

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	12 September, 2013
DIRECTOR	Gayle Gorman
TITLE OF REPORT	Statutory Consultation - Proposed Replacement School for Kincorth and Torry Academies
REPORT NUMBER:	ECS/13/062

1. PURPOSE OF REPORT

To report to Committee on the outcome of the statutory consultation on the proposal to close Kincorth Academy and Torry Academy, to amalgamate the two schools and establish a new, purpose built secondary school on the Bobby Calder Park Site.

2. RECOMMENDATION(S)

- (i) To accept the recommendation to proceed with the above proposal and to instruct officers to make the necessary arrangements to deliver the new school by the beginning of school session 2016/17, i.e. August 2016.
- (ii) To instruct officers to work with local transport providers to provide subsidised dedicated transport for pupils resident in the catchment area of Torry to the proposed new school whereby the council will support the service and pupils will pay a fare for each journey made.

3. FINANCIAL IMPLICATIONS

The Scottish Government's Building Scotland's Schools for the Future (BSSF) Programme, being delivered through the Scottish Futures Trust (SFT) has agreed funding in principle to the extent of two-thirds of the cost of the replacement school.

The overall cost of the new school is likely to be of the order of £30 to £36 million of which Aberdeen City Council will require to provide the balance (estimated at £10-12 million) of the required construction and other associated costs. Provision has been made for this within the Non Housing Capital Programme, subject to the decision to proceed being made.

Section 5.5 provides further revenue implications.

4. OTHER IMPLICATIONS

Legal – This proposal places responsibility on Aberdeen City Council to work with the local Hub Development Company (HubCo North Scotland) to meet the requirements of the Scottish Government's Programme.

Resources – Officer time and expenditure on production of materials, hosting events etc. which can be met from existing Service budgets.

Personnel – Implementation of the proposal will require significant input from centrally deployed staff within Education, Culture and Sport and Enterprise, Planning and Infrastructure. In addition, there will be a resultant rationalisation of staffing in the two existing schools. This will be carried out under existing HR Policies of Aberdeen City Council.

Property - Implementation of the proposal may result in a requirement to declare the two existing schools and their grounds surplus to Education Service requirements. This will be progressed under existing policies of Aberdeen City Council.

Equipment – There are no equipment implications or risks associated with this report in itself.

Sustainability and environmental – Implementation of the proposal will result in the design and construction of a new school which will have the highest possible standards of sustainability and environmental friendly compliance.

Health and safety – There are no implications or risks related to this report in itself. The attached School Travel Assessment Report (Appendix 3) addresses implications for pupils travelling to and from the site of the proposed new school.

Policy – there are no implications or risks related to this report in itself. Committee may decide upon action which may have an impact on city-wide pupil transport strategy.

5. BACKGROUND/MAIN ISSUES

5.1 School Reorganisation Proposals

As part of the on-going planning for management of the school estate, a Special Meeting of the Education, Culture and Sport Committee on 28th October, 2010 resolved, *inter alia*, to instruct officers to fully develop proposals as soon as practicable

- *To close Kincorth Academy and Torry Academy, to amalgamate the two schools and establish a new, purpose built secondary school on the Bobby Calder Park Site.*

This decision was made after consideration of feedback from informal engagement with local communities as well as quantitative measurements of the existing provision.

The full impact of the new housing development within the approved Local Development Plan and recent inward migration to the Torry and Kincorth areas would require a school of a greater capacity.

The Secondary School Estates review in 2010 suggested that a replacement school of up to 1,300 capacity would be adequate. A number of additional factors now indicate that a school with capacity of up to **1450** pupils would be required. In particular, the additional pupils from housing developments delivered beyond the period of the projected school roll numbers, i.e. after 2020, would require the proposed new school to have this greater capacity.

In addition, it is likely that some of the in zone pupils who attend other city schools under placing request legislation will be attracted to the new school, further increasing required capacity.

In many of the recently completed 3Rs Schools, in particular Bucksburn Academy, significant numbers of pupils who had previously chosen not to attend their zoned schools, now do so. This may be due, at least in part, to the attraction of the improved facilities.

Furthermore, there have been increased out-of-zone placing requests which have also increased the school roll at the new schools. This is likely to be the case for the proposed new school.

In March 2013, following a period of informal public engagement on the site options, the Education, Culture and Sport Committee instructed officers to carry out statutory consultation on the proposal to close Kincorth Academy and Torry Academy, to amalgamate the two schools and establish a new, purpose built secondary school on the Bobby Calder Park Site.

Concerns about safe travel to and from the proposed new school were raised during the informal engagement. Therefore, an independent review of school travel and transport was commissioned, the report of which is provided as Appendix 3.

5.2 Educational Rationale

The Educational Benefits Statement within the Statutory Consultation Document fully explained how the proposal would enhance the educational opportunities for young people. There are a range of advantages which will benefit pupils in a larger combined school - Curricular, Learning and Teaching, Attainment, Extra-Curricular Experiences, Pastoral Care and Pupil Well-Being.

Map 1: The Proposed Combined Catchment Area and Site of the Proposed new school



5.3 Statutory Consultation

5.3.1 Methodology

Statutory Consultation was carried out according to the requirements of the *Schools (Consultation) (Scotland) Act, 2010* all of which were met or exceeded.

Statutory Guidance on carrying out consultation under the Act is available at

www.scotland.gov.uk/Resource/Doc/91982/0097130.doc

A Statutory Consultation Document was published in advance of the period of consultation which ran from 18 April until 31 May 2013 (inclusive), a total of 30 school days.

In addition to the document, the Aberdeen City Council website provided a broad range of additional information related to the proposal and details of the six public engagement events for stakeholders. It also provided information on how stakeholders could submit their views in writing, by email and by participating in the events or leaving comment cards.

5.3.2 Involvement of Stakeholders

The number of attendees who signed in at the public meetings were:

<i>Date</i>	<i>Time</i>	<i>Venue</i>	<i>Number of Recorded Attendees</i>
8 May	morning	Kirkhill School	6
8 May	evening	Torry Academy	39
14 May	evening	Charleston School	6
15 May	evening	Kincorth Academy	10
21 May	morning	Walker Road School	13
21 May	afternoon	Charleston School	8

5.3.3 Feedback from Stakeholders

The responses were received in different formats were:

<i>Format</i>	<i>Number of submissions</i>
Comment Forms	17
Emails	13
Letters	4
Petition	1

The paper petition had 443 signatures and the online version had 121 names. The petition supported retaining the existing two academies.

Feedback from stakeholders focussed on two main areas.

(i) **Educational Benefits**

These were almost universally acknowledged and frequently commented upon as being highly desirable. Many submissions particularly from parents, commented that they would positively welcome the opportunities offered by the new school. They appreciated the potential to address concerns about the

condition and suitability of the existing school buildings and the limitations of the curriculum offered by two small schools.

There were no negative comments about the replacement of either school and there was general acknowledgement that the existing school buildings were no longer fit for purpose to deliver a modern curriculum.

