

## ABERDEEN CITY COUNCIL

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COMMITTEE	<b>Education, Culture and Sport</b>
DATE	<b>7<sup>th</sup> January 2010</b>
DIRECTOR	<b>Annette Bruton</b>
TITLE OF REPORT	<b>Revision of School Capacities</b>
REPORT NUMBER:	<b>ECS/09/083</b>

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### **1. PURPOSE OF REPORT**

Local Authorities report to Scottish Government on school occupancy rates as a Statutory Performance Indicator.

The current methodology does not take account of the delivery of an evolving modern curriculum and may not provide an accurate indication of actual capacity of schools.

This report defines a revised methodology to evaluate capacities in Primary Schools and the preferred option from a range of possible methodologies to evaluate capacities in Secondary Schools. Both methodologies result in an open, transparent and consistent approach to estimating a working capacity for each Primary and Secondary school.

### **2. RECOMMENDATION(S)**

It is recommended that the Committee:

- note the contents of the report, appendices and background information, including the revised capacities and the maintenance of a schedule of accommodation for each school;
- endorse the methodologies for the evaluation of Primary and Secondary School Capacities and the revised capacities of schools in both sectors;
- agree to the implementation of the revised methodologies for the evaluation of capacities in Primary Schools and Secondary Schools.

### **3. FINANCIAL IMPLICATIONS**

There are no direct financial implications for the Council or any Services of the Council from this Report. The recommendation on the Primary methodology will result in the requirement to use officer time to maintain and update information on school capacities. This may be achievable within existing officer work plans.

It is intended to plan to make provision in all Aberdeen schools that is equivalent to that of schools within the 3Rs Project. There are potential longer term financial implications in changing the occupancy level approaches to the school estate.

### **4. SERVICE & COMMUNITY IMPACT**

The report fits with the vision in the Community Plan to develop Aberdeen as a 'City of Learning'. It is in line with Priorities 1-6 within *Vibrant Dynamic and Forward Looking*.

There is likely to be implications for the current zoning of schools. and the number of local pupils attending local schools are areas for investigation.

## **5. OTHER IMPLICATIONS**

There are likely to be implications on Parental Placing Requests (Out of Zone Requests). The City Solicitor is of the view that there is unlikely to be any significant legal implications of these proposals.

## **6. REPORT**

### **6.1 Introduction**

Occupancy is a measure of pupil numbers divided by the capacity of each school and converted to a percentage.

Pupil numbers are collected during the annual school census, normally carried out in September.

The capacity of each school has been evaluated using an Aberdeen City Council methodology derived from:

- The School Premises (General Requirements and Standards) (Scotland) Regulations, 1967
- Management Circular No 19, Glasgow City Council, January 1999.
- Circular 3/2004 - Guidance on Determining School Capacities - Scottish Executive, Education Department, 10 December, 2004 (Appendix 1).

These documents lay down minimum space requirements for the delivery of education in schools but give Local Authorities the responsibility to decide upon the methodology employed to determine capacities.

The methodology used to evaluate capacity in Primary and Secondary Schools should be open, transparent and consistent. The current methodology of evaluating school capacities is determined to some extent on the premise that the nature of education differs between the two sectors with pupils currently spending most time in primary with a single, class based teacher whilst in secondary, pupils move from subject to subject on a more structured timetabled basis.

The implementation of a Curriculum for Excellence is likely to impact upon these models, requiring more flexibility. The proposed methodology in Primary Schools and the recommended option for Secondary Schools takes this flexibility in the curriculum into account.

Appendix 5 includes collated capacity, occupancy, condition and suitability data for both Primary and Secondary Schools including both the historic capacities and the proposed new capacities.

### **6.2 Primary Schools**

The current methodology for calculating capacity is not appropriate for delivering a Curriculum for the 21<sup>st</sup> Century. It is based on an equation that identifies a minimum room size for a maximum class size. This is not an appropriate method for identifying the space required to deliver a curriculum in schools where children and young people have the

highest quality learning experiences in buildings that are fit for this purpose. Effective Learning and Teaching includes a variety of pupil experiences which involve more pupil movement and different pupil groupings. Additional factors need to be acknowledged when calculating the capacity figure for a primary school. Appendix 2 indicates the additional factors that were used.

### **6.2.1 Main Considerations**

All Primary Schools were visited in June 2009 to establish an accurate evaluation of available space. Appendix 2 describes how the capacity and occupancy figures of an individual school were arrived at.

Appendix 3 includes a blank pro forma used to record the identified spaces within the school as well as completed pro formas for each school, other than those in the 3Rs Project.

There was, predictably, a wide variation in the quality and quantity of learning spaces available in each school. A significant number of areas used in schools were conducive to delivering a quality, activity based curriculum for the 21<sup>st</sup> Century whilst others, clearly were not.

The pro forma also indicates a calculated capacity figure of the classes in schools in June 2009 using the maximum class sizes at each stage i.e. P1 25, P2 and 3 30 and P4-7 33.

