

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	18th February 2010
DIRECTOR	Annette Bruton
TITLE OF REPORT	Learning Estate Strategy (Schools)
REPORT NUMBER:	ECS/10/17

1. PURPOSE OF REPORT

Local Authorities have been instructed by Scottish Government to provide an updated School Estate Management Plan by the end of May 2010.

The previous Aberdeen City School Estate Management Plan, published in August 2007, indicated that the future strategy would require to plan for and implement the next phase of managing the School Estate, following on from the completion 3Rs Project.

This report describes the next phase which is planned to bring all schools up to a standard equivalent to that of the 3Rs schools.

In addition, it articulates with a strategy to manage other parts of the estate where learning takes place – the broader Learning Estate as well as with the evolving Learning Strategy currently under development.

2. RECOMMENDATION(S)

It is recommended that the Committee:

- i. notes the contents of this report;
- ii. endorses the principles described in Section 6.4 which underpin the effective management of a sustainable Learning Estate over the short (0-2 years), medium term (3-5 years) and long term (6-10 years and beyond);
- iii. instructs officers to proceed with widespread consultation on the School Estate as described in section 6.4;
- iv. confirms the establishment forthwith of a Schools Review Group as described in section 6.5.1;
- v. confirms the timelines for the development of a Learning Estate Strategy;
- vi. instructs officers to report to Committee on and seek approval for the outcomes of these proposals over the forthcoming two years.

3. FINANCIAL IMPLICATIONS

There are no direct financial implications for the Council or any Services of the Council from this Report in itself, other than the development of the Strategy requiring officer time and resource to support effective consultation with all stakeholders as described in Section 6.8.1.

There will, however, be **significant financial implications** over a protracted period of time in implementing the principles described in this report. Each specific proposal, once clearly defined will be brought back to Committee and will include any financial implications.

Officers of Aberdeen City Council will work with the *Scottish Futures Trust* in implementing existing agreements on shared funding of projects and will apply to seek further support from Scottish Government as and when the opportunity arises.

Aberdeen City Council will also work towards securing maximum developers contributions by seeking planning gain from property developers whose plans will lead to a requirement to increase educational provision.

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 are likely to be significant implications on communities where there is a **variation to delineated areas of schools (re-zoning)** or other change to provision. There will be a continued intention to provide local schools for local pupils and to give all learners access to learning opportunities in their community as far as is practicable.

This Report fits within the proposed Service Plan Priority 'Fit for Purpose Schools and Learning Centres', whereby all learners will have access to high quality learning environments and facilities supporting them to achieve their full potential. This will include planning for an affordable and sustainable learning estate which makes best use of resources, ensuring focus on areas of greatest need and delivery of Learning Estate Strategy.

5. OTHER IMPLICATIONS

There may be implications on Parental Placing Requests (Out of Zone Requests). There may be significant public opposition to proposals which result in changes to educational provision.

6. REPORT

6.1 Introduction

A Strategy for Learning for Aberdeen is currently being developed. The Learning Estate Strategy will articulate with and be aligned to this broader strategy. The Scottish Government places significant importance to the management of the School Estate, nationally. Whilst Local Authorities have ultimate responsibility for effectively managing these valuable assets In September 2009, Scottish Government published a revised School Estate Strategy, *Building Better Schools: Investing in Scotland's Future* (**Appendix 1**). Page 9 of this Strategy describes the aspirations for the school estate, nationally and these aspirations are endorsed by this Council.

The Scottish Government intends to publish two further documents, a *Financial Strategy* and an *Implementation Plan*.

6.2 Vision

Within Aberdeen City Council's corporate vision, there is a clear acknowledgement of the Council's responsibility to deliver modern, effective, efficient and accessible services to the people of Aberdeen, including quality education services. Within *Vibrant, Dynamic and Forward Looking*, there is a commitment to the partnership ensuring Aberdeen's pupils and teachers have school buildings fit for 21st century.

This is a long term vision and includes schools and other places of learning and which will help to inform shorter term objectives such as changes to provision within different parts of the city.

6.3 Aspirations

- 6.3.1 educational: to provide opportunities to raise standards for all by having an appropriate, adaptable and stimulating learning environment.
- 6.3.2 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.
- 6.3.3 community involvement: an important consideration to make the school part of the community and maximise the use of facilities.
- 6.3.4 disability awareness: access and space in all areas should meet current Disability and Discrimination legislation.
- 6.3.5 staff: there is appropriate space for all staff to plan activities and work together – vital for the recruitment and retention of the school's most important resource.
- 6.3.6 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 as **Appendix 2** and this expands upon the aspirations listed above.