These positive implications of a larger school were acknowledged, although a small number of parents made reference to their preference of a smaller more intimate school where all staff and pupils knew each other well but they appreciated that many of the staff in the existing schools would transfer to the new provision.

Improved extra-curricular opportunities were also acknowledged although some parents, particularly from Torry questioned whether their children would be able to access these after school as transport home might be difficult.

(ii) **Travel and Transport**

The main concern of those who made submissions was travel to and from the school. There were three main aspects related to these concerns.

- The distance whereby some pupils would have to walk for up to an hour in each direction.
- Some parents and pupils described concerns about the safety of the route to the new school both in terms of crossing roads and atmospheric pollution from vehicles.
- The additional financial burden if families were required to pay for public transport for their children. Again, this was mainly a concern raised by stakeholders in the Torry community.

Paper copies of all submissions are available in the Members Library and have been circulated to external members of the Education, Culture and Sport Committee.

These submissions, anonymised as necessary, are also available on the council website at

www.aberdeencity.gov.uk/kincorthandtorry

5.3.4 Education Scotland Report

An essential element of the statutory consultation process is involvement of Education Scotland whose report is provided as Appendix 1.

The report supports the case made for the educational and pastoral advantages to pupils and potential improvements to attainment,

achievement and educational aspiration that the new facilities would provide.

Paragraph 4.1 states,

'The Council has outlined clearly the educational benefits of the proposal';

and

'The Council has demonstrated how the proposal has the potential to improve outcomes for young people across the proposed catchment area'.

The report also highlights the concern of some stakeholders about access to the school on the Bobby Calder Park site.

In particular, the report identifies the requirement for the Council to:

- outline to parents and pupils the outcomes of the discussion with bus operators and how it proposes to minimise the effects of possible increased travel costs;
- provide parents, children and young people opportunities for continuing engagement about the proposal, including visits to new schools in Aberdeen and involvement in the design of the proposed school;
- outline as soon as possible how it will continue to engage with all stakeholders.

5.3.5 Further Pupil Voice Engagement

A programme of engagement was established across all primary and secondary schools.

Representative pupils took part in a range of discussion engagement activities, facilitated by the Pupil Voice Development Officer, accompanied by staff from the external travel consultants and officers from Planning within Aberdeen City Council.

This exercise was deemed beneficial in its own right as an example of Curriculum for Excellence in practice

Pupils commented upon this being the first opportunity in their time at school when they have been asked their views on the purpose of education and their future aspirations.

It was clear from these discussions, particularly in the Torry area, that for a significant number of young people, low aspirations inhibit

motivation which has a negative impact upon attainment and achievement.

Pupils acknowledged the educational, social and pastoral advantages of the proposal and all felt this was beneficial to their opportunities.

Some pupils regarded the location of the proposed new school as being too far to reach easily on foot.

The pupil responses are provided as Appendix 2.

5.4 School Transport Report

5.4.1 General

The current Aberdeen City Council Policy allows for the provision of transport to secondary school pupils who live further than 3 miles from the zoned school.

Under the existing policy, it is not incumbent upon Aberdeen City Council to provide transport for pupils travelling to and from the proposed new school as all pupils live within the statutory three mile distance from the proposed new school.

Concerns were expressed, however, during the consultation that the proposed location of the new school might result in increased costs for families, more episodes of lateness and a potential increase in non-attendance. Some stakeholders felt that the proposed new school's location is not particularly convenient for some pupils, particularly those who reside in Torry.

It was also suggested that some families may choose to send their children to other schools, using placing request legislation. There is, however, very limited spare capacity at city centre schools.

An external consultancy was engaged to evaluate the travel and transport implications of the proposal. This provided an impartial evaluation of the circumstances surrounding the travel and transport arrangements for pupils travelling to and from the proposed new school.

The School Travel Assessment Report (Appendix 3) indicates that there are no inherent safety issues related to the site of the proposed new school.

Safe routes to school, all of which are within the three mile walking distance for pupils, have been identified for pupils in all parts of the new combined zone.

The Report concluded that:

- (i) all pupils in the catchment area live within 3 miles from the site;
- (ii) there are no inherent safety issues related to the site of the proposed new school;
- (iii) possible routes from each community to the site have been mapped and are provided;
- (iv) alternative routes/shortcuts, some of which do not meet recommendations for safe routes to school, have also been identified. In the pupil consultations, there were mixed feelings regarding the use of quicker and less safe routes to school, some pupils indicating that they would avoid them whilst others would make use of them.
- (v) both main bus operators considered it unfeasible to alter current services to provide a wholly commercial service for pupils in Torry to the site of the proposed new School. Currently, buses travelling up Wellington Road are all typically full by the time they reach Torry, and there is no spare capacity for 350+ school children on these services. Both operators considered that the most suitable approach, if buses were to be provided, was to mirror the current arrangement provided for pupils travelling between Cove and Kincorth, with either a tendered or *de-minimis* arrangement.

5.4.2 Bi-School and City Campus Arrangements

Previously, shuttle buses ran between Kincorth and Torry Academies, allowing pupils at each school to access courses at the other establishment. In session 2012-13, the cost for this service was approximately £56,000.

In session 2013-14, this service has been expanded to include Harlaw Academy as part of the city campus arrangements, where pupils at the three schools can attend courses at the other schools. The budget for this service has been set at £109,000 due to the increased number of buses and journeys required.

The proposed new school will provide a far wider range of courses than currently available at Kincorth and Torry combined, and this requirement should no longer be required.

5.4.3 Three Main Residential Areas

(i) Cove: this area is currently undergoing development with several housing developments underway and further developments planned in phases over the next 10 years.

As a result, the situation for pupils travelling from the Cove catchment area is a dynamic one in which new paths and routes may be created in line with new development.

Safe walking routes to school of less than three miles have been identified from Cove to the site of the proposed new school. It is anticipated that the requirement for ACC to support the provision of a bus service linking Cove and Kincorth Academy will diminish as a result of a shorter distance to school, the provision of a safe walking route to the school, and anticipated changes to the commercial bus network.

The current cost to ACC for supporting the existing bus arrangements is £34,515 per annum. Current provision for Cove pupils would in all likelihood diminish by the time of the proposed new school opening.

(ii) Kincorth: the majority of pupils are expected to travel to the proposed site via Abbotswell Crescent and Redmoss Road.

Subject to some upgrades to Redmoss Road, this route is of a suitable standard for walking to school and all pupils are within the 3 mile statutory walking distance. From Kincorth, there is the possibility of a new path from Boyd Orr Avenue to the Academy site being created in the future, within the proposed Loirston OP77 development, subject to improvements to the southern part of Redmoss Road.

(iii) Torry - three possible routes were assessed and a safe route was identified. The route (via Abbotswell Road and Abbotswell Crescent) has been assessed as meeting the standards required of a safe walking to school route as defined by Aberdeen City Council School Transport Policy and following guidance from Aberdeen City Council Guide to School Travel Plans (2012).

