ABERDEEN CITY COUNCIL

COMMITTEE:	**Education, Culture and Sport**
DATE:	**8 October 2009**
CORPORATE DIRECTOR:	**Annette Bruton**
TITLE OF REPORT:	**Draft Learning Estate Strategy 2009-2024**
REPORT NUMBER:	**ECS/09/042**

1 PURPOSE OF REPORT

1.1 The report identifies the necessity to develop and implement a sustainable strategy for the management of the Learning Estate in Aberdeen City. The Learning Estate includes all schools (primary schools (denominational and non-denominational), secondary schools and provision for pupils with Additional Support Needs (ASN), community learning centres, libraries and other establishments where learning takes place.

The implementation of the Learning Estate Strategy, short term (1–2 years), medium term (3–5 years) and long term (6–15 years and beyond) will address:

- Sufficiency – ensuring the correct sizes of schools are in the right places;
- Condition – ensuring all schools are in a similar condition to the new 3Rs Schools;
- Suitability – ensuring all schools and their surroundings are fit for purpose and can accommodate the delivery of an evolving modern curriculum (Curriculum for Excellence). The principles relating to the 3Rs Project should relate to all our schools and places where learning takes place;
- Flexibility – preparing for and responding to changes over time, such as new housing developments, changes in national policies in education, demographic changes; and
- Limited Budgets – spending limited budgets on Learning and Teaching rather than on maintaining buildings which are expensive to run, not in good condition, unsuitable to curriculum delivery, under-occupied, too small or a combination of these.

This approach is necessary to meet the needs of all learners and will involve a comprehensive programme of rebuilding, refurbishment and reorganisation to be phased over a number of years.

The Aberdeen City Learning Estate Strategy should articulate with the new School Estate Strategy to be published by the Scottish Government in September 2009. The Strategy will also be linked to the Aberdeen Local Development Plan and the forthcoming proposals on the development and building of new homes in the City to meet the requirements of the Aberdeen City and Shire Structure Plan approved by Scottish Ministers in August 2009. It is extremely important that in developing a Learning Estate Strategy we work with information and data which is as reliable as possible and that we link to priorities of other Services of the Council.

1.2   The report details the consultation and engagement process on the Learning Strategy, including the Learning Estate, between April and July 2009 and provides a summary of the analysis of the consultation feedback, principles, criteria and vision.

1.3   The Report links to the recommendations from Community Learning and Development on the establishment of Community Learning Hubs. The developing Learning Estate Strategy will make reference to the management of temporary accommodation at schools and the management of the stock of Granite Schools.

1.4   The Report considers the potential influence of the Structure Plan and its potential impact on pupil numbers in the medium to long term (3-5 years and beyond).

2   RECOMMENDATION(S)
       The Committee is asked to:

2.1   note the content of the Report, appendices and background information;

2.2   instruct Officers to produce recommendations on appropriate short term proposals to be considered by Committee in November;

2.3   consider whether in the medium term (3-5 years) delineated areas should be amended to reduce the number of Associated Schools Groups in line with projected school rolls;

2.4   approve further development of a coordinated Learning Estate Strategy, linked to the council-wide Asset Management Strategy, the requirements of Community Learning and Development, Social Care and Wellbeing and other services of the Council. All factors impacting upon the Learning Estate should be taken into account, including the emerging new Aberdeen Local Development Plan, resulting in a sustainable and responsive strategy relating to developments in the medium (3–5 years) and long term (6–15 years and beyond). This should include a workshop/seminar/visioning event for members and officers to be held on Monday 26 October 2009;

2.5   instruct Officers to produce an additional set of data on schools capacities and condition, based upon a set of criteria which reflect the demands of delivering a modern curriculum;

2.6 instruct Officers to develop the concept of Learning Communities to facilitate delivery of learning opportunities to all learners;

2.7 instruct Officers to contribute to a policy on Developer Contributions by Planning and Infrastructure colleagues.

3 FINANCIAL IMPLICATIONS

3.1 Implementation of short term recommendations will have an impact on both capital and revenue expenditure and this will be presented and considered as part of the statutory consultation process. A range of relevant information, including current running costs in each school, has been placed in the members' library. This information and all other relevant data has been used in preparation of this report. Closing and/or combining schools will generate savings in property maintenance costs and savings in staff costs. An efficiency saving of £1,000,000 has been identified for 2010-2011 and of £2,000,000 for 2011-2012.

3.2 Building and refurbishment of schools will require capital funding to implement and it is expected will generate revenue savings by developing more energy-efficient buildings.

3.3 Potential property implications following recommended closures will not be available until pupil/staff movement to receiving schools have been finalised.

3.4 The medium and longer term proposals arise from the new Learning Estate Strategy. The formulation of the strategy will be carried out over the next months and involve consultation with Elected Members, staff, pupils, services within the council, partner agencies and the public. It will be closely linked to the Main Issues Report on the new Aberdeen Local Development Plan which details preferred options for the building of new homes in the City to meet the requirements of the Aberdeen City and Shire Structure Plan.

3.5 It is anticipated that the costs involved in this development will be £60 000 as the costs to continue to employ and provide support for a Project Manager.

3.6 The implementation of the Strategy will have significant financial implication as the cost of a new medium-sized Primary School is of the order of £7.5-8 million and around £30-40 million for a new Secondary School.

This level of investment will be necessary to provide appropriate accommodation for all the city's learners, matching that delivered under the 3Rs Project. Aberdeen City Council's Learning Estate Strategy will articulate with the new Scottish Government School Estate Strategy.

4   SERVICE AND COMMUNITY IMPACT

This proposal fits with the vision in the Community Plan to develop Aberdeen as a 'City of Learning'. It is congruent with *Vibrant Dynamic and Forward Looking* and the Single Outcome Agreement. Appendix 1 specifies the aspects of these initiatives pertinent to this Report.

This Report articulates with the Report to Education, Culture and Sport Committee from Community Learning and Development on Learning Hubs.

A full Equalities and Human Rights Impact Assessment has been undertaken and is attached as Appendix 8.

5   OTHER IMPLICATIONS

Appendix 2 provides a background and to the report and other implications. The likely outcomes of not proceeding include the risk of failing to address conditions, suitability and occupancy issues within schools, including an indication of the financial implications. Factors affecting the effective management of the Learning Estate Assets are described and the importance of Heath and Safety considered.