6.4 Principles

The Scottish Government's revised School Estate Strategy includes a number of guiding principles and objectives for future planning and action (**Appendix 3**).

Informal Consultation in 2009 in Aberdeen raised a number of issues from which local Principles were drawn (6.2.1). There is a significant connection between the national and local Principles but additional local Principles have been identified (6.2.2).

6.4.1 Local Principles (cross referenced with national principles)

- 1) All stakeholders (staff, learners, parents/carers, the local community and partner agencies) should be engaged with when considering changes to the Learning Estate. This includes the planning/design process for new/refurbished schools and/or facilities as well as proposals to close, amalgamate or otherwise change provision (**NP1**).

- 2) Each learning community should develop its particular model of delivery to best meet the needs of the community but uphold the principles within the Learning Strategy for Aberdeen City, including effective delivery of the new curriculum and life-long learning (**NP9**).
- 3) New schools/establishments should be, as far as practicable, environmentally sound. They should use modern building materials and techniques and use renewable energy. Their location should take account of maximising opportunities to walk/cycle and reduce need for vehicle transport as well as minimise need for school pupils to cross major arterial roads (**NP2 and NP6**).
- 4) Relationships with housing developers should ensure contributions towards services within new communities, including new schools, are provided (**NP7**).
- 5) Opportunities should be made available to a wide range of learners, from early years to adult learners. Each learning community should arrange provision of vocational or specialist education (e.g. vocational training etc.) appropriate to their circumstances and utilise opportunities to link with local companies to provide local solutions (**NP9**).
- 6) Agreement should be reached with Aberdeenshire Council regarding inter-authority arrangements. This should be a priority to reassure communities on effective planning (taking into account recent legislation amendment Bill to the Education (Additional Support for Learning) (Scotland) Act 2004 which was enacted in 2009 and the cost of out of authority placements) (**NP1 and NP7**).
- 7) There should be opportunities to involve learners, teachers and other staff as well as members of the community in creation of an effective, inclusive learning and teaching environment (**NP9**).
- 8) Schools and other learning establishments and opportunities should be planned, designed and developed to ensure that sustainability and energy efficiency is maximised and they are suitable for delivery of an appropriate curriculum (**NP2, NP4 and NP6**).
- 9) All accommodation in each learning community should include opportunities for appropriate outdoor learning (including outdoor education) (**NP8**).
- 10) The development of the concept of a learning community should include the effective use of school buildings, grounds and other local facilities and these should all be considered as a resource available to all learners within the community. An ethos of collegiate cooperative working between services should be developed (**NP1**).
- 11) The implementation of a Learning Estate Strategy should link with priorities of other Services of the Council, articulate with the broader Corporate Asset Plan and be a long term sustainable strategy. (**NP3**).
- 12) New or refurbished schools should be capable of being easily altered to continue to meet the needs of learners (**NP5**).

6.4.2 Additional Local Principles

- 1) Provision in all Aberdeen schools is equivalent in quality and standard to that established for the 3Rs Project.
- 2) Account should be taken of most recent guidance from the Scottish Government, Her Majesty's Inspectorate of Education, Learning and Teaching Scotland and follow current council policy.
- 3) Coherent, community-based learning communities should be based around a secondary school, although local circumstances may require alternative arrangements.
- 4) Adjustments to catchment zones should be considered to maintain an appropriate breadth of curriculum and choice for learners each learning community (Minimum roll of 600/700 for a S1-S6 secondary).
- 5) Transition for learners from a closing school/provision to a new school/provision should be planned effectively and include support for learners, parents and staff. This process should be designed to minimise disruption to learners, in particular those already undertaking courses of study.
- 6) A managed change process for all staff (including teachers and support staff in schools as well as any other council staff affected). All services to be involved including HR and the process must include effective communication and opportunities for participation by all those affected by the change.

6.5 Main Considerations

6.5.1 Planning

This vision will be implemented through a revised School Estate Management Plan (SEMP) which will outline strategic information about the future of school estate in particular. The SEMP will outline strategic information about the future of school estate and may also include strategic information about specific schools that is accessible for parents.

Any decision to close or amalgamate a school will be based on sound evidence, and it is essentially the best option available in light of this evidence.

Consideration will be made of an alternative to closure arising from increased house-building or regeneration in an area.