The comments for each school which subsequently identified the capacity figure and occupancy percentage are based on the following aspirations and relate to providing an equivalent facilities as found in the schools within the 3Rs Project.

Aspirations:

1. educational: to provide opportunities to raise standards for all by having an appropriate, adaptable and stimulating learning environment.
2. staff: there is appropriate space for all staff to plan activities, rest and socialise – vital for the recruitment and retention of the school's most important resource.
3. pupils: buildings and the environment should support good behaviour and self esteem and, ultimately, the learners' willingness and ability to learn. Pupils should be aware that their capacity to learn is highly valued and they should be given every opportunity to do so within an appropriate learning environment.
4. community involvement: an important consideration to make the school part of the community and maximise the use of facilities.
5. disability awareness: access and space in all areas should meet current Disability and Discrimination legislation.
6. energy efficiency: well maintained, eco friendly and cost efficient establishment are required.

The guidelines for the building of new schools in the Briefing Framework for Primary School Projects (Building Bulletin 99) are included in Appendix 4 and this expands on the aspirations listed above.

In addition to reviewing the available space in Aberdeen City Council Primary Schools suitability and condition surveys conducted give an even more detailed account to allow informed decision making with regard to the Primary Schools estate.

### **6.2.2 Proposals**

It is not possible to provide a straightforward equation for calculating capacity in primary schools, in terms of assessing the suitability of the school to deliver a Curriculum for Excellence. Several factors previously identified have to be taken into consideration.

It is essential to effectively manage the school estate over time so that changes impacting upon schools can be accommodated. In order to do this it is proposed that a profile of each school is kept and updated annually. The profile will show the maximum group size for a space, the average area, the number of rooms and the total area. The profile should also record the condition rating and the suitability rating.

Appendix 6 is a proposed Schedule of Accommodation for this purpose in Primary Schools.

## **6.3 Secondary Schools**

### **6.3.1 Background**

The functional capacity of a secondary school is the number of pupils for whom it can provide adequate and suitable accommodation for an appropriate range of educational experiences bearing in mind the pupils' curricular, vocational and social needs.

It follows then that to determine a school's capacity a number of factors must be considered including the size and design of the buildings, the ability to provide an appropriate range of curricular opportunities in an environment designed to meet the social and interpersonal needs of the pupils.

It also follows that one particular model of school building will not necessarily be suitable for all communities and indeed the capacity of a school will be dynamic and may change over time.

The Scottish Government, in Circular No 3/2004 *Guidance on Determining School Capacities* (Appendix 1) issued advice to local authorities and identified factors which should be considered in arriving at an evaluation of a school's capacity. In this circular the Scottish Government states that

*“Different factors will have a greater or lesser impact on school capacities depending on local circumstances, and the effective management of the relevant factors. In view of this we have not set out a single blueprint for authorities to follow when determining school capacities. It is for local authorities, as part of their duties and responsibilities, to determine school capacities and to be accountable to their electorates for their policies and decisions”.*

Appendix 7 shows a table of school rolls related to numbers of practical and non-practical units.

### 6.3.2 Models used in other Scottish Local Authorities

A range of models has been developed across the country all of which begin with an analysis of the teaching spaces contained within the school buildings. Since secondary class sizes are limited to 20 pupils for “practical” subjects and 30 for “non-practical” subjects the number of full size practical and non-practical teaching spaces is determined for each school.

The Staffroom, the Library, all spaces which are designated as special support bases e.g. MICAS (Mainstream Integration of Children on the Autistic Spectrum), ASN (Additional Support Needs), SEN (Special Educational Needs) etc or are identified as staff bases or small tutorial or office spaces are ignored.

The total number of practical spaces (P) and non-practical spaces (N) are then calculated.

This gives a total Theoretical Capacity (T) for the building of

$$T = 20P + 30N$$

Thus a school which has 25 practical areas and 15 general purpose classrooms will have a theoretical capacity of :

$$\begin{aligned} T &= (20 \times 25) + (30 \times 15) \\ &= 500 + 450 \\ &= 950. \end{aligned}$$

Clearly it is impossible to timetable with 100% efficiency and have every seat in every room occupied during every period of every day,

To allow for reasonable pupil choice and to provide flexibility in the timetable schools operate at an efficiency level considerably below 100%.

A number of authorities, including Dundee as recently as 2005, have adopted the model developed by Strathclyde Region back in 1990.

The functional capacity (F) of the school is calculated from:

$$F = (0.76 \times T) - 150$$

For a school with a theoretical capacity of 1000 this would mean that an acceptable functioning efficiency would be 61%.

In Moray Council (School Estate Sub-Committee on 31 October 2006) a functional capacity of 64% of theoretical capacity was accepted. This suggests an efficiency of 80% to include adequate curricular choice and another 80% for timetabling flexibility.

In 1995 Aberdeen produced a table of school rolls related to numbers of practical and non-practical units (Appendix 9). The capacity of a school was found by reading the roll accommodated by either the practical or non-practical totals and taking the lesser of the two.

Within the range of current Aberdeen rolls the table gives an average functional capacity of 60%.