6   REPORT

6.1 Background

Appendices 2 and 3 provide a detailed description of the background to the Report. They expand upon the analysis of the current learning facilities and arrangements in each Associated Schools Group (ASG). A progress report on the Learning Strategy is also being considered by the Education, Culture and Sport Committee and this summarises the feedback from consultation including views on the Learning Estate Strategy.

6.2 Main Considerations

The Learning Estate Strategy will take account of a range of influences including the framework of the Learning Strategy, incorporating proposals from Community Learning and Development, Social Care and Wellbeing as well as link to the general Asset Strategy of the Council.

The Learning Estate Strategy will take account of the content of the finalised Aberdeen City and Shire Structure Plan, approved by Scottish Ministers in August 2009, which sets out the future growth requirements for the North East of Scotland up to 2030 and requires the following housing allowances to be met in the city:-

Aberdeen City and Shire Structure Plan
Housing Allowances, Aberdeen City

	2007-2016	2017-2023	2024-2030	Total
Aberdeen City - Brownfield	4,000	3,000	3,000	10,000
Regeneration Areas	500	2,000	2,500	5,000
Aberdeen City Greenfield	12,000	5,000	4,000	21,000
Totals	16,500	10,000	9,500	36,000

Sites for these will have to be identified in the new Aberdeen Local Development Plan which is now being prepared. Earlier this year, as part of this process, the Council invited developers, landowners and others to make suggestions as to where these sites might be found. Local people were consulted about these suggestions and planning officers subsequently assessed all the proposals against a set of sustainability, capacity and deliverability criteria. All of this information has helped the Council prepare a 'Main Issues Report' which puts forward suggestions as to which of the development options might best meet the city's needs and where future growth may take place. The Main Issues Report was presented to the Council on 30th September 2009 and subsequently made available for public comment (16th October-11th December). There is, therefore, more work to be done before the longer term pattern of development will become formally agreed. The subsequent pace of development will depend on a number of factors, particularly economic conditions. Our target is for a Proposed Plan to be submitted to Scottish Ministers in 2010 with the aim of it being adopted in 2011 or 2012 (see below).

Account will also have to be taken of any major developments being proposed by Aberdeenshire Council in response to Structure Plan housing allowances which may have impacts on city school rolls/capacities.

Aberdeen Local Development Plan Timetable

Key Stage	Dates
Publish Main Issues Report and Monitoring Statement	October 2009
Consult	16 October 2009 to 11 December 2009
Publish Proposed Local Development Plan and Proposed Action Programme	September 2010
Submit Proposed Local Development Plan, Action Programme and Report of Conformity with Participation Statement to Ministers. Publicise submission of plan	April 2011
Examination of Proposed Plan	TBC
Report published and submitted to Aberdeen City Council	Likely to be 35 weeks after submission to Ministers i.e. December 2011
Aberdeen City Council adopts Plan	April 2012

Excluding the above potential housing allocations over the next 20 years, projected Primary aged pupils number increase as shown in Chart 1 below, whilst Secondary pupil numbers decrease over the same period (Chart 2).

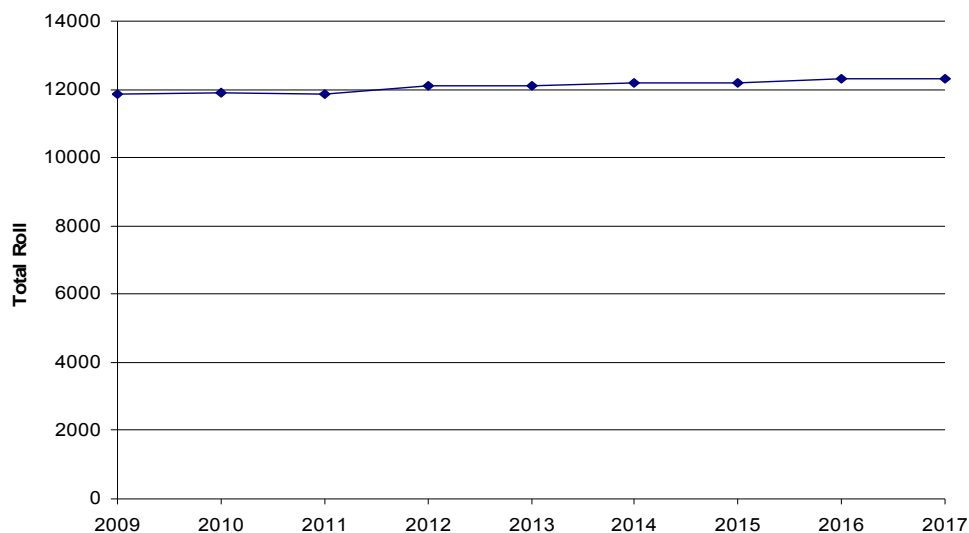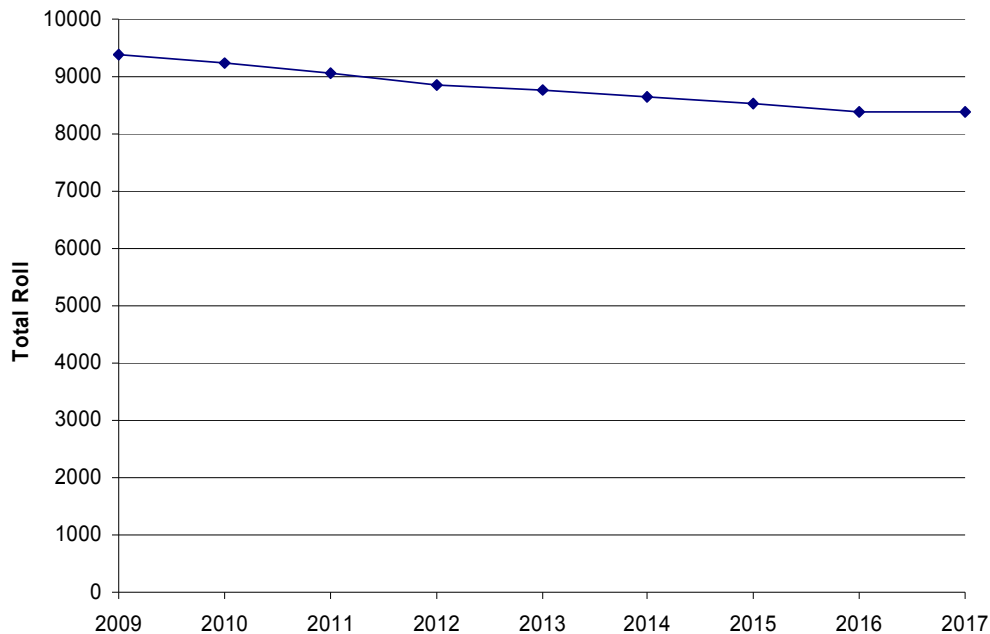**Chart 1: Projected total roll – Primary**

Chart 2: Projected total roll – Secondary

6.3 Proposals

A complex range of issues surround management of the Learning Estate as can be seen from the appendices and background information. Budgetary pressures and the desire to have a high quality, effective stock of schools must be balanced with provision of choice and suitability. The housing allowances in the Aberdeen City and Shire Structure Plan and new Local Development Plan will inevitably have an impact upon the level of demand for school places and it is necessary to ensure the size and location of schools reflects this.