Based on currently available information, all pupils within the Torry community are understood to be within the statutory 3 mile walk distance to the new Academy via this route.

5.5 Options on Provision of Supported Transport

Pupils residing in Cove and attending Kincorth Academy currently benefit from the provision of a bus service for which the pupils pay to use, despite being within the 3 mile statutory walk to school distance.

This service is provided at a cost to the council of £34,515 per annum as the bus operator is providing buses on a route that they would not otherwise run. Pupils have to pay for each journey made.

Travel costs for pupils in the new school zone could be supported by the Council in a variety of ways.

5.5.1 Provision of similar school bus services from all three areas

Pupils resident in all three areas - Cove, Kincorth and Torry could benefit from a similar arrangement of being able to use the council arranged service. This would be likely to have an annual revenue cost to the council of approximately £150,000. Pupils would have to

purchase tickets if they decided to use this service. This would be welcomed by families but there would be financial implications for them.

The cost to pupils choosing to use this service would be a pupil fare of currently £1.20 per journey. This could be reduced if a season ticket is purchased.

It is not anticipated that there would be any case for parents in other parts of the city to request a similar provision, as the circumstances surrounding this proposal are unique in that a new school is being established which has brought together two existing mainstream schools on a proposed new site.

The revenue cost to the Council of subsidised transport will be partially offset by the existing cost of the current service between Cove and Kincorth and the costs of the shuttle services between Torry, Kincorth and Harlaw Academies.

5.5.2 Provision of a similar arrangement for pupils living only in Torry

There is a case for additional support for pupils living in Torry as this is an area with greater deprivation and has one of the lowest rates of car-ownership in the city. In addition, pupils from the Torry area would have a journey to and from school is more challenging than for pupils living in other parts of the proposed new zones.

Pupils would have the option of using the subsidised bus service to the new Academy site. Talks with local transport operators confirmed this would be a possibility with bus service provision for pupils in Torry at a cost to the council of an estimated £46,020.

As in 5.5.1 above, there would be a cost to pupils choosing to use this service with a pupil fare of currently £1.20 per journey. This could be reduced if a season ticket is purchased.

For a pupil up to age 15, this would be equivalent to approximately £270 per session and £405 for older pupils.

Late bus passes could be provided to those pupils engaged in after-school activities. These pupils would then travel by service bus from near the new school, rather than by the dedicated school buses which would depart at the end of the school day.

It is not possible to determine at this time how many such journeys would be made, as this is dependent upon the range of after-school activities being offered.

5.5.3 Alternative Options for Pupils Resident in Torry

	Tendered School Bus	De Minimis Arrangement with Bus Company	Estimated Cost to Council Per Annum (2013 prices)	Cost Per Pupil Per Annum (2013 prices)
1. Council Arranges Bus Service All Torry pupils pay fares for this service, similar to current Cove arrangement	None	1 x articulated bus + 3 x double decker buses	£46,020.00	390 pupils pay either £321 pa (under 16s) or £486 pa (over 16s)
2. Free School transport for Torry pupils living beyond 2.5 miles (est 80 pupils) + bus service arranged for all other Torry Pupils	1 x double decker bus	2 x articulated buses + 1 double decker bus	£73,515.00	80 pupils travel free 310 pupils pay either £321 pa (under 16s) or £486 pa (over 16s)
3. Free School Transport for Torry Pupils living beyond 2 miles (est 330 pupils) + bus service arranged for all other Torry Pupils	2 x articulated buses + 1 double decker bus	1 x double decker bus	£128,505.00	330 pupils free 60 pupils pay either £321 pa (under 16s) or £486 pa (over 16s)
4. Free School Transport for All Torry Pupils	1 x articulated bus + 3 x double decker buses	None	£156,000.00	None

These calculations assume 350 pupils travelling from Torry.

5.5.4 Means-Tested Options

The following scenarios assume that the council provides free transport for pupils who are entitled to free school meals

Scenario 1. 106 pupils from Torry (entitled to free school meals) receive free transport

For this arrangement, our assumption is that

- a) the Council is committed in any case to facilitating a public transport option for school pupils living in Torry, where pupils pay for the transport, as is the case for Cove at present;
- b) that the distribution of pupil locations receiving free school meals across Torry means that any form of separate bus provision for the 106 pupils would be inefficient;
- c) that the most efficient means of facilitating this option would be for the Council to provide season tickets directly to the affected pupils;

- d) 90% of pupils are under 16 and 10% of pupils are over 16.

Costs would be as follows:

- The base cost of providing bus provision for Torry (on the assumption that all pupils pay for fares) is **£46,020 per annum.**
- The additional cost of supporting 106 pupils from Torry with free transport in this situation would be an additional **£35,775 per annum.**

The total cost for this option would be **£81,795 per annum.**

Scenario 2. 106 pupils from Torry and 72 pupils from Kincorth and Cove (entitled to free school meals) receive free transport

- a) For this arrangement, the costs for Torry pupils would be as per Scenario 1 above.

b) The distribution of the 72 pupils between Kincorth and Cove is unknown. Furthermore, it is unknown whether by the time of the academy opening if it would still be required to support the provision of school bus provision from Cove to the new Academy (this depends on aspects such as the final location of school entrances, the build out of development, and any subsequent changes to the commercial bus network).

c) Furthermore, for any of the 72 pupils from Kincorth/Cove catchment living in Kincorth, it is also questioned whether they would actually benefit from free school transport, or even if there is a feasible transport option (short of providing one) given that majority of Kincorth will be within a 2 mile walk of the new academy, and few existing public transport of relevance.

- d) Accordingly, given these uncertainties, we have assumed that provision is made by way of bus season tickets to be provided for the 72 pupils, on the basis of 90% under 16, 10% over 16.

Costs would be as follows:

- The base cost of providing bus provision for Torry (on the assumption that all pupils pay for fares) is **£46,020 per annum.**
- The additional cost of supporting 106 pupils from Torry with free transport in this situation would be an additional **£35,775 per annum.**
- The additional cost of supporting 72 pupils from Cove/Kincorth catchment with free transport would be an additional **£24,300 per annum**
- In the case that the Council would have ceased supporting public

transport options from Cove to the Academy by the time of opening, the total cost to the Council would be **£106,095 per annum**

However, in the case that the Council is still required to support public transport options from Cove to the Academy, the total cost to the Council would be increased by a maximum of £34,515 per annum, to **£140,610 per annum.**

Scenario 3. 200 pupils from Torry, excluding those within the Tullos Primary School catchment zone, receive free school transport

a) For this arrangement, we note that the Tullos Primary School catchment zone is linear across the southern edge of Torry. Accordingly, we would note that pupils within the Tullos catchment zone live up to 2.8 miles from the new Academy site via the safe walking route proposed in the School Travel Assessment report. If the Council pursue this option, these pupils will not receive free school transport while others with a shorter walk to school distance would. It is anticipated that the logic of this approach would be challenged.

b) We have assumed that the council provides a tendered school bus service for those pupils receiving free school transport, and a de-minimis arrangement for pupils within the Tullos Primary school catchment zone, where pupils pay for the bus fare.

