a positive impact on the children and families, who were supported through a range of programmes, for example [PE Plus](#). Staff spoke positively about the use of frameworks to ensure that health and wellbeing is at the core of school improvement and staff development. This has allowed schools to become more confident in delivering and evaluating flexible approaches to differing needs. An evaluation led by the educational psychology service, gathered a range of evidence on staff and children which demonstrates the positive impact of this approach. This includes data linking health and wellbeing interventions to improved attainment outcomes for children in SIMD 1-2.

**“ PE Plus has changed how I think and feel about life. ”**

S4 learner

Staff are very well engaged in CLPL. This is helping them to apply and develop coherent approaches on which to build, sustain and embed into their practice. At all levels, and in collaboration with partners, staff plan and evaluate their professional learning. In so doing, they are looking at how to improve the quality and impact on learning and teaching in classrooms. This is having a direct impact and there is evidence of improvements for learners, particularly in early learning and childcare settings and in primary schools. There are a few examples where staff can demonstrate that for the most disadvantaged children and young people attainment was improving as a direct consequence of CLPL, such as the impact of literacy and numeracy champions. There is scope to find more examples and share effective practice across the authority.

Staff's professional learning is supported effectively on a number of levels, for example, through networks, family learning groups, partnerships, and support from educational psychology service. The educational psychology service has contributed well to the up-skilling of staff across the local authority. Contributions

include coaching and mentoring approaches through [Video Enhanced Reflective Practice](#) and [Video Interaction Guidance](#) (ViG) aligned with literacy, numeracy and health and wellbeing professional learning. The educational psychology service is currently engaged in an internal professional learning programme to ensure all staff are trained in ViG to meet the requirements of their framework of offers.

**“ Staff are looking much more at nurture and trauma and have more of an understanding about attachment. They share this knowledge and help build capacity. ”**

educational psychologist

The local authority's professional learning focuses on raising attainment in literacy, numeracy and health and wellbeing. There is a clear culture of collaborative professional learning which is focused on closing the poverty-related attainment gap across the local authority, for example, through networking, sharing practice and key findings from reviews and evaluations. In addition, North Lanarkshire Council schools are also linking well with schools from South Lanarkshire Council whose staff are involved in the Scottish Attainment Challenge. This initiative by North Lanarkshire adds a different perspective which staff report enhances their knowledge base and increases opportunities for CLPL through staff sharing practice. Equity sessions in schools are enabling staff to collaborate with each other better, which in turn is having a positive impact on classroom practice, on learning and teaching and improved outcomes for children.

**“ This Cosy Cottage (nurture room) is really working for me. ”**

P3 learner

The CLPL in North Lanarkshire Council has a strong focus on using research findings and information from various sources to influence and impact positively on learning and teaching. Practitioners at various levels engage very well in professional learning. This supports them to improve learning and close the poverty related attainment gap. However, there is scope to continue to develop the use of data to support staff to engage further in conversations about what has improved as a result of CLPL, particularly in relation to children's attainment. In moving forward, CIOs need to support staff to develop their confidence in talking about progress in literacy and numeracy as a result of improving pedagogy. The local authority should build on the good examples of systems to review the impact of CLPL on overall performance, to ensure all professional learning is impacting effectively on outcomes for children and young people.

Children, young people and parents who spoke with inspectors described improvement to their learning as a result of schools making changes to their practices. For example, children could speak about how different and effective ways of learning, including using aspects of outdoor learning, was helping them to better understand elements of literacy and numeracy. Young people spoke about having a better understanding of how to improve their mental health and how to be more resilient when things go wrong. Parents who met with inspectors could talk about new ways of teaching literacy, schools using speech and language therapy, music and digital learning to enhance their own learning as well as that of their children. There are positive examples of schools supporting parents to engage in learning

which helps them to support their children, including having access to resources to take home. Staff help parents to understand the challenges which their children can face. Effective contributions by community learning and development staff are also helping to improve home-school relationships. The introduction of attainment mentors is helping young people in secondary schools to focus more on improving their school work. School improvement plans, which now incorporate Pupil Equity Fund planning, provide a good focus for improvement activity. Moving forward, completed plans should be available on all school websites for parents and stakeholders to view and engage with.