Accordingly, to take any significant decisions on closure or amalgamation within Secondary School provision, particularly around the periphery of city would be highly likely to result in under capacity.

In addition, proposals to develop brownfield sites across the city will potentially impact on each Associated Schools Group.

A close and continuing working relationship will be maintained between the emerging new Local Development Plan and the Learning Estate Strategy.

Each Local Authority's School Estate Strategy requires constant refinement and updating. Hence the Report seeks approval to develop the Learning Estate Strategy, linking it to the council-wide Asset Management Strategy and taking account of all the influence mentioned in the report. It would seem reasonable that the Strategy be updated regularly and in particular when any significant change impacts upon it.

Traditional methods of determining school capacities take no account of use of space by schools which reflect the expectations of a Curriculum for Excellence.

Accordingly, Officers seek instruction to produce an additional set of data on schools capacities, based upon a set of criteria which reflect the demands of delivery of a modern curriculum. This may well lead to a downward adjustment to the capacity of many schools and hence, an increase in occupancy rates.

It is important that we are aware of these new calculations as this will impact on our assessment of the suitability of development sites where spare capacity is a factor – this will also impact on the need for developer contributions for increased school provision.

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9 BACKGROUND PAPERS

Copies of all Appendices and information relating to this Report are available in the Members' Library.

Appendix 1:   Exemplification of service and community Impact
Appendix 2:   Background to the report and other implications
Appendix 3:   Current Educational Provision
Appendix 4:   Models of delivery and factors influencing school roll projections
Appendix 5:   Alternative models of delivery
Appendix 6:   Data and research documents
Appendix 7:   Glossary of Terms
Appendix 8:   Equality and Human Rights impact assessment

Exemplification of Service and Community Impact

(a) The Report relates to the following aspects of '*Vibrant Dynamic and Forward Looking'*.

Priority 2   Ensure Aberdeen's pupils and teachers have school buildings fit for 21st century

Priority 3   Ensure expenditure on education delivers maximum benefit to pupils' education

Priority 4   Continue to involve parents and pupils in their schools

Priority 5   Continue work to improve attainment across city schools

Priority 6   Ensure education is appropriate to pupils' needs and ensure pupils leave school with skills essential for living

Priority 7   Promote the health and well-being of pupils through healthy eating and exercise, including a daily free nutritious meal for every pupil and regular access to swimming

Priority 8   Ensure Aberdeen's teachers receive appropriate training and continuous professional development to deliver the best quality education

Priority 9   Review best teaching practice and trial projects in Aberdeen and beyond to identify the best ways of delivering an even higher quality education to all pupils

Priority 11   Allocate additional resources to support for learning, targeted to areas of greatest need

Priority 12   Continue work to raise the achievement of vulnerable children and close the attainment gap across the city

Priority 13   Make greater provision within the city for young people with additional needs to avoid placements out of the area.

(b) The Report also relates to the following aspects of the **Single Outcome Agreement**:

Priority 3   We are better educated, more skilled and more successful, renowned for our research and innovation.

Priority 4   Our young people are successful learners, confident individuals, effective contributors and responsible citizens.

Priority 5   Our children have the best start in life and are ready to succeed.

Priority 8   We have improved the life chances for children, young people and families at risk.

Background to report and other implications

1. The Report states that an informal consultation and engagement process has taken place on the Aberdeen Learning Strategy. The process and programme had been agreed by Members at the meeting of 3 March 2009 of the former Policy and Strategy (Education) Committee and an update on the planning for the programme was provided at the subsequent Committee meeting of 28 April 2009.

2. At the heart of consultation and engagement process was a series of "listening meetings" intended to give stakeholders the opportunities to hear about and to debate the issues that the Aberdeen Learning Strategy was highlighting. On page 25 of the draft Aberdeen Learning Strategy, we set out what we meant by "listen":

   "By "listen" we mean that we want people to express their views and to come up with ideas for improvement. Different people want different things and so it is always going to be challenging to meet everyone's expectations. In addition there is a number of other factors, such as resources being tight, that will influence our Aberdeen Learning Strategy."

3. The consultation and engagement process consisted of two phases. Phase One ran for over 6 weeks during May and June and consisted of 20 listening meetings and events. There were two main purposes of this Phase of consultation and engagement. First, to discuss with everyone what they thought about the draft Aberdeen Learning Strategy, to ask for people's views on a range of matters, for example, did they think our priorities were the right ones, to ask people for their ideas about how we should develop our services and how we should tackle the challenges, such as having tight resources.

4. The second purpose was to discuss specifically "Priority 4: Fit-for-purpose schools/learning centres". The issues involved in improving our schools/learning centres are particularly challenging. This aspect of the consultation and engagement process arose from the need to continue the implementation of options aimed at modernising schools, to make them fit for purpose, to provide quality teaching and learning for children and young people as identified originally in the "A Strategy for Transforming Services to Children and Young People". This had been approved by Full Council on 1st October 2006, the aims of which were to;

   - ensure the provision of quality buildings that will support teachers, pupils, support staff and other building users and assist them to improve performance: close the gap between the most able and less able: reduce exclusions; and increase overall attainment in schools

   - match actual spend in education to the available budget and ensure best value for the city in the delivery of children's services within that given budget.

5. Subsequent reports have been presented to the Policy and Strategy (Education) Committee on 11 December 2007, 8th February 2009, 29th April 2009, 2nd September 2009 and 11th December, 2009. This led to a rationalisation of nursery/infant and primary schools and a need to further review all aspects of the Learning Estate. The Aberdeen Learning Strategy takes further thinking and ideas for the next tranche of necessary changes needed to address the original Strategy for Transforming Services to Children and Young People.