The table is however difficult to apply accurately to values between those included in the table.

In the recent 3Rs programme in Aberdeen the new Cults Academy was designed to provide spaces for 1150 pupils and has in its design 41 practical units and 35 non-practical units giving a theoretical capacity of 1870.

Its functional capacity is therefore:

$$\begin{aligned} F &= 1150/1870 \times 100 \\ &= 61\% \text{ of its theoretical capacity.} \end{aligned}$$

It would appear then that, historically, across the country a variety of models have been developed that arrive at the same conclusion that an acceptable level of functional capacity for a secondary school is of the order of 60% of its theoretical capacity.

### **6.3.3 Options**

Aberdeen City Council could implement any of the above methodologies above. Although there is no nationally agreed methodology, Scottish Government has indicated that there is likely to be further guidance on estimating school capacities, possibly issued in one to two years time.

The necessity for Aberdeen City Council to proceed with implementing a sustainable Learning Estate Strategy precludes waiting for this advice. It is likely that such advice will continue to place the responsibility for estimating capacities on Local Authorities. A major feature of this advice is also likely to include that any methodology used is clear, transparent consistent and reliable.

### **6.3.4 Proposals**

(a) Each secondary school will be provided with an accurate schedule of its accommodation and schools will be responsible for maintaining this schedule on an annual basis.

(b) A school's theoretical capacity (T) will be calculated on the basis of the number of practical (P) and non-practical (N) units in the building (see Appendix 2). A practical unit will have adequate space for 20 pupils and a non-practical unit 30 pupils. Adequacy of space will be calculated on the basis of an agreed minimum floor area per pupil for the activity concerned and should be equivalent to the 3Rs specification.

$$T = (20 \times P) + (30 \times N)$$

(c) Art, the Sciences, Home Economics and Technological Subjects together with IT, Music, Drama and PE are currently regarded by most schools as being practical subjects and so are timetabled in classes with a maximum of 20 pupils. The capacity calculations in this paper have been done on this assumption.

However it is acknowledged that the Scottish Negotiating Committee for Teachers (SNCT) Handbook of Conditions of Service in fact only considers the following to be

practical subjects - Administration, Art and Design, Biology, Chemistry, Craft and Design, Engineering, General Science, Graphic Communication, Home Economics, Land and Environment, Managing Environmental Resources, Physics, Practical Craft Skills, Product Design and Technological Studies.

(d) A Games Hall will be considered as 2 practical units.

(e) Dining Halls, Assembly Halls, Social Areas, Swimming pools, Outdoor PE facilities, Libraries, Staff rooms, tutorial rooms, SEN Bases and Guidance Suites and offices will be excluded from the calculation.

(f) Schools will be expected to provide an appropriate range of curricular choice for all pupils and timetable up to 60% of their theoretical capacities. Appendix 8 shows the Secondary Schools Capacity Modeller and revised Capacities and Occupancies.

(g) The social and behavioural needs of a significant number of pupils are such that they do not respond well to being in full size classes. Pupils who present challenging behaviour frequently benefit from additional space. The incidence of challenging behaviour is more frequent in schools serving areas of deprivation. It is proposed that schools be given an additional “capacity allowance” related to their deprivation index. Schools would be grouped into high, medium or low in terms of the additional allowance, with schools with the highest Scottish Index of Multiple Deprivation (SIMD) being given 10% additional allowance, ‘medium’ schools being given 5% additional allowance and schools serving areas of lowest SIMD being given 0% additional allowance (Appendix 10).

This would mean for example that Aberdeen Grammar School (lowest) would have a functional capacity of 60% of its theoretical capacity, Harlaw (medium) 55% and Torry (highest) 50%. Appendix 9 shows the Additional “capacity allowance” related to deprivation index.

Overall, the revised methodologies to evaluate capacities in Primary and Secondary Schools indicate that there is still significant over capacity in Aberdeen Schools.

The revised capacities/occupancies indicate that a more efficient management of the estate could be achieved by rationalisation. Decisions to refuse Parental Placing Requests would have to be justified on grounds other than physical space within existing buildings.

## **7. REPORT AUTHOR DETAILS**

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## **8. BACKGROUND PAPERS**

Appendix 1 Guidance on Determining School Capacities, Circular No 3/2004  
Appendix 2 Visits to Schools and Additional factors used to evaluate capacities  
Appendix 3 Completed Primary Schools Pro Formas Non 3Rs (Members Library)

- Appendix 4 Briefing Framework for Primary Schools Project (BB99) (Members Library)
- Appendix 5 Collated capacity, occupancy, condition and suitability data (Primary and Secondary)
- Appendix 6 Proposed Schedule of Accommodation - Primary
- Appendix 7 Table of school rolls related to numbers of practical and non-practical units
- Appendix 8 Secondary Schools Capacity Modeller
- Appendix 9 Additional “capacity allowance” related to deprivation index





SCOTTISH EXECUTIVE

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**Education Department**

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**Circular No 3/2004**

Chief Executives of Local Authorities

Copy to: Directors of Education  
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10 December 2004

Dear Chief Executive

**GUIDANCE ON DETERMINING SCHOOL CAPACITIES**

During the passage of the Standards in Scotland's Schools etc. Act 2000 the Scottish Executive undertook to formulate guidance on the determination of school capacities before the commencement of the sub-section in the Act which introduces an exception to the duty to comply with placing requests on the grounds of school capacity.

