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To: Councillor Wheeler, Convener; Councillor Malik, Vice Convener; Councillor Jennifer Stewart, the Depute Provost; Councillors Al-Samarai, Donnelly, Lesley Dunbar, Greig, Henrickson, Imrie, Macdonald, Catriona Mackenzie, McLellan, Nicoll; and Mrs Stephanie Brock (Third Religious Representative), Mrs Louise Bruce (Parent Representative - Primary Schools), Mr John Murray (Roman Catholic Religious Representative), Mr Colm O'Riordan (Parent Representative (Secondary Schools)), Mr Mike Paul (Teacher Representative (Secondary Schools)), Miss Pamela Scott (Teacher Representative - Primary Schools) and one vacancy (Church of Scotland Representative).

Town House,
ABERDEEN, 6 March 2019

EDUCATION OPERATIONAL DELIVERY COMMITTEE

The Members of the **EDUCATION OPERATIONAL DELIVERY COMMITTEE** are requested to meet in **Committee Room 2 - Town House** on **THURSDAY, 14 MARCH 2019 at 10.00 am.**

FRASER BELL
CHIEF OFFICER - GOVERNANCE

B U S I N E S S

DETERMINATION OF URGENT BUSINESS

1.1 There are no items of urgent business

DETERMINATION OF EXEMPT BUSINESS

2.1 There are no items of exempt business

DECLARATIONS OF INTEREST

3.1 Declarations of Interest (Pages 3 - 4)

REQUESTS FOR DEPUTATION

4.1 There are no requests for deputation at this time

MINUTES OF PREVIOUS MEETINGS

5.1 Minute of Previous Meeting of 17 January 2019 (Pages 5 - 12)

NOTICES OF MOTION

6.1 There are no Notices of Motion at this time

COMMITTEE PLANNER

7.1 Committee Business Planner (Pages 13 - 16)

REFERRALS FROM COUNCIL, COMMITTEES AND SUB COMMITTEES

8.1 There are no referrals at this time

GENERAL BUSINESS

9.1 School Estates Review Scoping Report - RES/19/199 (Pages 17 - 28)

EHRIAs related to reports on this agenda can be viewed at

[Equality and Human Rights Impact Assessments](#)

Should you require any further information about this agenda, please contact Stephanie Dunsmuir, tel 01224 522503 or email sdunsmuir@aberdeencity.gov.uk

DECLARATIONS OF INTEREST

You must consider at the earliest stage possible whether you have an interest to declare in relation to any matter which is to be considered. You should consider whether reports for meetings raise any issue of declaration of interest. Your declaration of interest must be made under the standing item on the agenda, however if you do identify the need for a declaration of interest only when a particular matter is being discussed then you must declare the interest as soon as you realise it is necessary. The following wording may be helpful for you in making your declaration.

I declare an interest in item (x) for the following reasons

For example, I know the applicant / I am a member of the Board of X / I am employed by... and I will therefore withdraw from the meeting room during any discussion and voting on that item.

OR

I have considered whether I require to declare an interest in item (x) for the following reasons however, having applied the objective test, I consider that my interest is so remote / insignificant that it does not require me to remove myself from consideration of the item.

OR

I declare an interest in item (x) for the following reasons however I consider that a specific exclusion applies as my interest is as a member of xxxx, which is

- (a) a devolved public body as defined in Schedule 3 to the Act;
- (b) a public body established by enactment or in pursuance of statutory powers or by the authority of statute or a statutory scheme;
- (c) a body with whom there is in force an agreement which has been made in pursuance of Section 19 of the Enterprise and New Towns (Scotland) Act 1990 by Scottish Enterprise or Highlands and Islands Enterprise for the discharge by that body of any of the functions of Scottish Enterprise or, as the case may be, Highlands and Islands Enterprise; or
- (d) a body being a company:-
 - i. established wholly or mainly for the purpose of providing services to the Councillor's local authority; and
 - ii. which has entered into a contractual arrangement with that local authority for the supply of goods and/or services to that local authority.

OR

I declare an interest in item (x) for the following reasons.....and although the body is covered by a specific exclusion, the matter before the Committee is one that is quasi-judicial / regulatory in nature where the body I am a member of:

- is applying for a licence, a consent or an approval
- is making an objection or representation
- has a material interest concerning a licence consent or approval
- is the subject of a statutory order of a regulatory nature made or proposed to be made by the local authority.... and I will therefore withdraw from the meeting room during any discussion and voting on that item.

EDUCATION OPERATIONAL DELIVERY COMMITTEE

ABERDEEN, 17 January 2019. Minute of Meeting of the EDUCATION OPERATIONAL DELIVERY COMMITTEE. Present:- Councillor Wheeler, Convener; Councillor Lesley Dunbar, Vice-Convener; and Councillors Duncan (as substitute for Councillor Donnelly), Greig, Henrickson, Imrie, Laing (as substitute for Councillor Malik for articles 1 to 3), Macdonald, Catriona Mackenzie, Malik (from article 4), McLellan, Nicoll, Samarai and Jennifer Stewart. External Members:- Mrs Stephanie Brock (Third Religious Representative), Mrs Louise Bruce (Parent Representative - Primary Schools), Mr John Murray (Roman Catholic Religious Representative), Mr Colm O'Riordan (Parent Representative (Secondary Schools)), Mr Mike Paul (Teacher Representative (Secondary Schools)), Miss Pamela Scott (Teacher Representative - Primary Schools) and Reverend Hutton Steel (Church of Scotland Representative).