The knock-on effect of the closure of primary schools on the secondary in that catchment area will also be considered, including consideration of ensuring a social mix in each catchment area.

Consideration of the links with other planning and partnership structures will take the form of genuine engagement with the key existing local Community Planning partnership and associated forums.

As well as the formal SEMP, planning will include the process of developing proposals, consulting, and decision-making.

Adoption of a phased approach is recommended, starting with schools with particularly poor quality accommodation or exceptionally low occupancy levels. Careful asset management planning should assist with a phasing approach which may vary depending on local circumstances.

Establishment of a **School Review Group** is proposed, which will meet to consider the options available to any school which falls under the criteria laid out in **Table 1** (below).

Whilst it is acknowledged that there may be one-off anomalies in certain circumstances, for example, a low cohort intake in one particular year for a school, the group will evaluate the long-term sustainability of each school where a review has been triggered. The Review Group will consider all relevant factors and make a recommendation on the most appropriate course of action to address the issue(s), including consideration of the status quo for that individual school.

This Group will consist of Elected Members (identified from Education, Culture and Sport Committee and local Ward Members), Officers, Parent Representatives and Head Teachers. It will be advisory, providing feedback to the coordinating officer on options available in each identified school.

Table 1

	Sufficiency			Overall Condition	Suitability
	Roll		% Occupancy above/below working capacity		
	Incoming Year Group	Total			
Primary	<20	<126	10% or greater	C or D	C or D
Secondary	<120	<650	10% or greater	C or D	C or D

6.5.2 Communications & Consultation

It is essential to engage with stakeholders to allow them to understand the need for change and to involve them in decision making.

Informal consultation on the draft Learning Strategy, with emphasis on the Learning Estate, took place in summer 2009. This resulted, however, in many responses expressing defensive views regarding individual schools. There was little opportunity for meaningful engagement on the wider issues around delivery of the education service across the city.

Further engagement with key stakeholders is proposed to provide opportunities to clarify the range of options available in managing the estate. It is likely that this informal consultation may lead to a formal proposal (or a series of options) on which statutory consultation will then take place. All other outcomes will be considered.

Formal consultation is required by law before any school closure decision can be taken by a council. Before any proposal to close a school can be adopted by a council, that proposal has to have formed the basis of a formal consultation exercise, as set out in The

Education (Publication and Consultation Etc) (Scotland) Regulations 1981, as amended by SI 1987/2076 and SI 1989/1739 and Schools (Consultation) (Scotland) Act, which received Royal Assent in January 2010 and will be implemented shortly. A Summary of the main core themes is appended to this Report (**Appendix 4**).

It is important that a consistent and positive approach is maintained throughout the engagement period and into delivery of any changes to provision. Keeping stakeholders informed of how they can participate in engagement and contribute their views must be clear and easily accessible, using a variety of media. An effective communications strategy should be implemented to allow this to happen. Proactive engagement of stakeholders and the public should be a critical dimension of this strategy.

6.5.3 Decision Making & Implementation

Aberdeen City Council has the ultimate responsibility to make decisions on educational provision within the learning estate. Any decision to propose changes to provision will be based upon reliable evidence and include the educational case for change. This should include the long term, city-wide benefits of proposals.

The communications strategy will be particularly important before and during the implementation phase. It will require clear and comprehensive description of the proposals to be implemented and clear timescale of the programme.

6.6 Budgetary Impact

The extent of budgetary challenge for all public services is acknowledged and it is likely that this will continue for the foreseeable future.

The recent net spend per pupil in schools for Primary, Secondary and Special Education pupils is shown in **Appendix 5**. Historically, and in some instances currently, the net expenditure has been greater in Aberdeen City compared to Comparator Local Authorities and the Scottish average.

Accordingly, any Learning Estate Management Strategy must contribute to an affordable Service. Service re-design and other measures have brought some spending more in line with other Local Authorities. There is, however, acknowledgement that the work required to bring all schools up to a standard equivalent to that of the 3Rs schools will have to be phased and will take place over a number of years.

6.7 Establishing an Order of Priority

It will be necessary to establish an order of priority for addressing issues within existing buildings and grounds, based upon Sufficiency, Suitability and Condition.

Sufficiency A revised strategy on the evaluation of school capacities has been accepted by Committee and all school capacities have been re-evaluated. It is important to ensure that we have the right size of schools in the right places.

Suitability An evaluation of the Suitability of all schools to deliver a modern, relevant curriculum has been carried out, using the methodology included within The Suitability Core Fact, Scotland's School Estate published by Scottish Government in 2008 (**Appendix 6**).