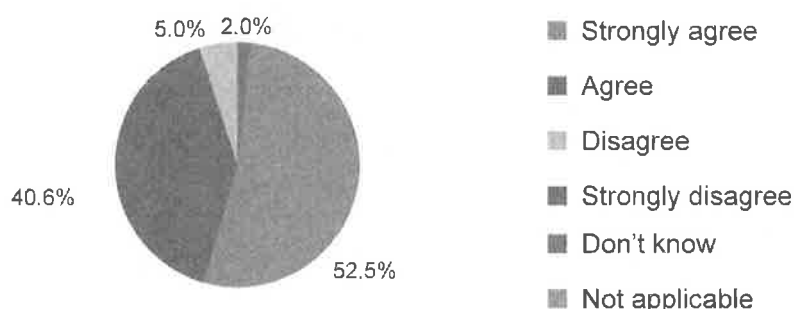
**“ Involvement with the school is helping me to do some training. I have a food hygiene qualification and others have sporting/coaching certificates. ”**

parent

## How effective is the education service's leadership, governance and management of resources to improve learning, raise attainment and narrow the poverty-related attainment gap?

The Assistant Chief Executive and her team have a strong commitment to improving learning, raising attainment and closing the poverty-related attainment gap. Senior officers and leaders of the council's Education Committee provide clear direction for education underpinned by the ASPIRE vision set out by the council's Chief Executive. Scottish Attainment Challenge initiatives are clearly aligned with the local authority's strategic aims and priorities. The North Lanarkshire educational psychology service's revised vision and refreshed strategic aims and objectives effectively support the delivery of national and local authority priorities and are driven by the excellence and equity agenda.

**The senior management team and staff in the education authority show a high level of commitment to improving education. (headteachers)**



The Our Ambition document sets out well how the EYC service contributes to the delivery of the council's corporate priorities and links effectively to the priorities contained within the local outcome improvement plan. The resources and timings are clearly articulated in the EYC annual plan which all senior staff use as a guide for school improvement planning. This approach ensures that school improvement planning and outcomes are linked effectively to local council and national outcomes. Pupil Equity Fund planning is usefully incorporated within school improvement plans. A few headteachers suggested that the planning documents could be more succinct. The Assistant Chief Executive rightly identified the need to pull together the planning documents to demonstrate more clearly how they articulate and impact on children and young people. The National Improvement Framework (NIF) Strategy Group is looking to streamline planning further, taking into consideration the latest Pupil Equity Fund advice from the Scottish Government.

## “ Our council is taking action to poverty proof. ”

central officer

Consistent leadership of improvement and change has proved challenging due to a number of staff changes and structural re-organisation. **Currently, there are a number of acting positions within the continuing improvement officer (CIO) team which is impacting on the continuity and consistency of support and challenge provided to schools.** Staff are developing a good understanding of the aims and working of the new council and service structure and this is beginning to have a positive impact on how services are delivered to support children and young people. An additional data analyst is being appointed to improve leadership and capacity in this area. **This will provide increased support for staff to identify strengths and areas for development.** Strengthening the link between the CIO team and the Scottish Attainment Challenge Core Group has provided good opportunities to share information. The service should continue to develop such links across core education functions and the leadership of Scottish Attainment Challenge and Pupil Equity Fund.

Over the last three years, strategic planning has been helped by an improving use and understanding of a range of data. This is well used by officers and effective continuing lifelong professional learning (CLPL) is supporting headteachers to use data to plan with increasing confidence. **The local authority needs to have clearer targets and measures of success within planning documents to support CIOs to be more focused with their support and challenge, specifically around Pupil Equity Funding outcomes.** It should continue to build on the good practice of a few schools which are involving their parents and pupils in planning, evaluation and discussion on spend. A number of Parent Councils would like greater opportunities to influence aims and plans for education in their community.