The agenda and reports associated with this minute can be found [here](#)

Please note that if any changes are made to this minute at the point of approval, these will be outlined in the subsequent minute and this document will not be retrospectively altered.

DECLARATIONS OF INTEREST

1. There were no declarations of interest.

MINUTE OF PREVIOUS MEETING OF 6 NOVEMBER 2018

2. The Committee had before it the minute of its previous meeting of 6 November 2018 for approval.

The Committee resolved:-

to approve the minute as a correct record.

COMMITTEE BUSINESS PLANNER

3. The Committee had before it the committee business planner as prepared by the Chief Officer – Governance. Members asked a number of questions in respect of items on the planner.

Members were advised that item 6 (School Estate Strategy) would now be reported in September 2019 to allow for further work to be undertaken on the strategy.

Councillor Greig, seconded by Councillor McLellan, moved as a procedural motion:-

That this Committee agrees to instruct a report to be brought to this Committee on 14 March 2019 outlining the precise terms of the scope of work that is being carried out in reviewing the school estate, the findings so far of the audit, the aims,

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principles and policies of the review process and the timescale of consultation and decision making.

On a division, there voted:- for the procedural motion (12) – Councillors Greig, Henrickson, Catriona Mackenzie, McLellan, Nicoll and Samarai; and Mrs Stephanie Brock, Mrs Louise Bruce, Mr John Murray, Mr Colm O’Riordan, Miss Pamela Scott and Reverend Hutton Steel; against the procedural motion (7) the Convener; the Vice Convener; and Councillors Duncan, Imrie, Laing and Macdonald; declined to vote (1) – Mr Mike Paul.

The Committee resolved:-

- (i) in respect of item 6 (School Estate Strategy), to note that officers intended to bring the school estate strategy report back to Committee in September 2019;
- (ii) also in respect of item 6, to instruct a report to be brought to this Committee on 14 March 2019 outlining the precise terms of the scope of work that is being carried out in reviewing the school estate, the findings so far of the audit, the aims, principles and policies of the review process and the timescale of consultation and decision making; and
- (iii) to otherwise note the planner.

REQUEST FOR DEPUTATION

4. The Committee had before it a request from Dr Alison Murray to address the Committee in respect of item 9.2 on the agenda (The Inclusion Review and Out of Authority Placements).

Dr Murray advised that she helped to run a parent/carer support group for children with additional support needs, noting that they were grateful to the Council for providing accommodation for the group, and to Lesley Stopani who had previously attended meetings of the group and would be attending the next meeting in order to maintain a link with parents.

Dr Murray noted that the United Nation’s Convention on the Rights of the Child (Article 29) stated that education should be directed to “The development of the child’s personality, talents and physical abilities to their fullest potential”, and those rights had been embedded in Scots Law in the Standards in Scotland’s Schools Act 2000. In addition, she noted that the Act required that such education should be provided in mainstream schools unless it would not be suitable for the ability or aptitude of the child or would cost too much.

Dr Murray advised that the Scottish Government’s draft guidance on the presumption of mainstreaming made it clear that mainstreaming and inclusion were not the same thing. Inclusion was about the importance of children being included no matter what setting they were in, whereas the key features of inclusion were ‘present, participating, achieving and support’. She added that young people spoken to by Education Scotland felt that

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friendship and belonging were importance for inclusion. Dr Murray stated that a recent report presented to the Scottish Government (“Not included, not engaged and not involved”) had found there was growing concern about the education experience of pupils with additional support needs, and in particular, autistic children. Many autistic children were not having their right to an education fulfilled and were missing a significant and concerning amount of school. Dr Murray noted that this included formal exclusion, and added that the support group were pleased to see from the committee report that these were decreasing in Aberdeen. She did however note that children could be excluded from education in other ways, including the extended use of part-time timetables, missing school due to anxiety, or a lack of suitable school placement or support which would mean a child was unable to be in school or refused to attend. Dr Murray mentioned that the support group were aware of approximately 22 children out of school or on a long-term part-time timetable in Aberdeen and suggested there may be others. She stated that part-time timetables should not be used as a way of managing pupils’ additional support needs and should only be used for short periods. Dr Murray added that several of these children were out of school long-term and not receiving any education despite it being a legal requirement. She also noted that exclusion of children from education was occurring through families being called to pick up children early on a regular basis, with some parents advising that they had to carry a phone with them constantly and that they were unable to work due to being called to pick up their child. Dr Murray stated that this was unlawful exclusion and that she felt it was a sign that the child was not being adequately supported in school.

Dr Murray stated that being out of school was an obvious measure of lack of support, however she noted that many others were struggling in mainstream classes with insufficient support or being excluded internally by being taken out of the classroom. She added that such internal exclusion had been incorporate into the new Aberdeen Autism Strategy as “consideration of flexible spaces within the school environment...for instance, the use of sensory friendly spaces where individuals can experience the curriculum”. Dr Murray stated that take this to its extreme, it could mean internal exclusion which took the form of seclusion with a child being shut somewhere alone and not being allowed to leave. She advised that the Children’s and Young People’s Commissioner reported last month that the use of seclusion ran the risk of significant breaches of law and children’s rights, but she noted that Aberdeen City Council were unable to provide any data on its use in Aberdeen. Dr Murray noted that internal exclusion to other spaces might be necessary due to sensory overload in the classroom environment, however many schools in Aberdeen did not have the space to allow creation of ‘escape spaces’. She added that they also did not offer support or space at unstructured times, such as break, which could be particularly challenging for a child.