Condition The Condition of all schools is evaluated using a methodology which rates 24 aspects on a four point scale which, with elemental weightings, provides an overall evaluation of condition. The cycle of evaluating all schools is under way with completion likely by summer 2010.

These three elements will be used to evaluate the criteria laid out in the Table 1 in Section 6.5.1 above.

Data attached (**Appendix 7**):

- current School Rolls, Capacities and Occupancy Rates (revised methodology)
- suitability surveys (to be validated)
- overall school conditions.

6.8 Proposals

6.8.1 Short Term (0 to 2 years)

- (i) Carry out a city-wide rezoning exercise on Primary and Secondary Schools' delineated areas, potentially resulting in a reduction in the number of Associated Schools Groups (ASGs). This would be completed in the context of moving towards Learning Communities and will include negotiation with Aberdeenshire Council on issues such as new housing developments and dual-zoning.
- (ii) Undertake a review of schools which fall into the criteria described in Table 1 of Section 6.5.1 above and formulate proposals to address the issues.
- (iii) Continue discussions with the Local Roman Catholic Diocese on the current and future provision of Denominational Education and formulate a revised policy on provision of denominational education in Aberdeen.
- (iv) Develop an action plan for each establishment to bring it to a standard equivalent to that of schools within the 3Rs Project, in terms of Condition, Suitability and Capacity/Occupancy. This will be a significant feature of the agreed School Estate Management Plan (SEMP), to be produced in collaboration with colleagues in Asset Policy (Non-Housing). This plan will include proposals for the management of the learning estate in the short term (present to 2 years), medium term (3 to 5 years) and long term (6 to 10 years and beyond).
- (v) Engage widely on the development of a strategy to effectively manage a sustainable Learning Estate.
The following groups will be involved:
Staff in Schools (Teaching and Support Staff)
Pupils in Schools
Community Learning and Development
Libraries
Other Services of the Council
Business Leaders and Employers
Higher Education
Further Education
Parents (including Parent Councils)
Community Councils

Elected Members
Partner Agencies (NHS (Grampian)
Grampian Police
Voluntary Sector
Aberdeen Youth Forum and
the General Public.

- (vi) Establish a policy on the management of granite-built schools.
- (vii) Establish a policy on 'temporary' accommodation in schools.
- (viii) Provide a timeline to produce a Learning Estate Strategy, linked to the Learning Strategy and taking account of the establishment of Learning Communities (immediate draft timeline **Appendix 8**)

6.8.2 Medium Term (3 to 5 years)

- (i) Implement a programme of rebuilding, refurbishment and new provision in order to bring all schools up to a standard equivalent to the 3Rs Schools. This will be an on-going, prioritised programme, taking place over many years.
- (ii) Continue to take account of proposed new housing developments and plan for the provision of sufficient accommodation as these come on stream. Liaison with Planning colleagues and developers, to ensure planning gain, is crucial.
- (iii) Continue to liaise with Aberdeenshire Council to ensure a consistent approach is taken in making educational provision near the boundaries between the two Local Authorities.

6.8.3 Long Term (6 to 10 years and beyond)

- (i) Continue to implement a Learning Estate Strategy for Aberdeen City. The strategy will be kept under review and be responsive to changes in demographics, educational priorities and the sufficiency, condition and suitability of the buildings.
- (ii) Implement the School Estate Management Plan (SEMP) submitted to Scottish Government, updating and amending in anticipation of and in response to the changes above.

Overall, the planned programme will have to be responsive and allow faster or slower progress depending upon the prevailing financial circumstances.

7 REPORT AUTHOR DETAILS

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8 BACKGROUND PAPERS

- Appendix 1* *Building Better Schools: Investing in Scotland's Future*
ISBN: 978-0-7559-8172-4, The Scottish Government, 2009
- Appendix 2* *Briefing Framework for Primary School Projects* (Building Bulletin 99)
Department for education and Skills, 2006.
ISBN 10-0110271153-7, The Stationary Office
- Appendix 3 National Principles, extract from *Building Better Schools: Investing in Scotland's Future*
- Appendix 4 Summary of Schools (Consultation) (Scotland) Act, 2010
- Appendix 5 Net Local Authority Spending
- Appendix 6* The Suitability Core Fact, Scotland's School Estate
ISBN 978-0-7559-5720, The Scottish Government, 2008
- Appendix 7
- a) Primary Schools Data
 - b) Primary School Data no temporary accommodation
 - c) Secondary Schools Data
 - d) Secondary School Data no temporary accommodation
- Appendix 8 Immediate Draft Timeline

*Appendices 1, 2 and 6 have been placed in the Members' Library

National Principles (NPs)

1) Good consultation means better outcomes – engaging with, consulting and involving all the potential users and interests helps to highlight expectations, identify the options and refine the objectives.