6. Phase One of the process, as mentioned, consisted of 20 listening meetings and events. The majority of these meetings were held in local communities and on an ASG basis These meetings were structured so as to enable key information to be given and all attendees were provided with a pack of key documentation. About half of each meeting was devoted to facilitated discussion of issues. In particular, each pack contained a copy of the draft Aberdeen Learning Strategy, summaries of the Strategy, and specific information on "Priority 4: Fit-for-purpose schools/learning centres".

7. The process was supported by a dedicated website which had all the information. It also had a structured questionnaire which people were invited to complete. We did not want to constrain the way people made comment, so it was made clear that we would welcome comments via the questionnaire, by email or by letter. By the deadline for responses 3 July, we had received a total of 246 responses via the questionnaire.

8. In addition to the comments received via the questionnaire, emails and letters, during each listening meeting we recorded views, comments and ideas and following each meeting we wrote these up and sent them back to schools for distribution.

The Learning Estate

(i) Vision
Our vision is for a learning estate which is well designed, maintained and managed and effectively provides a quality of buildings, environment and facilities to support an accessible range of educational and other services and opportunities for all users, in a way which is responsive to their needs and wishes.

(ii) Our Aspirations for the Learning Estate
What we are seeking to achieve
Underneath the vision it is important to elaborate on some aspects to clarify what it includes and how we will achieve this vision.

For the learning estate these would be that –

- children and young people will be educated in (and community users using) schools that are "fit for purpose" in terms of condition, suitability and sufficiency, each of which requires further expansion;

  condition – to ensure that as many schools as possible are in categories A and B and that an improvement plan is in place for those schools presently in categories C or D. Ultimately, all schools should be of an equivalent standard to the 3Rs schools. This will be dependent on available funding.
  suitability – to ensure that as many schools as possible are in categories A and B and that an improvement plan is in place for those schools presently in categories C or D. However we recognise that further work is required in developing a measure that is accepted and understood by all and consistently applied
  sufficiency – we have the right number of schools in the right areas with flexibility to meet demand of changing policy, both national and local. Reorganisation of schools to meet supply and demand may be challenging but is essential. Some flexibility is desirable but maintaining too many surplus or underused facilities is wasteful.

- our schools are of **high quality** with buildings, grounds, facilities etc that support and add value to the delivery of high quality learning and teaching through the Curriculum for Excellence

- our schools are seen and planned as an **integral part of the communities** they serve with pupils making best use of facilities in the community and communities making best use of school facilities

- our schools, by direct and indirect provision or support of a **range of activities**, make a difference to health and well being and to sustaining economic growth

- we have a school estate whose design, construction and operation contributes directly to **reducing the impact of climate change**

- our school/learning estate is **flexible and responsive** both to changes in demand for school places and internally, to learners' and teachers' requirements and wishes.

- finally, the benefits of change are maximised through **consultation and engagement** with users and stakeholders.

The learning estate strategy will be long-term, 10 -15 years and beyond, and will require a comprehensive programme of rebuild, refurbishment and reorganisation which will be phased over a number of years.

It will include all primary, secondary, denominational, special schools and education services along with community learning facilities and will consider access to vocational skills training across the city.

(iii) Principles on Learning Estates Design

1. All stakeholders (staff, learners, parents/carers and partner agencies) will be consulted when considering changes to the Learning Estate. This includes the planning/design process for new/refurbished schools and/or facilities as well as proposals to close, amalgamate or otherwise change provision.

2. Account should be taken of most recent guidance from the Scottish Government, Her Majesty's Inspectorate of Education (HMIE), Learning and Teaching Scotland (LTS) and follow current council policy.

3. Each learning community should be involved in the development of its particular model of delivery to best meet the needs of the community whilst upholding the principles within the Learning Strategy for Aberdeen City, including effective delivery of the new curriculum and life-long learning.

4. Adjustments to catchment zones should be considered to maintain an appropriate breadth of curriculum and choice for learners each learning community (nominal optimum range roll of around 500 for Primary Schools (national average was 173 in 2007) and between 800-1200 for a S1-S6 Secondary school). The national average size was 820 in 2007. The individual circumstances of each school and community would need to be reviewed / considered.

5. Coherent, community-based learning hubs based around a secondary school would be designed to meet the needs of the local community. This may mean an alternative hub arrangement within the main hub.

6. New schools/establishments should be, as far as practicable, environmentally sound. They should use sustainable modern building materials and techniques and use renewable energy. Their location should take account of maximising opportunities to non-vehicular travel to school as well as minimise need for school pupils to cross major arterial roads and make provision for safe walking and cycling to school.

7. Relationships with housing developers must ensure contributions towards services within new communities, including new schools, are provided. Current Local Plan policies require developer contributions to be made for education provision but the need for these contributions must be justified at an early stage in the planning process.

8. Opportunities should be made available to a wide range of learners, from early years to adult learners. Each learning community should arrange provision of vocational or specialist education (e.g. hair/beauty; motor engineering; building trades etc.) appropriate to their circumstances and utilise opportunities to link with local companies to provide local solutions.

9. Agreement should be reached with Aberdeenshire regarding inter-authority arrangements. This should be a priority to reassure communities of effective planning.

10. There should be opportunities to involve learners, teachers and other staff as well as members of the community in creation of an effective, inclusive learning and teaching environment.

11. Schools and other learning establishments and opportunities should be planned, designed and developed to ensure that sustainability and energy efficiency is maximised.

12. All accommodation in each learning hub should include opportunities for appropriate outdoor learning (including outdoor education).

13. The development of the concept of a learning community should include the effective use of school buildings, grounds and other local facilities and these should all be considered as a resource available to all learners within the community. An ethos of collegiate co-operative working between services should be developed.

14. Transition for learners from a closing school/provision to a new school/provision should be planned effectively and include support for learners, parents and staff. This process should be designed to minimise disruption to learners, in particular those already undertaking courses of study.

15. A managed change process for all staff (including teachers and support staff in schools as well as any other staff affected). All services to be involved including Human Resources. The process must include effective communication involving internal and external corporate communications and provide opportunities for participation by all those affected by the change.

(iv) Criteria

Proposed changes to provision should take account of various criteria, none of which in itself would necessarily lead to officers recommending a change. Each individual school or community would require a detailed evaluation of its particular circumstances and needs.