The drive from the Chief Executive is developing a strong corporate sense of responsibility for children and young people's progress. The 'one council' approach is working well and was reflected in a number of focus groups and school improvement plans. For example, headteachers identify and plan alongside a range of other council services to improve outcomes for children and young people. There is a clear governance and accountability framework for the Scottish Attainment Challenge which exists through the Core Operational Group, Project Board and Extended Senior Leadership Team (ELT). This framework is embedded within the overall council and governance framework and encompasses senior managers, school leaders, community planning and council committees. There are clear lines of accountability between what happens in schools and a number of council committees, including education, infrastructure, and policy and resources committees.

Groups such as the Scottish Attainment Challenge Core Group and the Scottish Attainment Challenge Board provide an effective means to support and challenge aspects of improvement. The council needs to specify more clearly for headteachers which group has oversight of the Pupil Equity Fund spending and impact. Minutes of the Scottish Attainment Challenge Core Group and Scottish Attainment Challenge Board evidence discussions which provide support, challenge and budget updates around Scottish Attainment Challenge. The groups monitor the progress of Scottish Attainment Challenge well and offer a means to discuss suggestions and support operational matters.

The education authority's risk management systems are developing well. There is an identified education risk champion and risk management is a standing agenda item at the ELT meetings. Whilst there is no separate risk register for Scottish Attainment Challenge and Pupil Equity Funding, these are part of the wider EYC



strategic risk register. Overall, risk management could be further developed and improved. Management and monitoring of risk at a school-level, particularly in relation to Pupil Equity Funding, needs to continue to be developed. The current governance arrangements to support raising attainment and specifically the Scottish Attainment Challenge project, have been changed numerous times since 2015-16 and a few headteachers would like further clarity about the governance of the Pupil Equity Fund and Scottish Attainment Challenge.

There is a need to ensure that when such changes have taken place they are clearly communicated across all groups of staff, particularly where there have been changes of personnel in key Scottish Attainment Challenge roles.

Over the last three years, governance arrangements supporting the Scottish Attainment Challenge have continuously improved and now provide good support and challenge to staff involved. Over the period reviewed (2016-2018), the general governance arrangements in place for the Education Committee effectively supported elected members to scrutinise and challenge progress in raising attainment and closing the poverty-related attainment gap. However, there is a need to continue to support elected members to use the information provided to positively engage with the increasing information on both Scottish Attainment Challenge and Pupil Equity Funding. For example, sight of plans for ensuring the sustainability of the Scottish Attainment Challenge and Pupil Equity Fund initiatives, and more detailed information on the progress of the initiatives against planned outcomes, should help elected members to further scrutinise these programmes. Effective working relationships across political groups need to continue to be improved. There needs to be a clear focus on the commitment to raising attainment and reducing the poverty-related attainment gap being for the local authority as a whole and not only the administration of the time. This is central to the local authority being able to make as much progress as it can.

Underpinning each of the Scottish Attainment Challenge initiatives is a good focus on developing the capacity and expertise of staff to ensure the approaches to learning and teaching are embedded and impacting on children and young people. Each of the overarching initiatives has a good focus on developing teacher practice and in-house school leadership capacity to drive initiatives and interventions which contribute to the closing of North Lanarkshire Council's poverty-related attainment gap. Specific examples of how capacity is being built include: using additional temporary teachers for Scottish Attainment Challenge to release permanent experienced staff to undertake the role of champions in a curriculum area; and embedding CLPL into schools to support sustainability should funding cease. Whilst the local authority has given consideration to the issue of sustainability once the funding ceases, it would be helpful for headteachers to consider more formal exit strategies given that 2018-19 is the final year of Scottish Attainment Challenge funding for the primary sector. There is no guarantee of continued funding from either the Scottish Government or the local authority.