2) Innovative design and change is better informed by experience – improvements in school design will be accelerated by speeding up the rate at which lessons are learned from experiences, both locally and elsewhere.

3) A more integrated, holistic and longer term approach to change – taking an integrated, holistic view of the school – the buildings, the grounds, the fixtures, facilities, even the furniture – will result in better planning and design and deliver better outcomes.

4) Schools whose condition supports and enhances their functions – a school in good condition – irrespective of age or design – signals to all the users (pupils, other learners and staff) that learning is a valued activity, and that the learning environment is a priority.

5) More ‘suitable’ and ‘inclusive’ schools, better future-proofed for flexibility and adaptability – schools should be fit for purpose: the design and layout should enhance their function and use; they should be ‘inclusive’ and accessible to those with disabilities; and they need to be able to ‘flex’ in response to future changes in the scale and nature of demand and usage, ICT and other technology and the changing ways in which education may be delivered.

6) Schools which are ‘greener’, more sustainable and environmentally efficient – school buildings will contribute to the statutory framework of annual targets for cuts in greenhouse gas emissions and lead by example in environmental performance.

7) A well-managed school estate which represents and delivers best value – it is to the collective benefit of everyone – learners, teachers, parents and taxpayers – and of every community, if the school estate is efficiently and effectively managed.

8) Schools which both drive and support effective learning and teaching – *Curriculum for Excellence* – schools should be attention-grabbing, eye-opening, thought-provoking and empowering – inspiring and driving the approach to more effective learning and teaching which is *Curriculum for Excellence*.

9) Schools which best serve their communities – close engagement with communities and community interests and partners will better identify local needs and wishes and result in schools which offer a wider and more accessible range of public services, opportunities and facilities to complement those available elsewhere in the community.

SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 – SUMMARY

OVERVIEW

The Act's overarching objective is to update and strengthen the consultation practices and procedures that local authorities apply to all proposals for school closures and other major changes to their schools.

To achieve this the Act's provisions are three-fold:-

1. to establish a **consultation process for all school closures and other proposals affecting schools** that is coherent and robust, workable, open and transparent and which commands the trust and confidence of the public.
2. to establish a **presumption against the closure of rural schools** by ensuring that a decision to consult on a closure proposal would not be made until the local authority had explored all possible alternatives and assessed the likely implications of closure.
3. to replace the current system for referring certain local authority decisions for Ministerial consent with a **new system of 'call-in'**, for closure cases only.

1) CONSULTATION PROCESS

A) Proposals requiring consultation

An authority must consult when proposing:-

- closure, establishment or relocation of a school,
- changing arrangements for admission (including changes to catchment area),
- changing arrangements for transfer from primary to secondary schools,
- changing the school commencement date of a primary,
- varying arrangements for special classes outwith special schools,
- ceasing travel arrangements to denominational schools or changing a denominational school to a non-denominational one,
- closing an FE centre managed by an education authority.

B) Educational Benefits Statement

The authority must produce an educational benefits statement setting out its assessment of the effects of the proposal (if implemented) on:-

- the pupils of any affected school,
- other users of the school,
- children who would be likely to become pupils at the school(s),
- other pupils in the authority area.

C) Proposal Paper

The authority must publish a proposal paper containing the following:-

- details of the proposal,
- proposed date for implementation,
- the educational benefits statement,
- other appropriate supporting evidence or information,
- a summary of the consultation process, and
- for rural school closure proposals, details of the authority's assessment of the three factors to which they have had special regard (see section 2 below).

D) Correction of the proposal paper

Where an inaccuracy or an omission in the proposal paper is alleged or discovered, the authority must investigate and decide what, if any action is required. This could include publishing a corrected proposal paper, extending or restarting the consultation period; issuing a notice to all consultees correcting the inaccuracy or providing the omitted information; or take no action. The authority must also inform the person who made an allegation what action it took.

