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Council Building  
2 High Street  
Perth  
PH1 5PH

26 August 2019

A Meeting of the **Lifelong Learning Committee** will be held in **the Council Chamber, 2 High Street, Perth, PH1 5PH** on **Wednesday, 04 September 2019** at **13:00** .

If you have any queries please contact Committee Services on (01738) 475000 or email [Committee@pkc.gov.uk](mailto:Committee@pkc.gov.uk).

**KAREN REID**  
Chief Executive

***Those attending the meeting are requested to ensure that all electronic equipment is in silent mode.***

***Please note that the meeting will be recorded and will be publicly available on the Council's website following the meeting.***

**Members:**

Councillor Caroline Shiers (Convener)  
Councillor John Duff (Vice-Convener)  
Councillor Willie Wilson (Vice-Convener)  
Councillor Henry Anderson  
Councillor Kathleen Baird  
Councillor Angus Forbes  
Councillor Xander McDade  
Councillor Tom McEwan  
Councillor Beth Pover  
Councillor Callum Purves  
Councillor John Rebbeck  
Councillor Crawford Reid  
Councillor Fiona Sarwar

Mr Jack Bell  
Mr Adrian Ferguson  
Mrs Pat Giles  
Mrs Audrey McAuley  
Mr Dean McBride  
Canon Thomas Shields  
Ms Carolyn Weston



**Lifelong Learning Committee**

**Wednesday, 04 September 2019**

**AGENDA**

***MEMBERS ARE REMINDED OF THEIR OBLIGATION TO DECLARE ANY FINANCIAL OR NON-FINANCIAL INTEREST WHICH THEY MAY HAVE IN ANY ITEM ON THIS AGENDA IN ACCORDANCE WITH THE COUNCILLORS' CODE OF CONDUCT.***

- 1 WELCOME AND APOLOGIES/SUBSTITUTES**
- 2 DECLARATIONS OF INTEREST**
- 3 MINUTES**
  - 3(i) MINUTE OF MEETING OF THE LIFELONG LEARNING COMMITTEE OF 22 MAY 2019 FOR APPROVAL AND SIGNATURE** **5 - 10**  
(copy herewith)
  - 3(ii) MINUTE OF MEETING OF THE EXECUTIVE SUB-COMMITTEE OF THE LIFELONG LEARNING COMMITTEE OF 20 MAY 2019 FOR NOTING** **11 - 12**  
(copy herewith)
  - 3(iii) MINUTE OF MEETING OF THE JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF OF 19 MARCH 2019 FOR NOTING** **13 - 16**  
(copy herewith)
- 4 MINUTE OF MEETING OF THE CHILDREN, YOUNG PEOPLE AND FAMILIES PARTNERSHIP OF 1 MARCH 2019 FOR NOTING** **17 - 20**  
(copy herewith)
- 5 SCHOOL ESTATE TRANSFORMATION PROGRAMME - PITLOCHRY HIGH SCHOOL** **21 - 68**  
Report by Executive Director (Education and Children's Services)  
(copy herewith 19/238)
- 6 SCHOOL ESTATE TRANSFORMATION PROGRAMME - LOGIERAIT PRIMARY SCHOOL** **69 - 96**  
Report by Executive Director (Education and Children's Services)  
(copy herewith 19/239)

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|-----------|--|------------------|
| <b>7</b>  | <b>SCHOOL ESTATE TRANSFORMATION PROGRAMME -<br/>STRATEGIC SITES NORTH WEST/NORTH PERTH</b><br>Report by Executive Director (Education and Children's Services)<br>(copy herewith 19/240)               | <b>97 - 114</b>  |
| <b>8</b>  | <b>COLLABORATIVE APPROACH TO SCHOOL/LEARNING<br/>ESTATE TRANSFORMATION – UPDATE ON JOINT 2-18<br/>COMMUNITY LEARNING CAMPUS</b><br>(copy to follow 19/241)   |                  |
| <b>9</b>  | <b>SECOND ANNUAL UPDATE ON THE IMPLEMENTATION OF<br/>REACH</b><br>Report by Executive Director (Education and Children's Services)<br>(copy herewith 19/242)   | <b>115 - 130</b> |
| <b>10</b> | <b>STATUTORY CONSULTATION - SCHOOL ADMISSION POLICY</b><br>Report by Executive Director (Education and Children's Services)<br>(copy herewith 19/243)  | <b>131 - 140</b> |
| <b>11</b> | <b>APPOINTMENT OF CHURCH REPRESENTATIVE AND PARENT<br/>COUNCIL REPRESENTATIVES TO THE LIFELONG LEARNING<br/>COMMITTEE</b><br>Report by Head of Legal and Governance Services (copy herewith<br>19/244) | <b>141 - 146</b> |

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PERTH AND KINROSS COUNCIL  
LIFELONG LEARNING COMMITTEE  
22 MAY 2019

## **LIFELONG LEARNING COMMITTEE**

Minute of meeting of the Lifelong Learning Committee held in the Council Chamber, 2 High Street, Perth on Wednesday 22 May 2019 at 1.00pm.

Present: Councillors C Shiers, J Duff, W Wilson, C Ahern (substituting for Councillor C Reid), H Anderson, K Baird, A Forbes, D Illingworth (substituting for Councillor C Purves), X McDade, T McEwan, B Pover, J Rebbeck and F Sarwar;  
Mr A Ferguson, Mrs P Giles, Mrs M McFarlane, Mrs A McAuley and Mrs C Weston.

In attendance: S Devlin, Executive Director (Education & Children's Services); J Pepper, G Boland, R Hill, S Johnston, K Robertson and C Taylor (all Education and Children's Services); J Beveridge, C Cranmer and P Marshall (all Housing and Environment); S Rodger, A O'Brien, C Flynn and L Brown (all Corporate and Democratic Services).

Apologies for absence: Councillors Purves and Reid.

The Convener led discussion on Arts. 280-286 and 289-291, Vice-Convener Duff on Art. 288 and Vice-Convener Wilson on Art. 287.

Councillor C Shiers, Convener, Presiding.

### **280. BARBARA VAUGHAN DEN FOR YOUNG CARERS**

Prior to the commencement of business the Convener advised of the opening of the Barbara Vaughan Den for Young Carers at the new PKAVS Centre in Lewis Place, Perth. The late Barbara Vaughan had been a member of the Committee for many year and had a particular passion that young carers should be afforded every opportunity to develop their academic achievements and that their caring responsibilities should not get in the way of their future success, particularly in relation to their schooling. The Convener conveyed her thanks to the officers of the Council who had been involved in delivering this living legacy to the late Councillor Vaughan.

### **281. SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010: - BLAIRINGONE AND GREENLOANING PRIMARY SCHOOLS**

Prior to the commencement of business the Executive Director (Education and Children's Services) advised of the decision of the Scottish Government not to call in proposals to close Blairingone and Greenloaning Primary Schools as approved by the Lifelong Learning Committee at its meeting on 27 March 2019 (Arts. 164 and 165 refer). The Executive Director further advised that the Scottish Government had attached no conditions to either case. Copies of the formal notification letters are available to view on the Scottish Government website.

PERTH AND KINROSS COUNCIL  
LIFELONG LEARNING COMMITTEE  
22 MAY 2019

**282. WELCOME AND APOLOGIES**

The Convener welcomed all those present to the meeting. Apologies for absence and substitutions were noted as above.

**283. DECLARATIONS OF INTEREST**

There were no declarations of interest in terms of the Councillors' Code of Conduct.

**284. REQUESTS FOR DEPUTATIONS TO BE HEARD**

In terms of Standing Order 66 the Committee agreed to hear a request received from Councillor A Bailey to address the Committee in relation to Art. 286.

In terms of Standing Order 72 the Committee also agreed to hear a request received from Mr McGoldrick to address the Committee in relation to Art. 286.

The Committee agreed to hear both deputations and to vary the order of business to hear the deputations immediately before Art. 286.

**285. MINUTES**

**(i) Lifelong Learning Committee**

The minute of meeting of the Lifelong Learning Committee of 27 March 2019 (Arts. 159-167) was submitted, approved as a correct record and authorised for signature.

**(ii) Executive Sub-Committee**

The minute of meeting of the Executive Sub-Committee of the Lifelong Learning Committee of 25 March 2019 was submitted and noted.  
*(Appendix I)*

**286. STATUTORY CONSULTATION – ABERNYTE PRIMARY SCHOOL**

There was submitted a report by the Executive Director (Education and Children's Services) (19/153) (1) informing of the outcome and findings of the statutory consultation exercise undertaken in respect of the formal proposal to close Abernyte Primary School; and (2) seeking approval to implement the proposal from 1 July 2020, or as soon as possible thereafter.

In terms of Standing Order 66, Councillor A Bailey addressed the Committee and answered Members questions. Following his representation he withdrew to the public benches.

PERTH AND KINROSS COUNCIL  
LIFELONG LEARNING COMMITTEE  
22 MAY 2019

In terms of Standing Order 72, Mr McGoldrick addressed the Committee and answered Members questions. Following his representation he withdrew to the public benches.

THE COMMITTEE ADJOURNED FOR 10 MINUTES AT 14.25

MR FERGUSON LEFT THE MEETING AT THIS POINT.

THE COMMITTEE RECONVENED AT 14.35

**Motion (Councillors C Shier and W Wilson)**

- (i) **The contents of the Consultation Report, attached as Appendix A to Report 19/153, be noted.**
- (ii) **The implementation of the following proposal be approved:**
  - **Provision of a school at Abernyte Primary School be permanently discontinued with effect from 1 July 2020, or as soon as possible thereafter;**
  - **The pupils of Abernyte Primary School catchment area permanently receive their education at Inchtute Primary School, from 2 July 2020 or as soon as possible thereafter; and**
  - **The delineated catchment area of Inchtute Primary School be permanently extended to subsume the whole delineated catchment area of Abernyte Primary School from 2 July 2020.**

**Amendment (Councillors B Pover and X McDade)**

The Committee:

- (i) Notes the contents of the Consultation Report (attached as Appendix A).
- (ii) Approves that education provision at Abernyte Primary School is continued beyond 1 July 2020.
- (iii) Instructs the Executive Director (Education and Children's Services) to review the viability of a nursery class within Abernyte Primary School in a year's time, to see if this will further help sustain the future roll.

In terms of Standing Order 58 a roll call vote was taken.

7 members voted for the Motion as follows:

Councillors C Ahern, K Baird, J Duff, A Forbes, D Illingworth, C Shiers and W Wilson

6 members voted for the Amendment as follows:

Councillors H Anderson, X McDade, T McEwan, B Pover, J Rebbeck and F Sarwar.

**Resolved:**

In accordance with the Motion.

THE COMMITTEE ADJOURNED FOR 5 MINUTES AT THIS POINT.

THE COMMITTEE RECONVENED.

**287. EDUCATION AND CHILDREN'S SERVICES JOINT BUSINESS MANAGEMENT & IMPROVEMENT PLAN 2019/20 AND ANNUAL PERFORMANCE REPORT 2018/19**

There was submitted a report by the Executive Director (Education and Children's Services) (19/154) summarising the Service performance over the past year and setting out the direction of improvement for the forthcoming year.

**Resolved:**

- (i) The Education and Children's Services Joint Business Management and Improvement Plan 2019/20 and Annual Performance Report 2018/19, as detailed in Appendix 1 to Report 19/154, be approved.
- (ii) It be noted that Report 19/154 would also be submitted to the Scrutiny Committee on 12 June 2019 for scrutiny and comment as appropriate.

**288. EXPANSION OF EARLY LEARNING AND CHILDCARE**

There was submitted a report by the Executive Director (Education and Children's Services) (19/155), (1) providing an update on progress on the planning and delivery of 1140 hours of Early Learning and Childcare by 2020 within Perth and Kinross, (2) outlining the delivery of early phasing of 1140 hours of Early Learning and Childcare; and (3) updating on progress made towards full implementation at August 2020.

**Resolved:**

- (i) The progress to date be noted.
- (ii) The Executive Director (Education and Children's Services) be requested to provide a further report on progress towards full implementation by June 2020.

MRS McFARLANE LEFT THE MEETING AT THIS POINT.

**289. SCHOOL CLOTHING AND FOOTWEAR GRANTS**

There was submitted a report by the Executive Director (Education and Children's Services) (19/156) proposing a change to the eligibility criteria for School Clothing and Footwear Grants with effect from school session 2019/2020.

**Resolved:**

- (i) The revised eligibility criteria for school clothing and footwear grants to be used from school session 2019/2020 onwards, as set out in section 3.2 of Report 19/156, be approved.
- (ii) The Executive Director (Education and Children's Services) be requested to ensure the publication of the revised eligibility criteria for school clothing and footwear grants.



**290. APPOINTMENTS TO COMMITTEE/SUB-COMMITTEE/PERTH AND KINROSS EDUCATIONAL TRUST**

**Resolved:**

- (i) It be agreed that Dean McBride and Jack Bell replace Robert McCall and Fraser Macdonald as the Youth Representatives on the Lifelong Learning Committee.
- (ii) It be noted that Councillor J Duff replace Councillor C Purves on the Executive Sub-Committee of the Lifelong Learning Committee.
- (iii) It be agreed that Councillor J Duff be appointed to the Perth and Kinross Educational Trust Committee.

**291. COLLABORATIVE APPROACH TO SCHOOL/LEARNING ESTATE TRANSFORMATION**

Prior to the conclusion of business the Executive Director (Education and Children's Services) reported that the closing date for the on-line questionnaire on the potential to develop a joint community learning campus in collaboration with Angus and Dundee City Councils was 7 June 2019. As a consequence it would not be possible to report back on the findings of the questionnaire until after the Summer Recess.

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## **EXECUTIVE SUB-COMMITTEE OF THE LIFELONG LEARNING COMMITTEE**

Minute of Meeting of the Executive Sub-Committee of the Lifelong Learning Committee held in the Council Chambers, Council Building, 2 High Street, Perth on Monday 20 May 2019 at 10.00am.

Present: Councillors C Shiers, W Wilson, J Duff (substituting for Councillor Purves), X McDade and J Rebbeck.

In Attendance: R Hill, Head of Education – Secondary; S Johnston, Head of Education – Early Years and Primary; J Chiles, S Hatch, S Haxton, D Millar and L Douglas Head Teacher, Newhill Primary School (all Education and Children's Services); L Brown, Corporate and Democratic Services.

Apology for Absence: Councillor C Purves.

Councillor C Shiers, Convener, Presiding.

### **1. WELCOME AND APOLOGIES**

The Convener welcomed all those present to the meeting. An apology for absence was noted as above.

### **2. DECLARATIONS OF INTEREST**

There were no declarations of interest made in terms of the Councillors' Code of Conduct.

### **3. MINUTE OF PREVIOUS MEETING**

The minute of meeting of the Executive Sub-Committee of the Lifelong Learning Committee of 25 March 2019 was submitted, approved as a correct record and authorised for signature.

### **4. INSPECTIONS OF SERVICES FOR CHILDREN AND YOUNG PEOPLE BY THE CARE INSPECTORATE**

There was submitted a report by the Executive Director (Education and Children's Services) (19/148) setting out the key findings following the unannounced inspection of Perth and Kinross Council's Woodlea Cottage carried out in December 2018 and published in January 2019 by the Care Inspectorate.

#### **Resolved:**

The findings of the inspection of Woodlea Cottage as detailed in Appendix 1 to Report 19/148 and the grading history as detailed in Appendix 2 to the report be noted.

## **5. SUMMARY REPORT ON CARE INSPECTORATE AND EDUCATION SCOTLAND INSPECTIONS**

There was submitted and noted a report by the Executive Director (Education and Children's Services) (19/149) providing an overview of the performance of Education and Children's Services inspected and reported over the past year by the Care Inspectorate and Education Scotland, since the previous report of this type and setting out the Service's approach to implementing improvement actions arising out of inspection.

## **6. STANDARDS AND QUALITY IN SCHOOLS, LEARNING COMMUNITIES AND PRE-SCHOOL CENTRES/DAY CARE OF CHILDREN**

There was submitted a report by the Executive Director (Education and Children's Services) (19/150), setting out the key findings following inspections of pre-school centres and schools undertaken by Education Scotland and, by exception, Care Inspectorate inspections on the day care of children since the Executive Sub-Committee of Lifelong Learning Committee on 25 March 2019.

### **Resolved:**

The key findings of the inspections reports as appended to Report 19/150, be noted as follows:

- (i) Newhill Primary School (Appendix 1)
- (ii) Summary of Education Scotland inspections (Appendix 2)
- (iii) Education Scotland Inspections: National and Comparator Authority Benchmarking (Appendix 3)
- (iv) Summary of Care Inspectorate Day Care of Children Inspection (Appendix 4)

## **JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF**

Minute of meeting of the Joint Negotiating Committee for Teaching Staff (JNCT) held in the Council Chambers, Ground Floor, Council Building, 2 High Street, Perth on Tuesday 19 March 2019 at 2.30pm.

**Present:**                   **Representing Perth and Kinross Council**  
Councillors J Duff, J Rebbeck and W Wilson (substituting for C Shiers); M Donaghy, D Henderson (substituting for S Devlin), R Hill, S Johnston and D MacLeod, (all Education and Children's Services); P Johnstone (Corporate & Democratic Services).

**Representing Teachers' Associations**  
E Campbell, E Connon, J Cook, M Laurie, M Swan and C Weston (all EIS); M Mackie (SSTA) and S Topen-Cooper (NASUWT).

**In Attendance:**       A McAuley, Joint Secretary (Trade Unions); C Flynn and C Irons (for Joint Secretary, Management).

**Apologies:**           Councillor C Shiers; S Devlin and S Hagney (Management side); C Rose (Teachers' side).

E Campbell, Convener, Presiding.

### **1. APOLOGIES FOR ABSENCE**

Apologies for absence were submitted and noted as above.

### **2. DECLARATIONS OF INTEREST (ELECTED MEMBERS ONLY)**

There were no declarations of interest made in terms of the Councillors' Code of Conduct.

### **3. CHANGE TO MEMBERSHIP AND APPOINTMENT OF VICE-CONVENER**

It was noted that at the Council meeting of 27 February 2019, Councillor John Duff had been appointed to replace Councillor K Baird on the Joint Negotiating Committee for Teaching Staff. As a consequence, a new Vice-Convener required to be appointed.

Councillor W Wilson, seconded by Councillor J Rebbeck nominated Councillor J Duff. There being no other nominations, Councillor Duff was duly appointed Vice-Convener for the Management side.

### **4. MINUTE OF PREVIOUS MEETING**

The minute of meeting of the Joint Negotiating Committee for Teaching Staff of 4 December 2018 was submitted and approved as a correct record.

## **5. MATTERS ARISING**

There were no matters arising.

## **6. REVISED PRINCIPAL TEACHER APPOINTMENT PROCEDURE AND GENERIC JOB PROFILES**

There was submitted a joint report by the Executive Director (Education and Children's Services) and the Corporate Human Resources Manager (G/19/46) seeking agreement to introduce a revised appointment procedure for Principal Teachers and two generic Principal Teacher job profiles.

C Weston raised the following points:

- The last bullet point under accountability with regard to undertaking any other duties should be as per the SNCT handbook
- The information relating to equality and dignity reads as if there was still a Dignity at Work Policy and should refer to associated policies

P Johnstone responded that the Council was bound by the terms of the SNCT handbook and would look at that wording and confirmed there was no longer a Dignity at Work Policy and it was preferable that the wording was the same across the Council for equality and dignity issues.

The Committee:

- (i) The revised Principal Teacher Appointment Procedure, attached as Appendix 1 to Report G/19/46, be approved with immediate effect as a local agreement which will supersede any previous agreement.
- (ii) The revised generic Principal Teacher job profiles for Primary and Faculty Secondary, attached as Appendix 2 to Report G/19/46 and following amendment as discussed, be approved for implementation with immediate effect.

## **7. REPORTS OF VIOLENCE AND AGGRESSION AGAINST STAFF IN PERTH AND KINROSS SCHOOLS – TERM 2, ACADEMIC SESSION 2018/19**

There was submitted a report by the Executive Director (Education & Children's Services) (G/19/47) which provided an analysis of reported incidents of violence and aggression against staff in schools during term 2 of academic year 2018/19.

It was noted there was a new electronic means of recording distressed and/or challenging behaviour which was being rolled out to all schools.

It was also noted that there had been an increase in the number of incidents and that further consideration had to be given to addressing the challenging behaviour and providing support in schools for teachers, pupils and parents.

S Johnston proposed a working group, to include Trade Union representatives, be established to look at an analysis of current practice, and to consider a more meaningful reporting format for JNCT.

Consideration be given to appropriate training being provided at an In-Service day rather than training being arranged by individual schools.

C Weston noted that the figures in the report appeared to be inaccurate and requested that they be reviewed. She also raised the issue of pupils with additional support needs being involved in many of the incidents and the requirement to provide appropriate support. She stated that staff are raising behaviour as a major issue.

Councillors Wilson and Rebbeck stated that they were committed to supporting staff, pupils and parents.

The Committee:

- (i) Noted the content of Report G/19/47.
- (ii) Noted a Working Group would be established to address the rise in Violence and Aggression in schools.

## **8. BERTHA PARK HIGH SCHOOL**

R Hill gave an update on the Bertha Park High School which was to open in August 2019 initially for S1 and S2 pupils and also showed a video of staff in the new school.

The Committee noted the position.

## **9. BUDGET UPDATE**

R Hill provided an update on the 2019/20 budget which had been approved by the Council on 20 February 2019.

The committee noted the position.

## **10. PROPOSED HEALTH AND WELLBEING FRAMEWORK**

There was submitted a report by the Corporate Human Resources Manager (G/19/48) on a proposed Health and Wellbeing Framework for all Council staff.

It was noted the Framework supersedes the local agreement on Health and Attendance Procedure for teachers and also the corporate policy on Maximising Attendance and Procedure for Non-Teaching Staff.

P Johnstone advised the Council wanted a single procedure for all staff, providing a holistic framework including engagement with staff to reduce absences.

C Weston requested that the proposal to enable the Executive Director or nominated officer authority to dismiss a teacher not be adopted and it remain as only the Executive Director as stated in the SNCT handbook.

P Johnstone agreed to that change and would consider how it could be implemented in practice.

The Committee:

- (i) Noted the implementation of the Health and Wellbeing Framework, following the change to only the Executive Director (Education and Children's Services) having authority to dismiss a teacher and its approval by the Strategic Policy and Resources Committee on 17 April 2019.
- (ii) The declassification of the Health and Attendance procedure for Teachers as a Local Agreement, be approved.

#### **11. CHILDREN AND YOUNG PEOPLE'S HEALTH AND WELLBEING CENSUS AND PARENTAL INVOLVEMENT AND ENGAGEMENT SURVEY**

There was submitted a briefing note on the Scottish Government's intention to launch a Children and Young People's Health and Wellbeing Census and Parental Involvement and Engagement Survey (G/19/49).

S Johnston provided background to both the Census and the Survey advising that the census results would be published in December 2020 and would be reported to the JNCT.

The Committee noted the position.

#### **12. ANY OTHER COMPETENT BUSINESS**

##### **(i) Health and Wellbeing**

S Topen-Cooper requested that the annual staff survey include information on Health and Wellbeing.

P Johnstone advised that the Council may be engaging differently with staff in future with the development of the Perth and Kinross Offer but consideration would be given to the inclusion of health and wellbeing.

#### **13. DATE OF NEXT MEETING**

18 June 2019 at 2.30pm.





## **CHILDREN, YOUNG PEOPLE AND FAMILIES PARTNERSHIP**

Minute of the meeting of the Children, Young People and Families Partnership held in Room 410, Council Building, 2 High Street, Perth on Friday 1 March 2019 at 10am.

**Present:** K Reid, Chief Executive, Perth & Kinross Council (PKC)  
Councillor C Shiers, (PKC)  
Councillor W Wilson, PKC  
S Devlin, Executive Director (Education and Children's Services), PKC  
A Gerry, Scottish Children's Reporter Administration  
S Johnston, Head of Education – Early Years and Primary, (PKC)  
H Robertson, Head of Service for Children and Families (PKC)

**In Attendance:** B Atkinson, Independent Chair of Child Protection Committee;  
J Chiles, C Mackie, B Scott and L Brown (all PKC).

**Apologies:** Councillor Rebbeck; D Fraser, R Hill and J Pepper (all PKC);  
Dr T Knight (NHS Tayside) and K Chase (Police Scotland).

K Reid in the Chair

### **1. WELCOME AND APOLOGIES FOR ABSENCE**

K Reid welcomed all to the meeting. Apologies for absence were submitted and noted as above.

### **2. DECLARATIONS OF INTEREST**

There were no declarations of interest in terms of the relevant Codes of Conduct.

### **3. MINUTE**

The minute of meeting of the Children, Young People and Families Partnership of 7 December 2018 was submitted and approved as a correct record subject to the inclusion of the words "the significant rise in" immediately after the word "of" in the first line of the third paragraph of Item 7.

### **4. MATTERS ARISING**

#### **(i) Thematic Approach to Performance Reporting (Item 9 refers)**

S Devlin referred to discussion at the previous meeting on the mental health and wellbeing of children and young people and advised that an

interactive workshop event is being arranged for 17 May 2019 in the Council Chamber which will bring together all key contributors on children and young people's mental health. The lead of the National Mental Health Taskforce Dame Dr Denise Coia will be attending along with her team to provide an overview of the work of the taskforce and pose some challenges for the CYPFP to take forward for discussion.