Dr Murray advised that the support group had been encouraged to hear from Lesley Stopani that she would like a building audit of all city schools for autism friendliness, noting that she had a good understanding of the impact on an inappropriate environment on children with additional support needs, particularly autism. However the support group had been disappointed to note that this had not been included in the Autism Strategy, given the Council’s responsibilities regarding the Equalities Act in ensuring reasonable

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changes were made to the built environment to prevent disabled people from being disadvantaged. Dr Murray added that the 2014 Inclusion Review aimed to ensure that the education service provided a continuum of support provision in Aberdeen, but noted that there was no real grading of support between what was provided in the specialist bases of Mile End and Bucksburn and mainstream.

She advised that the Enable report "Included in the Main" had found that 52% of young people with learning disabilities and/or autism felt that they were not getting the right support in school, with only 49% feeling that they had achieved their fullest potential in school, with a third feeling that they could not take part in work in class. Dr Murray noted that the number of children in Aberdeen with autism was increasing year on year and was up 60% since the publication of the Inclusion Review, with 536 children with diagnosed autism in Aberdeen in 2017. She also noted that social, emotional and behavioural difficulties were linked to deprivation together with much of the resources, disabilities measured against absolute categories (for example, autism or dyslexia) were not.

Dr Murray added that the support group had heard of an increasing number of parents looking beyond local authority schools to get support that they did not find available in mainstream education, with eight families considering out of authority placements and several more at an early stage of enquiring about alternative schools. She advised that there was still a need for specialist resource bases like the previous MICAS bases to ensure that children, who she felt were currently being failed in mainstream schools, could be included, educated and reach their full potential, however there should still be the opportunity in all schools for children to be taught life skills, social understanding and specialist employability skills. Dr Murray noted that children and young people with autism had an emotional age which was a third younger than their chronological age, and therefore certain aspects of the curriculum, including personal and social education, should be taught separately to the mainstream, at a level more appropriate to their needs. She added that the difference in emotional age meant that it could be difficult for these children to form friendships, with 60% of children with learning disabilities feeling lonely in school, and noted that specialist provision enabled them to form friendship groups with similar peers.

Finally, Dr Murray noted that the support group was heartened to see that the committee report had outlined the initiatives in place for looked after children in Aberdeen, and encouraged similar investment in services for children with other additional support needs who were currently in mainstream schools. She added that the group agreed that short-term financial savings had been made in out of authority placements as a result of the Inclusion Review however they felt that the current system led children to fail to be present, participating, achieving and supported which would mean that there would be an increasing number of parents looking to out of authority placements for their child. She added that there should be reconsideration of the introduction of specialist units within mainstream, particularly in academies, for children with additional support needs, especially autistic children. Dr Murray concluded by noting that Article 23 of the UN Convention on the Rights of the Child required that a disabled child received education

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in a manner conducive to the child achieving the fullest possible social integration and individual development but that she did not feel this was happening for many children at the moment. She stated that she was sure the Committee would agree that measures should be taken to ensure that this was achieved for all children in Aberdeen.

Members then asked questions of Dr Murray.

The Committee resolved:-

to thank Dr Murray for her deputation.

LOCHSIDE ACADEMY - ROAD SAFETY UPDATE - OPE/19/039

5. With reference to article 9 of the minute of its meeting of 29 May 2018, the Committee had before it a report by the Director of Resources which provided the Committee with an update in respect of road safety in the vicinity of Lochside Academy.

The report recommended:-

that the Committee note the assurance provided in the report with regard to the road safety arrangements in the vicinity of Lochside Academy.

The Committee resolved:-

- (i) to approve the recommendation;
- (ii) to request that officers provide an update to Members in respect of the works being undertaken to resolve the flooding issue near South Loirston Road;
- (iii) to request that officers circulate a service update in respect of the half day event run by Lochside Academy and Policy Scotland for P7 pupils from the Lochside associated schools group;
- (iv) to instruct the Chief Officer Operations and Protective Services to undertake a survey of children crossing Wellington Road at lunchtime and outwith school hours and to bring a report back to Committee in May 2019 detailing any necessary measures to improve road safety, with the report to include the ongoing work being undertaken by the school in respect of road safety education; and
- (v) to recommend to the Operational Delivery Committee that the following be considered –

That the Operational Delivery Committee –

Notes the progress that has been made by officers with regards to the flooding issues affecting part of South Loirston Road near to Dunlin Road that forms part of the identified safe routes to school for Lochside Academy. Instructs the Chief Officer Strategic Place Planning to bring a report to this committee in the next cycle detailing the outcome of the proposed works and any further remedial action that may be required to alleviate the flooding.

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THE INCLUSION REVIEW AND OUT OF AUTHORITY PLACEMENTS - OPE/19/040

6. With reference to article 17 of the minute of the meeting of the Audit, Risk and Scrutiny Committee of 8 May 2018, the Committee had before it a report by the Chief Operating Officer which provided detail on the changes made as a result of the Inclusion Review to determine the impact on out of authority placements.