Consideration of the following would need to take place:

- The educational impact on learners in the school;

- The current and projected roll trends of the school and courses offered within the school;

- The population and demographic data, including future housing developments;

- The amount of excess space in the school and across the Associated Schools Group;

- The cost of staffing and other running costs;

- The cost to maintain the facility in operable condition or to restore the facility to operable condition;

- The location and accessibility of the school and the proximity of other schools;

- The suitability of the school as a venue for delivery of the curriculum;

- The necessity to safeguard the health and safety of pupils, staff and public;

- The possibility of consolidating or relocating existing courses;

- The impact of closing the school on the community.

Other Implications and Considerations

- The report, and future work if approved by the Education, Culture and Sports Committee, seek to achieve a better balance between the supply of pupil places and demand, and considers options to improve the overall stock of school buildings. If these issues are not addressed, there will be a greater risk of the Council having insufficient resources to properly maintain its school buildings, and a greater risk of building failure.

- Crucially, some of our schools are less suitable for the delivery of a modern curriculum, in particular a Curriculum for Excellence. This requires a managed, systematic approach.

- We also require to provide sufficient choice to pupils in terms of curricular options which meet their learning needs. This cannot be achieved in, for example secondary schools with very small rolls

(particularly in the upper school: S4-S6), without incurring unsustainable costs. Curricular links between small secondary schools have been established for some time and these will have to be further developed unless rationalisation of establishments is achieved.

- There is, in addition, considerable financial risk for the Council if it fails to address the continued operation of schools under occupancy levels of 60%.

- The aim is that the Council's learning estate will be more efficiently managed and operated to ensure that a match in the actual spend in education to the available budget and ensure best value for the city in the delivery of children's services within that given budget.

- Health and Safety is a high priority for the Council and is given full consideration in all recommended proposals, for example, in relation to safe routes to school, alterations to buildings, Care Commission Standards etc.

- The commissioning of further work alongside the Local Development Plan for housing will assist the Council to maintain a sustainable learning estate that can be maintained within available funding and gain maximum benefit from its current estate. In present conditions the 2017 the pupil roll in secondary schools is projected to be approximately 8500, a decrease of over 10% from 2008 (excluding the new Structure Plan allowances). The overall roll in Primary is projected to be approximately 12300, a slight increase on the current roll. This could be affected by the build of new homes in the City and work to assess the impact needs to be undertaken when Council has considered proposals for the Aberdeen Local Development Plan.

Other factors impact upon the management of the learning estate.

(a) The Aberdeen City and Shire Structure Plan Housing Allocations require Aberdeen City to identify significant development opportunities both for housing and employment. As a result, Planning and Infrastructure colleagues are preparing a new Local Development Plan which will identify a number of preferred areas within the city for development. These would have a significant effect upon delivery of an efficient education service to school age pupils and on learners opportunities across the city. Between 2012 and 2030, building of some 21,000 homes is proposed on various green field sites across the city. In addition, 15,000 homes are proposed for brown-field sites and areas of regeneration. An on-going strategy to manage the learning estate will be required, with planned management of assets as the developments proceed.

     (b)   Influence of Aberdeenshire Council – the neighbouring local authority has various proposals to develop sites near the City/Shire boundary.

These will inevitably have significant impact on the infrastructure within the city – roads water, healthcare and education.   Officers have met with Aberdeenshire colleagues and will continue to liaise so that both councils are aware of the others development proposals.

Current Educational Provision

There are currently 12 associated school groups (ASGs)

1   Denominational and Non Denominational Education in Aberdeen Grammar School ASG

Current school provision: Aberdeen Grammar School with associated primaries of Ashley Road, Gilcomstoun, Mile-End, Skene Square and St Josephs RC (denominational) serving part of the city centre and west end.

The Gaelic Language Service for primary aged pupils is currently located within Gilcomstoun School.

The French School is currently located upon the Aberdeen Grammar School campus.

Skene Square currently houses the Aberdeen Environmental Education Centre.

Approval of proposed zoning arrangements as a result of the closure or Causewayend School and the closure of Donbank and St Machar Schools to form Riverbank School have been approved by Scottish Ministers.

2   Non Denominational and Denominational Education in Bankhead Academy ASG

Current school provision: Bankhead Academy (3Rs – Bucksburn Academy with provision of up to 100 pupils with Additional Support Needs), due to open in October, 2009) with associated primaries of Bucksburn, Kingswells, Newhills and Stoneywood serving north west of city.

The city-wide Hearing Impairment Service is currently located within Newhills School.

Funding has been approved by Resources Management for a feasibility study of the more appropriate site for a new school to replace Bucksburn and Newhills Schools.

3   Non Denominational and Denominational Education in Bridge of Don Academy ASG

Current school provision: Bridge of Don Academy with associated primaries of Braehead (3Rs School), Scotstown and Balmedie (Aberdeenshire) Schools serving North of city and adjoining Aberdeenshire area.

4   Non Denominational and Denominational Education in Cults Academy ASG

Current school provision: Cults Academy (3Rs School) with associated primaries of Culter, Cults, Milltimber, Maryculter West (Aberdeenshire) and Lairhillock (Aberdeenshire) serving the south west of the city and adjoining area of Aberdeenshire.

5   Non Denominational and Denominational Education in Dyce Academy ASG

Current school provision: Dyce Academy with associated primaries of Dyce and New Machar (Aberdeenshire) serving the north of the city and adjoining area of Aberdeenshire.

6   Non Denominational and Denominational Education in Harlaw Academy ASG

Current school provision: Harlaw Academy with associated primaries of Broomhill, Ferryhill and Kaimhill (3Rs school) serving the south and south west central areas of the city.

7   Non Denominational and Denominational Education in Hazlehead Academy ASG

Current school provision: Hazlehead Academy with associated primaries of Airyhall (3Rs School), Fernielea, Hazlehead (3Rs school) and Kingsford serving the west central areas of the city. The Secondary provision for Gaelic Education is currently delivered through Hazlehead Academy.

8   Non Denominational and Denominational Education in Kincorth Academy ASG

Current school provision: Kincorth Academy with associated primaries of Abbotswell, Charleston, Kirkhill and Loirston serving the south and south west of the city.

9   Non Denominational and Denominational Education in Northfield Academy ASG

Current school provision: Northfield Academy with associated primaries of Bramble Brae, Holy Family RC, Marchburn, Middlefield, Muirfield, Quarryhill, Smithfield, and Westpark serving the north of the city. Heathryburn and Manor Park (3Rs schools) will replace Marchburn, Middlefield and Smithfield.

10 Non Denominational and Denominational Education in Oldmachar Academy ASG

Current school provision: Oldmachar Academy with associated primaries of Danestone, Forehill, Glashieburn, Greenbrae and Middleton Park serving part of the north of the city.