Costs would be as follows:

- The cost of providing bus provision for the pupils living within the Tullos Primary School catchment in Torry (on the assumption that all pupils pay for fares) is **£23,010 per annum**
- The assumed cost of providing a tendered school bus service for all other school pupils in Torry would be **£78,000 per annum.**

The total cost to the council would be **£101,010 per annum.**

All the above calculations are based on current (2013) costs and assume the following:

1. Budgetary estimate of £200.00 per bus per day assumed for a tendered arrangement.

2. Budgetary estimate of £59.00 per bus per day assumed for a de minimis arrangement with the bus operator and pupils pay the travel costs.

3. Current estimate of 390 pupils living in Torry to go to the new Academy.

4. Costs based on 195 school days in a year.

5. £321.00 is the cost of travel for a child and £486.00 the cost for a 16-18 year old of school travel for the year.

6. Figures for the number of pupils entitled to free school meals are accurate for school year 2012-2013.

5.5.5 Aberdeen City Council to Provide Transport using own Fleet

The over-riding majority (if not all) other local authorities in Scotland do not maintain their own fleet of coaches for transporting school pupils, as they are required for 195 days per year, morning and after school only.

All other authorities either tender for the services, or have de-minimus arrangements.

There are significant additional back office costs, fleet maintenance costs, insurance cost with becoming a pseudo coach contractor.

The external consultant has advised that there are likely to be legislative issues under Transport Act 1985.

Based upon a fleet of 9 coaches, used only between Torry and the site of the proposed new Academy, the following costs have been estimated.

Capital Costs = £820,000 (estimated)

This includes the capital cost of purchasing 50 seat buses.

9 x 50 seat buses (£80,000.00 each) = £720,000 (likely depreciates at circa 5% per annum); Workshop/Storage Facilities £100,000 for workshop refit, new tools, lifts etc.

(Depreciation of around 5% per annum should be assumed)

Operational Costs = £451,800 per annum (estimated)

These estimated costs include:

Salaries - drivers' (£234,000) and escorts' (£124,800) = £358,800 per annum

VED, Insurance costs, operator licence costs, assuming £1,000 per coach = £9,000 per annum

Maintenance costs, spares etc., assuming £5,000 per coach = £45,000 per annum

Fuel costs = £20,000 per annum

Cleaning / washing of vehicles = £6,500 per annum

Back office input – 0.5 FTE for admin, registration etc = £12,500 per annum.

It is likely that to provide similar services from other parts of the proposed catchment area there would be a similar level of costs.

The total costs of providing a council owned and operated service for the pupils in the Cove, Kincorth and Torry areas, the cost of purchasing and operating a fleet of buses by the council would require a capital outlay of approximately £2 to £2.5 million and annual operating costs of between £1 and 1.25 million.

5.6 Other Projected Revenue Implications

5.6.1 Condition Expenditure

The two existing schools will, if retained, require expenditure of a total of approximately £18.5 million to bring both buildings up to a satisfactory standard. This investment would not be required immediately or all at the same time but the total cost over the foreseeable future is significant.

5.6.2 Annual Revenue Costs

The total of the 2012-13 budgets for the two separate schools is £6.2 million.

The estimated annual revenue budget for the new school would be £5.3 million. This excludes any potential savings linked to those budgets which are no longer charged to the schools directly.

5.7 Next Steps

5.7.1 Education, Culture and Sport Committee

Assuming a decision is taken by Committee 12 September 2013, the earliest date for the delivery of the new school is likely to be August 2016.

Within the Act, provision is made for a period of three weeks following an Education Authority decision to close or amalgamate schools during which submissions may be made to Scottish Ministers requesting that they call in the decision. This in effect gives minister the power to approve a decision, require an authority to revise or revisit a decision or prevent a decision in its current format to proceed.

A further three week period is provided for ministers to decide upon whether or not to act to call in a decision should such representations be made.

In effect, this means that if the decision is not called in, the earliest implementation can occur would be either three weeks (no representations to ministers) or six weeks (ministers decide against calling in the decision).

	Date	Earliest date of implementation
Date by which representations to be received to Scottish Ministers	3 October 2013	4 October 2013 (assuming no representations made to Ministers)
Date by which decision on call in to be made	24 October 2013	25 October (assuming no call in)

5.7.2 Addressing Issues Raised in Education Scotland Report

Assuming the proposal progresses, the following actions are planned.

Issue	Proposed Action	Timescale
Outline to parents and pupils the outcomes of the discussion with bus operators and how it proposes to minimise the effects of possible increased travel costs.	Leaflet to be issued to all families explaining implications and timescales for implementation, if proposal receives approval. Updated website, press release	Immediately after final decision is made.
Provide parents, children and young people opportunities for continuing engagement about the proposal, including visits to new schools in Aberdeen and involvement in the design of the proposed school.	Set up working group on new school to include staff, parents/carers and pupils within three existing communities. Visits to Cults and Bucksburn Academies to be facilitated by Education, Culture and Sport	Immediately after final decision is made.
Outline as soon as possible how it will continue to engage with all stakeholders.	Request via schools on volunteer (Parent Council?) representatives to be identify best modes of	By end October 2013.

	engagement.	
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5.8 The Vacated Sites

It is acknowledged that vacated sites frequently become the subject of rapid dilapidation through lack of maintenance, vandalism and other anti-social behaviour.

Should the proposal be approved, it would be intended to establish, prior to vacation of the two existing school sites, the future use to be made of the building and their environs, once the amalgamated school is established.

Agreed procedures within the Corporate Asset Management Plan allow for the future of any asset to be determined.

If there is no identified service use, the sites would be declared as excess to service needs and then

1. offered to other services of the Council, such as Housing etc.,
2. declared as excess to the Council and offered to other public services, such as NHS Grampian, Police Scotland etc.,
3. declared as excess to the Council and disposed of on the open market.

5.9 Recommendations

It is recommended that Committee

- (i) To accept the recommendation to proceed with the proposal to close Kincorth Academy and Torry Academy, to amalgamate the two schools and establish a new, purpose built secondary school on the Bobby Calder Park Site and to instruct officers to make the necessary arrangements to deliver the new school by the beginning of school session 2016/17, i.e. August 2016.
- (iii) To instruct officers to work with local transport providers to provide subsidised dedicated transport for pupils resident in the catchment area of Torry to the proposed new school whereby the council will support the service and pupils will pay a fare for each journey made.