The draft programme is still being developed but is likely to include:

- Overview and analysis of relevant data on children and young people's mental health for Tayside and Perth and Kinross
- Presentation and discussion on the Perth & Kinross Emotional Wellbeing Collaborative
- Presentation and discussion on the progress of the Tayside Children's Services Plan priority on mental health and wellbeing
- Presentation and discussion on the NHS Tayside CAMHS transformation
- Mental Health Taskforce – overview of the work of the taskforce

S Devlin confirmed that details of the event will be emailed out to Partners in the coming week.

## **5. PERTH AND KINROSS CHILD PROTECTION COMMITTEE BUSINESS ACTIVITY REPORT SINCE 7 DECEMBER 2018**

There was submitted a report by Independent Chair of Perth and Kinross Child Protection Committee (G/19/32) providing a summary of the key business activities of the Perth and Kinross Child Protection Committee (CPC) since the last update report was submitted to the Children, Young People and Families Partnership on 7 December 2018.

Following discussion the Partnership agreed:

- (i) To endorse the update report.
- (ii) To report back on the added value of the revised/refreshed National Guidance to a future meeting of the Partnership.

## **6. PERTH AND KINROSS PLAY FRAMEWORK AND ACTION PLAN**

There was submitted a report by the Executive Director (Education and Children's Services), Perth and Kinross Council seeking (1) approval of the Perth and Kinross Play Framework which highlights the importance of play in the health, wellbeing and development of children and improves outcomes for children and young people and, (2) implementation of a Play Strategy Action Plan.

The Partnership:

- (i) Approved the Perth and Kinross Council Play Framework and the Play Strategy and Action Plan as appended to Report G/19/32.

- (ii) Delegated monitoring and evaluation of the implementation of the Action Plan to the Early Years, Early Intervention Programme Board.
- (iii) Agreed that an Annual Report on the progress being made is provided to the Partnership within twelve months.
- (iv) Agreed to promote the Play Framework within Services to provide an increased focus on and integration of play in service provision.

## **7. THEMATIC APPROACH TO PERFORMANCE REPORTING**

There was submitted a report by the Executive Director (Education and Children's Services) (G/19/34) detailing performance/outcome information focused on children, young people and families and setting out a suite of information focused on the first of the agreed themes of Health and Child Development.

J Chiles advised that the report set out comparator data for the key indicators of maternal and infant health and child health and development. In relation to maternal and infant health he advised that despite the increase in the number of still births the long term trend is downward. The number of mothers smoking during pregnancy is still above the national average but reducing and the percentage intake for immunisation of children under 24 months remains largely unchanged with MMR immunisation consistently below national levels.

In regard to child health he advised that there has been a significant decrease in child obesity in P1 and an improvement in dental health in P1/P7. The outcome assessment of pre-school development milestones, SMID Quintile 1 was shown to be moving in the right direction.

In relation child protection B Atkinson gave an assurance to Partners that despite a number of initial child protection case conferences not being held within agreed timescales proper and appropriate protection plans are in place for the children concerned.

The Partnership:

- (i) Noted the contents of Report G/19/34.
- (ii) Agreed that a report be submitted to a future meeting on what benefit/contribution the new Public Health Body could bring to the work of the Partnership.

## **9. ANY OTHER COMPETENT BUSINESS**

There was no other competent business.

## **10. DATE OF NEXT MEETING**

The Partnership noted the next meeting would be held on Friday 14 June 2019.



# PERTH AND KINROSS COUNCIL

## Lifelong Learning Committee

4 September 2019

### SCHOOL ESTATE TRANSFORMATION PROGRAMME PITLOCHRY HIGH SCHOOL

**Report by Executive Director (Education and Children's Services)  
(Report 19/238)**

#### PURPOSE OF REPORT

This report explores options for the delivery of senior phase education for Pitlochry High School and Breadalbane Academy. The report recommends that the Executive Director (Education and Children's Services) proceeds with the development of a Highland Perthshire Learning Partnership (HPLP). It is also proposed that the plan for the HPLP should be developed, as appropriate, with both school Senior Leadership Teams, Perth College UHI, young people, parents/carers and the wider community through a working group.

#### 1. BACKGROUND / MAIN ISSUES

##### School Estate Transformation

- 1.1 The school estate is a significant and valuable asset to the communities of Perth and Kinross. Between 2019 and 2029, the Council will invest £176m in the school estate. This funding supports a wide range of projects including the replacement of Perth High School and Blairgowrie Recreation Centre. A substantial upgrade programme for primary and secondary schools is also being funded. In addition, the new £32.5m Bertha Park High School opened in August 2019.
- 1.2 The School Estate Strategy ([Report No. 12/370 refers](#)) sets out the Council's aspirations for our schools, and in particular the high value we place on learning, through our vision for well designed, maintained and managed schools.
- 1.3 It is important, in light of the significant investment and cost associated with the school estate, that it is managed in an efficient and effective manner, and that the priorities which are addressed meet the wider strategic objectives of the Council and the needs of our communities.
- 1.4 There are significant challenges for managing the school estate over the coming years. These include changing demographics including population growth and movement, house building in certain locations, ongoing deterioration in building infrastructure, pressure on planned maintenance

budgets, increasing revenue costs and the expansion of funded Early Learning and Childcare from 600 to 1140 hours.

- 1.5 The Council's Transformation Strategy 2015-2020 'Building Ambition' and Organisational Development Framework were approved by Council on 1 July 2015 ([Report No. 15/292 refers](#)). Together they detail how Perth and Kinross Council will deliver transformation over the next five years. Accompanying the strategy is a programme of major reviews which are considered to be key drivers and enablers of transformation across the organisation.
- 1.6 On 24 August 2016, Lifelong Learning Committee ([Report No. 16/347 refers](#)) approved principles to be used as a basis for the transformation review, 'Securing the Future of the School Estate'.

The principles approved by Lifelong Learning Committee as a basis for the transformation review were as follows:

- (i) schools should have an occupancy rate where possible greater than 60% of the capacity and ideally should be operating at over 80% capacity;
  - (ii) every school should be rated as A or B ie at least satisfactory for condition and suitability; and
  - (iii) life expired buildings<sup>1</sup> within the school estate should be prioritised for replacement.
- 1.7 On 2 November 2016, Lifelong Learning Committee ([Report No. 16/485 refers](#)) approved the development of a number of options appraisals to consider in detail schools which were identified as requiring further consideration.
- 1.8 The development of the options appraisals is being phased. Phase 1 is close to completion. Phase 1 schools are:
- Abernyte Primary School;
  - Balhousie Primary School;
  - Blairingone Primary School;
  - Braco Primary School;
  - Forteviot Primary School;
  - Greenloaning Primary School;
  - Logiealmond Primary School;
  - Methven Primary School;
  - North Muirton Primary School; and
  - St Ninians Episcopal Primary School.

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<sup>1</sup> Life expired buildings are defined as buildings which are uneconomic to maintain.

1.9 Work on Phase 2 options appraisals began in August 2018 in relation to the following schools:

- Cleish Primary School;
- Grandtully Primary School;
- Logierait Primary School;
- Pitlochry High School (Secondary); and
- Ruthvenfield Primary School.

### **Key Legislation**

1.10 Councils, as Education Authorities, have a statutory duty in terms of the Education (Scotland) Act 1980 to make adequate and efficient provision of school education across their entire area for the current school population and future pattern of demand.

1.11 Councils also have a statutory responsibility in terms of the Local Government in Scotland Act 2003 to achieve best value.

1.12 The Schools (Consultation) (Scotland) Act 2010 provides a strong, accountable statutory consultation process that local authorities must apply to their handling of all proposals for school closures and other major changes to schools. These consultation processes are expected to be robust, open, transparent and fair, and seen to be so. They are also expected to be consistent across Scotland.

1.13 The 2010 Act makes special arrangements in relation to rural schools, establishing a presumption against closure of rural schools. The result of this is that Education Authorities must have special regard to a number of factors before formulating a proposal to close a rural school, consulting on and reaching a decision as to whether to implement a rural school closure proposal. These factors are:

- Effect on the Community;
- Effect on Travel Arrangements; and
- Educational Benefit

## **2. PITLOCHRY HIGH SCHOOL – PROGRESS TO DATE**

2.1 Pitlochry High School was included in the schools to be considered due to the occupancy level and condition rating of the school. The occupancy at the time of the 2015 Census<sup>2</sup> was 144 pupils. The capacity of the secondary school is 237 and therefore this was an occupancy of 61%.

In November 2016, the overall suitability of the building was rated “B” (Satisfactory - Performing well but with minor problems). At the same time the

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<sup>2</sup> An annual pupil census in publicly funded schools in Scotland is carried out every year for publication by the Scottish Government. This usually takes place in September.

overall condition of the building was rated “C” (Poor – showing major defects and/or not operating adequately).

- 2.2 The following options were to be considered for Pitlochry High School as part of the options appraisal:
1. Improve condition rating of school;
  2. Improve condition rating of school and include S5 and S6 at Pitlochry High School to increase occupancy level;
  3. Improve condition rating of school and extend catchment area to increase occupancy level;
  4. S4 pupils move to Breadalbane Academy and review use of Pitlochry High School building; and
  5. Close Pitlochry High School and pupils move to Breadalbane Academy.
- 2.3 An update report for all Phase 2 schools, including Pitlochry High School, was submitted to Lifelong Learning Committee on 27 March 2019 ([Report No. 19/94 refers](#)).
- 2.4 The report detailed responses from a number of community drop-in sessions and feedback from S5/S6 pupils who attended Breadalbane Academy from the Pitlochry area.
- 2.5 There was strong support from the community to include S5 and S6 pupils at Pitlochry High School (option 2). There was a view that this would benefit the pupils who currently have to travel to and integrate at Breadalbane Academy at a critical point in their education.
- 2.6 As the options which relate to S4, S5 and S6 (options 2 and 4), known as the senior phase, affect Breadalbane Academy as well as Pitlochry High School, it was proposed that these be developed further as part of a wider review of the delivery of senior phase education across Highland Perthshire. It was agreed by this Committee that “the wider review would be carried out having regard to the principle that neither school will experience any educational detriment.”
- 2.7 The report recommended that the option of closure of Pitlochry High School be removed from the options appraisal. This was on the basis that there were potential alternatives to closure.
- 2.8 It was also proposed that any potential catchment review for Pitlochry High School (option 3) should not take place, if at all, until the outcome of this wider review of senior phase education is known. This is because the potential impact of any catchment review cannot be considered without first knowing the outcome of the wider review.
- 2.9 It was also noted in the report that there has been ongoing investment in the Pitlochry High School site/building with a view to improving the condition of the building. As a result of this investment, the site/building has now been improved and is now rated as condition ‘B’.



- 2.10 The roll of the secondary school at 19 August 2019 is 116, which is an occupancy of 49%.
- 2.11 It was agreed at this Committee in March, that staff, pupils and parents would be engaged in the process of developing models for senior phase education (S4, S5 and S6) in Highland Perthshire.

### **3. OPTIONS FOR SENIOR PHASE EDUCATION IN HIGHLAND PERTSHIRE**

- 3.1 A number of options for senior phase education in Highland Perthshire, are explored in the options appraisal (Appendix A). These are:
1. Include S5 and S6 at Pitlochry High School to increase occupancy level;
  2. S4 pupils move to Breadalbane Academy and review use of Pitlochry High School building; and
  3. Highland Perthshire Learning Partnership (HPLP).
- 3.2 The curricular pathway at Pitlochry High School is based on the historical curriculum model (S1/2, S3/4, S5/6) instead of the current Broad General Education (BGE) curriculum model of S1-S3 then S4-S6. This creates a transition to Breadalbane Academy during the senior phase instead of at the beginning of the senior phase.
- 3.3 It became clear, during the engagement process with the Senior Leadership Teams (SLT) from Breadalbane Academy and Pitlochry High School, that there were opportunities for a collaborative approach to educational provision to benefit all pupils in Highland Perthshire, regardless of where and/or how the senior phase was delivered.
- 3.4 The Senior Leadership Teams (SLT) of both schools along with senior staff from Perth College UHI, considered a range of options developments which underpin such a collaborative model. The SLTs of both schools recognise that they are both stronger working together.
- 3.5 The focus of the HPLP would be on four key areas:
- Improved collaboration and partnership between Pitlochry High School and Breadalbane Academy;
  - Perth College UHI Highland Perthshire Learning Hub, located in Pitlochry High School;
  - Digital Learning; and
  - Wider Community Partnership.
- 3.6 There are also opportunities within the HPLP for delivering senior phase education in Highland Perthshire more flexibly with regard to the use of resources including staff and buildings. This would need significant work.
- 3.7 Any plan for the HPLP would be developed, as appropriate, with both school Senior Leadership Teams, Perth College UHI, young people, parents and the

wider community. A lead officer would be appointed to support and manage the implementation of the HPLP.

#### **4. PITLOCHRY HIGH SCHOOL BUILDING**

- 4.1 The school building was built circa 1975 with two main linked buildings, the two storey high school and mainly single storey primary school and nursery. The nursery was extended circa 1995.
- 4.2 In November 2016, the overall condition of the building (secondary, primary and nursery) was rated “C”. Since then there has been investment in the site/building including works to fire and detection systems, electrical upgrades, new lighting, new radiators/heaters, replacement pipework, repairs to the gym hall of the secondary building, new ceilings and replacement of sections of the roof.
- 4.3 The condition of the building is now a “B” rating and the building condition is unlikely to deteriorate over the next 20 years.
- 4.4 Works programmed for the remainder of 2019/20 include external lighting and a Wi-Fi upgrade and the installation of Smartboards. Further works are planned for the nursery and primary building in 2020/21.
- 4.5 Further investment in the site/school building will be specified in terms of the proposals for the future of the school, regardless of which option is approved for progressing.

#### **5. ENGAGEMENT WITH STAFF, PUPILS AND PARENTS**

- 5.1 A series of focus groups took place which explored the options considered for the delivery of senior phase education in Highland Perthshire. These focus groups included:
  - The Senior Leadership Teams (SLTs) from Breadalbane Academy and Pitlochry High School (jointly);
  - Staff at Breadalbane Academy;
  - Staff at Pitlochry High School;
  - P6-S6 pupils at Breadalbane Academy;
  - P6-S4 pupils at Pitlochry High School;
  - Parents/carers of pupils at Breadalbane Academy; and
  - Parents/carers of pupils at Pitlochry High School.
- 5.2 The format of the focus group was to present, in detail, each of the options and the potential impact of each option. Discussion took place during the presentation and then participants split into groups to write up feedback on each of the options.

5.3 In general, the feedback was as follows:

- Both SLTs recognise that it would be difficult to implement option 1 and option 2 without detriment to both schools;
- Both SLTs recognise that option 3, a collaborative approach to educational provision, could benefit all pupils in Highland Perthshire;
- In general, Pitlochry High School staff, current pupils and parents/carers are in favour of option 1;
- Breadalbane Academy pupils recognised positives and negatives in each of the options; and
- Breadalbane Academy parents/carers are of the view that option 1 would be to the detriment of all senior pupils in Highland Perthshire .

5.4 Detailed feedback from the sessions has been uploaded to the Council website. The feedback has been considered in the detail of the options contained in Appendix A.

## 6. ASSESSMENT OF OPTIONS

6.1 Each of the three options detailed in paragraph 3.1, has been assessed, in Appendix A, on the basis of:

- Pupil Impact (educational);
- Staff Impact;
- Travel impact;
- Asset/building impact; and
- Financial Impact.

6.2 A summary of the impact on pupils, staff, travel, asset management and finance for each option is detailed in table 1 below.

| Option                                                                                           | Positive Impact              | Neutral Impact <sup>3</sup>                       | Negative Impact                  |
|--------------------------------------------------------------------------------------------------|------------------------------|---------------------------------------------------|----------------------------------|
| <b>1) Include S5 and S6 at Pitlochry High School to increase occupancy level</b>                 | Travel Impact                | Staff Impact<br>Asset Impact                      | Pupil Impact<br>Financial Impact |
| <b>2) S4 pupils move to Breadalbane Academy and review use of Pitlochry High School building</b> |                              | Pupil Impact<br>Asset Impact<br>Financial Impact  | Travel Impact<br>Staff Impact    |
| <b>3) Highland Perthshire Learning Partnership</b>                                               | Pupil Impact<br>Asset Impact | Travel Impact<br>Financial Impact<br>Staff Impact |                                  |

Table 1: Impact of models

<sup>3</sup> In some cases ‘neutral’ may mean that there is a positive and a negative rather than no change. For example with asset impact in option 1) there would be a positive impact on Pitlochry High School but a negative impact on Breadalbane Academy.

6.3 An assessment of each option is summarised in table 2 below.

| Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Summary                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1) Include S5 and S6 at Pitlochry High School to increase occupancy level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>• There would be less subject choice for senior pupils at Breadalbane Academy and Pitlochry High School which is an educational detriment for pupils.</li> <li>• There would be less travel involved for senior Pitlochry High School pupils.</li> <li>• Although this option would increase occupancy at Pitlochry High School, there would be a decrease at Breadalbane Academy, which is an expensive asset.</li> <li>• There would be an additional revenue net cost of £110k per annum. This is due to an approximate additional revenue cost of £250k per annum to fund additional teachers and a saving of approximately £140k per annum for travel costs.</li> </ul> | A Statutory Consultation would be required to establish S5/S6 at Pitlochry High School. it is unlikely that we would be able to meet the requirements of the Act in terms of demonstrating educational benefit of the proposal for all affected schools.                                                       |
| <b>2) S4 pupils move to Breadalbane Academy and review use of Pitlochry High School building</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>• There would be educational benefit for pupils transitioning to Breadalbane Academy at S4.</li> <li>• Potentially in the long term the inability to recruit and retain quality staff at Pitlochry High School could eventually lead to educational detriment for S1-S3 pupils at Pitlochry High School.</li> <li>• Senior Pitlochry High School pupils would travel from S4 instead of S5.</li> <li>• The occupancy of Pitlochry High School, would decrease however there would be increased occupancy at Breadalbane Academy.</li> <li>• There would be additional travel costs of approximately £19k.</li> </ul>                                                         | A Statutory Consultation would also be required for this option. While there would be an educational benefit for senior pupils, there could eventually be educational detriment for S1-S3 pupils through inability to retain or recruit quality staff at Pitlochry High School.                                |
| <b>3) Highland Perthshire Learning Partnership (HPLP)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>• The HPLP will positively impact the pupil transition for senior Pitlochry High School pupils. In addition, vocational opportunities will be available for pupils in Pitlochry through Perth College.</li> <li>• Travel arrangements would initially remain the same, however options for reducing travel would be considered in developing the HPLP</li> <li>• The HPLP will use some of the building for Perth College UHI and there is potential for reconfiguring the building to benefit the community and the primary school.</li> <li>• There are no financial or staffing implications, other than the capital funding required .</li> </ul>                        | This option will have a positive educational impact for senior Pitlochry High School pupils and for vocational learning. There is also the potential in the longer term to develop this model into the flexible use of resources and buildings which could allow Pitlochry pupils to study in their community. |

Table 2: Assessment of models

## **7. CONCLUSION**

- 7.1 There are challenges to delivering senior phase education in Highland Perthshire, irrespective of the option chosen, due to the low pupil population and the rurality of the area.
- 7.2 Significant work has taken place to explore alternative models for the delivery of senior phase education in Highland Perthshire, including engaging with staff, pupils and parents.
- 7.3 In general, there was support for the establishment of the HPLP, which would see a more collaborative approach to education across Highland Perthshire including the senior phase.
- 7.4 Pitlochry High School staff, pupils and parents/carers are in favour of S5/S6 being established at Pitlochry High School in addition to the HPLP.
- 7.5 Appendix A contains a detailed options appraisal of three options for senior phase education. These options are summarised in table 1 (paragraph 6.2) and table 2 (paragraph 6.3).
- 7.6 The outcome of the options appraisal is that options 1 and 2 cannot be implemented without educational detriment, which is the key principle under which the options are being considered.
- 7.7 The SLTs of both schools are supportive of the remaining option which is the establishment of the HPLP, which would see a more collaborative approach to education across Highland Perthshire including the senior phase.
- 7.8 The proposals for the HPLP detailed in Appendix A are the beginning of a partnership approach to education in Highland Perthshire. The plan for the HPLP would be developed, as appropriate, with both school Senior Leadership Teams, Perth College UHI, young people, parents and the wider community.
- 7.9 It should be noted that a key element of the plan for the HPLP will be to explore the development of and investment in the building, for the school and the wider community. Perth College (UHI) will be part of this partnership.
- 7.10 The development of the HPLP will be funded through investment of £50,000 (revenue) which was allocated towards working in partnership with Perth College (UHI) to explore the feasibility of enhancing the senior phase and wider learning opportunities outwith Perth City
- 7.11 It is recommended that the Committee:
  - (i) Requests the Executive Director (Education and Children's Services) to progress with developing a detailed plan for the HPLP as appropriate, with both school Senior Leadership Teams, Perth College UHI, young

- people, parents/carers and the wider community through a working group; and
- (ii) Requests the Executive Director (Education and Children's Services) to report back to the November 2019 Lifelong Learning Committee with an update on the work undertaken by the working group .

#### Author(s)

| Name         | Designation                             | Contact Details                                                        |
|--------------|-----------------------------------------|------------------------------------------------------------------------|
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| Carol Taylor | Service Manager (Resource Management)   | 01738 475000                                                           |

#### Approved

| Name          | Designation                                            | Date           |
|---------------|--------------------------------------------------------|----------------|
| Sheena Devlin | Executive Director (Education and Children's Services) | 21 August 2019 |

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You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

## 1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

| <b>Strategic Implications</b>                       | <b>Yes / None</b> |
|-----------------------------------------------------|-------------------|
| Community Plan / Single Outcome Agreement           | Yes               |
| Corporate Plan                                      | Yes               |
| <b>Resource Implications</b>                        |                   |
| Financial                                           | Yes               |
| Workforce                                           | Yes               |
| Asset Management (land, property, IST)              | Yes               |
| <b>Assessments</b>                                  |                   |
| Equality Impact Assessment                          | Yes               |
| Strategic Environmental Assessment                  | Yes               |
| Sustainability (community, economic, environmental) | Yes               |
| Legal and Governance                                | Yes               |
| Risk                                                | Yes               |
| <b>Consultation</b>                                 |                   |
| Internal                                            | Yes               |
| External                                            | Yes               |
| <b>Communication</b>                                |                   |
| Communications Plan                                 | Yes               |

### 1. Strategic Implications

#### Community Plan / Single Outcome Agreement

- 1.1 The proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to all of these objectives.

#### Corporate Plan

- 1.2 The Perth and Kinross Council Corporate Plan set out five strategic objectives:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to all of these Objectives.

- 1.3 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area:
- Maximising Resources

## **2. Resource Implications**

### Financial

- 2.1 There are no other direct financial implications arising from this report other than those reported within the body of the main report.

### Workforce

- 2.2 As a result of this report there will be workforce/resource implications for various ECS teams and the Senior Leadership Teams of Breadalbane Academy and Pitlochry High School.

## **3. Assessments**

### Equality Impact Assessment

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.
- 3.1.1 The information contained within this report has been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome and has been assessed as **not relevant** for the purposes of EqIA.

### Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.
- 3.2.1 However, no action is required as the Act does not apply to the matters presented in this report. This is because these matters relate to the School Estate Strategy which is being considered under the Act as part of The

### Sustainability

- 3.3 Under the provisions of the Local Government in Scotland Act 2003 the Council has to discharge its duties in a way which contributes to the achievement of sustainable development. In terms of the Climate Change Act, the Council has a general duty to demonstrate its commitment to sustainability and the community, environmental and economic impacts of its actions. The information contained within this report has been considered under the Act. However, no action is required as the Act does not apply to the matters presented in this report.



## Legal and Governance

- 3.4 The Head of Legal and Governance Services has been consulted in the preparation of this report.

## Risk

- 3.5 A risk log is being maintained for the School Estate Transformation Programme.

## **4. Consultation**

### Internal

- 4.1 The Head of Finance, Head of Legal and Governance Services and Head of Property Services have been consulted in the preparation of this report.

### External

- 4.2 This report details the consultation which has been carried out to date in regards to the development of this report.

## **5. Communication**

- 5.1 A communication plan has been prepared which will support effective communication and engagement with stakeholders, and to promote the anticipated efficiencies and benefits of this Transformation Project as well as the links to the wider Transformation Programme. A range of methods will be used to consult with internal and external stakeholders as identified in the draft communication plan, such as meetings, briefings, community consultation and focus groups.

## **2. BACKGROUND PAPERS**

No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

## **3. APPENDICES**

Appendix A – Options Appraisal Report Pitlochry High School (Secondary)



## Appendix A

PERTH AND KINROSS COUNCIL  
EDUCATION AND CHILDREN'S SERVICES  
OPTIONS APPRAISAL REPORT  
PITLOCHRY HIGH SCHOOL (SECONDARY)



## 1. Introduction

The Council's Corporate Plan identifies the vision of *'a confident and ambitious Perth and Kinross with a strong identity and clear outcomes that everyone works together to achieve. Our area will be vibrant and successful; a safe secure and healthy environment; and a place where people and communities are nurtured and supported'*.

This strategic approach embraces the vision for our area, our communities and our people as outlined in the Corporate Plan. Our key service priorities support the delivery of our commitments in the Community Planning Partnership's Single Outcome Agreement and Corporate Plan, helping Education and Children's Services to focus on the local outcomes that will achieve meaningful improvements for the area, our local communities and our citizens.

Councils, as Education Authorities, have a statutory duty in terms of the Education (Scotland) Act 1980 to make adequate and efficient provision of school education across their entire area for the current school population and future pattern of demand.