This guidance meets that undertaking, in preparation for the commencement on 31 December 2004 of the sub-section concerning school capacity. This guidance was developed in consultation with representatives from COSLA, ADES, HMIE, the Scottish Parent Teacher Council, the Scottish School Board Association, and West Lothian Council. Teaching unions and other representative bodies were also asked for their comments. Education authorities have of course been determining school capacities for many years, and will have developed their own methodologies for their particular areas. This guidance is intended though to provide a useful context and framework within which to consider school capacities, taking into account local circumstances.

This guidance is principally for education authorities, but will also be of interest to parents and others. It will therefore be made available on the Scottish Executive website ([www.scotland.gov.uk](http://www.scotland.gov.uk)) and on the Executive's 'Parentzone' website ([www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk))

Yours faithfully

**COLIN M REEVES**

## **DETERMINING SCHOOL CAPACITIES**

### **PURPOSE**

1. This circular provides guidance to education authorities on aspects of the determination of “school capacity”. This is statutory guidance issued under Section 28A(1A) of the Education (Scotland) Act 1980 (the “1980 Act”), and authorities are required to have regard to it. It specifically addresses the exception to the duty to comply with placing requests in what will become section 28A(3)(a)(vii) of the 1980 Act, concerning school capacity, as from 31 December 2004.
2. Although education authorities are required to have regard to this guidance, it remains the responsibility of authorities under the 1980 Act to determine whether the individual circumstances of a placing request fall within any of the statutory exceptions.
3. Different factors will have a greater or lesser impact on school capacities depending on local circumstances, and the effective management of the relevant factors. In view of this we have not set out a single blueprint for authorities to follow when determining school capacities. It is for education authorities, as part of their duties and responsibilities, to determine school capacities and to be accountable to their electorates for their policies and decisions.

### **SCOPE AND COMMENCEMENT**

4. Education authorities are responsible for the delivery of education services at the local level. That carries with it many attendant responsibilities, including the administration of the placing request system in their area. The legislation on placing requests sets the broad framework within which authorities may decide their own policies and guidelines, as appropriate.
5. The last three lines of Section 44(4) of the Standards in Scotland’s Schools etc. Act 2000 will come into force on 31 December 2004. This inserts an amendment into Section 28A of the 1980 Act by way of a new sub-section which will enable authorities to refuse a placing request in certain circumstances if to allow it would have the consequence that the capacity of the school would be exceeded in terms of pupil numbers. The new provision on school capacity in relation to placing requests will become section 28A(3)(a)(vii) of the 1980 Act. It will read:

“though neither of the tests set out in sub-paragraphs (i) and (ii) above is satisfied, have the consequence that the capacity of the school would be exceeded in terms of pupil numbers”.

The full text of the new Section 28A(3) of the 1980 Act is set out in the Annex to this guidance.

6. This guidance does not relate to placing requests involving a child or young person with additional support needs; such requests are governed by the Education (Additional Support for Learning) (Scotland) Act 2004. This Act is expected to be commenced in the autumn of 2005 and contains the same provision concerning school capacity as section 28A(3) of the 1980 Act.

## **BACKGROUND**

7. Education authorities already determine school capacities for various purposes, and have developed their own methodologies and systems for doing so. Authorities may find it helpful to discuss with each other the different methods they use.

8. Authorities will want to ensure that their system for determining school capacities is open, transparent, fair and rigorous. They will also want to ensure that this system is applied consistently to schools across their area. Authorities will, of course, regularly review school capacities and revise them as necessary. Under Section 28B of the 1980 Act, authorities are required to make information available about their arrangements for placing children in schools. To aid transparency, we suggest that authorities consider detailing how they determine school capacities as part of this information.

9. There are many factors which impinge on school capacities and, in determining the capacity of any given school, authorities will need to consider how factors can be managed and what effect this will have on a school's capacity. Management of time and space in a school can reduce the impact physical and non-physical factors have on a school's capacity.

## **RELEVANT LEGISLATION**

10. The general role and responsibilities of education authorities are set out in legislation. Two pieces of subordinate legislation are of particularly relevance when considering school capacities. These are:

- Regulation 8 from the Schools General (Scotland) Regulations 1975 (SI 1975/1133); and
- the School Premises (General Requirements and Standards) Regulations 1967 (SI 1967/1199), as amended.

### **Schools General (Scotland) Regulations 1975 (SI 1975/1133)**

11. Regulation 8 (1) of the Schools General (Scotland) Regulations 1975, states that:

“An education authority shall determine from time to time the maximum number of pupils who may be suitably accommodated in every room to which this regulation applies in any school under their management and, in discharging their duty under this regulation, the authority shall have regard to the dimensions of the room and the type of equipment provided, or to be provided, the safety and health of the pupils to be accommodated and the type of instruction to be given, in the room; and any determination under the regulation may provide for different maximum numbers in relation to different types of instruction.”