6. IMPACT

6.1 Corporate

Aberdeen the smarter City

1. We will enhance the physical and emotional wellbeing of all our citizens by offering support and activities which promote independence, resilience, confidence and self-esteem

2. Working with our third, public and private sector partners, we will provide opportunities for lifelong learning which will develop knowledge, skills and attributes of our citizens to enable them to meet the changing demands of the 21st century.
3. Again, working with partners, we will create a City of Learning which will empower individuals to fulfil their potential and contribute to the economic, social and cultural wellbeing of our communities.
4. We will aim to have a workforce across the city which has the skills and knowledge to sustain, grow and diversify the city economy.

6.2 Equality and Human Rights implications

A full equality and human rights impact assessment will be completed once details of the proposed new school are developed.

7. MANAGEMENT OF RISK

There is considerable reputational risk if this proposal does not progress. This would be largely due to the potential loss of significant funding contributions to the cost of the new school.

8. BACKGROUND PAPERS

Appendix 1 Education Scotland Report
Appendix 2 Independent Travel Review Report
Appendix 3 Pupil Voice Report

9. REPORT AUTHOR DETAILS

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Education Scotland Report

Consultation proposal by Aberdeen City Council

Report by Education Scotland, addressing educational aspects of the proposal to close Kincorth Academy and Torry Academy, to amalgamate the two schools and establish a new, purpose built secondary school on the Bobby Calder Park Site.

1. Introduction

1.1 Aberdeen City Council proposes to close Kincorth Academy and Torry Academy, to amalgamate the two schools and establish a new, purpose-built secondary school on the Bobby Calder Park Site.

1.2 The report from Education Scotland is required under the terms of the *Schools (Consultation) (Scotland) Act 2010*. It has been prepared by HM Inspectors in accordance with the terms of the Act.

1.3 HM Inspectors undertook the following activities in considering the educational aspects of the proposal:

- attendance at the public meetings held on 8 May 2013 and 15 May 2013 in connection with the Council's proposals;
- consideration of all relevant documentation provided by the Council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others;
- consideration of further representations made directly to Education Scotland on relevant educational aspects of the proposal; and
- visits to the site of Torry Academy, Kincorth Academy, Tullos School, Walker Road School, Loirston School, Charleston School, Abbotswell School and Kirkhill School, including discussion with relevant consultees. HM Inspectors also walked a route from each academy to the proposed site of the new school.

1.4 HM Inspectors considered:

- the likely effects of the proposal for children and young people of the school; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the Council area;
- any other likely effects of the proposal;

- how the Council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- benefits which the Council believes will result from implementation of the proposal, and the Council's reasons for coming to these beliefs.

2. Consultation process

2.1 Aberdeen City Council undertook the initial consultation on its proposals with reference to the *Schools (Consultation) (Scotland) Act 2010*.

2.2 The Council went beyond the statutory requirement and arranged six public meetings in Kincorth Academy, Torry Academy and a number of their associated primary schools. These meetings provided appropriate opportunities for pupils, parents and members of the community to express their views. The Council provided a number of appropriate methods to respond to the consultation in writing. Relevant information was available in a number of locations and on an informative page of Aberdeen City Council's web site. In discussion with HM Inspectors, a number of parents voiced a lack of confidence in the consultation process. A number of parents in both catchment areas felt that the public engagement on the site of the proposed school had not been effective. The Council continues to consult with children and young people but a few children and young people felt that they had not been consulted well enough to allow them to respond to the proposal during the formal consultation period. Despite the Council's use of a translator at one of the public meetings and offers of translators at others, a few consultees did not think the Council had taken sufficient steps to communicate with those for whom English is not their first language.

2.3 At the public meetings and in written submissions to Aberdeen City Council, there was much support for a new purpose built school. Many parents, pupils and staff supported the building of a new secondary school on the south side of the city. They believed there would be benefits from an extended and enhanced curriculum being delivered in a 21st century learning environment.

2.4 Pupils, parents, staff and members of the community in the Torry and Kincorth catchment areas expressed concerns about the location of the proposed school. Parents from Torry were worried about the route which children would take to the proposed school and the distance of the school from Torry. They felt that the most direct route is along Wellington Road. They held the view that this is one of the busiest dual carriageways in Aberdeen and it would be dangerous and unhealthy to have children using this route to school. Parents and pupils who live in the Cove area were generally very positive about the site of the new school but also had concerns about safe routes to school, particularly crossing Wellington Road. Parents and pupils who lived in the Kincorth area were keen to ensure there would be safe routes to walk and cycle to school. The Council has commissioned an independent travel survey of safe routes to school and will make the findings available to stakeholders.

2.5 At the public meetings and in subsequent submissions, parents and pupils in the Torry and Kincorth areas expressed concerns about the cost and regularity of

public transport to the proposed site. They were worried that public transport costs to get to the proposed site may impact unfairly on children from low income families and that children from these families may not attend school as regularly as they should. They also expressed concerns about the inequity which might arise in the participation of extra-curricular activities. They felt that young people from Torry would be disadvantaged because of the perceived problems of getting home after school. Another concern was the distance and transport costs for parents to attend events at the proposed site. Parents from Torry and Kincorth felt that a good number of parents would find it difficult to attend events and be involved in their children's learning. Some pupils were concerned about the cost of transport post-16. They held the view that it would be cheaper to attend college and that because of this some young people would not stay on at the proposed school into S5 and S6.

2.6 Teaching staff were generally positive about the benefits a new school would bring but recognised the concerns regarding safe and cheap travel to the proposed site for young people, particularly for those from vulnerable and low income families. Teaching staff welcomed the possibility of increased opportunities for professional learning that working with a larger staff may bring and saw the possibilities to develop new approaches to learning and teaching. They were positive about the benefits of a purpose-built school on learning and teaching.

2.7 Headteachers and senior managers were positive about the proposal. Those in Torry were worried about the travel and safety issues but recognised that, if these could be overcome, then the proposed school had the potential to provide an opportunity to continue to improve outcomes for young people in both communities.

2.8 Should the proposal go ahead, staff and parents who met with HM Inspectors felt that it was important that the headteacher for the proposed school was appointed as soon as possible. A number of staff expressed the view that this would enable a curriculum plan to be in place and the building designed around the proposed curriculum. They also thought that this would help with the redesigning of faculties which would need to take place. Parents thought that the headteacher would be able start to work with staff and pupils to develop a new ethos and ensure the school had its own identity.

3. Educational aspects of the proposal

3.1 In October 2010, a decision was made by Aberdeen City Council's Education, Culture and Sport Committee to instruct officers to develop the proposal to, *'Replace Torry Academy and Kincorth Academy with one single larger school on an appropriate site to accommodate all existing secondary pupils and pupils generated by the development proposed at Loirston'*. In September 2012, agreement was received in principle that two-thirds of the cost of a school to replace Torry Academy and Kincorth Academy would be met under the conditions set by the School's for the Future Programme. The funding is estimated by the Council to be approximately £20 million.

3.2 Aberdeen City Council has set out in its proposal, a range of educational benefits for children and young people on the south side of Aberdeen. In particular, it

highlights how the proposal would help raise levels of attainment and achievement while helping to improve the quality of young people's learning experiences. The proposal also sets out the ways in which the proposal will help improve the curriculum, arrangements for meeting learners' needs and the ethos and leadership of improvement and change. The proposal will also provide access to a modern and purpose built new school.