The report recommended:-

that the Committee note the actions which had been carried out to date.

The Committee resolved:-

- (i) to approve the recommendation contained in the report; and
- (ii) to request that officers submit separate committee reports to a future meeting of the Committee in respect of (a) the Inclusion Review and (b) Out of Authority Placements.

- **COUNCILLOR JOHN WHEELER, Convener**

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	A	B	C	D	E	F	G	H	I
1	EDUCATION OPERATIONAL DELIVERY COMMITTEE BUSINESS PLANNER The Business Planner details the reports which have been instructed by the Committee as well as reports which the Functions expect to be submitting for the calendar year.								
2	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update		Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R, or T	Explanation if delayed, removed or transferred
3	14 March 2019								
4	School Estate Review Scoping Report	EOD Committee - 17/01/19 - to instruct a report to be brought to this Committee on 14 March 2019 outlining the precise terms of the scope of work that is being carried out in reviewing the school estate, the findings so far of the audit, the aims, principles and policies of the review process and the timescale of consultation and decision making		Andrew Jones	Corporate Landlord	Resources	Purpose 1; Remit 1.1, 3, 5		
5	16 May 2019								
6	Educational Improvement Journey	EOD Committee 19/04/18 - to instruct the Chief Operating Officer to track progress against the proposed KPIs in order to report progress to the Education Operational Delivery Committee. Reporting will comprise (a) a yearly progress report based on validated data and (b) a six monthly update to provide an indication of progress to that point. EOD Committee 06/11/18 - to request that officers include information on the pieces of work being undertaken in respect of the differences in some of the data in the next regular update for the Education Improvement Journey to ensure that detailed analysis was presented with the data.		Reyna Stewart	Business Intelligence and Performance Management	Commissioning	1.1, 1.2, 4 and 6		
7	School Holidays	To report on the outcome of the recent consultation in respect of school holiday arrangements		Derek Samson	Integrated Children's and Family Services	Operations	TBC		
8	Review of Free Bus Travel and safe routes to Lochside Academy	E&CS Committee - 16/11/17 - The Committee resolved to instruct the Interim Head of Planning & Sustainable Dev & the Head of Public Infrastructure & Environment to undertake annual updates reviewing the success of provision of free bus travel & the safe routes to school, with the first review to be undertaken in March 2019 (and thereafter annually & reported to Committee at the earliest possible opportunity prior to the end of the fourth school term each year). EOD Committee - 19/04/18 - The Committee resolved to request that officers look to report back to Committee in April 2019 as previously agreed, rather than August 2019 as outlined in the planner. EOD Committee - 17/01/19 - The Committee resolved to instruct the Chief Officer Operations and Protective Services to undertake a survey of children crossing Wellington Road at lunchtime and outwith school hours and to bring a report back in May 2019 detailing any necessary measures to improve road safety, with the report to include the ongoing work being undertaken by the school in respect of road safety education.	The Road Safety and Traffic Management Team and the Public Transport Unit, estimate that the review would take approximately 1 month to complete, as such in order to report to committee prior to the summer holidays, data would be taken from earlier in the year, likely information from August 2018 to January 2019 and this will allow officers to review and prepare report for committee in April/May 2019.	Chris Cormack / Vycki Ritson	Strategic Place Planning / Operations	Place / Operations	Purpose 1		

	A	B	C	D	E	F	G	H	I
	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update		Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R, or T	Explanation if delayed, removed or transferred
2									
9	Annual Committee Effectiveness Report	To present the annual effectiveness report for the Committee.		Stephanie Dunsmuir	Governance	Governance	GD 7.4		
10	Free School Meals	(1) FP&R Committee 01/02/18 - To instruct the Head of Communities and Housing to report back to Committee within 15 months on the delivery of the programme to supply free school meals during school holidays. (2) EOD Committee 19/04/18 - The Committee resolved to instruct the Chief Officer Integrated Children's Services to bring a report to Committee prior to the close of each school year (a) detailing the numbers registered for and taking free school meals by school and (b) assessing the progress made by implementing the new work streams and detailing any required adjustments for the following school year.	(1) To be reported May 2019 with a Service Update to be circulated to Members after Summer 2018. (2) To be reported May / June 2019	(1) Neil Carnegie (2) Eleanor Sheppard	(1) Early Intervention and Community Empowerment (2) Integrated Children's and Family Services	Operations	Purpose 1, 1.1 and 5		
11			14 September 2019						
12	St Peter's Long-Term Educational Provision	EOD Committee 06/11/18 - (i) to note the options as outlined in the appended Business Case in exempt Appendix 1; (ii) to agree to consult on the proposal to relocate St Peter's RC School to the current Riverbank School building which relocation will take place once the new Riverbank replacement primary school becomes operational; (iii) subject to approval of recommendation 2.2 above, to note that the Chief Officer – Integrated Children's and Family Services shall carry out the consultation process required by the Schools (Consultation) (Scotland) Act 2010; (iv) subject to approval of recommendation 2.3 above, instructs the Chief Operating Officer to submit the proposal to change the site of St Peter's RC School in terms of the above to the Scottish Ministers for their consent in accordance with section 22D of the Education (Scotland) Act 1980; and (v) to refer the proposals for improving the Riverbank School building to the budget process.	To report back on outcome of statutory consultation in September 2019.	Maria Thies	Corporate Landlord	Resources	3		
13	School Estate Strategy - Review	Council 6/3/18 - to instruct the Chief Officer – Corporate Landlord to bring a review of the School Estate report within the next 9 months to the Education Operational Delivery Committee, thereafter to forward the report to the Capital Programme Committee.		Andrew Jones	Corporate Landlord	Resources	Purpose 1; Remit 1.1, 3, 5	D	Delayed from January 2019 - further work is required to complete the review
14	Pupil Equity Fund	EOD Committee 06/11/18 - The Committee resolved to request that the item remain on the business planner and to note that officers would bring a report to Committee in September 2019 with a review of the full year spend.	To be reported September 2019	Eleanor Sheppard	Integrated Children's and Family Services	Operations	1		