Councils also have a statutory responsibility in terms of the Local Government in Scotland Act 2003 to achieve best value.

The school estate is a significant and valuable asset to the communities of Perth and Kinross. From 2017 to 2023, the Council will invest £141m in the school estate, including a number of new or replacement primary schools and a substantial upgrade programme for secondary schools. In addition a new £32.5m secondary school at Bertha Park became operational in August 2019.

The School Estate Strategy ([Report No. 12/370 refers](#)) sets out the Council's aspirations for our schools, and in particular the high value we place on learning, through our vision for well designed, maintained and managed schools.

The [School Estate Management Plan](#) details how we plan to deliver the strategy.

It is important, in light of the significant investment and cost associated with the school estate, that it is managed in an efficient and effective manner, and that the priorities which are addressed meet the wider strategic objectives of the Council and the needs of our communities.

## 2. Background

### 2.1 Transformation

There are significant challenges for managing the school estate over the coming years. These include changing demographics including population growth, and house building in certain locations and reduction in population in other areas. This has led to an 'imbalance' in occupation of the school estate, with roll pressures in some urban schools and under-occupation in some rural schools.

There is also ongoing deterioration in building infrastructure, pressure on planned maintenance budgets, increasing revenue costs and the expansion of Early Learning and Childcare which are challenging in terms of funding and maintenance of the school estate.

The Council's Transformation Strategy 2015-2020 'Building Ambition' and Organisational Development Framework were approved by Council on 1 July 2015 ([Report No 15/292 refers](#)). Together they detail how Perth and Kinross Council will deliver transformation over the next five years. Accompanying the strategy is a programme of major reviews which are considered to be key drivers and enablers of transformation across the organisation.

As part of the Council's Transformation Programme 2015-2020, a review of the school estate was approved. On 24 August 2016, the Council approved the report "Transformation – School Estate Review" ([Report 16/347 refers](#)). This report proposed principles to be used to prioritise investment and as a basis for a high level review of the school estate. The purpose of the transformation review is to support the delivery of better outcomes for all of our young people through more effective use and management of the school estate.

## **2.2 Basis of review**

The principles approved as a basis for the review are;

- (i) Every school should be rated as A or B ie at least satisfactory for condition and suitability;
- (ii) Schools should have an occupancy rate where possible greater than 60% of the capacity and ideally should be operating at between 80% and 100% capacity; and
- (iii) Life expired buildings within the school estate should be prioritised for replacement.

## **2.3 Options Appraisal**

On 27 March 2019 a report was submitted to Lifelong Learning Committee of the Council ([Report No. 19/94 refers](#)). The recommendation of this report was to proceed with a review of the delivery of senior phase education for S4, S5 and S6 across Highland Perthshire as part of the options appraisal. There was also a recommendation that the option of closure for the school be removed.

It was also proposed that any potential catchment review for Pitlochry High School (option 3) should not take place, if at all, until the outcome of this wider review of senior phase education is known. This is because the potential impact of any catchment review cannot be considered without first knowing the outcome of the wider review.

The recommendations were approved and Lifelong Learning Committee instructed the Executive Director (Education and Children's Services) to report back to committee on future proposal for the delivery of senior phase education in Highland Perthshire.

This is the options appraisal for Pitlochry High School, which includes the outcome of the review of the delivery of senior phase education in Highland Perthshire and makes recommendations for the future of this provision.

## 2.4 Inclusion of Pitlochry High School (Secondary)

On 2 November 2016, the Council approved the report “Securing the Future of the School Estate – Next Steps” ([Report 16/485 refers](#)). This report detailed the outcome of the high level review and proposed to proceed with further work on the schools which did not meet the suitability, condition or occupancy principles.

In this report, it was agreed that an options appraisal should be carried out on Pitlochry High School (Secondary) due to low occupancy and the condition rating of the school.

At that time, the school had a pupil roll of 144 (School Census 2015) and an approved capacity of 237 giving an occupancy level of 61%. The occupancy of the school was 47% (112 pupils) at Census 2018.

In addition to the decision to remove the option **“Close Pitlochry High School and pupils move to Breadalbane Academy”** at Lifelong Learning Committee in March 2019 there has been ongoing investment in the Pitlochry High School site/building with a view to improving the condition of the building. As a result of this investment, the site/building has now been improved and is now rated as condition ‘B’.

## 2.5 Legislation

The Schools Consultation (Scotland) Act 2010 provides a strong, accountable statutory consultation process that local authorities must apply to their handling of all proposals for school closures and other major changes to schools. These consultation processes are expected to be robust, open, transparent and fair, and seen to be so. They are also expected to be consistent across Scotland.

The 2010 Act makes special arrangements in relation to rural schools, establishing a presumption against closure of rural schools. The result of this is that education authorities must have special regard to a number of factors before formulating a proposal to close a rural school and in consulting on and reaching a decision as to whether to implement a rural school closure proposal. These factors are:

- Effect on the Community;
- Effect on Travel Arrangements; and
- Educational Benefits.

The duties are outlined in the [Schools \(Consultation\) \(Scotland\) Act 2010](#) and the accompanying [Statutory Guidance](#).

In order to ensure a robust approach to each option appraisal carried out under the School Estate Review the factors that require to be considered as part of a rural school closure will be adopted in all cases.

The Education (Scotland) Act 2016 amends the Standards in Scotland's Schools Act 2000 by adding in new duties to address inequality of outcome. These duties apply in different ways to both Scottish Ministers and education authorities.

Where the education authority is making or implementing strategic decisions about school education, it is required to have due regard to the need to carry out its functions in a way which is designed to reduce inequalities of outcome. This is particularly directed in the Act towards pupils who experience those inequalities through socio-economic disadvantage, but there is also a power to extend the range of pupils who are covered by this duty.

In addition, the [Community Empowerment \(Scotland\) Act 2015](#) sets out a new right for community organisations to request the transfer of local assets into local community ownership/management. Public bodies including Councils must consider such requests and respond within a reasonable timescale to them.

## **2.6 Consultation**

The Statutory Guidance promotes informal consultation or “pre consultation” with communities regarding a proposal before a formal 2010 Act Proposal Paper is formulated. The Statutory Guidance recommends ‘early engagement with the local community’ with a view to;

- Establishing possible alternatives;
- Information gathering and sharing in advance of a statutory consultation; and
- Engaging and empowering communities to understand and help shape the proposals that affect them.

In March 2019 it was reported to Lifelong Learning Committee ([Report No. 19/94 refers](#)), that six informal community drop-in sessions had taken place. The informal community drop-in sessions were an opportunity to gather the views of the wider community on the options being considered for the school and the impact each of the options may have on the community.

At this time the options considered were:

1. Improve condition rating of school;
2. Improve condition rating of school and include S5 and S6 at Pitlochry High School to increase occupancy level;
3. Improve condition rating of school and extend catchment area to increase occupancy level;
4. S4 pupils move to Breadalbane Academy and review use of Pitlochry High School building; and
5. Close Pitlochry High School and pupils move to Breadalbane Academy.

It was proposed as part of the recommendation of the March 2019 report to review the delivery of senior phase education for S4, S5 and S6 across Highland Perthshire and that staff, pupils and parents will be engaged in this process.

As a result a series of focus groups took place which explored in greater detail the options considered for the delivery of senior phase education in Highland Perthshire.

As part of this process the Council gathered the views of staff and pupil representatives at Pitlochry High School and Breadalbane Academy as well as representatives of parents/carers. At each focus group session a presentation was provided giving greater context around each of the options being considered.

With the removal of the option **“Close Pitlochry High School and pupils move to Breadalbane Academy”** and investment in the site/building resulting in the condition of the building being graded ‘B’ the remaining options discussed/considered during the focus group sessions were;

1. Include S5 and S6 at Pitlochry High School to increase occupancy level;
2. S4 pupils move to Breadalbane Academy and review use of Pitlochry High School building; and
3. Highland Perthshire Learning Partnership.

It should be noted that the option **“extend catchment area to increase occupancy”** did not form part of the focus group consultations. This is because the potential impact of any catchment review cannot be considered without first knowing the outcome of the wider review.

Details of the feedback gathered at each of the focus group sessions is detailed on the Council [website](#). This feedback has been shared with the Parent Council, Headteachers, Staff and Pupils.

### 3. Highland Perthshire

Appendix 1 provides some further information on Pitlochry and Aberfeldy.

### 4. Population

Appendix 2 details the declining population of children and young people (aged 0-19) living in the Highland Perthshire Ward.

This trend is reflected in the number of children attending both Pitlochry High School and Breadalbane Academy. Table 1 and 2 details the historic school rolls at both Pitlochry High School and Breadalbane Academy.

#### 4.1 Pitlochry High School (Secondary) – Historic Data

|                         | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|-------------------------|------|------|------|------|------|------|------|------|
| <b>Pupils in school</b> | 155  | 158  | 156  | 151  | 144  | 135  | 122  | 112  |
| <b>Occupancy</b>        | 65%  | 67%  | 66%  | 64%  | 61%  | 57%  | 51%  | 47%  |

**Table 1:** Pitlochry High School – Historic School Roll

#### 4.2 Breadalbane Academy (Secondary) – Historic Data

|                         | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|-------------------------|------|------|------|------|------|------|------|------|
| <b>Pupils in school</b> | 499  | 501  | 483  | 476  | 469  | 453  | 436  | 420  |
| <b>Occupancy</b>        | 64%  | 64%  | 62%  | 61%  | 60%  | 58%  | 56%  | 56%  |

**Table 2:** Breadalbane Academy – Historic School Roll



## 5. Development and Housebuilding

The current Local Development Plan (LDP) was adopted in 2014 and the Council is required to keep it up to date and review it at a maximum of five year intervals.

The Proposed Local Development Plan (LDP) 2 was approved for consultation by Council on 22 November 2017. The aspiration is to have a final LDP to adopt by autumn 2019.

### 5.1 Housebuilding Summary

Appendix 3 provides further information on proposed housebuilding in Pitlochry and Aberfeldy. There is housebuilding planned in both areas in future years however it is likely that it will have little impact on school rolls.

## 6. School Capacity

The capacity of Pitlochry High School (Secondary) is 237. The capacity of Breadalbane Academy (Secondary) is 784.

## 7. Pupil Numbers and Projections

Tables 3 and 4 below show the current and projected pupil numbers for Pitlochry High School (Secondary) and Breadalbane Academy.

### 7.1 School Roll Pupil Numbers – Current and Projected

#### Pitlochry High School (Secondary)

|                         | 2019             | 2020 | 2021 | 2022 | 2023 | 2024 |
|-------------------------|------------------|------|------|------|------|------|
| <b>Capacity</b>         | 237              | 237  | 237  | 237  | 237  | 237  |
| <b>Pupils in school</b> | 118 <sup>1</sup> | 120  | 126  | 131  | 116  | 127  |
| <b>Occupancy</b>        | 50%              | 51%  | 53%  | 55%  | 49%  | 54%  |

**Table 3:** School Roll – Current and Projected – Pitlochry High School (Secondary)

#### Breadalbane Academy (Secondary)

|                         | 2019             | 2020 | 2021 | 2022 | 2023 | 2024 |
|-------------------------|------------------|------|------|------|------|------|
| <b>Capacity</b>         | 784              | 784  | 784  | 784  | 784  | 784  |
| <b>Pupils in school</b> | 432 <sup>2</sup> | 425  | 424  | 391  | 380  | 366  |
| <b>Occupancy</b>        | 55%              | 54%  | 54%  | 50%  | 48%  | 47%  |

**Table 4:** School Roll – Current and Projected – Breadalbane Academy

### 7.2 Secondary Pupil Stay on Rates

The figures noted in table 5 and 6 below show the number of pupils moving from S4 at Pitlochry High School to S5 at Breadalbane Academy.

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<sup>1</sup> As at 22 August 2019

<sup>2</sup> As at 22 August 2019

The figures also show how many S4 pupils from Pitlochry High School go on to attend S6 at Breadalbane Academy. For comparison the table also shows the stay on rates for Breadalbane Academy pupils and an average for Perth and Kinross as a whole.

### 7.3 Pitlochry High School and Breadalbane Academy – S4 to S5 Stay on Rates

|                                                                           | 2016/2017 <sup>3</sup> | 2017/2018 <sup>4</sup> | 2018/2019 <sup>5</sup> |
|---------------------------------------------------------------------------|------------------------|------------------------|------------------------|
| <b>Pitlochry High School – S4 pupils moving to Breadalbane S5</b>         | 35 (90%)               | 35 (90%)               | 24 (86%)               |
| <b>Breadalbane Academy - S4 pupils moving to Breadalbane S5</b>           | 58 (79%)               | 62 (89%)               | 59 (81%)               |
| <b>Overall number of Perth and Kinross Council S4 pupils moving to S5</b> | 1228 (86%)             | 1174 (85%)             | 1081 (83%)             |

**Table 5:** S4 to S5 Stay on Rates

### 7.4 Pitlochry High School and Breadalbane Academy – S4 to S6 Stay on Rates

|                                                                           | 2016/2017 <sup>6</sup> | 2017/2018 <sup>7</sup> | 2018/2019 <sup>8</sup> |
|---------------------------------------------------------------------------|------------------------|------------------------|------------------------|
| <b>Pitlochry High School - S4 pupils moving to Breadalbane S6</b>         | 28 (67%)               | 27 (69%)               | 20 (67%)               |
| <b>Breadalbane Academy – S4 pupils moving to Breadalbane S6</b>           | 53 (65%)               | 42 (58%)               | 47 (67%)               |
| <b>Overall number of Perth and Kinross Council S4 pupils moving to S6</b> | 806 (58%)              | 783 (55%)              | 802 (58%)              |

**Table 6:** S4 to S6 Stay on Rates

Although there was a view from Pitlochry parents that stay on rates would be higher if Pitlochry High School had S5 and S6, the tables above show that the pupil stay on rates for Pitlochry High School pupils transitioning to Breadalbane Academy are at 90% and above for S4 to S5 and are greater than the Perth and Kinross average and also the Breadalbane Academy stay on rates for S4 and S5.

The pupil stay on rates for Pitlochry High School pupils transitioning to Breadalbane Academy at S4 and staying on to S6 are roughly the same as Breadalbane Academy S4 pupils staying on to S6. Both are higher than the Perth and Kinross average.

## 8. Transport

The longest journey time for a pupil attending Pitlochry High School who lives in the Pitlochry High School catchment area is approximately 40 minutes. The longest journey time for a pupil attending Breadalbane Academy living in the Pitlochry High School catchment area is approximately 1 hour and 5 minutes. The longest journey time of a pupil living in Breadalbane Academy catchment area attending Breadalbane Academy is approximately 1 hour and 10 minutes.

<sup>3</sup> S4 pupils staying onto S5 in 2016/17

<sup>4</sup> S4 pupils staying onto S5 in 2017/18

<sup>5</sup> S4 pupils staying onto S5 in 2018/19

<sup>6</sup> S4 pupils 2014/15 staying onto S6 in 2016/17

<sup>7</sup> S4 pupils 2015/16 staying onto S6 in 2017/18

<sup>8</sup> S4 pupils 2016/17 staying onto S6 in 2018/19

During focus group sessions with pupils from Pitlochry High School catchment travelling to Breadalbane Academy, feedback was gathered that would indicate that transport between the two schools is not viewed positively.

Table 7 below details information related to the cost for home to school transport for all pupils attending Pitlochry High School and Breadalbane Academy.

| School                                                                   | Cost per day         | Cost per academic year |
|--------------------------------------------------------------------------|----------------------|------------------------|
| Pitlochry High School                                                    | £1,090 <sup>9</sup>  | £207,100               |
| Breadalbane Academy                                                      | £3,900 <sup>10</sup> | £741,000               |
| S5 and S6 Pitlochry High School pupils travelling to Breadalbane Academy | £750 <sup>11</sup>   | £142,690               |

**Table 7:** Home to School Transport Cost

## 9. Building information

### 9.1 Pitlochry High School

The school was built in circa 1975 and provides accommodation for secondary, primary and nursery education.

In November 2016 the overall condition rating of the building was rated “C” (Poor – showing major defects and/or not operating adequately). There has been ongoing investment in the building since then including works to fire and detection systems, electrical upgrades, repairs to internal wall surfaces within the gym hall of the secondary building and replacement to sections of the roof with a view to improving the condition rating. As a result of this investment, the site/building has now been improved to a condition rating “B” (Performing adequately but showing minor deterioration).

Suitability is an assessment of the school as a whole, its buildings and its grounds and the impact they have on teaching and learning, leisure and social activities and the health and wellbeing of users. The overall suitability of the building is rated ‘B’ Satisfactory – performing well but with minor problems (the school buildings and grounds generally support the delivery of services to children and communities).

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<sup>9</sup> Includes the cost of some feeder journeys.

<sup>10</sup> Includes the cost of some feeder journeys.

<sup>11</sup> It is difficult to extrapolate the sole transport cost for S5 and S6 pupils travelling to Breadalbane Academy from the Pitlochry High School catchment area. This is because PTU integrate home to school transport requirements to ensure best value for the Council. As transport is not solely provided for these pupils only an estimated daily transport cost, based on existing arrangements and numbers of pupils can be provided

## **9.2 Breadalbane Academy**

Breadalbane Academy is one of six community campuses in Perth and Kinross. As well as education provision a number of other Council services are based at the campus including office accommodation for Registrar, Roads Team, Housing & Community Care Staff.

There are also additional facilities available for public use such as meeting rooms; enhanced public library; and sports & leisure facilities, including a pool.

The Council acquired the new Breadalbane Academy through Public Private Partnership (PPP) which means Perth and Kinross Council is committed to a 30 year contract, which concludes in 2041.

The building facilities are managed and maintained by Mitie on behalf of Axiom Education Perth and Kinross Limited for the duration of this contract.

Breadalbane Academy is rated condition 'A' Good – performing well and operating efficiently. The overall suitability of the building is rated 'A' Good – performing well and operating effectively.

## **10. Financial Information**

### **10.1 Pitlochry High School**

The revenue cost for financial year 2018/2019 for operating Pitlochry High School is £1,667,373<sup>12</sup>. This includes staff and building costs such as energy and cleaning.

A financial overview for financial year 2018/2019 is contained in Appendix 4.

### **10.2 Breadalbane Academy**

The annual costs, for contract year 2019/20, are £920,000<sup>13</sup>. This includes costs relating to janitorial and cleaning services, grounds maintenance and facilities management.

## **11. Options for Education in Highland Perthshire**

The options considered for the future of Pitlochry High School in this options appraisal are;

1. Include S5 and S6 at Pitlochry High School to increase occupancy level;
2. S4 pupils move to Breadalbane Academy and review use of Pitlochry High School building; and
3. Highland Perthshire Learning Partnership (HPLP).

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<sup>12</sup> Includes Secondary, Primary and Nursery

<sup>13</sup> Includes Secondary, Primary and Nursery

In considering these, account was taken of the following:

- Pupil Impact (educational);
- Staff Impact;
- Travel impact;
- Asset/building impact; and
- Financial Impact

### **11.1 Option 1**

#### ***Include S5 and S6 at Pitlochry High School to increase occupancy level***

In this option, S5 and S6 pupils from Pitlochry High School would no longer attend Breadalbane Academy from S5 but would remain at Pitlochry. This option would see an increase in the number of pupils attending Pitlochry High School and a reduction in travel for S5 and S6 pupils who currently travel to Breadalbane Academy.

This option would split the S5/S6 cohort into two small S5/S6 cohorts for both schools. Pitlochry High School is currently one of the smallest secondary schools in Scotland. Appendix 5 provides some further information on other small secondary schools in Scotland and where Pitlochry sits in comparison with them.

#### **Pupil Impact**

There were differing views from pupils in relation to the impact of this option. Pupils currently attending Pitlochry High School wanted to remain there rather than transition to Breadalbane Academy. Those pupils from Pitlochry who are currently in S5 and S6 at Breadalbane Academy were mixed in their response; some had a positive transition, some less so.

The key themes from the feedback received during the focus group sessions for pupils, staff and parents/carers from Pitlochry were as follows:

- Provides continuity for pupils including relationships with staff;
- Easier for pupils to participate in extra-curricular activities; and
- Less travel for pupils.

The key themes from the feedback received during the focus group sessions for pupils, staff and parents/carers from Breadalbane were as follows:

- Narrows student course choice to the detriment of all pupils;
- Less disruption during transition for Pitlochry High School and Breadalbane Academy pupils; and
- Less travel for Pitlochry High School pupils.

The key impact of this option is on the subject choice available for all pupils which would be narrower for pupils in both schools as detailed in Appendix 6.

In looking at the courses chosen by S5/6 former Pitlochry pupils studying at Breadalbane in 2018/19, it is possible to create a notional S5/6 offer at the 'new' Pitlochry high School

Appendix 7 provides a hypothetical example of the subjects/courses which could be introduced at S5/6 in the 'new' Pitlochry High to provide a senior phase curriculum based on the actual choices of the 2018/19 cohort.

At Pitlochry which currently operates a 40 period week, a teacher can deliver up to 32 periods of teaching. To deliver the curriculum choice in Appendix 7 suggests an additional 7.4 FTE of teachers would be required.

A positive outcome of this option is that pupils at Pitlochry High School would benefit from being able to attend extra-curricular activities in their own community. Depending on the activities, the opportunities may not be as great, due to smaller numbers.

In conclusion, the main impact of this option is that the curriculum choice would be less for pupils at both Pitlochry High School and Breadalbane Academy than it is currently with a combined S5/S6, which is a detriment to all pupils.

### **Staff Impact**

To staff the curricular offering detailed in Appendix 7, would require some staff to teach more than one subject at Pitlochry. This would be dependent on the good will of staff to upskill in more than one discipline, however this is something that happens in small remote secondary schools.

### **Travel Impact**

S5 and S6 pupils who currently attend Breadalbane Academy from the Pitlochry High School catchment area would no longer have to travel as they would attend Pitlochry High School.

### **Asset/Building Impact**

There is sufficient capacity within the school to accommodate S5 and S6 pupils if they attend Pitlochry High School (Table 8) instead of Breadalbane Academy. There would be an opportunity to adapt rooms within the school building in order to deliver the curriculum for S5 and S6 pupils. It is anticipated that there would still be sufficient space to accommodate Perth College UHI. Outwith the normal school day the opportunities for the wider community to use the school would be unchanged.

The occupancy at Breadalbane Academy would be reduced if S5/S6 pupils from Pitlochry attended Pitlochry High School (Table 9). This would not be a positive outcome in asset management terms.

### **Pitlochry High School – S5/S6 pupils return to school**

|                  | <b>2020</b> | <b>2021</b> | <b>2022</b> | <b>2023</b> | <b>2024</b> |
|------------------|-------------|-------------|-------------|-------------|-------------|
| Capacity         | 237         | 237         | 237         | 237         | 237         |
| Pupils in school | 167         | 168         | 180         | 179         | 162         |
| Occupancy        | 70%         | 71%         | 76%         | 76%         | 68%         |

Table 8: S5/S6 pupils return to Pitlochry

## Breadalbane Academy – no S5/S6 Pitlochry High School pupils

|                  | 2020 | 2021 | 2022 | 2023 | 2024 |
|------------------|------|------|------|------|------|
| Capacity         | 784  | 784  | 784  | 784  | 784  |
| Pupils in school | 378  | 382  | 342  | 317  | 331  |
| Occupancy        | 48%  | 49%  | 44%  | 40%  | 42%  |

Table 9: No S5/S6 Pitlochry pupils at Breadalbane Academy

### Financial Impact

Overall change in staffing consequent upon the return of 'Pitlochry' S5/6 pupils from Breadalbane Academy to create a 6 year secondary in Pitlochry High, within the current global Perth and Kinross Council (PKC) staffing provision, would result in an increase of 5.2 FTE for Pitlochry and a decrease of 2.2 FTE for Breadalbane Academy.

Based on current salary information the increase of 5.2 FTE would present an annual ongoing cost of £275,000. If the 2.2 FTE was not removed from Breadalbane's staffing this cost would rise to over £390,000.

As detailed in section 8 there would be savings of approximately £142,690 per academic year on transport costs. This is due to pupils in S5 and S6 living in Pitlochry High School catchment area no longer having to travel to Breadalbane Academy for senior phase education.

### 11.2 Option 2

#### ***S4 pupils move to Breadalbane Academy and review use of Pitlochry High School building***

This option would see senior phase pupils from Pitlochry High School attend Breadalbane Academy from S4 rather than S5.

### Transition and Curriculum for Excellence

Curriculum for Excellence (CfE) was created from a national consultation exercise in 2002. The document "A Curriculum for Excellence" which was published in 2004 explains the following;

This option would fit with the principles of Broad General Education (from the early years to the end of S3) and the Senior Phase (S4 to S6). For the purposes of secondary education, Broad General Education is S1-3 and Senior Phase S4-6.



The transition from Pitlochry High School to Breadalbane Academy is based on the 'pre-CfE' 2:2:2 curriculum model (S1/2, S3/4, S5/6) and therefore it creates a transition part way through the Senior Phase.



The following is quoted from an Education Scotland briefing paper of 2013:

*“Schools are changing the way they deliver qualifications in order to provide the flexibility to meet personalisation and choice, for example by designing the Senior Phase as a three-year experience rather than planning each year separately, so that individuals can gain more qualifications at higher levels, opening up more routes into post school destinations.”*

The same paper referred to designing different ‘achievement pathways’ which fully meet the entitlements of all groups of learners increase their achievement and raise their attainment.