3.3 The Council's Schools Estate Management Plan rates the present Kincorth Academy and Torry Academy buildings as B (satisfactory) for condition and C (poor) for suitability. Some corridors in both schools are narrow and there are few areas for young people to congregate and socialise without causing congestion for other pupils and staff. Spaces for bringing larger groups of children and young people together are inadequate. The use of information and communications technology is limited in both buildings by poor infrastructure. The proposal will provide a new school fit for purpose. The quality of accommodation provided by the new school will enhance learning experiences for young people and provide a more positive environment for learning. Access to flexible areas will provide opportunities for more varied approaches to learning and teaching, including collaborative and research-oriented approaches.

3.4 The proposed new school is part of Aberdeen City Council's long-term strategy with the aim of creating the most beneficial and positive learning environments for children and young people. The Council thinks that the proposed school will be able to deliver a high quality, wide and relevant curriculum in a state of the art facility which makes use of the most up to date infrastructure and technologies. The proposed new school will have the facilities and staff to provide a broader and more appropriate curriculum to meet the needs of young people in the 21st century. The current requirement for a number of young people to travel to other schools for aspects of their education will be much less likely. The proposed new school has the potential to have flexible spaces designed to support the delivery of vocational courses. The proximity of the site to a part of the Aberdeen College campus will help to support links with further education. More vocational courses may help to increase motivation amongst young people who currently cannot easily access this type of course.

3.5 Improved facilities will help to meet the needs of young people more effectively. Partner agencies will be able to build on the current links they have but focus their attention on one school. The Council's educational benefits statement outlines clearly the advantages the proposal will bring to young people who need additional support with their learning. In taking forward the proposal, the Council will need to explore with stakeholders how to minimise the possible social and economic barriers to learning which may arise from the possible increased travel costs, particularly on young people from vulnerable and low income families.

3.6 In national examinations, Torry Academy and Kincorth Academy perform significantly below the national average and well below other schools with similar characteristics in almost all measures. In both schools, the percentage of young people who stay on to S5 and S6 is below the education authority average and national average. The percentage of young people who leave school to go on to

further education, higher education or employment is below the education authority average and national average. The proposed new school will offer the opportunity to develop a new ethos with a curriculum designed around the needs of young people. This may help to raise the aspirations and achievement of young people. The increased breadth of the curriculum may also motivate young people to achieve.

3.7 A new leadership team will be appointed to lead the new school. Staff and young people will be able to work with the new team and be involved in the development of the new school and its ethos. This will help to motivate and inspire the new school community and act as a good platform on which to base continuing improvement.

4. Summary

4.1 The Council has outlined clearly the educational benefits of the proposal. Where possible, it has supported its proposal with research and experience from the building of other new schools. The Council's educational benefits statement has demonstrated how the proposal will significantly improve the learning environment for young people. It has provided evidence that the current buildings which house Kincorth Academy and Torry Academy have significant weaknesses in supporting the delivery of a 21st century curriculum. It is clear that the proposed new building will help teachers to develop new approaches to learning and teaching to better meet the needs of young people. The Council has outlined how the development of a new school ethos may help to increase expectations and motivate young people to achieve even more. With more staff and increased focus from partners, the learning needs of young people may be met more effectively. Overall, the Council has demonstrated how the proposal has the potential to improve outcomes for young people across the proposed catchment area.

4.2 The Council has consulted with a wide range of stakeholders and is continuing to do so. In taking forward the proposal, it needs to address a number of issues. Pupils, parents, staff and other stakeholders have legitimate concerns about safe routes to the proposed school. In taking forward the proposal, the Council needs to consider how it can implement the recommendations of the independent travel survey. It also needs to be proactive in sharing the outcomes of the survey with sufficient time for the implications to be considered by all stakeholders. There is a concern in both communities, but particularly in Torry, that the distance to the proposed site and the cost of travel may act as barriers to learning. The Council is in discussion with local bus companies to explore ways of improving transport links to and from the proposed site. The Council needs to outline to parents and pupils the outcomes of the discussion and how it proposes to minimise the effects of possible increased travel costs. Parents, children and young people would welcome continuing engagement about the proposal, including visits to new schools in Aberdeen and involvement in the design of the proposed school. As the Council moves forward with the proposal, it needs to outline as soon as possible how it will continue to engage with all stakeholders.

**Pupil Voice Report
Consultations with School Pupils on the Proposed New School to
Replace Kincorth and Torry Academies.**

Consultation was carried out in June 2013 in the following schools:

Abbotswell Primary School
Charleston Primary School
Kirkhill Primary School
Loirston Primary School
Tullos Primary School
Walker Road Primary School

Kincorth Academy
Torry Academy

Consultation Methods

All pupils were shown a copy of the “Rights of the Child” the Scottish Government’s child centred document. The teacher explained how young peoples views on matters were to be listened to, taken seriously and respected. The purpose of the consultation was to obtain the views and opinions of the young people who could be affected by the proposed new school to replace Kincorth and Torry Academies.

Pupils were placed in two groups and they attended workshops 1 and 2.

Workshop 1

Working with maps, travel routes to the new proposed school were discussed and pupil views and opinions were recorded.

Workshop 2

The pupils discussed the following questions in groups and their opinions were noted.

- 1 What does school/education mean to you?
- 2 What are the opportunities/benefits of a new school?
- 3 What are the challenges of the proposed school? Are there any solutions to these challenges?

Workshops were related to the Curriculum for Excellence and delivered by Roseleen Shanley (Workshop 1) and Sara Cockburn from AECOM (Workshop 2). Aberdeen City Planner Claire McArthur also helped deliver some of the travel workshops with Sara Cockburn.

Reports were written on both workshops. The enclosed notes are based on pupil comment recorded in Workshop 1.

Roseleen Shanley August 2013

Young Peoples' Views.

Abbotswell Primary School

Question 1 – What does Education/School mean to me?

- Learning life skills, can calculate, learn language, expressing feelings, opinions, words to say thoughts.
- Prepares you for a job. Learn skills for work e.g. about money, banking.
- Active learning, colourful classrooms, outdoor learning, school gardens, growing vegetables.
- Preparing you to be fit and healthy in life.
- Learn social skills and about relationships.
- Having the money for good technology and school resources.
- Links with community.
- Old schools, we need new ones.
- Schools should be stricter. People who want to learn should have more rights.

Question 2 – What are the benefits of a new school?

- More houses, new schools needed.
- Less expensive to have one big school than two smaller ones.
- Bigger school, more opportunities e.g. more subjects.
- Cleaner, brighter school with more resources and outdoor areas.
- Healthy food bars, take what you want, healthy food promotion.
- Active learning, enthusiasm for learning, gives different ways to learn.
- More subject opportunities, a lot of science and equipment for experiments.
- Well educated teachers. Caring, patient teachers.
- More eco with solar panels and eco paint on walls.
- Lots of clubs, more sports to interest pupils e.g. archery.
- Cameras for safety, gates to stop vandalism.