Regulation 8 also requires education authorities to ensure that each school keeps a record of these maximum numbers of pupils for each room in the school. Under the regulations “room” means every room that is, or may be, used for any form of instruction and open plan teaching areas.

## **School Premises (General Requirements and Standards) Regulations 1967 (SI 1967/1199)**

12. The School Premises (General Requirements and Standards) Regulations 1967, as amended, set out standards in relation to the minimum requirements for school sites, playing fields and educational accommodation. They also prescribe standards for the provision of ancillary accommodation including kitchen premises, sanitary facilities, washing accommodation, storage accommodation, medical inspection accommodation, and staff accommodation. Authorities should be aware of these Regulations when determining school capacities. For further information, please contact Harry McWilliams in the Schools Division of the Scottish Executive Education Department on 0131 244 0943 and at [Harry.McWilliams@scotland.gsi.gov.uk](mailto:Harry.McWilliams@scotland.gsi.gov.uk).

### **Other legislation**

13. Other legislation that may be relevant when determining school capacities includes:

- employment law, which sets minimum requirements for the authority's employees in relation to sanitary facilities, office accommodation, etc.;
- the Education (Lower Primary Class Sizes) (Scotland) Regulations 1999 (SI 1999/1080);
- the accessibility strategies that authorities are implementing under the Education (Disabilities Strategies and Pupils' Educational Records) (Scotland) Act 2002, and authorities' obligations under the Disability Discrimination Act 1995.

### **PHYSICAL FACTORS**

14. Authorities will of course take into account a wide range of physical factors when determining school capacities. However this does not mean that all such factors will necessarily have an impact on any given school's capacity, and the degree of impact such factors have will differ from school to school.

15. It may be that authorities can address and 'adjust' the impact of physical factors on a school's capacity through management solutions. For example, the impact of narrow corridors may be reduced if a one-way system is in operation. Equally the impact of particular "pinch points" in a school may be reduced by timetabling to minimise the problem.

### **Physical size of school**

16. Whilst the physical size of a school will clearly limit its capacity, education authorities will want to consider the flexible use of space, and how the use of space affects school capacities. In determining school capacities authorities will need to take into account:

- the size and number of classrooms;
- the size of dining spaces;
- the number of toilets;
- any circulation requirements;
- the size and number of any staircases;
- planning to improve access to education for pupils with disabilities.

17. Also relevant may be the design of the building (open plan, modern, traditional, etc.) and how this bears on the use of space. If a building includes community facilities within the school authorities will need to decide which parts of the building are to be taken into consideration when determining a school's capacity.

### **Teaching Facilities**

18. In determining school capacities authorities will need to consider specialist areas for the teaching of specific subjects. These will include areas and facilities such as:

- science labs;
- sports facilities;
- craft workshops;
- teaching kitchens;
- ICT rooms;
- music rooms and studios;
- art rooms;
- libraries;
- TV, video, multimedia rooms;
- drama rooms and studios;
- other non-classroom teaching areas, such as general purpose rooms used by classes as necessary.

Some schools make provision for pupils with additional support needs, and this may also need to be considered by authorities when determining capacities. Authorities need to make a judgement about how the number, size, and availability of areas and facilities such as those above, and the flexibility with which they can be used, will affect a school's capacity.

### **Non-Teaching Facilities**

19. Non-teaching facilities can have an impact on school capacities. These include such things as:

- pupil social space;
- parenting rooms;
- the size of any playground(s);
- storage facilities;
- the number of toilets;
- dining spaces.

### **Temporary School Accommodation and Facilities**

20. The status accorded to temporary school accommodation is also a factor to be considered when determining school capacities. Authorities may wish to distinguish between permanent and temporary accommodation, and will want to make clear how temporary accommodation has been taken into account in the determination of any given school's capacity.

## **Health and Safety**

21. Health and safety issues will also be relevant. These include factors such as the avoidance of excessive over-crowding in corridors and stairs, and fire evacuation considerations.

## **NON-PHYSICAL FACTORS**

22. As well as the physical size of a school's buildings and facilities other factors may have an effect on the number of pupils a school can accept. These include factors such as the class size limits and timetabling. Authorities will want to consider the points made in paragraph 9 above about the management of physical and non-physical factors, and the impact this can have on school capacities.

### **Class sizes**

23. Statutory requirements on the size of classes are set out in the Education (Lower Primary Class Sizes) (Scotland) Regulations 1999 (SI 1999/1080). Maximum sizes for timetabled classes are also detailed in the *Scheme of Salaries and Conditions of Service Document for Teaching Staff in School Education*. In determining school capacities authorities will need to ensure that class sizes will be in accordance with these limits, and any changes to them. The most up to date information on class size limits can be obtained from Rod Minty of the Teachers Division in the Scottish Executive Education Department. He can be contacted on 0131 244 0988 and at [Rod.Minty@scotland.gsi.gov.uk](mailto:Rod.Minty@scotland.gsi.gov.uk).