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	14 March 2019
REPORT TITLE	School Estate Review Scoping Report
REPORT NUMBER	RES/19/199
DIRECTOR	Steve Whyte
CHIEF OFFICER	Stephen Booth
REPORT AUTHOR	Andrew Jones
TERMS OF REFERENCE	Purpose 1; Remit 1.1, 3, 5

1. PURPOSE OF REPORT

- 1.1 To report on the intended scope, aims and principles of the planned 2019 School Estate Strategy document, and to seek approval of proposed updated primary school capacity figures.

2. RECOMMENDATIONS

That the Committee:

- 2.1 notes the planned scope, aims and principles and findings so far from the development of the 2019 School Estate Strategy, which will be presented to the Committee for approval in September 2019; and
- 2.2 approves the adoption of revised pupil capacity figures for primary schools in Aberdeen, as detailed at Appendix 1 of this report, with the revised figures to be used in the next and all future editions of Aberdeen City Council's school roll forecasts, in order to inform the further development of the School Estate Strategy.

3. BACKGROUND

- 3.1 At its meeting of 17 January 2019, the Education Operational Delivery Committee agreed to note that officers intended to bring the School Estate Strategy report back to Committee in September 2019. The Committee also instructed officers to bring a report to the Committee on 14 March 2019, outlining the precise terms of the scope of work that is being carried out in reviewing the school estate, the findings so far of the audit, the aims, principles

and policies of the review process and the timescale of consultation and decision making. This report seeks to fulfil that instruction.

3.2 Progress Since the Previous Reviews

3.2.1 The last widespread reviews of the school estate in Aberdeen were undertaken in 2010 (for the secondary school estate) and in 2013 (for the primary school estate). These reviews led to a number of decisions regarding major changes to the school estate which included:

- Eighteen separate rezoning exercises, including statutory consultations, to adjust school catchment zones within specified areas of the city, to ensure efficiency and sufficiency of the school estate - undertaken and implemented between 2013 and 2017
- Refurbishment and reconfiguration of Walker Road School, to create additional floorspace, completed in August 2015
- Replacement of Bucksburn School and Newhills School, with the new Brimmond School which opened in October 2015
- Extension of Greenbrae School to create additional capacity to accommodate new housing developments, completed in October 2016
- Additional capacity created at Fernielea School to accommodate new housing developments, completed in Summer 2018
- Replacement of Torry Academy and Kincorth Academy, with the new Lochside Academy which opened in August 2018
- Replacement of Stoneywood School with a new building, which opened in August 2018

3.2.2 In addition to the above, a replacement Milltimber School building, and a new primary school building for Countesswells, were recommended within the 2013 primary school estate review report. At its meeting on 12 September 2018 the Capital Programme Committee gave its approval to proceed to detailed design stage for these projects, and also for a replacement Riverbank School building and a new primary school and community hub at Torry. Design work is currently under way for all four of these projects.

3.3 Scope, Aims and Principles

Scope and Aims

3.3.1 The new School Estate Strategy, to be presented to Committee for approval in September 2019, will provide an overview of all operational school buildings in Aberdeen City, including all planned new school buildings which have been approved to design stage.

- 3.3.2 The document will consider the current state of and future requirements for individual school buildings, whilst also looking at the wider issues at a locality level. Through analysing the available data, the strategy will seek to identify the priorities for the future of the school estate, and will provide options for the future development of schools, Associated Schools Groups (ASGs) and the estate as a whole.
- 3.3.3 These priorities and options for addressing them will be determined through adopting a set of key principles, which will reflect the way in which we wish to plan and shape the school estate in Aberdeen over the next 5 to 15 years, and beyond. These principles are summarised below:

Principle 1: Maintaining Quality

- 3.3.4 Our existing school estate consists of a diverse range of buildings, dating from the Victorian era through to our newest school buildings completed in 2018, and benefiting from the most modern design and construction methodologies. Consequently the relative condition and suitability of our buildings vary considerably. Our challenge is to ensure equity of access to high quality learning and teaching for all our pupils, regardless of the buildings in which they learn.
- 3.3.5 This requires a commitment to maintaining and developing the condition and suitability of our existing school estate, as well as investing in brand new buildings where appropriate, to ensure the highest possible standards across the estate as a whole.
- 3.3.6 A key principle of the School Estate Strategy, therefore, will be to identify opportunities to improve our existing buildings, in order to ensure that our school estate remains in either “Good” or “Satisfactory” condition.