Question 3a What are the challenges of the new school?

- Travel. Need better road, cycle routes, own school buses, timetables to reduce traffic, cost of bus fares.
- Not everyone is agreeing about the proposed new school. Some want it, others don't.
- Cutting down trees to get a path through wood not good. Walk round the wood.
- Winter days are dark would not like to walk through woods.
- Some want the new school and are worried people will change their mind and the new school won't happen.
- A lot of money will go into the new school. This could be spent making Kincorth and Torry better.

Question 3b Are there solutions to the challenges?

- Breakfast clubs if travelling and leaving home early.
- New roads and paths needed to take car and walk to new school.
- Can lunch more easily at the new school e.g. Burger King.

- Prepare safe routes to school. Better lighting through wooded paths, paths for bikes and lamp posts to see.

Charleston Primary School

Question 1 – What does Education/School mean to me?

- Education is everything to me so that I want to have a good life.
- More knowledge.
- Gaining confidence and meeting new friends.
- Brings different education skills and different pupils.
- Learn helpful things, life skills, speaking skills, understanding the people you are speaking to, fitness.
- Helps me get a good job
- To show my learning

Question 2 – What are the benefits of a new school?

- New schools are made to make more rooms and old ones can be broken.
- Cheaper to build than repair.
- Newer technology.
- More eco, better heating systems, less carbon.
- Brighter newer buildings.
- Can offer more activities before and after school.
- Schools bigger more subjects offered.
- Improve kids learning.
- Built close to new homes.
- New parks for kids to play, sports and talent shows.
- Quicker travel.

Question 3a What are the challenges of the new school?

- Crossing main road, travelling, stranger danger, being safe walking to school.
- Noise of children running through the streets.
- Bus fare money. Parents might not be able to pay this.
- If new school is built it might be too far for some pupils.

Question 3b Are there solutions to the challenges?

No time to cover this question.

Kirkhill Primary School

Question 1 – What does Education/School mean to me?

- Good education, exam results.
- Citizenship, crime prevention, right to be happy, safe and looked after well.
- Something to test peoples skills in education, Maths, Language, Spelling, handwriting, Geography.
- Health and wellbeing, PE, being fit outdoor games, free play outdoor gym.

- School with modern day things that link into the world of work
- Good education, exam results.
- Outdoor education and nature areas.

Question 2 – What are the benefits of a new school? (some responses linked to above question)

- New building, more light, more dangerous when school is older.
- Outdoor education and nature areas.
- Up to date computers that are “fast”, real life work experience.
- Up to date text books and resources.

Question 3a What are the challenges of the new school?

Question 3b Are there solutions to the challenges?

(Limited time to complete question 2)

- Travel to the new school a worry. Longer distance to this proposed new school. Some distance to walk.
- When does it start, if further away, more time needed to travel.
- Need school buses and bus lanes to get there. There should be no cost for fares.
- For people who are not street wise could be a dangerous journey. Could walk through the Gramps but it is not safe and needs lights. There are also foxes and allergies going past plants. Some scary people in this area. Drugs in this area??
- Get used to the secondary school you are in will be sad to leave it in one or two years time.
- What will happen to the old buildings?
- Issues of a bigger school – get lost, more to remember and find your way round the school.
- Social internet sites, people could pretend to be someone else.
- Food – need vending machines which should be less money. Better quality food should be priced the same and open at certain times to encourage pupils to eat a better diet.
- Garthdee riots.

Loirston Primary School

Question 1 – What does Education/School mean to me?

- To learn and work things out. Good education. Need education to get on at school and on in life. To get a good job, have good life, enough money.
- Prepare for college or university, things in life, a job.
- School helps you be safe from drugs, bad people, online safety and learn how to make friends.
- To be fit and healthy, learn about sport, exercise and how to be fit. You can win sports.
- Somewhere to share our good work
- Good teachers and make you learn more education, lots of teachers to support and help people with problems and to learn about work.
- Study subjects you want. More subjects and international trips.

- ICT equipment,
- PE equipment, outdoor games, somewhere to play, run.
- Good food a café.

Question 2 – What are the benefits of a new school?

- Clean new school makes me happy.
- Better equipment, less vandalism, more space, new teachers.
- Make new friends, meet new people, fun.
- Used to live in Torry, hassle to get to Cove.
- Like the idea of the new school.
- Concerned about teachers in Kincorth. Some may lose jobs.
- School is a change and we need to get ready.
- Parents often want their children to go to “their” old school.

Question 3a What are the challenges of the new school?

Question 3b Are there solutions to the challenges?

Limited time for responses to Q3b.

- Until you see the new school you can't get excited.
Solution – show us the plans.
- I don't think Torry and Kincorth will get along together.
- When Cove primaries meet together they get on well in Kincorth Academy. Torry and Kincorth will be the same.
- Updated technology (for pupils).
- I live next to the proposed new school and can walk but Torry people might worry about how they will get there.
- Torry people will have to spend money on bus fares
- Used to live in Torry. Hard to get to Cove.
- Some people want to go to one school, others want to stay.

Tullos Primary School

Question 1 – What does Education/School mean to me?

- Good education, learn all the subjects.
- Helps you get a good job.
- Teaches you about health and wellbeing.
- Great sports facilities, getting fit, better at sports, teaching you self discipline.
- Good sport resources e.g. large gym, dance opportunities
- Active learning rather than sitting listening.
- Work experience, doing the job.
- Better knowledge of food e.g. 5 a day.
- Teaching you time management. How to meet deadlines.
- Helping self esteem and social skills, teaching you how to listen.

Question 2 – What are the benefits of a new school?

- Good resources. Would like a large new gym.
- Puts schools together and saves money.
- More technology.
- New schools are more eco.

- Bigger schools mean more subject choice.
- More people, friends etc.

Question 3a What are the challenges of the new school?

- Travelling – more cars / traffic.
- Might be late for school.
- Could get knocked down.
- Dangerous dual carriageway for travel.
- Cost of travel, bus fares will be a lot.
- I want to be able to cycle to school.
- Hard to give opinions as we don't know enough information.
- What kind of bus do we get? How long will it take? When does the new school start? Bus fares- are we paying? Don't know about travel plans.
- Houses being built near the new school. Unfair we need to walk so far.
- Fighting and stealing. Vandalism.

Question 3b Are there solutions to the challenges?

- Free bus passes.
- Bus lane needed.
- I feel better as I know the routes to school (after Sara's travel workshop).

Walker Road Primary School

Question 1 – What does Education/School mean to me?