### **Timetabling**

24. Timetabling will be a major factor in determining school capacities for secondary schools. Authorities will want to consider how timetabling can be used to optimise the use of classrooms and other facilities, and therefore increase a school's capacity. This will be closely linked to the availability of specific teaching facilities (e.g. science laboratories, sports halls). Authorities will also want to consider the amount of space needed for the safe circulation of pupils between lessons and at break and lunch times.

## **CONCLUSION**

25. It is for education authorities themselves to determine the capacity of individual schools. Whilst this guidance sets out some of the factors they will want to consider when determining school capacities it is not exhaustive. Authorities will, of course, want to exercise discretion and take into account the individual circumstances of schools.

## **ENQUIRIES**

26. Enquiries relating to this circular should be addressed to Ben Haynes in the Schools Division in the Scottish Executive Education Department, based in Victoria Quay, Edinburgh, EH6 6QQ, telephone 0131 244 7048. Enquiries can also be e-mailed to: [schoolcapacity@scotland.gsi.gov.uk](mailto:schoolcapacity@scotland.gsi.gov.uk).

27. Electronic copies of this guidance are available on the Scottish Executive and 'Parentzone' websites at [www.scotland.gov.uk](http://www.scotland.gov.uk) and [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk). Hard copies of this guidance are also available by contacting Schools Division in the Scottish Executive on 0131 244 4485.

Scottish Executive Education Department  
10 December 2004

## **Note**

Summary reference is made in this guidance to relevant primary and secondary legislation, although it cannot be taken as an authoritative interpretation of any statutory provisions. Interested parties need to refer to the legislation and regulations directly for full details.

## ANNEX

Section 28A(3) of the Education (Scotland) Act 1980, as inserted by Section 1 of the Education (Scotland) Act 1981, Section 28A(3A) to (3E) of the 1980 Act, Section 33 of the Education (Scotland) Act 1996, and Section 44 of the Standards in Scotland's Schools etc Act 2000, sets out the exceptions to the duty on an education authority to comply with a placing request. It states (with the new sub-section highlighted in bold):

“(3) The duty imposed by subsection (1) above does not apply-

- (a) if placing the child in the specified school would –
  - (i) make it necessary for the authority to take an additional teacher into employment;
  - (ii) give rise to significant expenditure on extending or otherwise altering the accommodation at or facilities provided in connection with the school;
  - (iii) be seriously detrimental to the continuity of the child’s education;
  - (iv) be likely to be seriously detrimental to order and discipline in the school;
  - (v) be likely to be seriously detrimental to the educational well being of pupils attending the school;
  - (vi) assuming that pupil numbers remain constant, make it necessary at the commencement of a future stage of the child's primary education, for the authority to elect to create an additional class (or an additional composite class) in the specified school or take an additional teacher into employment at the school; or
  - (vii) though neither of the tests set out in sub-paragraphs (i) and (ii) above is satisfied, have the consequence that the capacity of the school would be exceeded in terms of pupil numbers.**
- (b) if the education normally provided at the specified school is not suited to the age, ability or aptitude of the child;
- (c) if the education authority have already required the child to discontinue his attendance at the specified school;
- (d) if, where the specified school is a special school, the child does not have special educational needs requiring the education or special facilities normally provided at that school; or
- (e) if the specified school is a single sex school (within the meaning given to that expression by section 26 of the Sex Discrimination Act 1975) and the child is not of the sex admitted or taken (under that section) to be admitted to the school.”

but an education authority may place a child in the specified school notwithstanding paragraphs (a) to (e) above.”



### **Visits to Schools and Additional Factors Used to Evaluate Capacities**

#### **Visits to Schools**

During the visits to Aberdeen City Primary Schools in June 2009, it became apparent that there was not an equal provision of space in the schools. Some schools had a gym hall and an assembly hall while other schools used the gym hall to deliver drama and music lessons in addition to PE. The same space was also required as a dining area.

There were variances in the dimensions of class teaching areas and access to support spaces to deliver a curriculum with an activity based focus. A large proportion of schools required to use an identified class teaching area to provide computer access for pupils to develop and extend their information technology skills.

In a number of cases storing resources that allowed access by staff and pupils encroached on teaching space.

In some schools class teaching areas required to be used as walkways in order to move around the school building with the least possible disruption to learning.

Accurate and up to date information on the organisational use and the awareness of curriculum delivery and the associated accommodation needs have been used to calculate the capacity.

Allocation of space needs to take account of associated activities for the good management of and delivery of the curriculum in the school. From the 3R's accommodation requirements a number of spaces were identified as necessary

- Gym halls (this includes assembly/gym halls)
- Dining areas
- Ancillary accommodation (medical room, staffroom, administrative offices)
- Nursery classes
- ASN bases
- Library/resource access
- Additional GP spaces depending on roll

The **capacity figure** has been derived from ascertaining the number of class teaching areas used to deliver the curriculum in quality learning spaces. The calculation of class teaching areas is based on details of the organisational use of the space in a given school. This necessitates the school having a dining hall, a gym hall, a library/resource class teaching area and additional GP space depending on roll. This has been recorded for each school on a pro forma. If the roll of the school was less than 230 pupils, 2 GP spaces were counted and above this figure 3GP spaces were counted. If there was no

dedicated dining space, 2 class teaching areas were allowed as compensatory space.