### **Pupil impact**

The timing of the current transition at the end of S4 is not ideal for Pitlochry High School pupils, in relation to the current structure of the curriculum. Pupils choosing courses at the end of S3 at Pitlochry do not have access to the full range offered in the Senior Phase at Breadalbane (currently 20 subjects offered at Pitlochry and 32 at Breadalbane). Given that subsequent choices in S5/6 are impacted upon by previous study in S4, the S5/6 pathways for Pitlochry High School pupils are restricted.

Feedback from the majority of pupils indicated that pupils who have not yet made the transition from Pitlochry to Breadalbane are reluctant to do so at any stage and therefore it is likely they would not want to move earlier. There would also be no ‘senior’ pupils in the school which could potentially have a perceived negative social impact on the school.

The key themes from the feedback received during the focus group sessions at Pitlochry for this option were as follows:

- It would improve transition for senior phase pupils;
- It would create issues in recruiting and retaining staff;
- There would be more pupils travelling further.

There was a mixed response from the school community at Breadalbane Academy in regards to this option. The key themes from the feedback received during the focus group sessions at Breadalbane for this option were as follows;

- There would be an improved transition for senior phase pupils;
- There would be access to greater course choice for Pitlochry pupils in S4;
- There is an acknowledgment that it may be difficult to recruit and retain staff at Pitlochry.



## **Staff Impact**

There are some sound theoretical educational benefits to this option. However, staffing a BGE school could potentially be problematic; the feedback received from staff at Pitlochry High School during their focus group session was that they do not support this option.

This option would mean that staff in Pitlochry High School would not be teaching SQA certificated subjects. The staff said that the removal of SQA would have a negative impact on their job satisfaction. This could also potentially impact upon career progression, in effect deskilling staff who may then find it difficult to get posts in other schools if they do not have recent experience of delivering certificated courses.

Currently in Scotland there are national teacher shortages and rural schools already have difficulty recruiting. It is possible therefore that it would be even more challenging to attract high calibre staff to teach in a school which did not offer staff the challenge and opportunity provided by delivering SQA courses.

## **Travel Impact**

S4 pupils attending Breadalbane Academy who live in the Pitlochry High School catchment area would have to travel for an additional year. This would be viewed as a negative outcome by pupils and parents based on feedback received.

Existing travel arrangements for pupils attending Pitlochry High School in S1-S3 would be unaffected.

## **Asset/Building Impact**

The occupancy at Breadalbane Academy would increase, using the school space more effectively, and providing better value from the Private Public Partnership contract.

This option would reduce the roll at Pitlochry High School further. The use of the building could be reviewed including using some of the surplus secondary space for nursery and primary classes and/or for wider community use.

## **Financial Impact**

If the Pitlochry High School pupils transitioned to Breadalbane at the end of S3 this would increase the staffing at Breadalbane and reduce the staffing at Pitlochry High School by 1 FTE as per the Perth and Kinross Council staffing standard.

There would be an increase in transport costs under this option of approximately £19,000 per academic year as S4 pupils would travel with S5 and S6 pupils to Breadalbane Academy.

### 11.3 Option 3

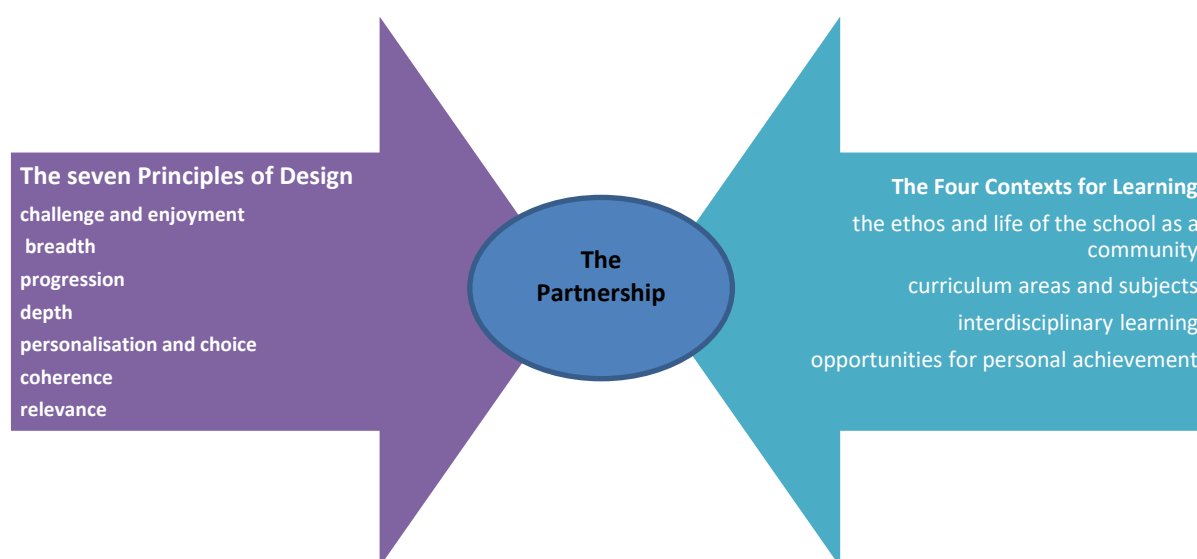
#### ***The Highland Perthshire Learning Partnership (HPLP)***

***Learning and teaching for all S5/S6 pupils continues to take place at Breadalbane Academy, but with improved collaboration, transition and the introduction of a learning hub through Perth College UHI.***

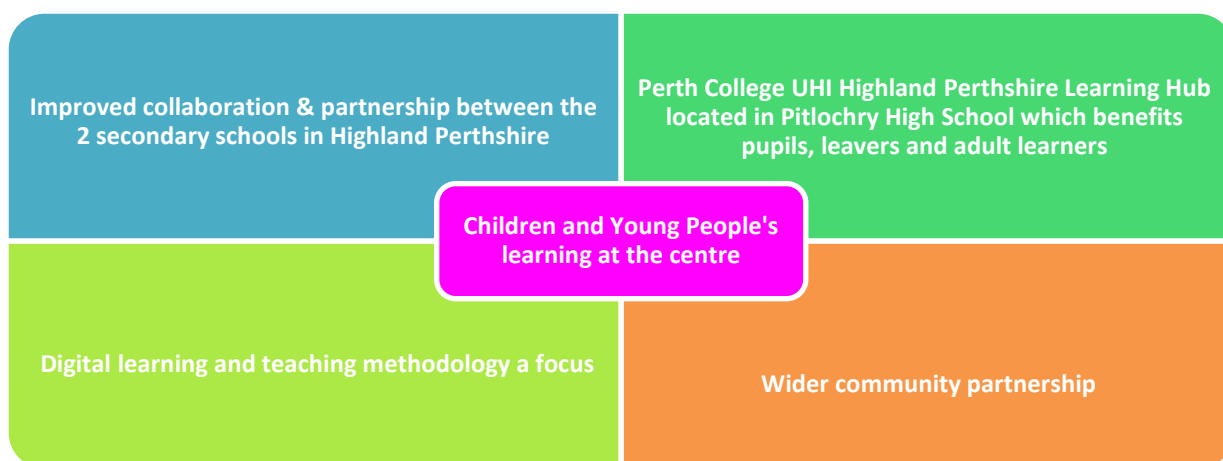
During engagement with the Senior Leadership Teams (SLT) from Breadalbane Academy and Pitlochry High School, it became clear that there were opportunities for a collaborative approach to educational provision to benefit all pupils in Highland Perthshire, regardless of where and/or how the senior phase was delivered.

The vision included Pitlochry High School, Breadalbane Academy and Perth College UHI, working in close partnership to develop and sustain a dynamic and innovative learning offer in Highland Perthshire which embodies collaboration, builds on existing strengths, embraces technological solutions, maximises pupil choice, meets the needs of learners and makes a positive contribution to the wider community in both Pitlochry and Aberfeldy.

The partnership development would be structured around the development of the seven principles of curriculum design and across the four contexts of learning from Curriculum for Excellence:



The partnership action plan would be developed based around the following areas:



The Senior Leadership Teams (SLT) of both schools along with senior staff from Perth College UHI, considered a range of options developments which underpin such a collaborative model. The SLTs of both schools recognise that they are both stronger working together.

Before focus groups took place with pupils and parents both SLTs were clear that the school communities share a commonality in the young people and families they serve.

The focus of the HPLP would be on four key areas;

- Improved collaboration and partnership between Pitlochry High School and Breadalbane Academy;
- Perth College UHI Highland Perthshire Learning Hub, located in Pitlochry High School;
- Digital Learning; and
- Wider Community Partnership.

#### *HPLP - Improved Collaboration & Partnership - Secondary Schools in Highland Perthshire*

The structure of this work would be focused around the principles of design and four contexts of learning.

The Head teachers and senior leaders would meet frequently and work together in partnership on strategic priorities, staffing, resources, curricular, extracurricular and professional learning ensuring that where there is the opportunity to join resources and activities this is done effectively.

The school staff would be expected to demonstrate increased collaboration and co-planning of curricular pathways, curriculum content for all pupils in both schools and would achieve this by staff being enabled to work together to improve and extend the transition and partnership programmes across the BGE in both schools. This will include regular joint planning, joint INSET and shared development time for staff.

### *HPLP - Perth College - UHI Highland Perthshire Learning Hub*

Perth College UHI would be provided with a distinct designated area in Pitlochry High School where a learning hub, with a separate community access, would be set up to provide the following:

1. Social and vocational courses for school leavers from Highland Perthshire which serve as transition courses to further College study.

These courses, such as 'Next Steps to Learning' and 'Moving On' are already running highly successfully in Perth College and result in students progressing to further study at the college.

Currently there are a small number of pupils each year who leave school in Highland Perthshire at the end of S4 or during S5/6 to go to Perth College.

Often the commitment to travel and a decrease in support from key adults such as guidance staff results in those pupils dropping out of College. The Hub would provide these pupils with an opportunity to leave school but to continue working at College within Highland Perthshire. School staff would be on hand and still involved in supporting these young people. There is also an opportunity to provide a 'Moving On' programme aimed specifically at Christmas Leavers should the need be identified.

For the coming session (2019/20) a number of pupils leaving Breadalbane and Pitlochry have applied to do an NQ course in Childcare at Perth College. Part or all of this course could in future years be delivered in the Learning Hub at Pitlochry. This would reduce or remove the need for those Highland Perthshire pupils to travel although consideration should be given to some of the study taking place at the college to support transition.

Another innovative option is to work with the nurseries in Pitlochry and Aberfeldy to offer a Vocational Qualification (VQ) course for school leavers from both schools. This would consist of a half day in the Learning Hub and the rest of the time learning on the job and undertaking work-based assessment (provided by college staff) in the nursery areas. This would be dependent on the capacity of the nurseries but given the 1140 hour expansion programme this would be an intelligent way to address a labour market need in Highland Perthshire whilst providing learner pathways for those young people, possibly resulting in sustained positive destinations – either further study at college or local jobs.

2. Work with Pitlochry High School to develop the vocational offer in S4 in courses such as levels 4 and 5 Hospitality and Childcare. If Pitlochry High school offers National 4 Childcare this creates the beginning of the pathway in S4 which leads to the VQ.

The scoping of the premises to establish whether the vocational offer can be taken forward by the College (beyond the level 5 currently offered at Pitlochry) is yet to be fully determined. This development would improve the vocational curricular pathways for those pupils in S4 when they are making course choices for the move to Breadalbane Academy.

3. Online and blended learning courses with Perth College UHI for the Highland Perthshire Senior Phase to add to the current senior phase offer such as;
  - I. National Progression Awards (NPAs) in digital skills (level 5 S4 pupils in both schools); and
  - II. Higher National Certificate (HNC) and Professional Development Awards (PDA) at various levels: Blended courses in Computing, Business and Administration (levels 5 and 6).
4. Adult learning and recreational courses for Highland Perthshire such as adult literacy and numeracy evening classes would be a consideration for future development and expansion of the offer if the demand was there.

#### *HPLP - Digital Learning*

The Education & Children's Services Digital Strategy articulates the need and a plan to deliver relevant digital literacy and digital skill development for all children and young people in Perth & Kinross.

The improvement of the digital infrastructure is well underway across the school estate, including in Highland Perthshire. Digital training for staff is taking place as part of that plan to ensure our staff, children and young people are equipped with appropriate skills to maximise their learning and to ensure they are prepared for life beyond school.

It is conceivable that small numbers of S5/6 pupils in certain subjects could do some of their learning remotely or with a blended approach subject to timetabling restrictions in the future and schools will be provided with appropriate professional development and support to facilitate this.

The schools in Highland Perthshire would also work together with Perth College UHI to ensure that where a digital solution is appropriate and can be offered to reduce travel this should be provided whilst ensuring the quality of learning experience is not diminished. As with current curricular decisions, decision and planning around these developments would be at the discretion of the Head Teachers.

#### *HPLP - Wider community partnership*

There are themes and comments in the feedback from the drop-in sessions and focus groups which suggest that wider positive community action is required.

It should be noted however that a range of strong partnerships already exist across Highland Perthshire that could be further enhanced through partnership working with the two schools. These partnerships are detailed further in Appendix 8.

The schools could work alongside community groups to help continue to build the alliance and relationships that already exist between the two communities. Alongside the introduction of the Perth College UHI Learning Hub in Pitlochry High School, other community based uses of the building that were suggested during consultation which could be considered and discussed in more detail include:

- A base for Perth and Kinross Services;
- 3<sup>rd</sup> sector partners;
- ASN outreach; and
- Inter-generational work.

## **Pupil Impact**

Both schools currently deliver high quality educational experiences. Attainment in both schools is also above the Perth and Kinross average and exceeds virtual comparators.

The existing subject choice for pupils at both schools would remain with the curricular pathway from S3 into the senior phase for Pitlochry High School pupils being more transparent and potentially wider. The addition of a Perth College Learning Hub based in Pitlochry High School will further extend learning opportunities particularly for vocational subjects. Both schools collaborating potentially from nursery to S6, should also improve the transition.

## **Staff Impact**

The current staffing provision would remain unaffected; however there will be opportunities for staff to collaborate with peers and work with College staff.

## **Travel Impact**

S5/S6 pupils from Pitlochry High School would still travel to Breadalbane Academy.

## **Asset/Building Impact**

There would be no change to the number of pupils attending both schools which would allow the proposed Perth College Learning Hub to be established at Pitlochry and maintain pupil numbers at Breadalbane Academy.

## **Financial Impact**

The development of the HPLP will be funded through investment of £50,000 (revenue) which was allocated towards working in partnership with Perth College (UHI) to explore the feasibility of enhancing the senior phase and wider learning opportunities out with Perth City.

## **12. Assessment**

### **12.1 Assessment of Option 1**

#### ***Include S5 and S6 at Pitlochry High School to increase occupancy level***

Pitlochry High School pupils will not be travelling to Breadalbane Academy every day for this option.

Although this option would increase occupancy at Pitlochry High School, there would be a decrease in occupancy at Breadalbane Academy, which is an expensive asset.

There would be an additional net revenue cost of between £110k and £250k per annum. This is due to an approximate additional revenue cost of between £250k and £390k per annum to fund additional teachers but only a saving of approximately £140k per annum for travel costs. This expenditure pressure would have to be met through savings elsewhere in the ECS budget.

Most significantly in this option, there would be less subject choice for senior pupils at Breadalbane Academy and Pitlochry High School leading to an educational detriment for all senior pupils at those schools.

## **12.2 Assessment of Option 2**

### ***S4 pupils move to Breadalbane Academy and review use of Pitlochry High School building***

Pupils currently choosing courses at the end of S3 at Pitlochry High School do not have access to the full range offered in the senior phase at Breadalbane Academy. There would therefore be some educational benefit for these pupils transitioning to Breadalbane Academy at S4 as they would have access to these courses. This would also provide pupils with a clearer understanding of their course choice pathway.

It is likely to be difficult in the long term to recruit and retain quality staff at Pitlochry High School, due to the lack of opportunity to teach SQA courses, which would eventually lead to educational detriment for S1-S3 pupils. This will be compounded by the difficulty in recruiting teachers to rural schools.

Senior Pitlochry High School pupils would travel from S4 instead of S5. There would be additional travel costs of approximately £19,000 per academic year.

This option would impact negatively on the occupancy of Pitlochry High School, however there would be increased occupancy at Breadalbane Academy.

Most significantly in this option, there is likely to eventually be educational detriment for all pupils at Pitlochry High as a result of teacher recruitment issues.

## **12.3 Assessment of Option 3**

### ***Highland Perthshire Learning Partnership***

The HPLP will positively impact the pupil transition for senior Pitlochry High School pupils. In addition, vocational opportunities will be available for pupils in Pitlochry High School and school leavers in Highland Perthshire through the Perth College UHI Hub.

There are also opportunities within the HPLP for delivering senior phase education in Highland Perthshire more flexibly with regards to the use of resources including staff and buildings.

Travel arrangements would remain the same with senior Pitlochry High School pupils travelling to Breadalbane Academy every day.

The HPLP will use some of the building for Perth College UHI and there is potential for reconfiguring the building to benefit the community and the primary school.

There will be capital funding required for reconfiguring the building, however this has yet to be determined. There is £50,000 funding available to support the development of the HPLP.

### **13. Conclusion**

As part of this options appraisal a significant amount of work has been undertaken to explore different options for the delivery of education in Highland Perthshire. Any option chosen will have to overcome significant challenges posed by low pupil population and rurality.

Engagement has been carried out with the school communities at Pitlochry High School and Breadalbane Academy which has included focus group sessions with parents/carers, staff and pupils.

This options appraisal demonstrates that educational detriment will be experienced by pupils with options 1 and 2 which is the key principle under which the options are being considered.

There is support for the establishment of the HPLP amongst parents/carers, staff and pupils, this would see a more collaborative approach to education across Highland Perthshire including the senior phase.

The proposals for the HPLP are the beginning of a partnership approach to education in Highland Perthshire. The plan for the HPLP would be developed, as appropriate, with both school Senior Leadership Teams, Perth College UHI, young people, parents and the wider community.



### **Pitlochry**

Pitlochry is a town in Highland Perthshire situated on the banks of the River Tummel towards the northern boundary of Perth and Kinross. It is approximately 26 miles north of Perth City.

Pitlochry is largely a Victorian town, which developed as a tourist resort in the 1840s. It is a popular tourist destination, known for the Pitlochry Festival Theatre, the salmon ladder/hydro-electric dam and as a centre for outdoor activities.

Pitlochry has access to a range of local services, including shops, restaurants and cafes. The town has different types of holiday accommodation, including B&B's, hotels and hostels. Pitlochry has other facilities including a leisure centre, library and town hall.

Pitlochry High School is a non-denominational all through school providing education for Nursery, Primary and Secondary pupils up to the end of S4. The present building was built in circa 1975 and it is situated on the eastern side of the town in East Moulin Road.

The Scottish Government's Rural School List 2017 classifies Pitlochry High School as "remote rural" school under Section 14 of the Schools (Consultation) (Scotland) Act 2010. The classification is based on two main criteria, settlement size and accessibility based on drive time. For Pitlochry High School the classification criteria is "areas with a population of less than 3,000 people, and within a 30 minute drive time of a settlement of 10,000 or more" (Source: Scottish Government Rural School List 2017).

### **Aberfeldy**

Aberfeldy is a burgh in Perth and Kinross located on the upper reaches of the River Tay. It is approximately 30 miles North West of Perth City.

Farming and agriculture border the town which includes an 18 hole golf course, children's park and town square that features stores, restaurants and art galleries. In 2002, Aberfeldy was granted Fairtrade Town status.

Breadalbane Academy is located within Aberfeldy. The school formed part of a Public Private Partnership (PPP) contract. The school was operational from December 2010 with the contract completion date in October 2041. It is a non-denominational all through school providing education for Nursery, Primary and Secondary Pupils. It also provides Gaelic medium provision to both primary and secondary pupils.

The Scottish Government's Rural School List 2017 classifies Breadalbane Academy as "remote rural" school under Section 14 of the Schools (Consultation) (Scotland) Act 2010. The classification is based on two main criteria, settlement size and accessibility based on drive time.

For Breadalbane Academy the classification criteria is “areas with a population of less than 3,000 people, and within a 30 minute drive time of a settlement of 10,000 or more” (Source: Scottish Government Rural School List 2017).

## Catchment Area

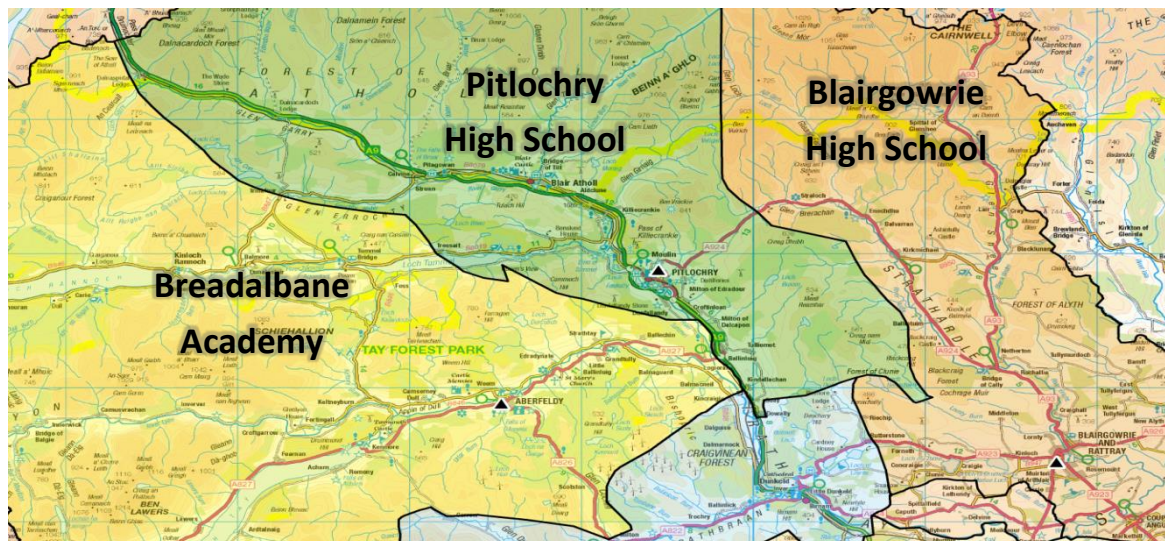
The map below shows the catchment areas for Pitlochry High School and Breadalbane Academy.

Pitlochry High School Local Management Group includes;

- Blair Atholl Primary School;
- Logierait Primary School; and
- Pitlochry Primary School.

Breadalbane Academy Local Management Group includes;

- Breadalbane Academy (Primary);
- Glenlyon Primary School;
- Grandtully Primary School;
- Kenmore Primary School;
- Kinloch Rannoch Primary School; and
- Royal School of Dunkeld.



Population of Young People (0-19) – Highland Perthshire Ward

**The Estimated Population of 0-19 Year Olds  
in \*Highland Perthshire Ward**

|                                                                        | 2011  | 2012  | 2013  | 2014  | 2015  | 2016  | 2017  |
|------------------------------------------------------------------------|-------|-------|-------|-------|-------|-------|-------|
| Children & young people (aged 0-19) living in Highland Perthshire Ward | 1,679 | 1,668 | 1,603 | 1,562 | 1,545 | 1,473 | 1,440 |

\*Highland Perthshire Ward includes Breadalbane Academy & Pitlochry High School

Source: National Records of Scotland (Aug 2018)

### **Aberfeldy**

The adopted LDP included potential housing for approximately 300 houses in Aberfeldy (site H36 and H37). The site to the east is to develop and support the expansion of the housing site at Borlick (H36), linked to the provision of employment land, seeking to provide an opportunity for phasing development to provide a long term housing supply. The development of housing at Borlick will require a masterplan.

There is also a site identified to the west of Aberfeldy which is a logical step from previous housing allocations at Duntaylor which have been developed or have planning permission.

The Proposed Local Development Plan (LDP) 2 indicates that houses are already being built on the western edge of the town, therefore further development during this plan period will be concentrated at Borlick. The capacity range of houses at Borlick (H36) is for a maximum of 200 houses to 2028.

### **Pitlochry**

The adopted LDP included potential housing for approximately 160 houses in Pitlochry (site H38 and H39). Development opportunities are limited due to physical constraints however there is planned development to the north and south of Pitlochry.

There are no changes planned within the Proposed Local Development Plan (LDP) 2 for Pitlochry. The capacity range of houses for development at sites H38 and H39 is for a maximum of 190 houses.