E) Notice and consultation period

The authority must give the relevant consultees notice of the proposal which would include:-

- a summary of the proposal, where to get a copy of the proposal paper and how to make written representations,
- the closing date of the consultation, **which will be a minimum of 6 weeks of term time**,
- if known at the time, the date, time and venue of the public meeting

F) Public Meeting

The authority must hold and be present at a public meeting and give advance notice of the date, time and venue of the meeting to relevant consultees and HMIE.

G) Involvement of HMIE

The authority must give HMIE a copy of the proposal paper, copies of the written representations, a summary of oral representations made at the public meeting and any other related documentation. HMIE then have 3 weeks after the end of the consultation period to submit a report on the educational aspects of the proposal to the authority.

H) Consultation report

The authority must publish a consultation report – after the end of consultation period and after receipt of HMIE's report – which must contain:-

- an explanation of how it has reviewed the proposal,
- the HMIE report,
- a summary of points raised during the consultation – both written and oral – and the authority's response to them,
- the substance of any alleged inaccuracies and details of the authority's response and any action taken, and
- any omitted information;
- for rural school closure proposals, the authority would be required to explain how, in reviewing the proposal, it had applied the 3 factors to which they have had special regard.

I) Additional time for consideration

The authority can not take a decision on a proposal until 3 weeks have elapsed after publishing the consultation report.

2) RURAL SCHOOL CLOSURES

Authority must take 3 factors into account before proposing to close any rural school. These are:-

- any viable alternative to closure,
- the likely effect on the local community if the school were to close, and
- the likely effect of different travelling arrangements occasioned by the closure.

3) MINISTERIAL CALL-IN

The Act replaces the current referral system with a Ministerial power to call in decisions, but **only** in relation to school closure decisions and only where there have apparently been failures in the consultation or decision making processes.

(NB – currently catchment area decisions can be referred to Ministers for approval but under the Act only closure decisions can be called in by Ministers).

The authority must notify Scottish Ministers of a closure decision within 5 working days of making the decision and send a copy of the proposal paper. There will then be a 3 week period for representations to be made to Ministers and a further 3 weeks for them to decide whether or not to call in the decision.

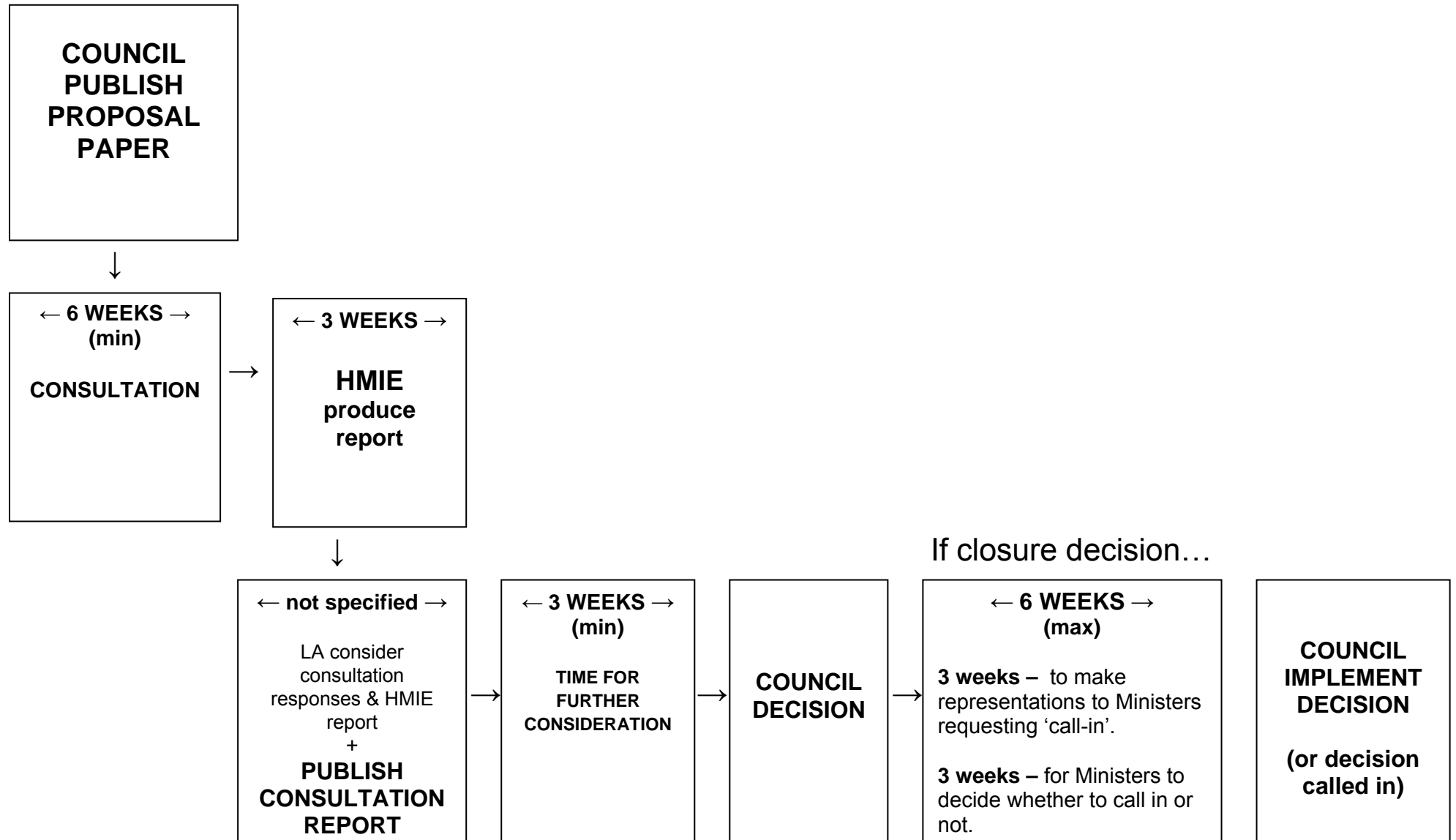
The grounds for call-in are where it appears to Ministers that the authority has failed in a significant regard to comply with the Act's requirements or has failed to take proper account of a material consideration relevant to the proposal in coming to its decision.