Principle 2: Maintaining Efficiency

- 3.3.7 With a diverse estate made up of buildings constructed in the Victorian era through to our most recent schools conforming to modern environmental standards, the cost of running our buildings can vary considerably. Inefficient buildings have a significant impact on revenue budgets, which inevitably impacts on the funding that is available to support learning and teaching.
- 3.3.8 The School Estate Strategy will therefore include a focus on identifying priorities for improving the overall efficiency of the estate.

Principle 3: Maintaining Sufficiency

- 3.3.9 A key measure of the school estate is its capacity to accommodate the anticipated number of pupils expected to require school places in any given year. Insufficient capacity in schools can lead to overcrowding which frequently results in a negative impact on outcomes for learners. Additional costs can also be incurred, through the need to provide additional space at short notice to ensure the Council can fulfil its statutory duties to provide education, or in transporting children to the nearest school where places are available.

- 3.3.10 Conversely, schools which are significantly under-capacity tend to be inefficient, as the cost-per-pupil in running and staffing the building increases. A key aim of the School Estate Strategy, therefore, will be to ensure that schools remain at optimum sufficiency levels, through maintaining pupil numbers at between 85% and 100% of the school's available capacity, wherever possible.
- 3.3.11 Plans for the future school estate will therefore need to take this target into account, and options for increasing school capacity where it is required, and finding alternative uses for any available spare capacity, will also be identified within the Strategy document.
- 3.3.12 To ensure that forecasts of future school sufficiency levels are as accurate as possible, updates to the current pupil capacity figures for our schools are proposed. Details of this are provided in Section 3.5, below.

Principle 4: Co-Location of Services

- 3.3.13 It is widely recognised that partnerships and collaborations are essential for successful delivery of services for early childhood, education and care. Where there is a requirement to add new buildings to the estate, and where it is appropriate to do so, an aspiration of the School Estate Strategy will be to provide access to high quality facilities for a range of purposes at a single location.
- 3.3.14 Priorities for the school estate will therefore include a focus on encouraging the shared use of facilities by the community, and potential collaboration with public service partners, where there is a need to service a broader range of community needs at a single location.
- 3.3.15 This approach will also assist in ensuring that our buildings are run as efficiently as possible, through maximising the use of the available space and potentially generating additional sources of income to the Council from external partners.

Principle 5: Community Consultation

- 3.3.16 The Council's new Target Operating Model has been designed to enable a modern collaborative approach to place leadership, where there is effective community engagement which builds a strong involvement in place making from the people who live and work here.
- 3.3.17 In addition, the Schools (Consultation) (Scotland) Act 2010 requires local authorities to consult communities and stakeholders on proposed changes to schools.
- 3.3.18 With this in mind, stakeholders will be invited and encouraged to comment on the options for developing the school estate which will be contained within the approved School Estate Strategy. Following approval of the Strategy in September, it is intended that informal stakeholder engagement will be undertaken to help scope out and further develop the options identified within the Strategy document, and to help assess the extent to which each option

meets community needs. Formal statutory consultation will then be carried out where this is required, before any final recommendations on proposed changes to the school estate are submitted for approval.

Principle 6 – Ongoing Review

- 3.3.19 Rather than being seen as a static document, the intention is for the School Estate Strategy to continually evolve, with updates to be provided annually, ensuring that over time the options and priorities identified within the document, which will ultimately become detailed recommendations to Committee, continue to reflect as widely as possible the developing needs of the communities and citizens of Aberdeen.
- 3.3.20 Regular updates to the document will also allow for the most recently available data to be used for forward planning, and to ensure that the estate can operate as efficiently and effectively as possible.
- 3.3.21 This continuous planning approach will also allow officers to continue to engage with and work alongside local communities, to gather feedback from stakeholders on the priorities and actions which require to be taken in individual localities, and in turn to develop and improve the school estate in a way which best meets the needs of the people it is there to serve.
- 3.3.22 Priorities within the School Estate Strategy will be organised into options to be implemented in the short term (1-2 years), medium term (3-5 years) and long term (5-10 years). Through successive updates and reviews of the strategy document, longer term priorities can be continually re-assessed and refined, to suit the changing needs of our schools and young people.

School Estate Strategy Group

- 3.3.23 To support the development and monitoring of the Strategy, at its meeting of 4 March 2019, Council established a Working Group consisting of the Chief Officer – Corporate Landlord, 6 headteachers and members of the Education Operation Delivery Committee (2 Administration, 1 Opposition, 1 lay member), to contribute to the development of the School Estate Strategy, through scrutinising the data to help refine and present detailed options within the final strategy document to be presented to Committee in September.
- 3.3.24 It is proposed that the group will meet at key points each year to review progress against the implementation of the strategy and the actions which have been identified within it. The group will continue to monitor and scrutinise the latest available data to support the estate planning process, considering the outcomes of engagement and consultation activities which have taken place in local communities, and identifying new priorities and required actions for individual schools and localities, which will then be captured in subsequent updates to the School Estate Strategy document.