11 Non Denominational and Denominational Education in St Machar Academy ASG

Current school provision: St Machar Academy with associated primaries of Cornhill, Riverbank, Hanover Street, Kittybrewster, Seaton (3Rs school), St Peter's RC, Sunnybank and Woodside serving the north/central area of the city.

12 Non Denominational and Denominational Education in Torry Academy ASG

Current school provision: Torry Academy with associated primaries of Tullos and Walker Road serving the south east of the city. This is a distinct community with a strong traditional of individuality.

13 Denominational Primary Education in Aberdeen City and (part of) Aberdeenshire

Current provision: Holy Family, St Joseph's and St Peter's Schools serving the whole of Aberdeen city and part of Aberdeenshire.

14 Provision of city-wide Outdoor Education Service (Adventure Aberdeen)

Funding has been approved by Resources Management to provide accommodation at the old Kingswells Primary School building.

15 Provision of city-wide Pupil Support Service (Primary and Secondary)

Current provision: Three teams of peripatetic staff work mainly within schools. There are three bases, in the former North, Central and South areas of the city. Staff work with vulnerable pupils who often present challenging behaviour.

16   Provision for Pupils with Additional Support Needs (ASN)

Cordyce School serves all of Aberdeen City, catering for the needs of children and young people with social, emotional and behavioural needs. Approximately 40 secondary aged pupils attend on a full time basis.

Marlpool School serves the city of Aberdeen. It provides education for pupils with additional support needs arising from a range of learning difficulties. The school will become part of the new Bucksburn Academy which will open in October 2009 as part of the 3Rs Project. During the transition year, approximately 96 pupils will be in attendance.

Beechwood School: provides education for children and young people with additional support needs arising from moderate to severe learning difficulties. Beechwood School has moved to temporary accommodation until new provision is completed (due in October 2009). Provision will become part of the new Mile End School and of Bucksburn Academy as part of the 3Rs Project.

Hazlewood School serves the city of Aberdeen. The school provides education for young people aged between four and eighteen who have a range of additional support needs.

Woodlands School serves the city of Aberdeen. The school provides education for young people between five and eighteen with a range of learning difficulties.,

Raeden Centre Nursery School is located within Raeden Centre, an assessment and treatment centre for pre-school children with a range of learning difficulties. The Nursery caters for pre-school children aged three to five years

It is the intention of Aberdeen City Council to provide a new facility to replace Hazlewood, Woodlands and Raeden on the Raeden site with provision for children and young people aged 0 to 18.

Sensory Support Service
Support to children is provided either within their own school or with hearing impairment (**Hearing Support Service** at Aberdeen School for the Deaf) or vision impairment (**Vision Support Service** at Newhills Vision Support Base).

EAL Service (English as an Additional Language)
The Learning and Teaching of pupils with a mother tongue other than English (bilingual pupils) is provided in partnership between the service and the pupil's own school.

Hospital and Home Tuition Service
This service provides for a range of children experiencing difficulties caused by temporary or long term illness. The service is based at the Royal Aberdeen Children's Hospital.

Models of delivery and factors influencing school roll projections

Currently, the model of a Learning Community with the Secondary School as the central hub and the associated (feeder) primary schools and other places where learning takes place is tested model which delivers formal education to local citizens.

Consideration has been given below to alternative models of delivery.

Generally, service users are comfortable with this current model and are resistant to change[1].

1 Associated Schools Groups
Currently, there are twelve Associated Schools Groups. It is generally acknowledged that the optimum roll for a secondary school lies between 800 and 1200 pupils.
The table below shows the current and projected secondary pupil roll and the nominal number of secondary schools required excluding the proposed housing increases as a result of Housing Allowances made in the Aberdeen City and Shire Structure Plan.

Total Pupils Numbers

	Current	Projections			
	2009	2011	2013	2015	2017
Primary	11873	11852	12115	12191	12298
Secondary	9380	9059	8754	8540	8371

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[1] The overwhelming majority of responses to Informal Consultation wanted to maintain the *status quo*.

Pupil Yield
Primary school ratios can generate between 25 and 40 new pupils per year group, per 1,000 new dwellings.

		2009	2011	2013	2015	2017	2019	2020	2030
Current Projections		9380	9059	8754	8540	8371			
Proposed number of houses				5000	10000	15000	20000	25000	30000
Additional number of pupils taking account of All Structure Plan Allowances	Lower 25	9380	9380	875	1750	2625	3500	4375	5250
	Higher 40			1400	2800	4200	5600	7000	8400
Projected total roll taking account of All Structure Plan Allowances	Lower 25	9380	9380	9629	10290	10996			
	Higher 40			10154	11340	12571			

In summary, taking account of all Structure Plan Allowances (with lower of 25 and higher 40 respectively per year group per 1000 completions,

		2013	*2015*	*2017*
Current Projections		8754	8540	8371
Projected additional number of pupils	Lower 25	875	1750	2625
	Higher 40	1400	2800	4200
Projected total roll	Lower 25	9629	10290	10996
	Higher 40	10154	11340	12571

This trend is likely to continue to 2030.

In Secondary schools, between 16 and 40 new pupils per year group, per 1,000 new dwellings are generated. Note: S5 and S6 are considered a single year group in these data.

		2009	*2011*	*2013*	*2015*	*2017*	*2019*	*2020*	*2030*
Current Projections		9380	9059	8754	8540	8371			
Number of Secondary Schools (800-1200)		12-8	11-8	11-7	11-7	10-7			
Proposed number of houses (tbc)				5000	10000	15000	20000	25000	30000
Additional number of pupils taking account of All Structure Plan Allowances	16	9380	9380	400	800	1200	1600	2000	2400
	40			1000	2000	3000	4000	5000	6000
Projected total roll taking account of All Structure Plan Allowances	16	9380	9380	9154	9340	9571			
	40			9758	10540	11371			
Number of Secondary Schools (Max/Min)	16			11/8	12/8	12/8			
	40			12/9	14/9	15/10			

In summary, taking account of all Structure Plan Allowances (with lower of 16 and higher 40 respectively per year group per 1000 completions),

		2013	2015	2017
Current Projections		8754	8540	8371
Projected additional number of pupils	Lower 16	400	800	1200
	Higher 40	1000	2000	3000
Projected total roll	Lower 16	9154	9340	9571
	Higher 40	9758	10540	11371

This would imply that in 2013, between 8 and 12 secondary schools would be required.
By 2015, between 8 and 14 schools would be required and this would be sustained through to 2017 and the trend will continue to 2030.