The local authority has provided a good menu of evidence-based interventions and strategies to inform headteachers how they could potentially utilise their Pupil Equity Funding. This helpful guidance also includes information about interventions that were funded via Scottish Attainment Challenge monies and were known to be working well. Schools have spent Pupil Equity Funding on a range of appropriate areas such as staff, resources, and equipment. Where additional teaching staff have been appointed, many of these are acting principal teacher appointments of existing staff, rather than new staff. This means when funding ends, these staff will still have a post and it is more likely that the learning will be embedded and impact on children and young people. A range of support staff have been appointed under Pupil Equity Funding. There is a risk that when their temporary contracts end, schools may lose that support if continued funding cannot be found. Therefore, there is a need for headteachers to continue to think creatively about how Pupil Equity Funding will be used in future years given the ongoing challenges associated with recruitment.

# The contribution of the North Lanarkshire educational psychology service to the Scottish Attainment Challenge

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Education Scotland is confident that the educational psychology service is making a very strong contribution to closing the poverty-related attainment gap in North Lanarkshire, particularly in relation to research, data analysis and evidence-based practice. The strengthening synergy between the educational psychology service and the educational priorities of the local authority has led to a clear and shared vision for improvement in relation to Scottish Attainment Challenge and Pupil Equity Fund developments. The effective leadership of the principal educational psychologist, along with the strong support from the Assistant Chief Executive has a positive impact on the quality of service delivered to children, young people and families, and instilled confidence in educators seeking support in relation to Scottish Attainment Challenge and Pupil Equity Fund initiatives. The very good use of evidence-based practice, combined with effective partnership working has led to a range of high-quality interventions selected to suit the needs of the North Lanarkshire context.

# To what extent is the education service improving learning, raising attainment and narrowing the poverty-related attainment gap?

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North Lanarkshire Council is making good progress with improving learning, raising attainment and narrowing the poverty-related attainment gap. HM Inspectors are confident that the evidence and evaluation to date indicates the following strengths and aspects for development.

## Strengths

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- The clear vision and drive of the Assistant Chief Executive and her team, within North Lanarkshire's one council approach to delivery of services, leading to improvement in outcomes for children across the Scottish Attainment Challenge and Pupil Equity Funding programmes.
- The increasing use of data and developing approaches to self-evaluation are providing more rigorous evidence to plan and review Scottish Attainment Challenge and Pupil Equity Fund interventions.
- Effective CLPL and strong support for families is resulting in improvement in aspects of attainment and closing of the poverty-related attainment gap.
- The work of the educational psychology service, within the Scottish Attainment Challenge programme, is having a significant impact on improved outcomes for targeted groups of children and young people.

## Aspects for development

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- Further develop the Continuous Improvement Service to maximise consistency of support and challenge for Scottish Attainment Challenge and Pupil Equity Fund.
- Build on the positive start made to closing the poverty-related attainment gap for children and young people as they progress through their learning.
- Strengthen the positive engagement of elected members in working for better outcomes for children and young people across North Lanarkshire Council by continuing to provide relevant information to the Education Committee on the funding provided, and progress of Scottish Attainment Challenge and Pupil Equity Fund.

# What happens next?

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Education Scotland is confident that the evidence and evaluation to date indicates that North Lanarkshire Council is making good progress in improving learning, raising attainment and closing the poverty-related attainment gap. We are confident that the local authority's self-evaluation processes are robust and leading to improvements. As a result we will make no further evaluative visits in connection with this inspection.

HM Inspectors  
Education Scotland  
July 2018

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Our Ref: DM/CP  
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Date: 30 October 2019

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Dear Gerry,

**Statutory Consultation**

In response to your letter of 16 September 2019, I am aware that Jacqui MacDonald spoke with Derek Brown on 29 August. This was pursuant to the email communication sent to him the same day informing him of the detail of the report that was being presented to your Education Committee on 5 September.

In line with the nature and impact of this decision against long established protocols, it was our expectation that as a minimum, we would have received a more appropriate formal communication in respect of this matter prior to it being tabled at the Committee on 5 September, between our respective organisations, to allow us to fully inform and advise a range of stakeholders. No such communication was received and we were actually then subsequently informed of the outcome of the Committee by way of a telephone call from Gary Johnstone from Education Scotland on the morning of 6 September.