The **occupancy percentage figure** of a school is the measure that is identified after the school roll number is divided by the capacity figure as accounted for in a visit to the school in June 2009.

### **Additional Factors Used to Evaluate Capacities**

1. A Curriculum for Excellence

As the Curriculum for Excellence is for 3 – 18 year olds, Pre-school provision in schools should be included in the review.

An activity based curriculum requires quality flexible space.

Adequate storage space is required where resources are readily available for staff and pupils.

2. Inclusion/GIRFEC

Children in main stream education with additional support needs / behaviour difficulties may require spending supervised time in a 'time out' area.

To 'get it right for every child' other agencies may be involved, working with individual pupils and a designated area is also required for this purpose.

3. Configuration of classes within a school - taking composite classes into account.

4. A Teaching Agreement for the 21<sup>st</sup> Century

Staff require a designated resource area where they can work when not in class.

## Appendix 5

School	Current roll	Capacity	Occupancy	Revised Capacity	Revised Occupancy	Condition	Suitability (unvalidated)
Abbotswell School	211	279	76%	300	70%	B	C
Airyhall School	310	360	86%	360	86%	A	A
Ashley Road School	390	415	94%	415	94%	B	C
Braehead Primary	184	279	66%	279	66%	A	A
Bramble Brae Primary School	161	198	81%	198	81%	B	B
Broomhill Primary School	338	550	61%	450	75%	B	B
Bucksburn School	115	198	58%	180	64%	C	B
Charleston School	231	279	83%	300	77%	A	B
Cornhill Primary School	301	442	68%	420	72%	B	C
Culter School	302	415	73%	420	72%	B	B
Cults Primary School	483	631	77%	540	89%	B	B
Danestone Primary School	199	415	48%	330	60%	B	B
Dyce Primary School	359	523	69%	523	69%	B	B
Fernielea School	201	306	66%	300	67%	B	B
Ferryhill Primary School	313	387	81%	387	81%	B	C
Forehill Primary School	220	415	53%	360	61%	B	C
Gilcomstoun Primary School	207	252	82%	240	86%	B	C
Glashieburn Primary School	285	523	54%	420	68%	B	C
Greenbrae Primary School	179	225	80%	225	80%	B	B
Hanover Street Primary School	170	279	61%	240	71%	A	B
Hazlehead Primary School	227	306	74%	306	74%	A	A
Heathryburn School	217	198	110%	198	110%	A	A
Holy Family RC Primary School	127	145	88%	180	71%	C	B
Kaimhill School	171	198	86%	198	86%	A	A
Kingsford School	331	387	86%	387	86%	B	C
Kingswells School	395	523	76%	450	88%	B	B
Kirkhill Primary School	225	387	58%	330	68%	B	C
Kittybrewster School	137	387	35%	300	46%	B	C
Loirston Primary School	326	523	62%	480	68%	B	B
Manor Park School	195	252	77%	360	54%	A	A
Middleton Park Primary School	153	252	61%	240	64%	B	B
Mile End School	376	485	77%	415	91%	A	A
Milltimber Primary School	230	252	91%	270	85%	B	C
Muirfield School	279	415	67%	360	78%	B	B
Newhills Primary School	180	252	71%	240	75%	C	B
Quarryhill School	264	469	56%	390	68%	B	B
Riverbank School	216	387	56%	300	72%	B	C
Scotstoun Primary School	193	360	54%	300	64%	B	B
Seaton Primary School	133	198	67%	198	67%	A	A
Skene Square School	331	415	80%	420	79%	B	C
St Josephs School	281	442	64%	420	67%	B	B
St Peters RC School	196	198	99%	198	99%	B	B
Stoneywood School	121	198	61%	180	67%	B	C
Sunnybank School	199	604	33%	360	55%	B	C
Tullos Primary School	266	415	64%	360	74%	B	C
Walker Road School	364	415	88%	420	87%	B	B
Westpark School	233	360	43%	360	65%	B	B
Woodside Primary School	358	415	86%	420	85%	B	C
Total	11883	17209	69%	15927	75%		