Development of brownfield sites

Provision of a total of nearly 15,000 new homes on brown field and regeneration area sites is possible by 2030. However, many, but not all, will be flatted accommodation which traditionally generates few school age pupils, although density/design is not finalised at this time.

The timing and nature of such developments is not clear at this time, being dependent upon a number of issues, not least the current financial climate.

Account will be taken of these proposals as the Learning Estate Strategy develops.

Alternative Models of Delivery

1. All-through schools (5–18, 5-15 and other bandings)

Twenty six Local Authority all-through schools in Scotland have been inspected by HMIE since August 2006. Almost all of these schools are attended by pupils with Additional Support Needs or are small schools in remote or island locations.

Examples of All-age schools are found in different contexts and many have been established for many years

- British Public School system

- British schools in Europe

- Some European state systems, e.g. Denmark

- 120 'composite' schools in New Zealand, some examples in North America and Australia (often private schools and/or in rural locations).

Claims for the advantage[2] of such schools include

- a shared educational ethos which supports children through school

- guaranteed progression supported by holistic monitoring systems and consistent pastoral care

- tackles the 'dips' associated with transitions and transfers (Maurice Galton, *et al* research[3])

- Provides a continuum of personalised learning opportunities

- Extended opportunities for parental engagement

- Provides the conduit for coherent support for inclusion and intervention/family support strategies etc

- Where all-through schools or Federations serve a discrete community they can become the focus for regeneration.

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[2] http://www.standards.dcsf.gov.uk/federations/powerpoint/CATSconferencepresentations.ppt?version=1

[3] Transfer and Transitions in the Middle Years of Schooling (7-14): Continuities and Discontinuities in Learning, Research Report RR443   Maurice Galton, John Gray and Jean Ruddock, University of Cambridge

Other potential benefits[4] may include:

- avoiding the dip in performance between primary and secondary school;

- the sharing of teaching experience and knowledge to support students;

- engaging parents in their children's learning, which is one of the biggest factors in attainment, behaviour and attendance;

- supporting the creation of a family ethos and positive learning environment; and

- in enabling the school to take on a wider role in the community.

However, there is insufficient empirical evidence that such schools enhance the educational experience of pupils.

2 'Sixth form' colleges

Sixth Form colleges are common in local authorities in England.

For example, Luton Borough Council is a similar size to Aberdeen (population c 200000, 13 Secondary schools, 49 Infant and Primary Schools and one Sixth Form College). The Sixth Form College offers a wider range of courses at different levels than any individual medium-sized secondary school.

Furthermore, this Local Authority provides education and training to young people aged 11-19 through a framework within which all of the individual institutions and partner organisations cooperate. Schools, colleges, the Local Authority, the University, work-based learning providers and other partners work together to enhance the range of what is provided to learners while continuing to improve the quality of the learning experience for all those involved.

3 Vocational Colleges

An approach to educational provision which includes the vocational college(s) will involve a fundamental change in educational philosophy and priorities. This should be addressed as a result of developing the Aberdeen Learning Strategy.

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[4] All-through Learning (pub Specialist Schools and Academies Trust (SSAT)), June 2009

Data and Research Documents
Copies of the following have been placed in the Members' Library:

Data on Aberdeen City Council Schools:

➢ Condition Survey Summary

➢ Educational Costs per Pupil

➢ 2008-Based School Roll Forecasts - Technical Spreadsheets

➢ Suitability Survey Summary

➢ Energy Costs per School

➢ Costs for Removal of Temporary Accommodation

Reference has been made to:
Linking school organisation and school improvement, *Shirley Goodwin*
 (ISBN 978 1 906792 22 0)
Published in March 2009 by EMIE at NFER

Glossary of Terms

Associated Schools Group (ASG) - one of currently twelve Secondary Schools and the Primary Schools whose pupils transfer to the secondary school.

Community Learning Hubs - provision of learning opportunities based upon a core hub, often based within a Secondary School and delivery of services to learners through satellite provision.

Learning Estate - all schools (primary schools, both denominational and non-denominational, secondary schools and provision for pupils with Additional Support Needs (ASN), community learning centres, libraries and other establishments in which learning takes place

Curriculum for Excellence - Scottish Government initiative intended to deliver a modern, relevant curriculum to meet the needs of individual learners.

Pre-School - children may attend formal educational contexts in Local Authority or Partner Provider establishments from age three (ante pre-school) and age four (pre-school).

Primary Provision - seven years of formal statutory education for children aged five to approximately eleven years of age.

Secondary Provision - a minimum of four years statutory education for children and young people up to the age of sixteen. Non-statutory provision is also made for young people to a maximum of two further years.

Eight steps to an equality and human rights impact assessment

There are separate guidance notes to accompany this form – "Equality and Human Rights Impact Assessment – the Guide." Please use these guidance notes as you complete this form.

STEP 1: Identify essential information (To complete this section please use the notes on page 8 of the guide to the Equality and Human Rights Impact Assessment.)

1. Name of function, policy or procedure

Learning Estate Strategy

2. Is this function, policy or procedure ☐ New   ✓ Reviewed

3. Officers completing this form

Name	Designation	Service	Directorate
Derek Samson	**Project Manager**		**Education, Culture and Sport**

4. Date of Impact Assessment | **20/08/2009** |

5. Lead council service(s) involved in the delivery of this function, policy, procedure

Education

6. Who else is involved in the delivery of this function, policy or procedure? (for example other Council services or partner agencies)
(if none go to question 8)

Social Care and Well Being and Community Learning and Development

7. How have they been involved in the equality and human rights impact assessment process?

Consulted and invited to comment

STEP 2: Outline the aims of the function, policy or procedure (To complete this section please use the notes on pages 9 -10 of the guide to the Equality and Human Rights Impact Assessment.)

8. What are the main aims of the function, policy or procedure? Please list

> **Provide a clear and coherent approach to managing a sustainable Learning Estate (all places where learning takes place, including schools and their surroundings) in the short (1-2 years), medium (3–5 years) and long term (6- 15 years and beyond) which meets the needs of learners.**

9. Who are the main beneficiaries of the function, policy or procedure? Please list

> **Citizens of Aberdeen – enhanced opportunities for learning**
> **Children and young people as pupils – access to relevant learning opportunities**
> **Aberdeen City Council – balancing budgets and delivering best value**
> **Council Tax payers – helping put budgets on a more secure footing**

10. Is the function, policy or procedure intended to increase equality of opportunity by permitting positive action or action to redress disadvantage?