3.4 Outcomes of the Review of the School Estate

- 3.4.1 An audit of the existing school estate was carried out in 2018, to help inform the development of a detailed strategy for managing and improving the school estate in the future.
- 3.4.2 This has highlighted that, whilst the current school estate currently meets overall demand for pupil places across the city, changing demographics in Aberdeen mean that we no longer necessarily have schools in the right places. Schools in some parts of the city where pupil populations are falling, are operating under capacity, whilst in other areas the demand for school places is rising, and schools are over-subscribed.
- 3.4.3 In addition, the Council's Local Development Plan includes allocations of land for up to 17,000 new homes in the city from 2017 to 2026, and through its Strategic Housing Investment Plan the Council intends to deliver over 2000 units of affordable housing over the next five years. These plans will inevitably impact on the school estate, as future pupil populations and demand for school places in some areas of the city will increase.
- 3.4.4 Further detailed analysis of the planned housing developments over the coming years and their likely impact on the school estate is required, in order to inform the options and recommendations for actions to be taken over the short, medium and long term. These options will be included within the School Estate Strategy to be presented to Committee in September.

3.5 Review of School Pupil Capacity Figures

- 3.5.1 The maximum capacity figures for the city's primary schools, currently used within the Council's school roll forecasts document, were agreed by the Education, Culture and Sport Committee on 7 January 2010. The primary school estate, and the way in which buildings are used to deliver the curriculum, has changed considerably since that time, and the capacity figures which were calculated in 2010 are no longer considered to be a reflection of the space that is required in our primary schools.
- 3.5.2 In October 2014, the Scottish Government published new guidance entitled "*Determining Primary School Capacity*" which outlined a recommended methodology for calculating primary school capacity, taking into account a variety of factors including changes in school design, and the introduction of a Curriculum for Excellence. Calculations are carried out based on the number of teaching spaces in a school, physical measurements and class size maxima, resulting in a total planning capacity for each school.
- 3.5.3 Revised planning capacity figures for primary schools in Aberdeen City have therefore been calculated using the Scottish Government guidance, and are presented within Appendix 1 of this report. The next edition of the school roll forecasts is due to be published in Summer 2019, and if approved by Committee, the revised figures would be included in this and all future editions of the forecasts. This would allow the updated forecasts to be used as a basis

for developing more accurate proposals within the School Estate Strategy document to be presented in September.

3.5.4 As the School Estate Strategy is developed, officers also propose to take the opportunity to review the current capacity figures for secondary schools, with a focus on classroom efficiency rates (i.e. the proportion of classrooms in the school which are expected to be in use for learning and teaching at any one time).

3.5.5 The efficiency rates, which are used to help ensure there is sufficient flexibility in a school's timetable, will directly affect the overall pupil capacity of the school. The current rates were agreed by the Education, Culture and Sport Committee in January 2010, and it is felt that it would now be prudent to review the efficiency rates to check whether they are still appropriate and suitable for current curriculum delivery methods. Any recommendation to make changes to these figures will be included within the School Estate Strategy report to be presented to Committee in September 2019.

3.6 Timescales

3.6.1 It is anticipated that the remaining work to develop the School Estates Strategy will follow the below noted timeline:

Mar 19: Presentation of the planned scope, aims and principles to the Education Operational Delivery Committee

Initial meeting of the School Estate Strategy Group – agree terms of reference and aims and objectives of the group

Mar-Jun 19: Identification of potential options for individual schools and ASGs, to help achieve the agreed strategy principles

Jun 19: Second meeting of the School Estate Strategy Group – to consider emerging options and agree initial priorities and recommendations for the School Estate Strategy

Jul-Aug 19: Finalise School Estate Strategy document for presentation to Committee

Sept 19: Present final School Estate Strategy document to Education Operational Delivery Committee and Capital Programme Committee for approval

Sept 19 onwards: Community engagement and continual review and implementation of the School Estate Strategy, subject to committee approval

3.7 Duty of Due Regard

- 3.7.1 The Duty of Due Regard places a legal responsibility on public bodies in Scotland to actively consider how they can reduce inequalities of outcome caused by socio-economic disadvantage.
- 3.7.2 In formulating a strategy for engaging and consulting with communities on the future of the school estate, officers will be required to pay due regard to the likely impact of its consultation work within areas of the city with higher levels of socio-economic disadvantage, and where necessary make adjustments to the approach to be taken, in order to maximise opportunities for all stakeholders to participate.

4. FINANCIAL IMPLICATIONS

- 4.1 There are no direct financial implications arising from the recommendations of this report.

5. LEGAL IMPLICATIONS

- 5.1 Section 1 of the Education (Scotland) Act 2010 provides that it shall be the duty of every education authority to secure that there is made for their area adequate and efficient provision of school education.
- 5.2 Section 17 of the Education (Scotland) Act 1980 provides that it shall be the duty of an education authority in the performance of their functions under sections 1 to 6 of the Act, to provide for their area, sufficient accommodation in public schools and other educational establishments under their management to enable them to perform their said functions. In addition, an education authority shall maintain and keep efficient every public school, and other educational establishment under their management, and shall from time to time provide such additional accommodation as may be necessary to enable them to perform their functions under the Act and may, provide, alter, improve, enlarge, equip and maintain schools and other educational establishments within their area.
- 5.3 The development of the School Estate Strategy in line with the principles outlined in this report will assist in fulfilling the above duties incumbent upon the Education Authority.
- 5.4 A proposal to make changes to a school, including closing, relocating or opening a school, is subject to consultation in accordance with the Schools (Consultation) (Scotland) Act 2010. Formal consultations will require to be carried out for any proposals to make these types of changes to schools, and consideration of this will be given in future recommendations arising from the School Estate Strategy.