The communication to Mr Brown dated 8 September, referred to by you, was the first formal communication from yourselves following upon the commencement of the statutory consultation process and was therefore the first opportunity that North Lanarkshire Council had to consider its position in light of this and to consider the request in detail.

Notwithstanding the foregoing and wider concerns regarding the impact of these proposals, North Lanarkshire Council will fully honour its obligations in terms of the Schools (Consultation) (Scotland) Act 2010. The request to the Council to facilitate the intimation of your letter to parents and staff as relevant stakeholders is one that we are aiming to comply with by Wednesday 25 September.

So far as your intention to instruct an external consultant is concerned and your request that North Lanarkshire Council facilitates this, could you please provide me with more information, specifically, how it is envisaged that this process will be carried out, who will be instructed to carry out the work, whether it is anticipated that the daily curriculum will be impeded and how invasive it is likely to be.

You will appreciate that this is a matter which has the potential to cause anxiety and uncertainty within Kilsyth Academy and it is essential we are able to accurately advise and inform the school community with regards these developments.

Yours sincerely

A handwritten signature in grey ink, appearing to read 'DM', is positioned above the printed name and title.

**Des Murray**  
**Chief Executive,**  
**North Lanarkshire Council**



# KILSYTH ACADEMY

## Comment on East Dunbartonshire consultation paper and EBS

The following paper is intended to make comment upon and, in some cases challenge, the assertions made by East Dunbartonshire Council in their committee paper proposal and educational benefits statement.

- a) East Dunbartonshire Council, in both its consultation paper and at open public meetings continues to misrepresent the trend of pupils moving from Craighead Primary School to Kilsyth Academy pointing to a declining trend when, in fact, the intake into S1 this year (2019) showed an increase in the number of parents and pupils choosing Kilsyth Academy – see EDC paper, appendix 1, page 25.
- b) East Dunbartonshire Council point to the “overwhelming support for a non-denominational school within East Dunbartonshire” citing approximately 100 people attended informal consultation meetings and they received 6 email responses from a pupil population of 380. At the two public meetings as part of the formal consultation, approximately 40 people attended with, in some instances, two parents representing one family. Of the minority of parents who attended, they appeared to represent parents who had already, or intended to exercise their parental choice. These numbers do not justify a claim of “overwhelming support” given they represent a minority of families.
- c) East Dunbartonshire cite a key reason from the informal consultation as “the need for a direct bus route so children could attend after school activities.” At the public meeting on 1/10/19 one parent did point out that there was in fact no direct bus route between Kirkintilloch High School and Milton of Campsie. Pupils would require to get the service X85 from Milton of Campsie to Kirkintilloch center before transferring to the service 147 to Waterside.
- d) East Dunbartonshire Council acknowledge a request that both Lennoxton Primary and Craighead Primary should be zoned to the same secondary school, a point reinforced by a parent at the public consultation event on 1/10/19 citing concerns that this would have a detrimental impact on the current close links between the two villages. They failed to acknowledge that the current arrangement supports the links between the villages and were clear that the key reason to split the villages was driven by numbers rather than educational benefits. Furthermore, and as per the guidance from Education Scotland (2019) they fail to discuss how they would minimize or avoid any adverse effects from this.
- e) In their consultation document **4.2 Do nothing** East Dunbartonshire Council acknowledge that “failure to address this would be viewed negatively by the community” therefore introducing a political argument rather than an educational benefit.

*The paper, Schools (Consultation) (Scotland) Act 2010 as amended, Overview and guidance for local authorities, Revised August 2019 (Education Scotland), states, “it is important that the educational benefits statement sets out clearly the positive benefits that would accrue from implementation of the proposal” and “summarise clearly why it believes the proposal is of overall benefit to the pupils of the affected school” including “other children and young people.” In their paper, East Dunbartonshire make a number of statements but do not directly link these to positive benefits to pupils nor do they discuss the impact on “other pupils” affected.*

1. In their EBS, East Dunbartonshire cite that “all children and young people have an entitlement to a curriculum which is coherent with smooth and well-paced progression through the experiences and outcomes, particularly across transitions, from early learning and childcare to primary, from primary to secondary and beyond school.”