✓Yes
☐ No
Give details

> **Increased curricular choice for a wider range of pupils**
> **Enhanced provision of learning opportunities for learners**

11. What impact will the function, policy or procedure have on promoting good relations and wider community cohesion?

> **There may, initially, be short term community resistance to proposed changes in service provision.**
> **Lobbying to retain schools, including those previously 'saved' from closure.**
> **Canvassing of elected members by sections of the community.**
> **Potential negative press coverage.**

STEP 3: Gather and consider evidence (To complete this section please use the notes on pages 11 - 12 of the guide to the equality and human rights impact assessment)

12. What evidence is there to identify any potential positive or negative impacts?

Evidence	Details
Consultation	**Informal consultation on Learning Strategy of which Learning Estate was principal focus. Over twenty public 'Listening Events'.** **Consultation with partners (e.g. business and higher and further education)** **Consultation with Parent Councils** **Consultation with pupils** **Consultation with staff – teaching, support and facilities** **Liaison with other Service of the Council**
Research	**Research on management of school estate by other Scottish Local Authorities, in particular West Lothian Council, Glasgow City Council, City of Edinburgh Council** **Review of evaluations of alternative models of delivery**
Officer knowledge and experience (including feedback from frontline staff)	**Broad range of experience including feedback from consultation events and submissions from teachers, parents/carers, parent councils and other stakeholders.**
Equality monitoring data	**Informal consultation letters issued to parents/carers whose first language is not English. Analysis of ethnicities and declared religions of pupils attending schools**
User feedback (including complaints)	**Broad satisfaction of current provision indicates resistance to any change in provision despite need to put budgets on a more secure footing**
Other	**Proposals, if progressed by members, will be subject of Statutory Consultation.**

STEP 4: Assess likely impacts on equality strands (To complete this section please use the notes on pages 13 –14 of the guide to the Equality and Human Rights Impact Assessment)

13. Which, if any, equality target groups and others could be affected by this function policy or procedure? Place the symbol in the relevant box.

Equality Target Group	Positive Impact(+)	Neutral Impact (0)	Negative Impact(-)
Race*		0	
Disability	+		
Gender **	+		
LGB***		0	
Belief			?
Younger	+		-
Older	+		
Others	+		

* Race include Gypsies/Travellers
** Gender includes Transgender
*** LGB: Lesbian, Gay and Bisexual

14. From the groups you have highlighted above, what positive and negative impacts do you think the function, policy or procedure might have?
Detail the impacts and describe the groups affected.

Positive impacts (describe groups affected)	Negative Impacts (describe groups affected)
Disability - provision of more modern buildings and learning areas around schools	**Belief - Denominational pupils and families – potential change in provision leading to some children having to travel further**
Gender - pupils of either sex having access to wider range of subject choices	**Younger – provision of service further from home (within existing regulations)**
Younger – provision of sustainable schools with broad subject choice	
Older – provision of integrated service delivery	
Other - teachers, education support staff – savings accrued mean less impact on other budgets in education e.g. staffing and resources.	

STEP 5: Apply the three key assessment tests for compliance assurance
(To complete this section please use the notes on pages 15 – 17 of the guide to
the Equality and Human Rights Impact Assessment.)

15. Does this policy/procedure have the potential to interfere with an individual's
rights as set out in the Human Rights Act 1998? State which rights might be
affected by ticking the appropriate box(es) and how. **If you answer "no", go to
question 19.**

No

☐ Article 3 – Right not to be subjected to torture, inhumane or degrading treatment or
punishment
☐ Article 6 – Right to a fair and public hearing
☐ Article 8 – Right to respect for private and family life, home and correspondence
☐ Article 10 – freedom of expression
☐ Other article not listed above

Legality
16. Where there is a potential negative impact is there a legal basis in the
relevant domestic law?

Legitimate aim
17. Is the aim of the policy a legitimate aim being served in terms of the relevant
equality legislation or the Human Rights Act?

Proportionality
18. Is the impact of the policy proportionate to the legitimate aim being pursued?
Is it the minimum necessary interference to achieve the legitimate aim?

STEP 6: Monitor and review (To complete this section please use the notes on page 18 of the guide to the Equality and Human Rights Impact Assessment).

19. How will you monitor the implementation of the function, policy or procedure? (For example, customer satisfaction questionnaires)

On-going monitoring of condition, suitability and sufficiency of provision.

20. How will the results be used to develop the function policy or procedure?

Monitoring, Reflection and Review Process will influence future proposals.

21. When is the function, policy or procedure due for review?

On-going

STEP 7: Report results and summary of EHRIA to the public (To complete this section please use the notes on page 19 of the guide to the Equality and Human Rights Impact Assessment).

22. Where will you publish the results of the Equality and Human Rights Impact Assessment?

Please indicate as follows by ticking the appropriate box(es).

☐ Summary of EHRIA will be published in committee report under section "Equality Impact Assessment"

✓ Full EHRIA will be attached to the committee report as an appendix

☐ Summary of EHRIA to be published on council website within relevant service pages

☐ Other, please state where:

23. Please summarise the results of the Equality and Human Rights Impact Assessment and give an overview of whether the policy, procedure or function will meet the Council's responsibilities in relation to equality and human rights. This summary needs to include any practical actions you intend to take / have taken to reduce, justify or remove any adverse negative impacts.

Clear imperative to address current issues of over-capacity, under-occupancy, inefficiency and insufficient pupil curricular choice.
Action points to mitigate against negatives above will be developed and implemented. A robust media strategy will be required in consultation with Corporate Communications
Full consultative involvement with individual councillors, Head Teachers and other staff, Parent Councils.
Use of newsletters to keep stakeholders informed of progress.

STEP 8 SIGN OFF (To complete this section please use the notes on page 20 of the guide to the Equality and Human Rights Impact Assessment)

The final stage of the EHRIA is to formally sign off the document as being a complete, rigorous and robust assessment.

Person completing the impact assessment

Name	Date	Signature
Derek Samson	**1 September 2009**	*[signature]*

Quality check: document has been checked by

Name	Date	Signature
Sohail Faruqi		

Head of Service (Sign-off)

Name	Date	Signature
Rhona Jarvis		

Now –

Please send a copy of your completed EHRIA form together with the Policy/Strategy/Procedure to:

Head of Service
Community Planning and Regeneration,
Strategic Leadership
Aberdeen City Council
St. Nicholas House
Broad Street
Aberdeen
AB10 1GZ