- School makes you good for any job.
- To learn, be challenged so I get into college. Find school work easy, I need challenge.
- Learn new stuff, Maths, tables, number, spelling /language, helps you get a job.
- Good to learn things for your jobs. Helps you get the job.
- Lots of different classes. You get a shot at it to see what you like.
- Social skills, learning to listen to others, talking with friends, not to get angry, keep an open mind.
- School should keep you safe, comfortable, secure. Come to school to concentrate away from family problems.
- Teachers should not shout, push you to do your best, a teacher that respects.
- Pupil behaviour is important to be happy, secure.
- Help you be healthy with good food in the dinner hall, exercise in PE, be fitter not overweight and learn good rules in sport.

Question 2 – What are the benefits of a new school?

- More and more things to learn.
- More eco friendly, costs less money to run the school.
- Make more friends from other areas, meet nice people.
- Bright and colourful schools.
- More things to play with and have playing fields to play in.

Question 3a What are the challenges of the new school?

- Travel too long, too far. Hassle for parents and children to get up in the morning.
Solution – no real solution except to make the new school closer. If not closer, get a bus to the new school.
- They should make the new school nearer. Wellington Road when dark and near busy roads, not safe.
- Make the school near a quieter place.
- Lots of people going to work at the same time so traffic could be bad.
- We will get a free bus if you are closer than 3 miles or will you have to pay?
- We are all less than 3 miles, make the bus free.
- We walk to school every day we would have to pay every day for a bus.
- Can affect parents, use a lot of public's money
- I walk to school so I think it should be closer. It will be a long time to get to the new school.
- The roundabout is a death trap. Bridge over road needed, or underpass, zebra crossing.
- Children will take short cuts when late, this could be dangerous.
- I'm a child with shared care and my dad lives in Bridge of Don. It would be difficult to get to.
- I am on the fence. Even if the Academy's location is changed, it can't be central for everyone. Will have to get used to it.
- Concerned about fighting between pupils from different areas. After S1 it will die down.

Question 3b Are there solutions to the challenges?

- They should build the school closer so nobody moans.
- Buses should be free. It would be fair because we might not have an opinion of which school we should go to.
- Tullos playing field for the new school.
- Beside the golf course because traffic is not as bad there.
- Bus lanes made specifically for new Academy. Own lanes to get there fast.
- Must make a way for pupils to be safe.

Kincorth Academy

Comments obtained in two discussion groups. Travel was once again a large issue and points were picked up more fully in Sara Cockburn's workshop and report.

Question 1 – What does Education/School mean to me?

- Helps get a job.
- Schools need to be practical to prepare people for jobs.
- Get qualifications for a career.

- Helps you become an adult.
- Active learning.
- Meet new people, new relationships.
- Social skills, meeting new people, allows teamwork with all year groups, public speaking, mixed regi classes work well, help people feel more confident.
- Good nice atmosphere, good relationships with teachers helps with learning.
- Feel I belong.
- Good relationships between pupils.
- Having a uniform helps.
- Extra curricular activities, Drama, Music, PE, Eco Club
- Good commitment from teachers and seniors to run clubs and activities.
- Good PE, learning about sport e.g. football

Question 2 – What are the benefits of a new school?

- better resources.
- better toilets.
- better social areas.
- ability to socialise with new people.
- energetic atmosphere.
- more people want to go to school.
- more subjects.
- bus times can be unreliable.

Question 3a What are the challenges of the new school?

Question 3b Are there solutions to the challenges?

Kincorth pupils opted to state the challenge with the solution underneath on their poster.

- Bringing the two schools together.
Solution, have excursions and open days to mix them.
- How do some people get to school?
For me it's not a problem because there is an access path I could use
- Difficult for Torry pupils to get there, not used to travel, getting a bus.
Solution helped by becoming an independent traveller (more confident).
- If you miss the bus you will have to walk quite far.
Solution - So get buses going on a route.
- Not a good bus route to get from Kincorth.
- People might not feel safe crossing roads or walking through the Gramps.
- Get new lights to make it brighter, new paths for safety.

Torry Academy

Question 1 – What does Education/School mean to me?

- Helps me learn about the world.
- Learn new things.

- Get educated for jobs, schools should be about getting you ready for work.
- Good job, can go to uni or college.
- Process of aiming to get a job.
- To get a job and focus at school you can't focus if you have long distance travel and what if you have exams.
- Builds you up for the big world
- Means a lot to us.
- Should be outdoor more, more active.
- More periods in S1 and new subjects.
- Get new equipment.
- Extra curriculum.
- Socialise, helps you in life, social skills good for a job.
- More topics that are of use to you, only do the stuff you need.
- More self study at home, give us the resources and show us how to get them.
- I don't like it, but I know I need it
- If I was in charge of education I would completely change it. It is okay but I would change it.
- Get new equipment.

Question 2 – What are the benefits of a new school?

- More subjects and not having to travel to get subjects, high tech, up to date technology, software, better equipment and update all computers. Why are so many things filtered?
- Better canteen, vending machines. School food budget should be controlled by the school. Look from our eyes.
- Learn about job applications.
- No school uniform for some.
- No uniform is bad cause it leads to bullying.
- Making new friends, meet new people bring communities together, Torry, Cove, Kincorth. Bringing new First Years together.
- A lot of folk think Torry and Kincorth wont get on but we do. We have a lot of pals but some folk don't like them, mainly older folk. Not joking, everyone gets on. Torry and Kincorth get on.
- Less fit if getting bus.
- The Architect could come and draw up our design ideas. Then merge the whole ideas together and that does the design of the school.

Question 3a What are the challenges of the new school?

Question 3b Are there solutions to the challenges?

Travel was a huge issue here. See Sara Cockburn AECOM'S report.

Challenges

- Distance of the proposed new school.
- Some people not fit enough to walk.
- Main roads, Wellington Road third most polluted road in ????
- Doing extra curricular activities could be more difficult for Torry pupils.
- Walking home in the dark, accidents on Wellington Road.

- We were going to walk to the new proposed site. Police called it off as it was too dangerous.
- We are second choice cause their site was meant to be the football stadium. Why has this gone?
- Eating habits.

Solutions

- Free buses. But if we are less than three miles, other schools would complain.
- Get a bus. Will we get used to the travel?
- S3 will be S5, don't mind.
- P7 visits stay. Primaries mix schools together to form a bond.

Appendix 1 DRAFT (To be completed)

Consultation with Young People and Links to Curriculum for Excellence

Due to the age range of the consultation, some outcomes will not have been covered entirely by younger pupils.

Curriculum for Excellence Outcomes

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

HWB 0-09a-4-09a

When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions.

I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. LIT 0-02a-4-02a

I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. LIT 3-06a/4-06a

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.

Lit 2-07a-4-07a

To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources. LIT 2 -08a-4-08a

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is welcoming place for all.

HWB 0-10a – 4-10a

Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. (HWB 0-12a-4-12a)

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. (HWB 0-13a-4-13a)

I can develop my understanding of the interaction between humans and the environment by describing and assessing the impact of human activity on an area. (SOC)

Appendix 3

Independent Travel Review Report

Separate document