## Appendix 4

| Current revenue costs for school proposed for closure |                                         |                                                    |                                                    |
|-------------------------------------------------------|-----------------------------------------|----------------------------------------------------|----------------------------------------------------|
|                                                       | Costs for full financial year (2018-19) | Additional financial impact on receiving school [] | Annual recurring savings (column 2 minus column 3) |
| <b>Name of School Pitlochry High School</b>           |                                         |                                                    |                                                    |
| <b>School costs</b>                                   |                                         |                                                    |                                                    |
| <i>Employee costs -</i>                               |                                         |                                                    |                                                    |
| teaching staff                                        | £ 999,628                               | £ -                                                | £ 999,628                                          |
| support staff                                         | £ 216,072                               | £ -                                                | £ 216,072                                          |
| teaching staff training (CPD etc)                     | £ 1,625                                 | £ -                                                | £ 1,625                                            |
| Supply costs                                          | £ 10,580                                | £ -                                                | £ 10,580                                           |
| Slippage Target                                       | -£ 25,623                               | £ -                                                | -£ 25,623                                          |
| <i>Building costs:</i>                                |                                         |                                                    |                                                    |
| non domestic rates                                    | £ 91,084                                | £ -                                                | £ 91,084                                           |
| water & sewerage charges                              | £ 24,088                                | £ -                                                | £ 24,088                                           |
| energy costs                                          | £ 71,917                                | £ -                                                | £ 71,917                                           |
| cleaning (contract or inhouse)                        | £ 83,259                                | £ -                                                | £ 83,259                                           |
| building repair & maintenance                         | £ 119,756                               | £ -                                                | £ 119,756                                          |
| grounds maintenance                                   | £ 10,945                                | £ -                                                | £ 10,945                                           |
| other                                                 | £ 44,922                                | £ -                                                | £ 44,922                                           |
| <i>School operational costs:</i>                      |                                         |                                                    |                                                    |
| learning materials                                    | £ 16,157                                | £ -                                                | £ 16,157                                           |
| <i>Transport costs: note 3</i>                        |                                         |                                                    |                                                    |
| home to school                                        | £ -                                     | £ -                                                | £ -                                                |
| other pupil transport costs                           | £ 4,763                                 | £ -                                                | £ 4,763                                            |
| staff travel                                          | £ -                                     | £ -                                                | £ -                                                |
| <b>SCHOOL COSTS SUB-TOTAL</b>                         | £ 1,669,173                             | £ -                                                | £ 1,669,173                                        |
| <i>Income:</i>                                        |                                         |                                                    |                                                    |
| Other                                                 | -£ 1,800                                |                                                    | -£ 1,800                                           |
| <b>SCHOOL INCOME SUB-TOTAL</b>                        | -£ 1,800                                |                                                    | -£ 1,800                                           |
| <b>TOTAL COSTS MINUS INCOME FOR SCHOOL</b>            | £ 1,667,373                             | £ -                                                | £ 1,667,373                                        |

## Appendix 5

### Small Secondary Schools - Scotland

| School Name                      | Address        | Primary | Secondary | Secondary Roll | Secondary Staff |
|----------------------------------|----------------|---------|-----------|----------------|-----------------|
| Golspie High School              |                |         | Secondary | 243            | 28.06           |
| Glen Urquhart High School        | Drumnadrochit  |         | Secondary | 203            | 22.73           |
| Islay High School                | Isle of Islay  |         | Secondary | 199            | 24.1            |
| Ullapool High School             | Ullapool       |         | Secondary | 198            | 24.14           |
| Dornoch Academy                  | Dornoch        |         | Secondary | 183            | 23.72           |
| Castlebrae Community High School | Edinburgh      |         | Secondary | 180            | 25.57           |
| New Pitlochry                    |                |         |           | 154            | 18.8 or 24.0    |
| Kinlochleven High School         | Kinlochleven   |         | Secondary | 149            | 15.44           |
| Brae High School                 | Shetland       | Primary | Secondary | 140            | 24.08           |
| Sandwick Junior High School      | Shetland       | Primary | Secondary | 132            | 14.83           |
| Gairloch High School             | Gairloch       |         | Secondary | 127            | 17.6            |
| Tobermory High School            | Isle of Mull   | Primary | Secondary | 126            | 19.67           |
| Mallaig High School              |                |         | Secondary | 123            | 14.57           |
| Ardnamurchan High School         | Strontian      |         | Secondary | 114            | 15.57           |
| Pitlochry High School            | Pitlochry      | Primary | Secondary | 112            | 18.7            |
| Tarbert Academy                  | Tarbert        | Primary | Secondary | 101            | 16.7            |
| Sir E Scott School               | Isle of Harris | Primary | Secondary | 94             | 19.72           |
| Farr High School                 | By Thurso      |         | Secondary | 86             | 13.39           |
| Alth Junior School               | Shetland       | Primary | Secondary | 79             | 10.67           |
| Castlebay School                 | Barra          | Primary | Secondary | 66             | 15              |
| Kilchulmen Academy               | Fort Augustus  |         | Secondary | 52             | 11.31           |
| Kinlochbervie High School        | Kinlochbervie  |         | Secondary | 48             | 11.07           |
| Whalsay School                   | Whalsay        | Primary | Secondary | 45             | 9.46            |
| Dalry Secondary School           | Dalry          |         | Secondary | 44             | 8.65            |
| Mid Yell Junior High School      | Shetland       | Primary | Secondary | 42             | 9.15            |
| Tiree High School                | Argyll         | Primary | Secondary | 32             | 11.52           |
| Baltasound Junior High School    | Unst           | Primary | Secondary | 24             | 5.5             |
| Sanday Community School          | Orkney         | Primary | Secondary | 24             | 5.35            |
| Westray Junior High School       | Orkney         | Primary | Secondary | 23             | 4.98            |

The roll of a secondary school has implications for learning and teaching, in particular subject choice will be impacted by the number of teachers.

The current roll at Pitlochry High School is 118<sup>14</sup> which makes it one of the smallest in Scotland, with most of the other smaller schools being located on islands or being very remote (other than Dalry Secondary School).

In 2018/19, there were 38 S5/S6 pupils attending Breadalbane Academy who were former pupils at Pitlochry High School. If Pitlochry High School was a 6-year secondary school and these pupils attended Pitlochry, this would place the school on a different staffing scale. The minimum roll of a 6 year secondary school according to the Perth and Kinross Council (PKC) staffing standard is **181**.

The roll of Pitlochry High School after returning the S5/6 would be **154**. If allowance was made for 30 pupils per year group staying on being 'returned' to Pitlochry (i.e. all pupils stay on at school and none leave) there would be a roll of **176** which is still below the current minimum for the current six year staffing standard.

The number of S5 pupils who were former pupils at Pitlochry on the school roll of Breadalbane Academy last session (18/19) is 18. There were in addition, 20 pupils in S6 at Breadalbane who transferred from Pitlochry the previous year. Consequently, there were 38 pupils attending Breadalbane in 18/19 who for the purposes of this exercise are to be considered as 'returning' to Pitlochry.

'Returning' the 38 pupils to Pitlochry, turning it into a 6-year secondary school, would place the school on a different staffing scale. The minimum roll of a 6 year secondary school according to the PKC staffing standard is **181**.

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<sup>14</sup> As at 22 August 2019

## Appendix 6

### Pitlochry High School – Course Choice

| Current curriculum offer at Breadalbane | Curriculum choice at 'new' Pitlochry |
|-----------------------------------------|--------------------------------------|
| Art H/AH                                | Art H/AH                             |
| Art N5/N4                               | Art N5/N4                            |
| Biology H/AH                            | Biology H/AH                         |
| Biology N5/N4                           | Biology N5/N4                        |
| Business Mgmt H/N5/N4                   | Business Mgmt H/N5/N4                |
| Chemistry H/AH                          | Chemistry H/AH                       |
| Chemistry N5                            | Chemistry N5                         |
| Computing Science H/AH                  | Computing Science H/AH               |
| Computing Science N5/N4                 | Computing Science N5/N4              |
| Design and Manufacture H/N5             | Design and Manufacture H/N5          |
| Drama H/N5/N4                           | Drama H/N5/N4                        |
| English H/AH                            | English H/AH                         |
| English N5/N4                           | English N5/N4                        |
| French H/AH/N5                          | French H/AH/N5                       |
| Gaelic H/N5                             | Gaelic H/N5                          |
| Geography H/AH                          | Geography H/AH                       |
| Geography N5                            | Geography N5                         |
| Graphic Comm H/AH                       | Graphic Comm H/AH                    |
| Graphic Comm N5                         | Graphic Comm N5                      |
| Health and Food Tech                    | Health and Food Tech                 |
| History AH/H/N5                         | History AH/H/N5                      |
| Hospitality                             | Hospitality                          |
| Maths H/AH                              | Maths H/AH                           |
| Maths N5                                | Maths N5                             |
| Modern Studies H/N5                     | Modern Studies H/N5                  |
| Music H/AH                              | Music H/AH                           |
| Music N5                                | Music N5                             |
| Photography                             | Photography                          |
| PE H/AH                                 | PE H/AH                              |
| PE N5                                   | PE N5                                |
| Physics H/AH                            | Physics H/AH                         |
| Physics N5                              | Physics N5                           |
| Practical Woodworking                   | Practical Woodworking                |
| Spanish                                 | Spanish                              |
| C844 Applied Mathematics                |                                      |
| C252 Hairdressing                       |                                      |
| C836 Health and Food Technology         |                                      |
| C851 Music Technology                   |                                      |
| G9CX Science Baccalaureate              |                                      |
| C271 Automotive Skills                  |                                      |
| C848 Media Studies                      |                                      |
| C801 Administration and IT              |                                      |
| C219 Sport and Recreation               |                                      |
| C783 Childcare                          |                                      |
| C823 Engineering                        |                                      |
| G9CD Rural Skills                       |                                      |
| C769 Advanced Spanish                   |                                      |



In addition to the full courses taught above, Breadalbane are also currently offering SQA units either as 'self-supported study' or partially supported study for S6 pupils:

|                                               |
|-----------------------------------------------|
| <b>Additional study units available in S6</b> |
| H29B Archaeology                              |
| C702 Advanced Mathematics of Mechanics        |
| H1SB Family History and Genealogy             |
| GP2V Mental Health and Wellbeing              |
| H225 Numeracy                                 |
| G23C Democracy in Scotland                    |
| H4KT Photography: Image Making                |
| H4LD Maths Relations and Calculus             |
| H4KF Biological Sustainability                |
| H223 Software Design                          |
| C251 Uniformed and Emergency Services         |

## Appendix 7

### Pitlochry High School – S5/S6 - Possible Course Choice

|                             |                      |                       |
|-----------------------------|----------------------|-----------------------|
| Art H/AH                    | English N5/N4        | Modern Studies H/N5   |
| Art N5/N4                   | French H/AH/N5       | Music H/AH            |
| Biology H/AH                | Gaelic H/N5          | Music N5              |
| Biology N5/N4               | Geography H/AH       | Photography           |
| Business Mgmt H/N5/N4       | Geography N5         | PE H/AH               |
| Chemistry H/AH              | Graphic Comm H/AH    | PE N5                 |
| Chemistry N5                | Graphic Comm N5      | Physics H/AH          |
| Computing Science H/AH      | Health and Food Tech | Physics N5            |
| Computing Science N5/N4     | History AH/H/N5      | Practical Woodworking |
| Design and Manufacture H/N5 | Hospitality          | Spanish               |
| Drama H/N5/N4               | Maths H/AH           |                       |
| English H/AH                | Maths N5             |                       |

#### Notes:

1. Business Management, Drama, Music Technology and Photography are not currently taught at Pitlochry but have been added to give an idea of possible breadth of choice that could be potentially offered.
2. Almost all classes would consist of more than one level in the class and to make the timetable viable the senior phase would need to be integrated (S4-6 together. This is not uncommon in secondary schools and is the model in Breadalbane currently)

### **Community Partnerships**

#### **Highland Action Partnership**

- The Highland Action Partnership brings together communities, elected members, and services to work at a local level, using local insight and professional knowledge, to reduce inequalities and deliver better outcomes for those experiencing challenges in their lives.

#### **Hipshire Network**

- The Highland Perthshire Community Learning & Development Network (Hipshire Network) brings together local voluntary, community and statutory organisations to identify and address local needs in an annual action plan around the themes of health and wellbeing, early years, employability and stronger communities.

#### **Highland Perthshire Communities Partnership**

- Highland Perthshire Communities Partnership (HPCP) is a collaboration of local businesses and organisations, and community councils working together for the benefit of Highland Perthshire. They are currently working on their priorities of broadband access, A9 duelling, rural transport, and local resilience plans.



# PERTH AND KINROSS COUNCIL

## Lifelong Learning Committee

4 September 2019

### SCHOOL ESTATE TRANSFORMATION PROGRAMME LOGIERAIT PRIMARY SCHOOL

**Report by Executive Director (Education and Children's Services)  
(Report No. 19/239)**

#### PURPOSE OF REPORT

On 27 March 2019 Lifelong Learning Committee approved the proposal to review provision for the Pitlochry Early Learning and Childcare (ELC) Community Group associated with Logierait Primary School as part of the options appraisal for Logierait Primary School ([Report No. 19/94 refers](#)).

This report informs Lifelong Learning Committee of the outcomes of the review and recommends that the Executive Director (Education and Children's Services) should proceed to establish a nursery at Logierait Primary School with a view to supporting the sustainability of the school.

#### 1. BACKGROUND / MAIN ISSUES

##### School Estate Transformation

- 1.1 The school estate is a significant and valuable asset to the communities of Perth and Kinross. Between 2019 and 2029, the Council will invest £176m in the school estate. This funding supports a wide range of projects including the replacement of Perth High School and Blairgowrie Recreation Centre. A substantial upgrade programme for primary and secondary schools is also being funded. In addition, the new £32.5m Bertha Park High School opened in August 2019.
- 1.2 The School Estate Strategy ([Report No. 12/370 refers](#)) sets out the Council's aspirations for our schools, and in particular the high value we place on learning, through our vision for well-designed, maintained and managed schools.
- 1.3 It is important, in light of the significant investment and cost associated with the school estate, that it is managed in an efficient and effective manner, and that the priorities which are addressed meet the wider strategic objectives of the Council and the needs of our communities.
- 1.4 There are significant challenges for managing the school estate over the coming years. These include changing demographics, including population growth and movement, house building in certain locations, ongoing

deterioration in building infrastructure, pressure on planned maintenance budgets, increasing revenue costs and the expansion of funded Early Learning and Childcare from 600 to 1140 hours.

- 1.5 The Council's Transformation Strategy 2015-2020 'Building Ambition' and Organisational Development Framework were approved by Council on 1 July 2015 ([Report No. 15/292 refers](#)). Together they detail how Perth and Kinross Council will deliver transformation over the next five years. Accompanying the strategy is a programme of major reviews which are considered to be key drivers and enablers of transformation across the organisation. The School Estate Transformation Programme is one such review.
- 1.6 On 24 August 2016, Lifelong Learning Committee ([Report No. 16/347 refers](#)) approved principles to be used as a basis for the transformation review, 'Securing the Future of the School Estate'.

The principles approved by Lifelong Learning Committee as a basis for the transformation review were as follows:

- (i) Schools should have an occupancy rate where possible greater than 60% of the capacity and ideally should be operating at over 80% capacity;
  - (ii) Every school should be rated as A or B, ie at least satisfactory for Condition and suitability; and
  - (iii) Life expired buildings<sup>1</sup> within the school estate should be prioritised for replacement.
- 1.7 On 2 November 2016, Lifelong Learning Committee ([Report No. 16/485 refers](#)) approved the development of a number of options appraisals to consider, in detail, schools which were identified as requiring further consideration.
- 1.8 The development of the options appraisal is being phased. Phase 1 is close to completion. Phase 1 schools are:
- Abernyte Primary School;
  - Balhousie Primary School;
  - Blairingone Primary School;
  - Braco Primary School;
  - Forteviot Primary School;
  - Greenloaning Primary School;
  - Logiealmond Primary School;
  - Methven Primary School;
  - North Muirton Primary School; and
  - St Ninians Episcopal Primary School.

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<sup>1</sup> Life expired buildings are defined as buildings which are uneconomic to maintain.

1.9 Work on phase 2 options appraisal began in August 2018 in relation to the following schools:

- Cleish Primary School;
- Grandtully Primary School;
- Logierait Primary School;
- Pitlochry High School (Secondary); and
- Ruthvenfield Primary School

## **2. LOGIERAIT PRIMARY SCHOOL – PROGRESS TO DATE**

### **Options**

- 2.1 Logierait Primary School is classed as ‘remote rural’ in the Scottish Government’s classification of rural schools.
- 2.2 Logierait Primary School was included in the School Estate Transformation Programme due to low occupancy. The capacity of the school is 50 pupils. At Census 2015, the school roll was 17 and therefore the occupancy level was at 34%. The school roll at Census 2018 was 16 which is an occupancy level of 32%. The school roll for August 2019 is 18<sup>2</sup>.
- 2.3 The following options were identified for Logierait Primary School as part of the options appraisal;
1. Logierait Primary School catchment area is reviewed to determine whether this would increase the school roll sufficiently to ensure the future sustainability of the school;
  2. Do nothing – school remains open; and
  3. Consider closing Logierait Primary School – pupils move to a neighbouring school or schools.

### **Pre-consultation**

- 2.4 An informal community drop-in session for Logierait Primary School was held on 27 November 2018. The drop-in session was an opportunity to gather the views of the wider community on the options for the school and to understand the impact each of the options may have on the community.
- 2.5 The wider community were also encouraged to suggest options that the Council may not have considered. Online questionnaires were also available for the wider community to provide feedback.
- 2.6 The drop-in session for Logierait Primary School was attended by 76 people and 64 online questionnaires were completed. The [detailed feedback](#) has been shared through the Council website.

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<sup>2</sup> As at 19 August 2019

The key themes that emerged from the feedback were as follows:

- Parents are satisfied with the educational experience at Logierait Primary School;
- Many respondents were of the view that a lack of childcare options such as a nursery or after school club impact on the school roll, with parents choosing to send their children to schools where these options are available; and
- The community were of the view that measures were needed to be taken to increase the roll, as without this, closure of the school in future years was more likely.

### **Review of ELC provision associated with Logierait Primary School**

- 2.7 On 27 March 2019 Lifelong Learning Committee was asked to approve a proposal to review provision for the Pitlochry ELC community group as part of the options appraisal ([Report No. 19/94 refers](#)). The review of ELC provision was recommended on the basis that there is a legal requirement to explore all feasible alternatives prior to considering closure of a rural school. It was considered that this could be a feasible alternative on the basis that the school roll was reducing because pupils were attending neighbouring schools.

This review would involve:

- The development of a feasibility study which will establish whether ELC provision could be delivered from the Logierait Primary School building, as well as the cost of any alterations; and
- Consultation with potential parents/carers of children who might attend such a provision to establish the sustainability of demand for ELC provision at Logierait Primary School.

## **3. ESTABLISHING A NURSERY AT LOGIERAIT PRIMARY SCHOOL**

### **Early Learning and Childcare Strategy**

- 3.1 Logierait Primary School catchment area is within the Pitlochry Early Learning and Childcare (ELC) Community Group which includes Blair Atholl, Kinloch Rannoch, Pitlochry and Dunkeld. Each community group in Perth and Kinross will contain a “mixed economy” of provisions to deliver 1140 hours of ELC made up of local authority settings, partner providers and childminders.
- 3.2 One of the principles of the ELC expansion plan for extended local authority provision is to use existing settings where possible. Therefore, at Lifelong Learning Committee on 16 May 2018 ([Report No. 18/156 refers](#)) it was proposed that extended provision for this ELC community group would be delivered through providing parents and carers extended day, extended year and outdoor provision at Pitlochry Primary School nursery, and to undertake minor works to the existing nurseries at Blair Atholl and the Royal School of Dunkeld.



- 3.3 In addition, it was agreed that partner providers would be an important element in providing flexibility and choice for parents, and that the local authority expansion plans would include them as key partners in the delivery model. The ELC expansion plan for the Pitlochry ELC Community Group therefore did not include ELC provision at Logierait Primary School because there is sufficient provision on offer at existing facilities for the anticipated demand in the area.

### **Nursery Pupil Demand – Logierait Primary School**

- 3.4 In April 2019 there were 11 children under the age of 5 years living within the Logierait Primary School catchment area who could attend nursery between 2020 and 2022. Table 1 below shows the projected future nursery roll if all of these children attended nursery at Logierait Primary School.

|                                          | <b>2020/2021</b> | <b>2021/2022</b> | <b>2022/2023</b> |
|------------------------------------------|------------------|------------------|------------------|
| <b>Ante Pre-school<br/>(3 years old)</b> | 4                | 3                | No Data          |
| <b>Pre-school<br/>(4 years old)</b>      | 4                | 4                | 3                |
| <b>Total</b>                             | <b>8</b>         | <b>7</b>         | <b>TBC</b>       |

Table 1: Children living in the Logierait Primary School catchment area due to attend nursery

- 3.5 In order to determine whether it was likely that parents/carers would utilise a nursery at Logierait Primary School, a consultation exercise was carried out. Appendix A provides information on the consultation.
- 3.6 The consultation indicated that there would potentially be sufficient children to establish nursery provision at Logierait Primary School for 8 children.

Table 2 below shows the projected future nursery roll if all the children from families who attended the consultation attend the nursery.

|                                          | <b>2020/2021</b> | <b>2021/2022</b> | <b>2022/2023</b> |
|------------------------------------------|------------------|------------------|------------------|
| <b>Ante Pre-school<br/>(3 years old)</b> | 2                | 4 <sup>3</sup>   | 2 <sup>4</sup>   |
| <b>Pre-school<br/>(4 years old)</b>      | 0                | 2                | 4                |
| <b>Total</b>                             | <b>2</b>         | <b>6</b>         | <b>6</b>         |

Table 2: Children attending Logierait Primary School Nursery based on families who attended consultation only.

- 3.7 Strong Start 2's which is nursery provision for 2 year olds for eligible families could be available at Logierait Primary School, however provision of Strong Start 2's is dependent on demand and also the potential for other options such as childminders. On the basis of the average numbers of children eligible for Strong Start 2's, ie 20%, it is possible that there could be one child eligible for this provision at Logierait Primary School per annum.

<sup>3</sup> One child does not live in the area but parents would send to the nursery

<sup>4</sup> One child from expectant parents and one child from a family due to live in the area

## Building Adaptation

- 3.8 Two options, detailed in Appendix C, were developed to support the accommodation of a nursery at Logierait Primary School:
- (i) Use of the room on the ground floor; and
  - (ii) Creating a nursery through reducing the size of the hall.
- 3.9 Option (i) is the preferred option because it is more cost effective and does not restrict the use of the hall through reducing its size. The P1-P7 class would be accommodated in one of the existing rooms on the upper floor.
- 3.10 The cost of adapting the ground floor room to a nursery is approximately £70,000. This cost includes the upgrade of the electrical distribution board due to the introduction of a snack area.

## Impact on the School Roll

- 3.11 The occupancy of Logierait Primary School is currently low due to the number of pupils attending neighbouring schools. Table 3 details the impact of this.

|                                                                              | <b>Pupil Census 2014</b> | <b>Pupil Census 2015</b> | <b>Pupil Census 2016</b> | <b>Pupil Census 2017</b> | <b>Pupil Census 2018</b> |
|------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Primary School Aged Pupils living in catchment attending PKC schools         | 29                       | 35                       | 33                       | 32                       | 35                       |
|                                                                              |                          |                          |                          |                          |                          |
| Logierait Primary School Catchment pupils attending other PKC schools        | 19                       | 20                       | 19                       | 19                       | 19                       |
|                                                                              |                          |                          |                          |                          |                          |
| Logierait Primary School Catchment pupils attending Logierait Primary School | 10                       | 15                       | 14                       | 13                       | 16                       |
|                                                                              |                          |                          |                          |                          |                          |
| Pupils from other catchments attending Logierait Primary School              | 1                        | 2                        | 0                        | 0                        | 0                        |
|                                                                              |                          |                          |                          |                          |                          |
| <b>Pupil Roll</b>                                                            | <b>11</b>                | <b>17</b>                | <b>14</b>                | <b>13</b>                | <b>16</b>                |

Table 3: Logierait Primary School – Destination of catchment pupils

- 3.12 It is the view of the wider community that the occupancy of the school shown in Table 3 will only change if nursery provision is established in Logierait

Primary School. This is because it is less likely that parents/carers would choose to send their children to other schools with nursery provision if it was available at Logierait Primary School. Children would then be more likely to remain at Logierait Primary School when they move to school from nursery.

- 3.13 Table 4 overleaf shows the projected future school roll at Logierait Primary school if all catchment pupils known to the Council attend the school in the next 5 years.

|                         | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
|-------------------------|---------|---------|---------|---------|
| <b>P1 intake</b>        | 2       | 5       | 4       | 4       |
| <b>Pupils in School</b> | 18      | 21      | 23      | 22      |
| <b>Capacity</b>         | 50      | 50      | 50      | 50      |
| <b>Occupancy</b>        | 36%     | 42%     | 46%     | 44%     |

Table 4: Logierait Primary School – Projected School Roll

- 3.14 As can be seen from the table above, the addition of a nursery for early education and childcare is not likely to increase the roll of the school significantly in the short term, it will however maintain it just above the current level. If birth rates are sustained at the current level, and all children attend the school due to the introduction of the nursery, it is possible that there could be between 30 and 35 children (i.e. a capacity of between 60% and 70%) in the school by 2028/29.

### **Financial Impact**

- 3.15 In addition to the capital cost of establishing the nursery, there will be ongoing staffing costs. These costs will be £36,500 per annum based on employing one Early Childhood Practitioner (ECP) and one Play Assistant (PA).

## **4. PROPOSALS**

### **Options**

- 4.1 Logierait Primary School is included in the School Estate Transformation Programme due to low occupancy. There are currently sufficient numbers of children living in the Logierait Primary School catchment area to make the school roll sustainable. However, a large number of these pupils attend other schools.
- 4.2 It is the view of the parents/carers and wider community that the introduction of nursery provision would encourage future catchment pupils to attend the school. Table 4 above, shows that there are however only small numbers of children under 5 years old living in the catchment area currently. The introduction of a nursery would therefore build up the roll very gradually until it peaks in 2028, when the first children from the nursery will be in P7.