They state that the proposal aligns with this entitlement but fail to acknowledge that this entitlement is already in place with existing transfer arrangements to Kilsyth Academy. Given that this is already in place, this is not an educational benefit of the proposal.

2. Citing Curriculum for Excellence and the national improvement framework East Dunbartonshire reference their own framework *"The framework to ensure attainment, achievement and equity for all children in East Dunbartonshire"* stating that this *requires all schools and centers to work across sectors to develop approaches to the curriculum assessment and learning and teaching.*" The Plan for North Lanarkshire, also aligns to this through its ambition statement which seeks to ensure schools work collaboratively cross sector, supporting teacher professionalism and school empowerment. There are no barriers to the totality of the Kilsyth Cluster working in this way and there is already effective partnership working taking place.
3. *"This proposal would enhance 3 to 18 cluster working...Presently, both Lennoxton Primary and Craighead Primary work within the St Ninian's cluster..."* This is an arrangement put in place by East Dunbartonshire Council, allocating two non-denominational primary schools to work within a denominational cluster to meet their own priorities. Acknowledging issues linked to workload and capacity, it is this unnecessary arrangement that creates a barrier to more enhanced cluster working across the Kilsyth cluster that could easily be resolved within the spirit and framework of the regional improvement collaborative, The West Partnership.
4. *"An important aspect of effective assessment is a shared understanding of standards...By working collaboratively to moderate the assessment process, teachers improve their professional judgment."* Both North Lanarkshire Council and East Dunbartonshire Council work within the West Partnership agreed framework for assessment and moderation which can take place across the Kilsyth Cluster. There is a willingness from all schools within the cluster to do this with an upcoming Writing moderation planned to include ED colleagues. The only additional barrier to this are the previously mentioned arrangements within ED around the St Ninian's cluster.
5. *In order to ensure progression and continuity of learning, there needs to be effective tracking of children's progress from upper primary into secondary.*" Effective tracking of progress and the transfer of relevant information is currently in place within the current arrangements with Kilsyth Academy.
6. *"In addition, secondary schools work with associated primary schools to develop a programme of visits."* East Dunbartonshire in their consultation document and in their public meetings have placed a particular emphasis on the transition arrangements between schools, acknowledging pupils currently transferring to St Ninian's High School do not receive the same benefits. Pupils transferring to Kilsyth Academy do benefit from an extensive and well-planned transition programme including class visits and this currently extends to pupils not planning to transfer to Kilsyth Academy. By including a third school, and assuming pupils from any year might go to all three, this will make the transition process more, rather than less complex and will still not fully resolve the issue of pupils planning to transfer to St Ninian's.
7. *"An important aspect of children's experiences is the opportunity to take part in out of school activities...the availability of a direct bus route would make this easier."* One parent, at the public meeting in Kirkintilloch High School challenged the idea that there is a direct bus route between Milton of Campsie and Kirkintilloch High School. This appeared to "surprise" the officials from East Dunbartonshire who, when they check will find there is no direct bus route from this village to Kirkintilloch High School. **(Please see point C above)**
8. *"All East Dunbartonshire schools have support for children's well-being through a Wellbeing base."* Please refer to point in our EBS regarding the SNUG our own wellbeing Nurture base. **(Please refer to point 3.4 in our EBS)**
9. *There would be more linked community involvement as youth workers are allocated to secondary schools."* The youth worker is not linked to the community but to the high school. In Lenzie Academy, their youth worker is allocated for one and a half days per week. In Kilsyth Academy we have an excellent, full time youth worker our Home School Partnership Officer (HSPO) who supports pupils through a range of activities including small group work, out of hours learning and direct support for families.