\*including ASN pupils

**Appendix 5**

<b>School</b>	<b>Roll at Dec 2009</b>	<b>Capacity</b>	<b>Occupancy</b>	<b>Capacity Revised</b>	<b>Occupancy Revised</b>	<b>Condition</b>	<b>Suitability (unverified)</b>
<b>Aberdeen Grammar</b>	1069	1125	95%	1141	94%	B	B
<b>Bridge of Don Academy</b>	687	720	95%	799	86%	B	B
<b>Bucksburn Academy*</b>	485	650	75%	683	71%	A	A
<b>Cults Academy</b>	1037	1150	90%	1141	91%	A	A
<b>Dyce Academy</b>	557	620	90%	620	90%	B	C
<b>Harlaw Academy</b>	913	970	94%	939	97%	B	B
<b>Hazlehead Academy</b>	923	1010	91%	1043	88%	B	C
<b>Kincorth Academy</b>	683	880	78%	962	71%	B	B
<b>Northfield Academy</b>	698	1050	66%	922	76%	B	C
<b>Oldmachar Academy</b>	965	1230	78%	1104	87%	B	C
<b>St Machar Academy</b>	950	1330	71%	1114	85%	B	B
<b>Torry Academy</b>	471	690	68%	686	69%	B	B
<b>Total</b>	9438	11425	83%	11154	85%		

\*including ASN pupils

design capacity  
pupil roll  
% occupancy  
no. of classes  
no of classbases

2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	20015/16	2016/17

**DESCRIPTION of SPACE**

max. group size average area no. of rooms total area m<sup>2</sup>

**teaching**

pre-school area  
Primary 1-3 classbases  
Primary 4 -7 classbases


CONDITION RATING



**halls**

assembly/gym hall  
dining hall  
G.P.rooms


SUITABILITY RATING



**learning resource areas**

library  
quiet/time out room  
meeting room  
support for learning/ASN  
support for learning/ASN Base  
parents room


**TOTAL TEACHING AREA**



**community**

area m<sup>2</sup>

community room  
meeting room  
office  
store  
interview room  
toilet/cloakroom


**TOTAL COMMUNITY AREA**



**staff and admin**

Head Teacher's Office  
promoted staff office  
staff Room  
school office  
main entrance  
nursery entrance  
staff Room  
reprographics  
medical/interview  
snack area


**school grounds**

area m<sup>2</sup>

nursery outdoor play  
soft informal play area  
hard informal play area  
pupil sports area  
pupil outdoor learning area  
outside waiting area  
parking area  
delivery access


**TOTAL OUTDOOR AREA**



**storage**

central curriculum storage  
gym equipment store  
class storage  
stage/furniture store  
pupil cloak/social area  
nursery cloakroom  
nursery storage  
staff cloakroom/s  
janitor base and store  
cleaner's store/s  
plant room  
IT server room


**TOTAL SCHOOL SITE**

m<sup>2</sup>

community



teaching



non teaching



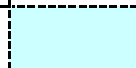
outdoor



**personal care**

pupil toilets  
gym changing/toilets  
staff toilets  
ASN changing/toilets  
disabled/visitor toilets  
nursery toilets  
kitchen/servery  
dining furniture store  
circulation space


**TOTAL NON TEACHING AREA**



**Grampian Regional Council**

**SCHOOL CAPACITIES FORMULA**

**Produced in Memo dated 23 May 1995 by Charles Muir and Sue Muncer**

<b>Roll</b>	<b>Practical Accommodation</b>	<b>Non Practical Accom</b>
440	16	15
540	20	16
640	25	21
740	28	23
840	29	25
940	33	30
1050	38	33
1200	40	36
1400	43	42
1600	47	49

Secondary Schools' Capacity Models

Appendix 8

School	2009 Roll	Theoretical Capacity (T)	Model 1 (Using 1995 formula) Formula Based Capacity (Current)	Occupancy %	Model 2 (Using % of (T)) Functional Capacity at 61% of (T)	Occupancy %	(Adjusted for Deprivation) SIMD Adjustment %	Model 3 Functional Capacity Adjusted	Occupancy %
AGS	1070	1870	1050	101.9	1141	93.8	0	1141	93.8
Bridge of Don	698	1310	700	99.71	799	87.35	-5	759	91.95
Bucksburn	391	1120	650	60.15	683	57.23	0	683	57.23
Cults	1037	1870	1150	90.17	1141	90.91	0	1141	90.91
Dyce	564	1070	570	98.95	653	86.41	-5	620	90.96
Harlaw	915	1620	900	101.67	988	92.59	-5	939	97.47
Hazlehead	933	1800	1010	92.38	1098	84.97	-5	1043	89.44
Kincorth	699	1660	860	81.28	1013	69.03	-5	962	72.66
Northfield	707	1680	840	84.17	1025	68.99	-10	922	76.65
Oldmachar	964	1810	1050	91.81	1104	87.31	0	1104	87.31
St Machar	947	2030	1200	78.92	1238	76.48	-10	1114	84.97
Torry	483	1250	640	75.47	763	63.34	-10	686	70.38
<b>Total</b>	<b>9408</b>	<b>19090</b>	<b>10620</b>	<b>89%</b>	<b>11645</b>	<b>81%</b>		<b>11115</b>	<b>85%</b>

<b>School</b>	<b>SIMD Adjustment %</b>
AGS	0
Bridge of Don	-5
Bucksburn	0
Cults	0
Dyce	-5
Harlaw	-5
Hazlehead	-5
Kincorth	-5
Northfield	-10
Oldmachar	0
St Machar	-10
Torry	-10