- 4.3 It is a requirement that the Council considers all reasonable alternatives prior to considering closure of a rural school.
- 4.4 It is anticipated, on the basis of the engagement with parents/carers of children under 5 year old detailed in Appendix A, that it should be possible to establish a nursery by August 2020 for a maximum of 8 children at Logierait Primary School (see paragraph 3.6).
- 4.5 It is proposed to discount the option of a catchment review at this point. Appendix B contains information which indicates that:
- There are insufficient children living in the areas most suitable for a catchment review to make a significant impact on the school roll at Logierait Primary School; or
  - Where there are sufficient children, ie in the Kirkmichael Primary School catchment area, there would be a negative impact on the travel arrangements for those children.

### **Establishment of nursery provision**

- 4.6 The establishment of nursery provision would be a proactive and positive action to try to maintain the school roll at Logierait Primary School, which is classed as 'remote rural' in the short term with a view to potentially increasing the roll in future years.
- 4.7 The requirement to carry out a statutory consultation to establish a nursery class is currently suspended due to the expansion of ELC; therefore no statutory consultation would be required.
- 4.8 The establishment of a nursery will require that works are undertaken, at a cost of approximately £70,000 to adapt the room on the ground floor to a nursery. It is anticipated that the nursery would operate from August 2020.
- 4.9 An Early Childhood Practitioner and a Play Assistant would need to be employed to ensure appropriate staffing ratios at a cost of £36,500 per annum.
- 4.10 Officers from Education & Children's Services (ECS) would work closely with the school to establish the nursery class.

### **Sustainability of the school roll**

- 4.11 Paragraph 3.13 shows that there is potential for the school roll to rise slightly, if nursery children attend, then remain, at the school. In the short term, the school roll would be around 20 pupils on average, however in the medium term it is possible that the school roll could rise above this.
- 4.12 The roll at the school would continue to be monitored in order to assess whether the establishment of the nursery has succeeded in developing a sustainable school roll.

## **5. CONCLUSION AND RECOMMENDATIONS**

- 5.1 On 27 March 2019, Committee approved a review of the Pitlochry ELC Community Group as part of an options appraisal for Logierait Primary School.
- 5.2 There were no plans to establish a nursery at Logierait Primary School as part of the extension of ELC in the area, however this was to be considered in order to determine whether a nursery would support the school in developing a sustainable roll.
- 5.3 Work has taken place, since March 2019, to consider this option including a building feasibility report and consultation with parents/carers of children under 5 years old.
- 5.3 The feasibility report concludes that a small nursery could be established through relatively minor refurbishment and with minimal impact on the operation of the school. The cost of refurbishment is estimated to be approximately £70,000.
- 5.4 The consultation with parents/carers under 5 years old indicated that there was demand for 6 nursery places, from those who responded, in 2021/22 and 2022/23.
- 5.5 The cost of staffing the nursery for up to 8 children would be £36,500 per annum.
- 5.6 It is recognised that Logierait Primary School is classified as 'remote rural' however the sustainability of the school roll is dependent on the majority of pupils from the catchment area attending their catchment school in the future. Although it will take time for the roll to increase, it should be clear in the first 2-3 years after the nursery is established whether catchment children attend the nursery and then remain at Logierait Primary School.
- 5.7 On the basis of the conclusions, it is recommended that the Committee:
- (i) Approves the proposal to establish a nursery class within Logierait Primary School from August 2020 with a view to developing a sustainable school roll; and
  - (ii) Requests the Executive Director to review the position in 5 years time in order to assess whether the establishment of the nursery has succeeded in developing a sustainable school roll at Logierait Primary School.

**Author(s)**

| <b>Name</b>  | <b>Designation</b>                       | <b>Contact Details</b>                                                                     |
|--------------|------------------------------------------|--------------------------------------------------------------------------------------------|
| Carol Taylor | Service Manager<br>(Resource Management) | <a href="mailto:ECSCCommittee@pkc.gov.uk">ECSCCommittee@pkc.gov.uk</a><br><br>01738 475000 |

**Approved**

| <b>Name</b>   | <b>Designation</b>                                           | <b>Date</b>    |
|---------------|--------------------------------------------------------------|----------------|
| Sheena Devlin | Executive Director<br>(Education and<br>Children's Services) | 21 August 2019 |

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You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

## 1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

| <b>Strategic Implications</b>                       | <b>Yes / None</b> |
|-----------------------------------------------------|-------------------|
| Community Plan / Single Outcome Agreement           | Yes               |
| Corporate Plan                                      | Yes               |
| <b>Resource Implications</b>                        |                   |
| Financial                                           | Yes               |
| Workforce                                           | Yes               |
| Asset Management (land, property, IST)              | Yes               |
| <b>Assessments</b>                                  |                   |
| Equality Impact Assessment                          | Yes               |
| Strategic Environmental Assessment                  | Yes               |
| Sustainability (community, economic, environmental) | Yes               |
| Legal and Governance                                | Yes               |
| Risk                                                | Yes               |
| <b>Consultation</b>                                 |                   |
| Internal                                            | Yes               |
| External                                            | Yes               |
| <b>Communication</b>                                |                   |
| Communications Plan                                 | Yes               |

### 1. Strategic Implications

#### Community Plan / Single Outcome Agreement

- 1.1 The proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to all of these objectives.

#### Corporate Plan

- 1.2 The Perth and Kinross Council Corporate Plan set out five strategic objectives:
- (i) Giving every child the best start in life;
  - (ii) Developing educated, responsible and informed citizens;
  - (iii) Promoting a prosperous, inclusive and sustainable economy;
  - (iv) Supporting people to lead independent, healthy and active lives; and
  - (v) Creating a safe and sustainable place for future generations.

This report relates to all of these Objectives.

- 1.3 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area:

- Maximising Resources

## **2. Resource Implications**

### Financial

- 2.1 There are no financial implications arising from this report other than those discussed within the body of the main report. The capital expenditure will be funded from the Scottish Government ELC Capital Grant. Revenue expenditure will be funded from Scottish Government Revenue Grant for ELC.

### Workforce

- 2.2 As a result of this report there will be workforce/resource implications for the ECS Project Support Team, ELC teams and Property Services.

- 2.3 Asset Management (land, property, IT)

This report forms part of the School Estate Transformation Programme. The objective of the programme to manage these assets more efficiently and effectively.

## **3. Assessments**

### Equality Impact Assessment

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allow the Council to demonstrate that it is meeting these duties.
- 3.1.1 The information contained within this report has been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome and has been assessed as **not relevant** for the purposes of EqIA.

### Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.
- 3.2.1 No action is required as the Act does not apply to the matters presented in this report.



### Sustainability

- 3.3 Under the provisions of the Local Government in Scotland Act 2003 the Council has to discharge its duties in a way which contributes to the achievement of sustainable development. In terms of the Climate Change Act, the Council has a general duty to demonstrate its commitment to sustainability and the community, environmental and economic impacts of its actions.

The information contained within this report has been considered under the Act. However, no action is required as the Act does not apply to the matters presented in this report.

### Legal and Governance

- 3.4 The Head of Legal and Governance Services has been consulted in the preparation of this report. The proposals set out in the report are consistent with the Council's duties under the Education (Scotland) Act 1980 and the Schools Consultation (Scotland) Act 2010.

### Risk

- 3.5 A risk log is being maintained for the School Estate Transformation Programme.

## **4. Consultation**

### Internal

- 4.1 The Head of Finance and Head of Property Services have been consulted in the preparation of this report.

### External

- 4.2 This report details the consultation which has been carried out, to date, in regards to the development of this report.

## **5. Communication**

- 5.1 A communication plan has been prepared which will support effective communication and engagement with stakeholders, and to promote the anticipated efficiencies and benefits of this Transformation Project as well as the links to the wider Transformation Programme. A range of methods will be used to consult with internal and external stakeholders as identified in the draft communication plan, such as meetings, briefings, community consultation and focus groups.

## **2. BACKGROUND PAPERS**

No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

## **3. APPENDICES**

Appendix A – Nursery Provision Consultation  
Appendix B – Catchment Review  
Appendix C – Building Adaptations

## APPENDIX A

### LOGIERAIT PRIMARY SCHOOL – NURSERY PROVISION CONSULTATION

#### 1. CONSULTATION

In order to develop a more accurate understanding of the potential for nursery provision, leading to a more sustainable school roll, all families (with children under the age of 5) known to the Council were invited to attend one to one meetings.

Information received from the NHS detailed that there were 11 children less than 5 years of age living in the catchment area. This information is anonymised and therefore the Council do not have any contact information for these families.

The Parent Council were asked to assist in distributing invites to all families with children under the age of 5 years that they knew of who lived in the catchment and surrounding area. The meetings were also advertised on social media platforms.

Details of the process and a copy of the invite and questionnaire used during the consultation process is provided at the end of this Appendix.

#### 2. MEETINGS

There were 9 families who attended the meetings. One family contacted the Council by telephone.

Table 2 details the outcomes of the responses received from those families that attended the meetings;

|               | Number of families that attended meetings | Number of children from families who could attend nursery from August 2020 onwards | Number of families supportive of nursery provision |
|---------------|-------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------|
| Catchment     | 9                                         | 8                                                                                  | 10                                                 |
| Non-catchment | 1                                         | 0                                                                                  |                                                    |
| <b>Total</b>  | <b>10</b>                                 | <b>8</b>                                                                           | <b>10</b>                                          |

Table 2

It has been identified from the information supplied by families who attended the meetings and information supplied by the NHS that there may be 5 children under the age of 5 whose families live in the catchment area who did not attend the meetings.

## Questionnaire

The information you provide during this meeting will be used within the report for Logierait Primary School.  
All information will be anonymised to ensure no individuals can be identified. A summary of the feedback received will be included within the report considered by Lifelong Learning Committee in September 2019 (timescale subject to change).

|   |                                                       |         |         |         |         |
|---|-------------------------------------------------------|---------|---------|---------|---------|
| 1 | Name – Parent / Carer                                 |         |         |         |         |
| 2 | Address<br>(including postcode where children reside) |         |         |         |         |
| 3 | Name – Children                                       | Child 1 | Child 2 | Child 3 | Child 4 |
|   |                                                       |         |         |         |         |
| 4 | Age & date of birth of children                       |         |         |         |         |

|   |                                                                                                                                                                               |  |  |  |  |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|   |                                                                                                                                                                               |  |  |  |  |
| 5 | Are you supportive of nursery provision at Logierait Primary School?                                                                                                          |  |  |  |  |
| 6 | <p>If you answered 'Yes' to question 5...</p> <p>Would you send your child/children to nursery provision at Logierait Primary School?</p>                                     |  |  |  |  |
| 7 | <p>If you answered 'Yes' to question 5...</p> <p>When would your child/children attend (intended start date)?</p> <p>(Would this be anti-pre-school or pre-school stage?)</p> |  |  |  |  |

|    |                                                                                |  |  |  |  |
|----|--------------------------------------------------------------------------------|--|--|--|--|
|    |                                                                                |  |  |  |  |
| 8  | <p>If you answered 'No' to question 5...</p> <p>Please explain why?</p>        |  |  |  |  |
| 10 | <p>Do you plan for your child/children to attend Logierait Primary School?</p> |  |  |  |  |

|    |                                                                          |  |
|----|--------------------------------------------------------------------------|--|
| 11 | <p>If you answered 'No' to question 10...</p> <p>Please explain why?</p> |  |
| 12 | <p>Do you have any other comments?</p>                                   |  |

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

Signature ..... Date .....



## Invite

Dear Parent / Carer,

### **Logierait Primary School – Early Learning & Childcare Provision**

Following a decision by the Councils Lifelong Learning Committee on 27 March 2019, Perth & Kinross Council is considering whether there is the demand for early learning and childcare (ELC) provision at Logierait Primary School.

If you are a parent/carers of a child or children under the age of 5 who requires to access nursery provision and you live in the Logierait and surrounding area officers from the Council would like to speak to you.

We wish to establish whether nursery provision at Logierait Primary School is supported locally. This will inform further decision making by the Council.

A summary of all feedback gathered will be presented to Lifelong Learning Committee on 4 September 2019 (timescale subject to change), with a recommendation regarding the ELC provision.

Appointments will be available in 30 minute timeslots. You will be able to meet with officers during the following times.

| VENUE                    | DATE                 | TIME               |
|--------------------------|----------------------|--------------------|
| Logierait Primary School | Tuesday 28 May 2019  | 3.30pm till 6.30pm |
| Logierait Primary School | Thursday 6 June 2019 | 3.30pm till 6.30pm |

Please call us to book a place on 01738 475561.

If you cannot attend a session we would still like to hear your views. Please contact: Andrew Magee, Assistant Asset Management Officer, Education & Children's Services on 01738 475561.

To ensure your views are included please contact Education & Children's Services before 5pm Friday 7 June 2019.

If you have any further questions or queries with regard to this invitation please email [ECSResources@pkc.gov.uk](mailto:ECSResources@pkc.gov.uk).

Thank you in advance for your valuable input to this process.

## Meetings with Families

| Action                                                                                                                                | Comments                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identified families with children under the age of 5 years living in the Logierait Primary School catchment area known to the Council | <ul style="list-style-type: none"> <li>• local authority nursery places</li> <li>• families living in Logierait Primary School catchment area attending Perth and Kinross Council Primary Schools</li> </ul>                                                                                                                                  |
| Council Officers met with Logierait Primary School Headteacher                                                                        | <ul style="list-style-type: none"> <li>• Headteacher confirmed families attending the school who have younger siblings</li> </ul>                                                                                                                                                                                                             |
| Council Officers met with representatives of Logierait Primary School Parent Council                                                  | <ul style="list-style-type: none"> <li>• Parent Council agreed process and to help advertise sessions and identify any families living in local area who Council may not be aware of</li> </ul>                                                                                                                                               |
| Invite Issued                                                                                                                         | Invite issued via; <ul style="list-style-type: none"> <li>• School</li> <li>• Parent Council</li> <li>• Perth and Kinross Council Website</li> <li>• Perth and Kinross Council Social Media</li> <li>• Parent Council Social Media</li> <li>• Parent Council Letter Drop</li> <li>• Parent Council organised stay and play session</li> </ul> |
| Meetings with Families                                                                                                                | <ul style="list-style-type: none"> <li>• Tuesday 28 May 2019</li> <li>• Thursday 6 June 2019</li> </ul>                                                                                                                                                                                                                                       |

## Appendix B

### Catchment Review

A catchment review can in principle be a reasonable option in some cases, to increase the sustainability of a school. An in-depth analysis is required, in each case, to ascertain if a sustainable increase in school roll could be achieved without a detrimental impact on neighbouring schools or pupils.

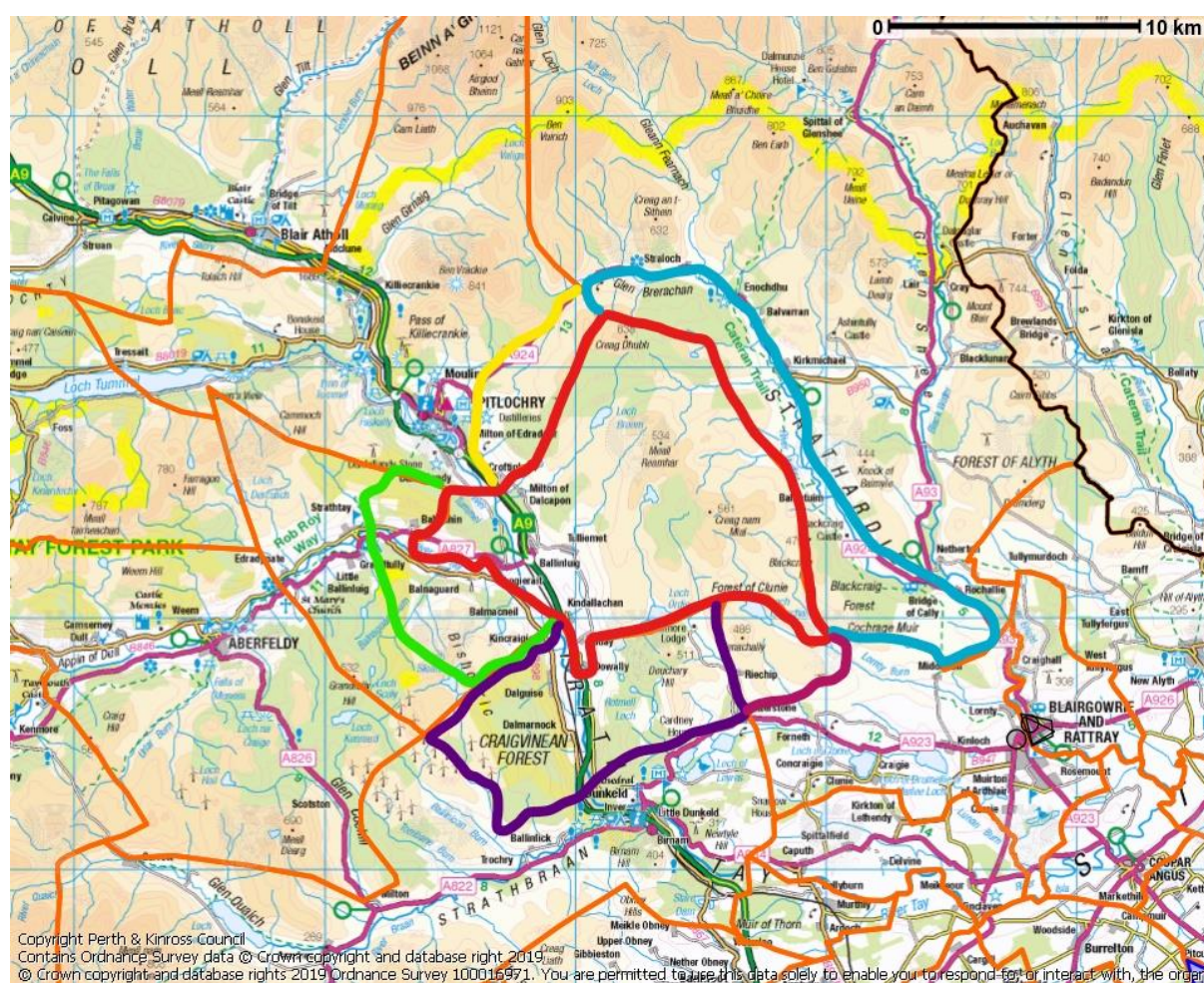
A map of the existing Logierait Primary School catchment area is detailed below. The map also details areas which have been analysed in considering potential catchment boundary changes.

The areas all share a boundary with the existing catchment area.

The outcome of this analysis is that it is unlikely that increasing the catchment area in a number of directions would create a sustainable increase in roll for Logierait Primary School.

This is due mainly to areas close to Logierait Primary School being sparsely populated but also due to detrimental travel arrangements.

Logierait Primary School Catchment Area:



The area in red is the existing Logierait Primary School catchment area.

## Logierait Primary School - Catchment Area Analysis

| Catchment Area Proposed                                                                                                                                                                                       | Other School Catchment Impacted | Pre-5s in area | Analysis                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Moving existing Logierait Primary School catchment boundary west into Grandtully Primary School catchment area.</p> <p>This would Include the area shown in green within the map above.</p>                | Grandtully Primary School       | < 5            | <p>Children living in this area live closer to Grandtully Primary School.</p> <p>Changing the catchment boundary to include this area would result in too few additional primary school pupils for Logierait Primary School and would be a detriment to the Grandtully Primary School roll.</p> <p>Moving this single boundary would not be sufficient to make Logierait Primary School sustainable.</p> |
| <p>Moving existing Logierait Primary School catchment boundary south into Royal School of Dunkeld Primary School catchment area.</p> <p>This would Include the area shown in purple within the map above.</p> | Royal School of Dunkeld         | <5             | <p>This area is sparsely populated with too few additional primary school pupils for Logierait Primary School.</p> <p>Moving the catchment boundary further south would include Dunkeld which has a primary school already.</p>                                                                                                                                                                          |
| <p>Moving existing Logierait Primary School catchment boundary south east into Newhill Primary School catchment area.</p> <p>This would Include the area shown in mauve within the map above.</p>             | Newhill Primary School          | 0              | <p>This area is sparsely populated with no additional primary school pupils for Logierait Primary School.</p>                                                                                                                                                                                                                                                                                            |
| <p>Moving existing Logierait Primary School catchment boundary east into Kirkmichael Primary School catchment area.</p> <p>This would include the area shown in blue within the map above.</p>                | Kirkmichael Primary School      | 13             | <p>This area is the most populated area analysed for pre 5s.</p> <p>Moving these children to Logierait is likely to have a negative impact on travel arrangements for these children.</p> <p>Children may also have to travel past Pitlochry or Dunkeld in order to reach Logierait Primary School.</p>                                                                                                  |

|                                                                                                                                                                                                 |                                 |               |                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Moving existing Logierait Primary School catchment boundary north into Pitlochry Primary School catchment area.</p> <p>This would include the area shown in yellow within the map above.</p> | <p>Pitlochry Primary School</p> | <p>&lt; 5</p> | <p>There would be insufficient numbers of children living in this area to make Logierait Primary School roll sustainable.</p> <p>The catchment boundary could not be moved any further as it would include the town of Pitlochry which already has a primary school.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## Appendix C

### Building Adaptations

A feasibility study has been undertaken to establish what adaptations to the school building may be required and the costs associated for nursery provision to be delivered from Logierait Primary School.

There are 2 options which have been developed to accommodate the nursery:

- Use the room on the ground floor; or
- Create a nursery through reducing the size of the hall.

### Ground Floor Room

This option would see the introduction of a snack preparation area, reconfiguration of existing toilet facilities and access to external space being made directly from the classroom.

The total capital cost for these works is estimated at approximately £70,000. It is anticipated that these works would be complete by August 2020.

There is limited impact on the operation of the school if this room is used for the nursery. The P1-P7 class will be accommodated in one of the rooms on the upper floor.

### Hall

This option would see the existing hall being reconfigured. Following works there would be separate space for use by the school and nursery.

The total capital cost for these works is £102,250. It is anticipated that these works would be complete by August 2020.





# PERTH AND KINROSS COUNCIL

## Lifelong Learning Committee

4 September 2019

### SCHOOL ESTATE TRANSFORMATION PROGRAMME STRATEGIC SITES NORTH WEST/NORTH PERTH

**Report by Executive Director (Education and Children's Services)  
(Report No. 19/240)**

#### PURPOSE OF REPORT

This report provides an update on the expected house building at the strategic sites at North West/North Perth. It concludes that, due to anticipated house building, a new school is required for this area by approximately 2024 and proposes Bertha Park as the location for the new school.

This report also seeks approval for the Executive Director (Education and Children's Services) to proceed with options appraisals in relation to the catchment area for the new school, which will also consider implications for the future of Ruthvenfield Primary School and its catchment area.

#### 1. BACKGROUND / MAIN ISSUES

##### School Estate Transformation

- 1.1 The school estate is a significant and valuable asset to the communities of Perth and Kinross. Between 2019 and 2029, the Council will invest £176m in the school estate. This funding supports a wide range of projects including the replacement of Perth High School and Blairgowrie Recreation Centre. A substantial upgrade programme for primary and secondary schools is also being funded. In addition, the new £32.5m Bertha Park High School opened in August 2019.
- 1.2 The School Estate Strategy ([Report No. 12/370 refers](#)) sets out the Council's aspirations for our schools, and in particular the high value we place on learning, through our vision for well designed, maintained and managed schools.
- 1.3 It is important, in light of the significant investment and cost associated with the school estate, that it is managed in an efficient and effective manner, and that the priorities which are addressed meet the wider strategic objectives of the Council and the needs of our communities.
- 1.4 There are significant challenges for managing the school estate over the coming years. These include changing demographics including population

growth and movement, housebuilding in certain locations, ongoing deterioration in building infrastructure, pressure on planned maintenance budgets, increasing revenue costs and the expansion of funded Early Learning and Childcare from 600 to 1140 hours.

- 1.5 The Council's Transformation Strategy 2015-2020 'Building Ambition' and Organisational Development Framework were approved by Council on 1 July 2015 ([Report No. 15/292 refers](#)). Together they detail how Perth and Kinross Council will deliver transformation over the next five years. Accompanying the strategy is a programme of major reviews which are considered to be key drivers and enablers of transformation across the organisation. The School Estate Transformation Programme is one such review.
- 1.6 On 24 August 2016, Lifelong Learning Committee ([Report No. 16/347 refers](#)) approved principles to be used as a basis for the transformation review, 'Securing the Future of the School Estate'.

The principles approved by Lifelong Learning Committee as a basis for the transformation review were as follows:

- (i) Schools should have an occupancy rate where possible greater than 60% of the capacity and ideally should be operating at over 80%;
  - (ii) Every school should be rated as A or B, ie at least satisfactory for condition and suitability; and
  - (iii) Life expired buildings<sup>1</sup> within the school estate should be prioritised for replacement.
- 1.7 On 2 November 2016, Lifelong Learning Committee ([Report No. 16/485 refers](#)) approved the development of a number of options appraisals to consider in detail schools which were identified as requiring further consideration.
- 1.8 The development of the options appraisal is being phased. Phase 1 is nearing completion. Phase 1 schools are:

Abernyte Primary School;  
Balhousie Primary School;  
Blairingone Primary School;  
Braco Primary School;  
Forteviot Primary School;  
Greenloaning Primary School;  
Logiealmond Primary School;  
Methven Primary School;  
North Muirton Primary School; and  
St Ninians Episcopal Primary School.

---

<sup>1</sup> Life expired buildings are defined as buildings which are uneconomic to maintain.

1.9 Work on phase 2 options appraisals began in August 2018 in relation to the following schools:

- Cleish Primary School
- Grandtully Primary School
- Logierait Primary School
- Pitlochry High School (Secondary)
- Ruthvenfield Primary School

1.10 On 27 March 2019, Lifelong Learning Committee ([Report No.19/94 refers](#)) gave approval to proceed with a number of proposals, for each of the schools in Phase 2, as part of the review.