6. MANAGEMENT OF RISK

	Risk	Low (L), Medium (M), High (H)	Mitigation
Financial	None	N/A	N/A
Employee	None	N/A	N/A
Technology	None	N/A	N/A
Environment	None	N/A	N/A
Legal	<p>Failure to plan effectively for the school estate, leading to the Council being unable to fulfil its duty to make adequate and effective provision</p> <p>Failure to consult formally with stakeholders on changes to schools would be in breach of legislation</p>	<p>L</p> <p>L</p>	<p>The School Estate Strategy will set out priorities for the school estate and proposals for continually monitoring and updating plans will ensure adequate and effective provision is maintained</p> <p>Any proposed changes to schools arising from the School Estate Strategy will incorporate plans for statutory consultation</p>
Customer	Failure to engage and consult with communities on the future of the school estate which serves them, could lead to a breakdown in relationships with community members	M	The School Estate Strategy will emphasises the need for community engagement and consultation
Reputational	Failure to engage and consult with communities on the future of the school estate which serves them, could lead to reputational damage for the Council.	M	The School Estate Strategy will emphasises the need for community engagement and consultation

7. OUTCOMES

Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous Economy	Through investment in our school infrastructure, we can help deliver on the priority to ensure that Aberdeen prospers.
Prosperous People	Through ensuring children have access to high quality facilities, we can assist in ensuring they have the best start in life, that they are safe and responsible, and respected, included, and achieving.
Prosperous Place	Through engaging and consulting with communities on the future of the school estate within their localities, we can help to develop empowered, resilient and sustainable communities.
Enabling Technology	By making use of technology throughout our school estate, and through ensuring our buildings benefit from digital connectivity, we can contribute to the development of children's digital skills and education.

Design Principles of Target Operating Model	
	Impact of Report
Partnerships and Alliances	The approaches to community engagement and consultation outlined within this report will enable more effective collaboration with communities and lead to more successful outcomes.

8. IMPACT ASSESSMENTS

Assessment	Outcome
Equality & Human Rights Impact Assessment	Full EHRIA not required
Data Protection Impact Assessment	Not required
Duty of Due Regard / Fairer Scotland Duty	Applicable - see section 3.7 of the report

9. BACKGROUND PAPERS

- Education, Culture and Sport Committee, 7 January 2010 : *Revision of School Capacities*
- Education, Culture and Sport Committee, 28 October 2010 : *21st Century Secondary School Provision*
- Education, Culture and Sport Committee, 7 February 2013 : *Nursery/Primary School Estate Review*
- Education Operational Delivery Committee, 17 January 2019: Committee Decision Sheet Item 3 (ii).
- Scottish Government, 2014 : *Determining Primary School Capacity* - www.gov.scot/publications/determining-primary-school-capacity-guidance/
- Aberdeen City Council, 2017: *Aberdeen Local Development Plan 2017* - https://www.aberdeencity.gov.uk/sites/default/files/LDP_WS_20170328.pdf
- Aberdeen City Council, 2018: *Strategic Housing Investment Plan 2019/20 – 2023/24* - www.aberdeencity.gov.uk/sites/default/files/2018-12/Strategic%20Housing%20Investment%20Plan.pdf

10. APPENDICES

- Appendix 1 – Proposed revised primary school capacity figures

11. REPORT AUTHOR CONTACT DETAILS

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Appendix 1– Proposed Revised Primary School Planning Capacity Figures

School	Current Published Capacity	Revised Planning Capacity	Percentage Change
Abbotswell	300	292	-2.7%
Airyhall	393	434	+10.4%
Ashley Road	415	434	+4.6%
Braehead	279	292	+4.7%
Bramble Brae	198	217	+9.6%
Brimmond	420	459	+9.3%
Broomhill	420	459	+9.3%
Charleston	300	292	-2.7%
Cornhill	420	459	+9.3%
Culter	420	459	+9.3%
Cults	540	559	+3.5%
Danestone	330	342	+3.6%
Dyce	523	534	+2.1%
Fernielea	399	434	+8.8%
Ferryhill	387	434	+12.1%
Forehill	360	367	+1.9%
Gilcomstoun	240	228	-5.0%
Glashieburn	420	428	+1.9%
Greenbrae	342	342	+/-0.0%
Hanover Street	240	242	+0.8%
Hazlehead	360	367	+1.9%
Heathryburn	279	292	+4.7%
Holy Family RC	180	180	+/-0.0%
Kaimhill	198	242	+22.2%

School	Current Published Capacity	Revised Planning Capacity	Percentage Change
Kingsford	387	367	-5.2%
Kingswells	442	434	-1.8%
Kirkhill	330	342	+3.6%
Kittybrewster	300	342	+14.0%
Loirston	480	459	-4.4%
Manor Park	252	292	+15.9%
Middleton Park	240	237	-1.3%
Mile End	415	434	+4.6%
Milltimber	270	267	-1.1%
Muirfield	360	342	-5.0%
Quarryhill	390	367	-5.9%
Riverbank	420	434	+3.3%
Scotstown	300	292	-2.7%
Seaton	198	242	+22.2%
Skene Square	420	434	+3.3%
St Josephs	420	434	+3.3%
St Peter's RC	198	217	+9.6%
Stoneywood	434	434	+/-0.0%
Sunnybank	360	367	+1.9%
Tullos	360	367	+1.9%
Walker Road	420	434	+3.3%
Westpark	360	367	+1.9%
Woodside	420	434	+3.3%