This report agreed that, for Ruthvenfield Primary School, a detailed analysis of the feasibility should be undertaken to inform options for improving the suitability and condition of the school building. In addition, analysis of house building in the Ruthvenfield Primary School catchment area and surrounding areas, which includes the strategic sites detailed in the Local Development Plan (LDP) at Almond Valley, Bertha Park and Perth West, was to be considered in relation to future plans for the school.

1.11 This report provides an update on the feasibility study for Ruthvenfield Primary School as well as the strategic sites of Almond Valley, Bertha Park and Perth West in relation to house building.

## **2. STRATEGIC HOUSING SITES**

2.1 There is a 30 year masterplan for housebuilding at Almond Valley, Bertha Park and Perth West. The sites are shown on a map in Appendix 1. These sites are at different stages. Bertha Park and the former Auction Mart site in Perth West are the most advanced with development underway. Almond Valley is next with 'in principle' planning permission and a reserved matters application anticipated for September 2019. The wider Perth West site is the least advanced but the [Local Development Plan 2 Examination Report](#) published 11 July 2019 has supported the wider allocation for between 2,392 and 3,738 homes.

2.2 In the next 12 years, based on the current Housing Land Audit (HLA), it is anticipated that 2582 houses will be built. This is estimated to generate approximately 697. (Appendix 2).

2.3 Having previously anticipated that the catchment schools for the strategic sites would not be able to accommodate the projected pupil numbers, the Council allocated funding of £14.35m for a new school within the Composite Capital Programme on 22 June 2016 ([Report No. 16/277 refers](#)).

2.4 It is expected that a new primary school will be required by approximately 2024, based on current information in relation to the phasing of house building at the strategic sites.

### **3. LOCATION OF A NEW SCHOOL**

- 3.1 As part of the negotiation of the Section 75 (S75) agreements with the Council, land at Bertha Park has been transferred to the Council for a primary school and land at Almond Valley has been secured for the siting of a future primary school. As the Perth West site progresses a suitable site will be secured for primary school provision, if required.
- 3.2 Ruthvenfield Primary School is located in the middle of the three strategic sites at Almond Valley, Bertha Park and Perth West, however it is not a suitable location for a new school due to limitations of the current site, particularly in relation to access and roads infrastructure. Whilst the S75 has secured the siting of a future primary school at Almond Valley, in close proximity to Ruthvenfield Primary School, its suitability depends on delivery of improvements to the road network. A reserved matters planning application for road infrastructure improvements is expected by September 2019. However, these improvements are not yet known or consented and the timescale for delivery is not certain therefore it is not considered a suitable site for the 2024 timeframe.
- 3.3 The wider Perth West site was supported through the Local Development Plan 2 Examination Report (11 July 2019) and so its principle should soon be confirmed with adoption of the Local Development Plan 2 (LDP2) anticipated in late 2019.

Jointly funded by the Council, the Scottish Government, and two of the landowners, a productive collaborative charrette (design workshop) process involving all the significant stakeholders supported this LDP2 allocation. The charrette also made significant progress on work more associated with the planning application stages with a Masterplan Framework prepared. However, since the principle of the wider site is just being established, Perth West is at an earlier stage and detailed discussions around the masterplanning and delivery will need to follow as and when planning applications progress.

In summary, significant progress has been made quickly. However, in terms of meeting the target of a 2024 delivery for the school, it is unlikely, based on the progress of neighbouring strategic sites, that Perth West could support this.

- 3.4 It is concluded that the site at Bertha Park is therefore the most appropriate and viable location for a new primary school for the following reasons:
- The Council has title to the site;
  - The site has a new road and pathway infrastructure ensuring easy access on foot or by road transport;
  - Utility services are nearby;
  - The site at Bertha Park High School has been scoped for the provision of the primary school therefore bus drop-off etc is already in place and sports

facilities are in close proximity as part of the Bertha Park High School project;

- A large number of the expected pupil population will initially come from the Bertha Park site which has already begun to build out; and
- Due to the availability of infrastructure/utilities available there is limited risk in meeting the timescale of 2024.

#### **4. CATCHMENT AREAS**

- 4.1 A defined catchment area will be required for any new school. This will require to be developed in a way which will meet the needs of current and future pupils in light of the significant planned house building within the area.
- 4.2 The new proposed catchment areas will be developed through an options appraisal. The options appraisal will require to consider all of the current catchment areas across all three strategic sites. A copy of the current catchment map, in relation to the strategic sites, is attached in Appendix 1.
- 4.3 As part of the options appraisal process for developing a new catchment, it is proposed to undertake informal pre-consultation with school communities, including Ruthvenfield Primary School and Pitcairn Primary School, which may be affected by any proposed change to catchment areas.

#### **RUTHVENFIELD PRIMARY SCHOOL – FEASIBILITY STUDY**

- 5.1 Ruthvenfield Primary School was included in the School Estate Transformation Programme due to the condition rating of the school. The overall condition of the building is rated “C” (Poor – showing major defects and/or not operating adequately). The overall suitability of the building is rated “B” (Satisfactory – Performing well but with minor problems).
- 5.2 The capacity of Ruthvenfield Primary School is 91. The current school roll as at 21 August 2019 is 61, which is an occupancy of 67%. 21 of the pupils who attend Ruthvenfield Primary School are catchment pupils and 40 are placing requests. Historic and future rolls are detailed in Appendix 3.
- 5.3 Ruthvenfield Primary School is currently classified as an ‘accessible rural’ school in terms of the Scottish Government’s Urban Rural Classification.
- 5.4 A high level feasibility study has been undertaken in relation to the condition of the school. In order to improve the condition, there are two modular buildings which require to be replaced with permanent buildings within 5 – 7 years. Infrastructure upgrades are also required for statutory compliance upgrades including replacement glazing, heating and lighting. Current estimates for this work is anticipated to be in region of £2m. However, further detailed design work will have to take place to confirm this.

## **FUTURE OF RUTHVENFIELD PRIMARY SCHOOL**

- 6.1 As detailed previously, Ruthvenfield Primary School is located in the middle of the strategic sites at Almond Valley, Bertha Park and Perth West. This means, in the long term, this small rural school will be in a highly developed housing area.
- 6.2 As Ruthvenfield Primary School catchment sits within the strategic sites and it is being reviewed due to the condition of the building, it is proposed, that to ensure best value and consider all options in relation to the pupils learning environment, that the future of the school should also be considered as part of the options appraisal which will develop a catchment area for the new school.

## **7. PROPOSALS**

- 7.1 A new school will be required to accommodate the expected pupil numbers from the house building at strategic sites to the north and northwest of Perth because the existing schools in the area will not be able to accommodate the projected pupil numbers from the strategic housing sites.
- 7.2 A site at Bertha Park which the Council owns, adjacent to Bertha Park High School, is considered to be the most viable location for a new primary school.
- 7.3 A defined catchment area for the new school is required that will meet the needs of current and future pupils in light of the significant planned house building.
- 7.4 It is proposed that options appraisals are undertaken in relation to the catchment area for the strategic sites and associated areas and that the appraisals considers a new school as well as the future of Ruthvenfield Primary School.

## **8. CONCLUSION AND RECOMMENDATIONS**

It is recommended that the Committee:

- (i) Notes the outcome of the high level feasibility study for Ruthvenfield Primary School;
- (ii) Approves Bertha Park as the preferred location for a new primary school;
- (iii) Agrees that options appraisals, which includes informal consultation, are undertaken in relation to both the catchment for the new school and the future of Ruthvenfield Primary School; and
- (iv) Requests the Executive Director (Education and Children's Services) to submit the findings of the options appraisals to Lifelong Learning Committee in March 2020 or as soon as possible thereafter.

**Author(s)**

| <b>Name</b>  | <b>Designation</b>                       | <b>Contact Details</b>                                                                     |
|--------------|------------------------------------------|--------------------------------------------------------------------------------------------|
| Carol Taylor | Service Manager<br>(Resource Management) | <a href="mailto:ECSCCommittee@pkc.gov.uk">ECSCCommittee@pkc.gov.uk</a><br><br>01738 475000 |

**Approved**

| <b>Name</b>   | <b>Designation</b>                                           | <b>Date</b>    |
|---------------|--------------------------------------------------------------|----------------|
| Sheena Devlin | Executive Director<br>(Education and<br>Children's Services) | 21 August 2019 |

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All Council Services can offer a telephone translation facility.

## 1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

| <b>Strategic Implications</b>                       | <b>Yes / None</b> |
|-----------------------------------------------------|-------------------|
| Community Plan / Single Outcome Agreement           | Yes               |
| Corporate Plan                                      | Yes               |
| <b>Resource Implications</b>                        |                   |
| Financial                                           | Yes               |
| Workforce                                           | Yes               |
| Asset Management (land, property, IST)              | Yes               |
| <b>Assessments</b>                                  |                   |
| Equality Impact Assessment                          | Yes               |
| Strategic Environmental Assessment                  | Yes               |
| Sustainability (community, economic, environmental) | Yes               |
| Legal and Governance                                | Yes               |
| Risk                                                | Yes               |
| <b>Consultation</b>                                 |                   |
| Internal                                            | Yes               |
| External                                            | Yes               |
| <b>Communication</b>                                |                   |
| Communications Plan                                 | Yes               |

### 1. Strategic Implications

#### Community Plan / Single Outcome Agreement

- 1.1 The proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to all of these objectives.

#### Corporate Plan

- 1.2 The Perth and Kinross Council Corporate Plan set out five strategic objectives:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to all of these Objectives.



- 1.3 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area:

- Maximising Resources

## **2. Resource Implications**

### Financial

- 2.1 In addition to the capital funds discussed in the main body of the report, there will be revenue implications for the running of the new primary school. These financial implications will form part of the options appraisals which will be submitted to a future Lifelong Learning Committee.

### Workforce

- 2.2 As a result of this report there will be workforce/resource implications for ECS Asset Management Team.

### Asset Management (land, property, IT)

- 2.3 This report forms part of the School Estate Transformation Programme. The objective of the programme is to manage these assets more efficiently and effectively.

## **3. Assessments**

### Equality Impact Assessment

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.
- 3.1.1 The information contained within this report has been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome and has been assessed as **not relevant** for the purposes of EqIA.

### Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.
- 3.2.1 No action is required as the Act does not apply to the matters presented in this report.

### Sustainability

- 3.3 Under the provisions of the Local Government in Scotland Act 2003 the Council has to discharge its duties in a way which contributes to the achievement of sustainable development. In terms of the Climate Change Act, the Council has a general duty to demonstrate its commitment to sustainability and the community, environmental and economic impacts of its actions.

The information contained within this report has been considered under the Act. However, no action is required as the Act does not apply to the matters presented in this report.

### Legal and Governance

- 3.4 The Head of Legal and Governance Services has been consulted in the preparation of this report.

### Risk

- 3.5 A risk log is being maintained for the School Estate Transformation Programme.

## **4. Consultation**

### Internal

- 4.1 The Head of Legal and Governance Services has been consulted in the preparation of this report.

### External

- 4.2 This report details the consultation proposed in regards to the development of this report.

## **5. Communication**

- 5.1 A communication plan has been prepared which will support effective communication and engagement with stakeholders, and to promote the anticipated efficiencies and benefits of this Transformation Project as well as the links to the wider Transformation Programme. A range of methods will be used to consult with internal and external stakeholders as identified in the draft communication plan, such as meetings, briefings, community consultation and focus groups.

## **2. BACKGROUND PAPERS**

No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt

information) were relied on to any material extent in preparing the above report.

### **3. APPENDICES**

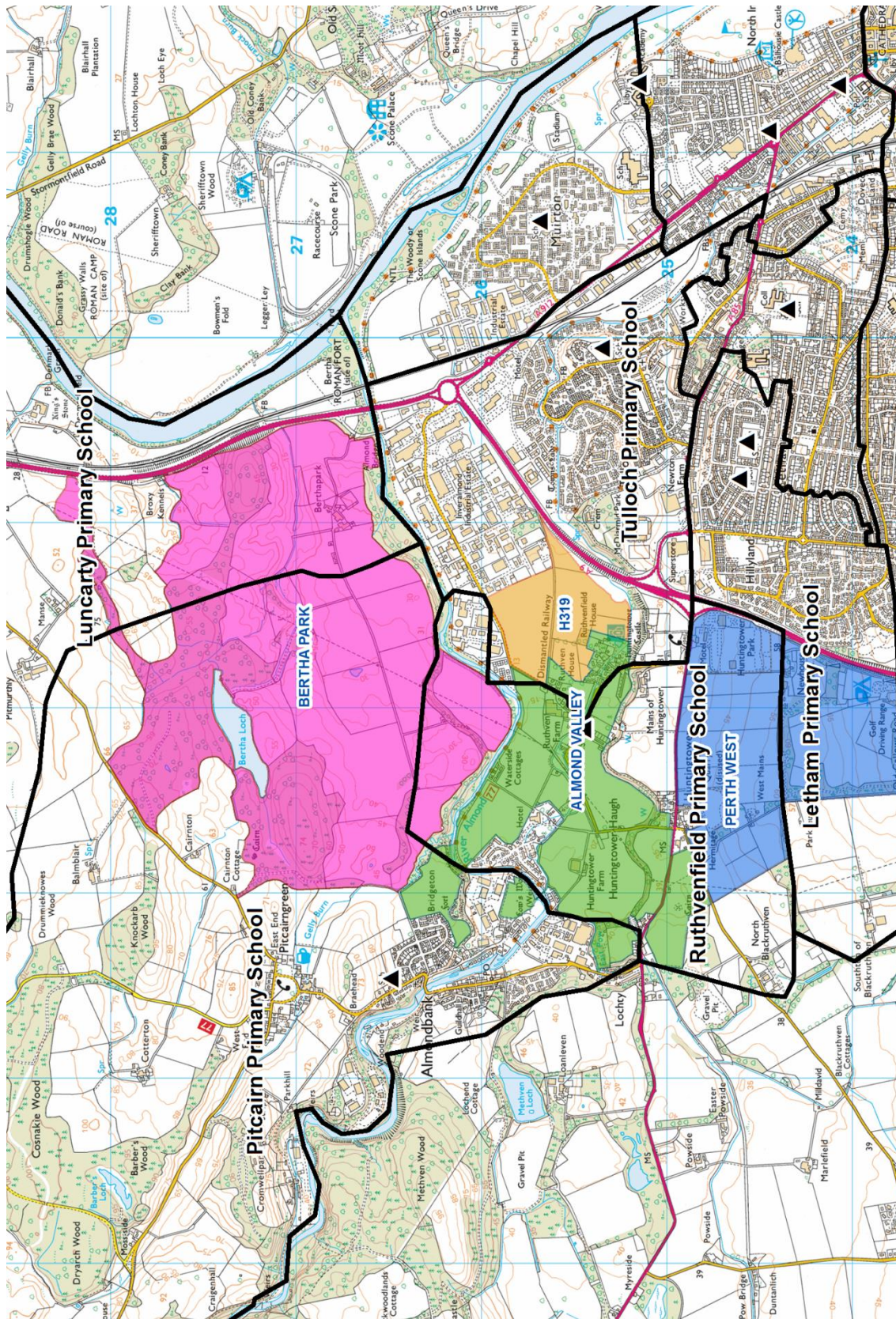
Appendix 1 – Current Catchment Areas

Appendix 2 – Housebuilding – Strategic Sites

Appendix 3 – Ruthvenfield Primary School



Current Catchment Areas





## Appendix 2

### Housebuilding – Strategic Sites

Detailed analysis on the expected house building rates at the strategic sites at Almond Valley, Bertha Park, Perth West and surrounding areas has been considered for the 30 year masterplan.

The table below shows the number of houses expected at each of the sites until 2030 and the numbers of pupils anticipated.

The proposed number of pupils is based on the ratio of 0.27 pupils per household.

| Site                 | Total number of houses expected by 2030 | Total expected pupil product |
|----------------------|-----------------------------------------|------------------------------|
| Almond Valley        | 720                                     | 194                          |
| Bertha Park          | 1126                                    | 304                          |
| Perth West           | 736                                     | 199                          |
| <b>Overall total</b> | <b>2582</b>                             | <b>697</b>                   |







## Appendix 3

### RUTHVENFIELD PRIMARY SCHOOL

#### 1 Current Position

The roll at Ruthvenfield Primary is currently 58<sup>1</sup> pupils with an occupancy level of 64%.

#### 2 Pupil Numbers

The methodology used for pupil projections allows Education and Children's Services to project a detailed, year by year analysis for each school catchment. The methodology applied for projecting future P1 intakes uses aggregated General Practitioner (GP) registration data. This anonymised data, sourced from the NHS, reflects children registered with a GP within specific school catchment areas based on address.

P1 pupils included within the data received from the NHS do not always decide to attend their catchment school. This is primarily because parents make placing requests to other schools or elect to send their child to a denominational school. As a result of these movements the P1 data is adjusted taking into consideration the movement of pupils in previous years. The adjusted data is the primary source of information for forward planning.

It should be noted that due to the fluid nature of pupil movements within the estate, for a number of different reasons, predicting future years' school rolls will not be exact. It is however accurate enough to provide valuable information on forward planning for the school estate.

#### 3 Historic/Current School Roll – Ruthvenfield Primary School

|                  | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 |
|------------------|---------|---------|---------|---------|---------|---------|
| Pupils in School | 67      | 63      | 61      | 60      | 58      | 58      |
| Capacity         | 91      | 91      | 91      | 91      | 91      | 91      |
| Occupancy        | 74%     | 69%     | 67%     | 66%     | 64%     | 64%     |

Table 1

#### 4 Projected Future School Roll (current catchment) – Ruthvenfield Primary School

|                               | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
|-------------------------------|---------|---------|---------|---------|
| Pupils in School <sup>1</sup> | 58      | 51      | 48      | 47      |
| Capacity                      | 91      | 91      | 91      | 91      |
| Occupancy                     | 64%     | 56%     | 53%     | 51%     |

Table 2

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<sup>1</sup> As at 19 August 2019.



# PERTH AND KINROSS COUNCIL

## Lifelong Learning Committee

4 September 2019

### SECOND ANNUAL UPDATE ON THE IMPLEMENTATION OF REACH

**Report by Executive Director (Education and Children's Services)**  
**(Report No. 19/242)**

#### PURPOSE OF REPORT

This report provides Lifelong Learning Committee with an update on the progress of the REACH project, following the successful implementation of the new model in January 2019. Initial evaluation is also provided on the positive impact REACH has had on the lives of young people and their families in Perth and Kinross who are considered to be "on the edge of care".

#### 1. BACKGROUND

- 1.1 The implementation of REACH in Perth and Kinross originated from the Transformation Project on the Review and Remodelling of Residential Care. An initial report to Council in August 2017 ([Report No. 17/262 refers](#)) provided approval and funding to implement this innovative service. Thereafter, an implementation plan was approved at Lifelong Learning Committee in November 2017 (Report No. 17/358, private update) with a requirement to provide annual reports until 2021. The first update report on progress was presented to Lifelong Learning Committee in August 2018 ([Report No. 18/245 refers](#)).
- 1.2 REACH has been created to provide a 'one stop', multi-disciplinary response to the needs of young people aged 12-18 years and their families across Perth and Kinross. The primary focus for REACH is to offer intensive and flexible support and help improve outcomes for young people who are looked after or who are at risk of becoming accommodated and are therefore "on the edge of care".
- 1.3 REACH provides individualised support and employs the skills of a dedicated multi-disciplinary team to help young people to remain in their families, schools and communities and prevent the need to move to alternative residential care. The long term aim is to enable young people to flourish within their family and community, and, to become healthy, resilient and resourceful adults.
- 1.4 The implementation of REACH is one of a number of interventions which is helping to reduce the reliance on external residential care placements. The aim for REACH is that by the end of 2022, the only children and young people

who will require to be supported in residential care will be those for whom this is assessed as being the only way of meeting their needs.

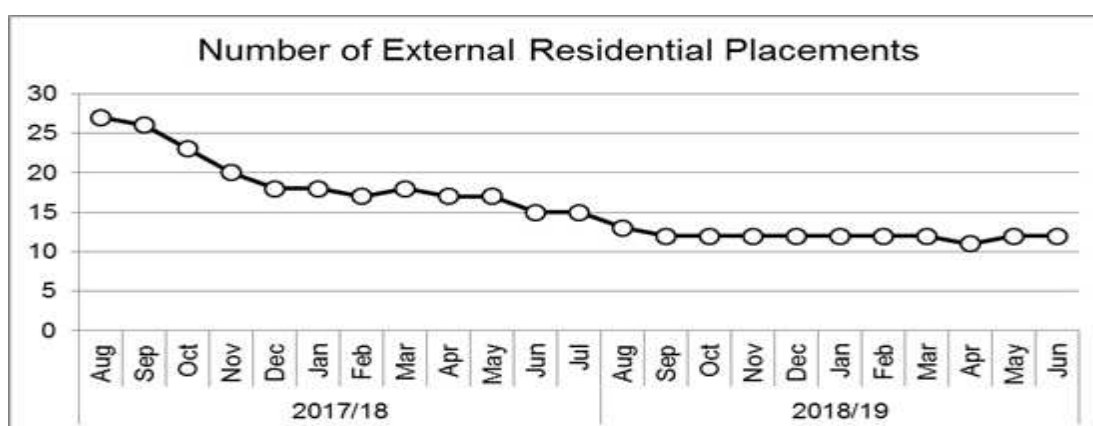
- 1.5 In meeting this aim, the reduction in residential care costs is projected to provide the financial resources required to sustain REACH beyond the end of the project period and from 2021/22.

## **2. PROGRESS TO DATE**

- 2.1 The REACH implementation plan was divided across four work streams, all of which were supported by a communications plan. A project team was tasked with delivering the implementation on behalf of the REACH Project Board, which regularly monitored progress against the implementation plan.
- 2.2 A “transition year” ran from the closure of the existing residential provision, in November 2017 to the full “Go Live” date of REACH in January 2019.
- 2.3 During this time a new working model was established which encapsulated the vision and created a team identity (appendix 1). This was followed by careful recruitment and job matching into the new structure, refurbishment of the REACH premises and the design and testing of new operational processes and practices for working with young people and families. A comprehensive staff training programme was designed to support this new approach.
- 2.4 REACH was successfully introduced in January 2019 and the team has been working with young people throughout the transition year. The team reached full staff complement and were able to move into their permanent premises on 9 January 2019, thus completing the implementation phase (appendix 2).
- 2.5 The appointment of the full staff complement has facilitated the development and implementation of a 24 hour a day and 7 days a week service. This working model enables REACH to support families when they are most in need of support.
- 2.6 A formal launch took place on 25 April 2019 at the newly refurbished REACH premises at Almondbank House.
- 2.7 The REACH implementation project was audited in November and December 2018 by Internal Audit as part of the 2018/19 Audit Plan. The final report was presented to the Audit Committee on 30 January 2019 ([Report No. 19/27 refers](#)). The audit reported the strength of internal controls as “Strong” and auditors were satisfied that the project has been delivered in line with the implementation plan.
- 2.8 A lessons learned exercise has been completed, subsequently, to inform the development of future transformational change projects. The benefits realisation plan has been taken forward as part of the wider evaluation of REACH over the coming years.

### 3. PROJECT IMPACT AND MEASURING SUCCESS

- 3.1 From 1 April 2018 to 31 March 2019 REACH has supported 50 young people, 17 of whom were already looked after.
- 3.2 The contribution of the REACH team in avoiding the need for young people to become accommodated in external residential placements is already evident. There has been a reduction in the number of residential placements from 27 in July 2017 to 11 in July 2019. The number of placements reduced by 50% between August 2017 and August 2018 due to a concerted effort to return young people to community placements and improved monitoring of decision-making for young people. The establishment of REACH has ensured a more intensive approach to avoid the need for young people to become accommodated and has been instrumental in keeping young people out of care. Details of the numbers of children and young people accommodated in residential placements over the last two years are contained in Table 1 below.



**Table 1 Number of external residential placements August 2017 to June 2018**

- 3.3 A comprehensive evaluation plan has been created with an emphasis on outcomes. This ensures that not only is the activity of REACH captured but also provides evidence of the impact on the young person, their family and other partners. In line with the evaluation plan, data is being regularly analysed. REACH also has several performance indicators included in the Services for Children, Young People and Families Service Plan. Over the next year the planned work to evaluate the impact of the work of REACH on young people and their families will result in more qualitative information within future update reports.
- 3.4 The success of REACH has been monitored regularly by the REACH Project Board which met monthly over the implementation period. The Board will now meet quarterly for the duration of the project and until 2022.

### 4. CAPITAL COSTS

- 4.1 The renovation works to The Cottages at Almondbank House were completed in December 2018. The building work was completed on time and on budget and the REACH Team were relocated to the building on 9 January 2019.

## 5. FINANCE

- 5.1 The REACH Team is funded from existing Education and Children's Services budgets which were transferred from the Community Support Team and the Integrated Services for Young People Team. These budgets did not cover the total running costs for the team and therefore an earmarked reserve of £1,700,000 was agreed at Full Council ([Report No.17/262 refers](#)). This was created via budget management measures within Education and Children's Services (£700,000), an allocation from Council Reserves (£500,000) and from Transformation and Organisational Reserves (£500,000) to cover the transitional costs.
- 5.2 The budget for the REACH Team in financial year 2018/19 has ensured that funds have been available to establish and implement the service.
- 5.3 The Project Board meet quarterly to scrutinise progress and receive regular budget monitoring reports for both the REACH Team and the Residential Schools Budgets. The Board is satisfied that REACH is currently on target to meet anticipated financial expectations.

## 6. PROPOSALS

- 6.1 The REACH project is committed to continuous improvement. REACH will seek feedback from the young people and families it has supported and from partners in the desire to improve outcomes. REACH has already received positive feedback from a range of stakeholders including young people and their parents/carers (Appendices 3 and 4). This feedback will be incorporated into the Team Improvement Plan and will allow reflection on all aspects of work of the multi-disciplinary team.

## 7. RECOMMENDATIONS

- 7.1 It is recommended that the Committee:
- (i) Notes the progress of the REACH project and completion of the implementation phase;
  - (ii) Notes the approach to evaluation and the initial evidence of the impact of REACH; and
  - (iii) Requests the Executive Director, Education and Children's Services to provide a third progress update on REACH by September 2020.

### Author(s)

| Name            | Designation                                             | Contact Details                                                                        |
|-----------------|---------------------------------------------------------|----------------------------------------------------------------------------------------|
| Hazel Robertson | Head of Service<br>Children, Young People &<br>Families | <a href="mailto:ECSCcommittee@pkc.gov.uk">ECSCcommittee@pkc.gov.uk</a><br>01738 475000 |

**Approved**

| <b>Name</b>          | <b>Designation</b>                                                    | <b>Date</b>           |
|----------------------|-----------------------------------------------------------------------|-----------------------|
| <b>Sheena Devlin</b> | <b>Executive Director<br/>(Education and<br/>Children's Services)</b> | <b>21 August 2019</b> |

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## 1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

| <b>Strategic Implications</b>                       | <b>Yes / None</b> |
|-----------------------------------------------------|-------------------|
| Community Plan / Single Outcome Agreement           | Yes               |
| Corporate Plan                                      | Yes               |
| <b>Resource Implications</b>                        |                   |
| Financial                                           | Yes               |
| Workforce                                           | No                |
| Asset Management (land, property, IST)              | No                |
| <b>Assessments</b>                                  |                   |
| Equality Impact Assessment                          | No                |
| Strategic Environmental Assessment                  | No                |
| Sustainability (community, economic, environmental) | No                |
| Legal and Governance                                | No                |
| Risk                                                | No                |
| <b>Consultation</b>                                 |                   |
| Internal                                            | Yes               |
| External                                            | Yes               |
| <b>Communication</b>                                |                   |
| Communications Plan                                 | Yes               |

### 1. Strategic Implications

#### Community Plan / Single Outcome Agreement

- 1.1 The Perth and Kinross Community Plan / Single Outcome Agreement set out five priorities:

- (i) Giving every child the best start in life
- (ii) Developing educated, responsible and informed citizens
- (iii) Promoting a prosperous, inclusive and sustainable economy
- (iv) Supporting people to lead independent, healthy and active lives
- (v) Creating a safe and sustainable place for future generations

This report relates to Objective No (ii) Developing educated, responsible and informed citizens.

#### Corporate Plan

- 1.2 The Perth and Kinross Council Corporate Plan set out five strategic objectives:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No (i) Giving every child the best start in life



- 1.3 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area:

- Change and Improvement
- Maximising Resources

## **2. Resource Implications**

### Financial

- 2.1 The REACH project is being delivered within the current resources which include the £1,700,000 allocated by Council in August 2017 with anticipated reduction in the Residential Schools budget over three years.

### Workforce

- 2.2 The planned workforce changes are now in place.

### Asset Management (land, property, IT)

- 2.3 As part of this project development there has been investment in existing council property.

## **3. Assessments**

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The proposals have been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

- (i) Assessed as **not relevant** for the purposes of EqIA

### Strategic Environmental Assessment

- 3.2 The proposals have been considered under the Environmental Assessment (Scotland) Act 2005 and no action is required as the Act does not apply to the matters presented in this report.

### Sustainability

- 3.3 N/A

### Legal and Governance

- 3.4 N/A

## Risk

3.5 N/A

## **4. Consultation**

### Internal

4.1 Education & Children's Services Senior Management Team, the Finance and Governance Manager and the REACH Project Board.

### External

4.2 N/A

## **5. Communication**

5.1 There has been a formal launch of the project which took place in April 2019.

## **2. BACKGROUND PAPERS**

No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

## **3. APPENDICES**

Appendix 1 – REACH Vision and Outcomes

Appendix 2 – REACH Implementation Update June 2019

Appendix 3 – REACH Quotes from Parents and Carers

Appendix 4 – REACH Feedback from Young People

## REACH Vision and Outcomes

### Vision

Our young people will flourish as healthy, resilient and resourceful adults.

### Outcome 1

Our young people are able to move to or remain within a family where they are safe and feel they belong.

### Summary

- Young people will be safe at home and not become looked after.
- Young people will be supported to build, restore and strengthen relationships with their family and community.
- Young people who cannot stay with their family will be placed in a Kinship Care Placement where possible.
- Young people who experience transitions (between placement/home or into independence) will be supported throughout the process.

### Outcome 2

Our young people are able to have lasting, strong connections with people and places which are important to them.

### Summary

- Young people being looked after will have the opportunity to identify and build meaningful, lifelong connections to family.
- Young people will experience stability in their home life, school life and with their social work involvement.
- Young people will have the opportunity to work with professionals to improve their emotional wellbeing and mental health.
- Young people will be able to make their needs known and clearly express themselves.

### Outcome 3

Our young people are aspirational and confident in their ability to shape the future.

### Summary

- Young people will be meaningfully engaged in education, employment or volunteering.
- Young people will have positive and sustainable destinations after leaving school.
- Young people will be autonomous; able to fulfill their desired social, educational/ employment, societal and family roles.
- Young people will be resilient and able to cope emotionally with most situations.



## Appendix 2





## Appendix 3



# REACH

Supporting each young person to be  
**RESILIENT ENGAGED ACHIEVING CONFIDENT HEALTHY**

## QUOTES FROM PARENTS & CARERS

1  
 “All the contact we have had with REACH has been very flexible as our needs and situation changed”

2  
 “Everyone in the REACH team has been very sensitive and responsive to our needs; they really listened and got to know us as a family”

3  
 “I really don't know how we would have managed through the most difficult times without the support of the REACH team”

4  
 “Thanks for all your help and kindness today, it was much appreciated and definitely above and beyond. Thank you.”

5  
 “Even when things were very difficult, I never felt judged and knew that help was always available”

6  
 “We used to feel quite alone and scared for the future but we now feel really well supported - thank you”

8  
 “The REACH team knows we are a family and that we are all affected when a young person has difficulties”

9  
 “Thank you for all the support, encouragement and confidence you gave to XX and myself. You have been absolutely amazing. XX growing into the confident and achieving young man that he now is, not to mention happy, has been hugely down to the relationship that you built with him. I can't thank you enough.”

7  
 “It has been real benefit to have all this expertise under one roof - I don't know what we would have done without it to be honest”

10  
 “I observe the whole situation and I am incredibly impressed with the amount of energy, time and effort which is being invested in YY currently by a variety of professionals and individuals.”

11  
 “I can't tell you how much it's appreciated to know we have the additional support you offer”





## Appendix 4





**PERTH AND KINROSS COUNCIL**

**Lifelong Learning Committee**

**4 September 2019**

**STATUTORY CONSULTATION – SCHOOL ADMISSION POLICY**

**Report by Executive Director (Education and Children's Services)  
(Report No. 19/243)**

**PURPOSE OF REPORT**

This report seeks approval of the Lifelong Learning Committee for the Executive Director (Education and Children's Services) to engage in formal consultation to review and vary the School Admission Policy for Perth and Kinross Council.

**1. BACKGROUND/MAIN ISSUES**

1.1 In terms of the Education (Scotland) Act 1980, the Council is obliged to publish its arrangements for the placing of children in schools in its area. Within Perth and Kinross these arrangements are contained within the School Admission Policy which has been operational since January 2009 when it was last reviewed. The School Admission Policy sets out the arrangements for the placing of catchment pupils and handling of placing requests.

1.2 The policy of Perth & Kinross Council is to assign to each school a defined zone known as a catchment area. Each home address has a catchment school for both primary and secondary education. The designated catchment schools are dependent on pupils' home address. Although the Council endeavours to provide enough places for all children in a catchment area to attend the catchment school, living within a catchment area does not guarantee a child a place at that school.

In accordance with the provisions of the legislation, parents have a right to make a request that their child be placed in a school of their choice other than the school which normally serves the catchment area in which they reside. Parents' wishes are to be met wherever possible. If the number of places in any particular school is limited, priority for admissions shall be determined by the priorities as set out in the School Admission Policy.

1.3 Appendix 1 shows Perth and Kinross Council's current School Admission Policy.

1.4 The arrangements for admission for Primary 1 and Secondary 1 pupils for August 2019 resulted in 181 pupils being refused places for the school of their

choice. This subsequently resulted in an unprecedented number of statutory appeals to the Education Appeal Committee.

Education and Children's Services managed the primary and secondary intakes for August 2019 in accordance with the priority categories as set out within the current Perth and Kinross School Admission Policy.

- 1.5 However, the sole criterion of distance being used to determine the priority between children within each category of Priority 2 and Priority 3 has identified that in some cases in schools where intakes were oversubscribed, children resident within Perth and Kinross were not being afforded the appropriate priority to have their placing request for another school in Perth and Kinross considered. In some cases, pupils from outwith Perth and Kinross were prioritised above Perth and Kinross pupils on the waiting list for an available place.
- 1.6 In addition, using the sole criterion of distance to determine the priority between children within each category of Priority 2 and Priority 3 has identified that in some cases in secondary schools where intakes were oversubscribed, children who were attending a feeder primary school as a result of a successful placing request, were not being afforded the appropriate priority to have their placing request considered to allow transition to secondary school with their peer group. In some cases, a small number of P7 pupils were not able to transition to secondary school with their peer group as a result of the criterion of distance being the determining factor in prioritisation of placing requests.
- 1.7 Whilst it has not been an issue in previous years, the number of placing request refusals for August 2019 has now identified that the School Admission Policy requires to be revised in order to ensure that it continues to be fit for purpose and provide flexibility to allow appropriate priority to be provided to pupils living in Perth and Kinross and to those pupils transitioning to secondary school who are attending feeder primary schools.
- 1.8 In varying the current School Admission Policy to include specific priority for pupils who are resident within Perth and Kinross, and for pupils transitioning to secondary school from a feeder primary school, it is important to note that this proposal will not result in any more or any fewer placing requests being able to be granted. In the majority of cases, the only consequence of this change would be the pupil's position on the waiting list.

In schools where the intake is not oversubscribed, there would be no change to the ability to grant placing requests of all priorities. However, in schools where the intake is oversubscribed, places would continue to be granted in accordance with the agreed capacity and refused placing requests would be maintained on a waiting list in priority determined by the School Admission Policy.

- 1.9 Any proposal to make changes to the School Admission Policy must be subject to a statutory consultation exercise as the varying of any admission arrangements for schools is a relevant proposal in terms of legislation.

## **2. PROPOSALS**

- 2.1 The Council proposes to review the existing School Admission Policy to vary the admission arrangements in respect of the handling of catchment enrolments and placing requests for primary and secondary schools
- 2.2 The Schools (Consultation) (Scotland) Act 2010 sets out the process which must be followed in undertaking a statutory consultation on a relevant proposal affecting a school.
- 2.3 A formal Proposal Paper containing an Educational Benefits Statement will be prepared for publication.
- 2.4 The statutory consultation period will run for a period of no less than 30 school days.
- 2.5 A public meeting will be arranged within the consultation period.
- 2.6 Following this exercise, a report will be submitted to a future Lifelong Learning Committee detailing the outcome of the statutory consultation.

## **3. CONCLUSION**

- 3.1 A review of the School Admission Policy should be undertaken in order to ensure that the policy continues to be fit for purpose and provide flexibility to allow appropriate priority to be provided when considering pupil placements. A Proposal Paper containing an Educational Benefits Statement will be produced and published which will allow for informed consideration to be given to the proposal to vary the School Admission Policy for primary and secondary schools in accordance with legislative requirements.

## **4. RECOMMENDATIONS**

- 4.1 It is recommended that the Committee:
- (i) Agrees, for the purposes of consultation, that:
    - The Council proposes to review the existing School Admission Policy to vary the admission arrangements in respect of the handling of catchment enrolments and placing requests for primary and secondary schools;
  - (ii) Requests the Executive Director (Education and Children's Services) to publish a Proposal Paper and formally consult the appropriate bodies and persons in relation to the proposal to vary the School Admission Policy, in terms of the Schools (Consultation) (Scotland) Act 2010;

- (iii) Delegates authority to the Executive Director (Education and Children's Services) to investigate and manage any alleged omissions or inaccuracies during the consultation process and to take appropriate action in accordance with The Schools (Consultation) (Scotland) Act 2010; and
- (iv) Requests the Executive Director (Education and Children's Services) to prepare a report on the results of the consultation and report back to the Committee on the outcome of these consultations at a future meeting of the Lifelong Learning Committee.

#### Author

| Name            | Designation                            | Contact Details                                                                             |
|-----------------|----------------------------------------|---------------------------------------------------------------------------------------------|
| Karen Robertson | Service Manager<br>(Business Services) | Tel: 01738 475000<br><a href="mailto:ECSCCommittee@pkc.gov.uk">ECSCCommittee@pkc.gov.uk</a> |

#### Approved

| Name          | Designation                                               | Date           |
|---------------|-----------------------------------------------------------|----------------|
| Sheena Devlin | Executive Director<br>(Education and Children's Services) | 21 August 2019 |

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## 1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

| <b>Strategic Implications</b>                       | <b>Yes / None</b> |
|-----------------------------------------------------|-------------------|
| Community Plan / Single Outcome Agreement           | Yes               |
| Corporate Plan                                      | Yes               |
| <b>Resource Implications</b>                        |                   |
| Financial                                           | No                |
| Workforce                                           | No                |
| Asset Management (land, property, IST)              | No                |
| <b>Assessments</b>                                  |                   |
| Equality Impact Assessment                          | No                |
| Strategic Environmental Assessment                  | No                |
| Sustainability (community, economic, environmental) | No                |
| Legal and Governance                                | Yes               |
| Risk                                                | No                |
| <b>Consultation</b>                                 |                   |
| Internal                                            | Yes               |
| External                                            | Yes               |
| <b>Communication</b>                                |                   |
| Communications Plan                                 | Yes               |

### 1. Strategic Implications

#### Community Plan / Single Outcome Agreement

- 1.1 This section should set out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

- (i) Giving every child the best start in life
- (ii) Developing educated, responsible and informed citizens
- (iii) Promoting a prosperous, inclusive and sustainable economy
- (iv) Supporting people to lead independent, healthy and active lives
- (v) Creating a safe and sustainable place for future generations

This report relates to all of these objectives.

#### Corporate Plan

- 1.2 The Perth and Kinross Council Corporate Plan set out five strategic objectives:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to all of these objectives.

- 1.3 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area:

- Communication and Consultation

## 2. Resource Implications

### Financial

- 2.1 Any resource implications arising from the statutory consultation are likely to relate primarily to staff time and will be contained within the existing Education and Children's Services revenue budget.

### Workforce

- 2.2 N/A

### Asset Management (land, property, IT)

- 2.3 N/A

## 3. Assessments

### Equality Impact Assessment

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The consultation exercise presented in this report was considered under the Corporate Equalities Impact Assessment process (Eq1A) with the following outcome:

- (i) Assessed as **not relevant** for the purposes of Eq1A.

### Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

However, no further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

### Sustainability

- 3.3 N/A



## Legal and Governance

- 3.4 Where the Council is proposing to vary any admission arrangements by modifying guidelines in respect of the handling of placing requests, there is a legal requirement to consult on those proposals. The Schools (Consultation) (Scotland) Act 2010 sets out a comprehensive framework for this consultation process. This consultation exercise will be undertaken in accordance with the 2010 Act. Legal Services has been fully consulted in relation to this report and the proposed consultation exercise.

## Risk

- 3.5 N/A

## **4. Consultation**

### Internal

- 4.1 The Head of Legal and Governance has been consulted in the preparation of this report.

### External

- 4.2 Consultation on this proposal will be undertaken with parents, Parent Councils, Headteachers, staff and other key stakeholders as part of the statutory consultation exercise.

## **5. Communication**

- 5.1 A comprehensive communication plan will be prepared as part of the statutory consultation planning process.

## **2. BACKGROUND PAPERS**

No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

## **3. APPENDICES**

Appendix A: Current Perth and Kinross School Admission Policy



**PERTH AND KINROSS COUNCIL**  
**EDUCATION AND CHILDREN'S SERVICES**  
**SCHOOL ADMISSION POLICY**

**Placing in Schools - Primary, Secondary and Special**

The policy of Perth & Kinross Council Education Authority is to assign to each school a defined zone known as a catchment area. Each home address has a catchment school for both primary and secondary education. The catchment schools are dependant on pupils' home address. Although we try to provide enough places for all children in the catchment area to attend the catchment school, living within a catchment area does not guarantee a child a place at that school.

In accordance with the provisions of the legislation, parents have a right to make a request that their child be placed in a school of their choice other than the school which normally serves the catchment area in which they reside. Parents' wishes will be met where possible. If the number of places in any particular school is limited, priority for admissions shall be determined on the following basis:

**Priority 1 –**

Children normally resident within the catchment area of the specified school.

Where the number of requests for admission to the specified school by children normally resident within the catchment area exceeds the number of places available, then priority will be determined as follows:

- (a) Children having a brother or sister (or relative permanently living at the same address as part of an extended family\*) in attendance at the school.
- (b) Thereafter places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

**NB Within denominational schools places will be allocated first to children who have been baptised in the appropriate faith i.e (Roman Catholic and Episcopal Church)**

**Priority 2 –**

Children not normally resident within the catchment area of the specified school, but having a brother or sister (or relative permanently living at the same address as part of an extended family\*) in attendance at that school.

**\*provided that the member of the extended family for whom the placing request has been made has lived within that extended family for a period of at least two years.**

**Priority 3 –**

Children not normally resident within the catchment area of the specified school and having no brothers or sisters in attendance at that school.

In relation to Priorities 2 and 3, when it is necessary to refuse only some places because the number of requests exceeds the number of places available, priority will be determined as follows:

- (a) between children within Priority 2, priority will be determined by distance from the specified school, with priority being given to children whose normal place of residence is closest to the specified school.
- (b) between children within Priority 3, priority will be determined by the single criterion of distance from the school, with priority being given to children whose normal place of residence is closest to the specified school.

Placement may be recommended within a special school or provision when a child's education needs cannot be met in their catchment school. This will be based upon the assessment of the child's education needs by their parents, teacher, school medical officer and education psychologist.

The Authority may also determine that particular pupils are to be placed in any school in order to meet specific educational or other exceptional needs, as determined by the Authority. These placements will take priority over any of the 3 priorities above.

Placing requests will normally be granted except where there are circumstances defined in the Act which justify the Authority's refusal of such a request.

**Parents who have made successful placing requests for their children at other schools of their choice have to make their own transport arrangements and meet the costs thereof.**

Any pupil who attends a primary school other than the one proposed by the Authority (ie as the result of a placing request) and who is due to transfer to a secondary school will be offered a place at the secondary school in whose catchment area he/she lives.

**PERTH AND KINROSS COUNCIL**

**Lifelong Learning Committee**

**4 September 2019**

**APPOINTMENT OF CHURCH REPRESENTATIVE AND PARENT COUNCIL  
REPRESENTATIVES TO THE LIFELONG LEARNING COMMITTEE**

**Report by Head of Legal and Governance Services  
(Report No. 19/244)**

**PURPOSE OF REPORT**

This report brings confirmation from the Roman Catholic Church of a replacement representative on the Committee following the retirement of Mrs Margaret McFarlane and advises of nominations received to fill vacancies on the Committee for two Parent Council representatives, one to represent primary schools and one to represent secondary schools.

**1. BACKGROUND / MAIN ISSUES**

- 1.1 Section 124 of the Local Government (Scotland) Act 1973 (as amended by the Local Government (Scotland) Act 1994) requires local authorities, in appointing a Committee whose purposes include advising the authority on any matter relating to the discharge of their functions as education authority, or discharging any of those functions of the authority on their behalf, to appoint one representative of the Church of Scotland, one representative of the Roman Catholic Church, and one representative of other churches and denominational bodies, in the selection of whom, the authority shall have regard to the comparative strength within their area of all the churches and denominational bodies having duly constituted charges or other regularly appointed places of worship.
- 1.2 Following the retirement of the Roman Catholic Church representative, Mrs Margaret McFarlane, the Church has appointed the Very Reverend Doctor Canon Thomas Shields as its replacement on the Committee.
- 1.3 The Local Government (Scotland) Act 1973 (as amended by the Local Government (Scotland) Act 1994) also enables local authorities to appoint people who are not elected members of the authority to be members of the committee, and it is in exercising this discretion that the Committee has appointed two teacher representatives, two parent representatives and two youth representatives. This is reflected in paragraph 8.1 of the Council's Scheme of Administration.
- 1.4 Nominations were sought from both Primary and Secondary School Parent Councils to fill two vacancies on the Committee; one to represent the primary sector and one to represent the secondary sector.

- 1.5 Initially two nominations were received from the Parent Council of Oakbank Primary School. One nominee subsequently withdrew leaving Mr Martin Gowrie as the sole nominee. No other nominations were received from Primary School Parent Councils.
- 1.6 In light of their being only one nomination from the primary sector it is proposed that the appointment of the nominee from Oakbank Primary School Parent Council be confirmed unopposed.
- 1.7 Nominations were received from the Parent Councils of two secondary schools as follows:
- |                                      |   |                          |
|--------------------------------------|---|--------------------------|
| The Community School of Auchterarder | - | nominee Mr Paul Gebara   |
| Pitlochry High School Parent Council | - | nominee Mr Andy Charlton |
- 1.8 Councillor Shiers, Convener of the Lifelong Learning Committee, Councillor Rebbeck, the Opposition Spokesperson and the Democratic Services Manager held individual discussions with the candidates. After deliberation the nominee from Pitlochry High School Parent Council was identified as the preferred candidate.

## **2. CONCLUSION AND RECOMMENDATIONS**

- 2.1 This report invites members to note that the Roman Catholic Church has appointed a replacement representative on the Committee following the retirement of the current representative, Mrs Margaret McFarlane. The report also seeks approval to appoint one Primary and one Secondary School Parent Council representative to serve on the Committee.
- 2.2 It is recommended that the Lifelong Learning Committee:
- (i) Note the appointment of the Very Reverend Doctor Canon Thomas Shields as the Roman Catholic Church representative on the Lifelong Learning Committee as reflected in paragraph 8.1 of the Council's Scheme of Administration.
  - (ii) There being no other nominations received confirm the appointment of Mr Martin Gowrie as the Primary School Parent Council Representative on the Lifelong Learning Committee, as reflected in paragraph 8.1 of the Council's Scheme of Administration, until the next local government elections in May 2022.
  - (iii) Agree the appointment of Mr Andy Charlton as the Secondary School Parent Council Representative on the Lifelong Learning Committee, as reflected in paragraph 8.1 of the Council's Scheme of Administration, until the next local government elections in May 2022.

**Author**

| <b>Name</b> | <b>Designation</b>                     | <b>Contact Details</b>                                         |
|-------------|----------------------------------------|----------------------------------------------------------------|
| Linda Brown | Committee Officer (Committee Services) | <a href="mailto:committee@pkc.gov.uk">committee@pkc.gov.uk</a> |

**Approved**

| <b>Name</b>  | <b>Designation</b>                    | <b>Date</b>   |
|--------------|---------------------------------------|---------------|
| Lisa Simpson | Head of Legal and Governance Services | 1 August 2019 |

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## 1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

|                                                     |                   |
|-----------------------------------------------------|-------------------|
| <b>Strategic Implications</b>                       | <b>Yes / None</b> |
| Community Plan / Single Outcome Agreement           | <b>Yes</b>        |
| Corporate Plan                                      | <b>Yes</b>        |
| <b>Resource Implications</b>                        |                   |
| Financial                                           | <b>None</b>       |
| Workforce                                           | <b>None</b>       |
| Asset Management (land, property, IST)              | <b>None</b>       |
| <b>Assessments</b>                                  |                   |
| Equality Impact Assessment                          | <b>None</b>       |
| Strategic Environmental Assessment                  | <b>None</b>       |
| Sustainability (community, economic, environmental) | <b>None</b>       |
| Legal and Governance                                | <b>None</b>       |
| Risk                                                | <b>None</b>       |
| <b>Consultation</b>                                 |                   |
| Internal                                            | <b>YES</b>        |
| External                                            | <b>None</b>       |
| <b>Communication</b>                                |                   |
| Communications Plan                                 | <b>N/A</b>        |

### 1. Strategic Implications

#### Community Plan / Single Outcome Agreement

- 1.1 The proposals in this report support delivery of the Council's objectives within the Corporate Plan and the Community Plan.

### 2. Resource Implications

#### Financial

- 2.1 N/A

#### Workforce

- 2.2 N/A

#### Asset Management (land, property, IT)

- 2.3 N/A

### 3. Assessments

#### Equality Impact Assessment

- 3.1 N/A



## Strategic Environmental Assessment

3.2 N/A

### Sustainability

3.3 N/A

### Legal and Governance

3.4 N/A

### Risk

3.5 N/A

## **4. Consultation**

### Internal

4.1 The Executive Director (Education and Children's Services) has been consulted on the report.

### External

4.2 N/A

## **5. Communication**

5.1 N/A

## **2. BACKGROUND PAPERS**

None

## **3. APPENDICES**

N/A