TRANSITIONAL ARRANGEMENTS

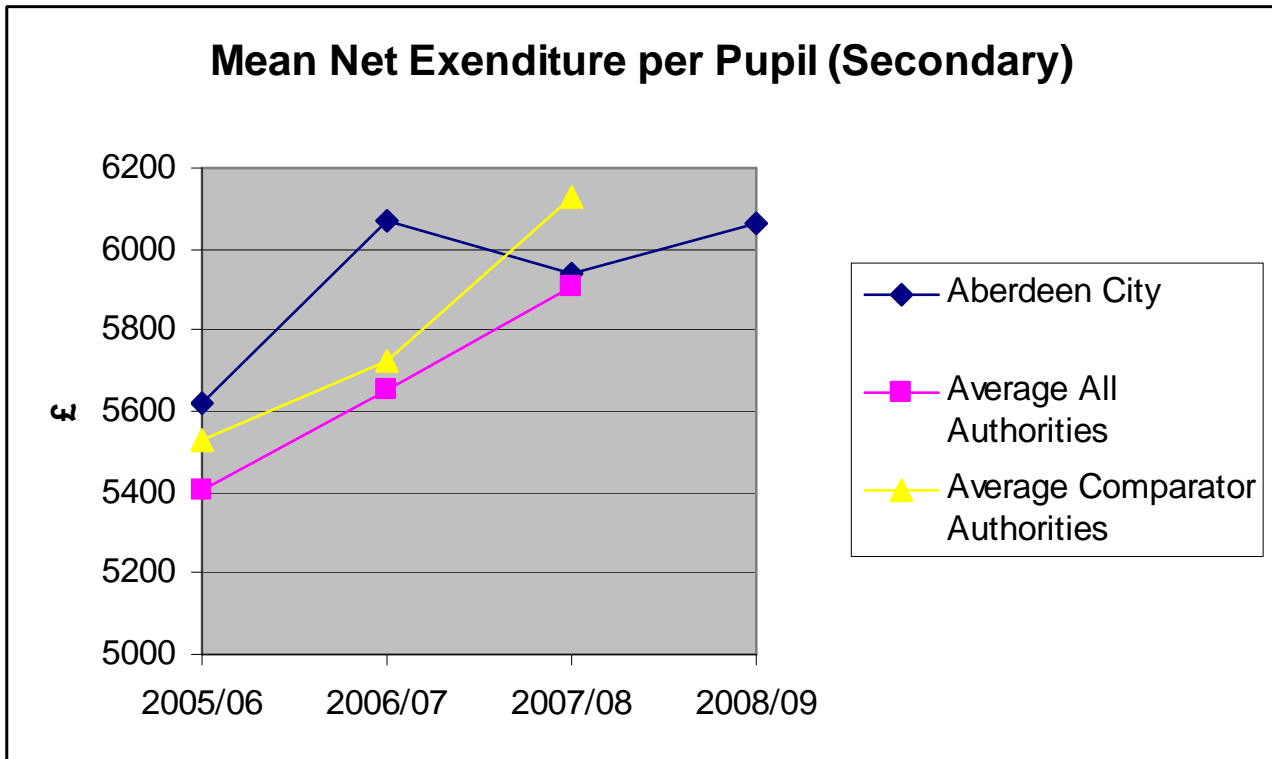
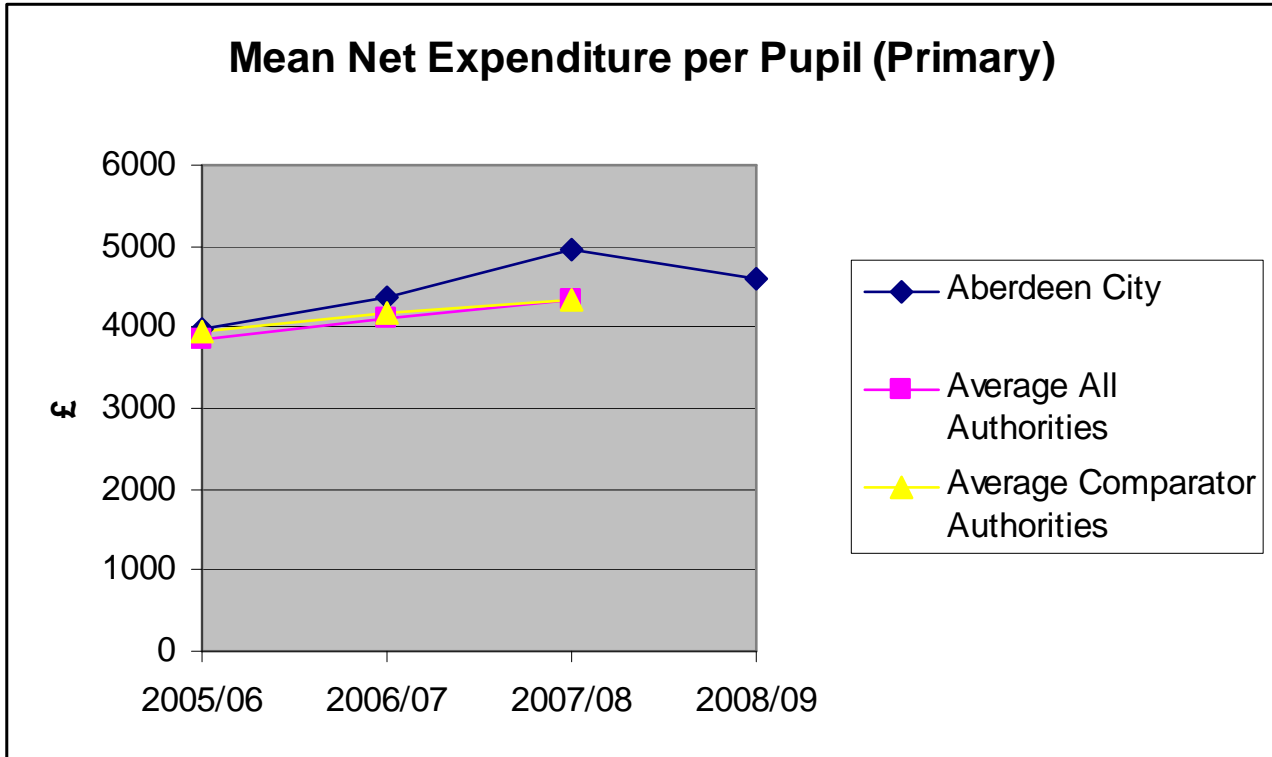
The Act includes transitional arrangements for handling consultations underway at the point of commencement of the Act (5 April 2010). These are consultations where an authority has started the process under the current 1981 Regulations and no decision on implementation of the proposal has been taken at the point of commencement. If the authority has followed the new requirements set out in the Act then the authority can make a decision after commencement. If the proposal is to close a school, the decision would be subject to consideration of call-in by Ministers.

If a consultation was undertaken under the 1981 Regulations – i.e. did not follow the new requirements – and a decision was taken prior to commencement, the decision would still be liable for Ministerial referral if it met the criteria. If in these circumstances the decision was not taken at the point of commencement, the consultation process falls and a new consultation process would be required in accordance with the Act's requirements.

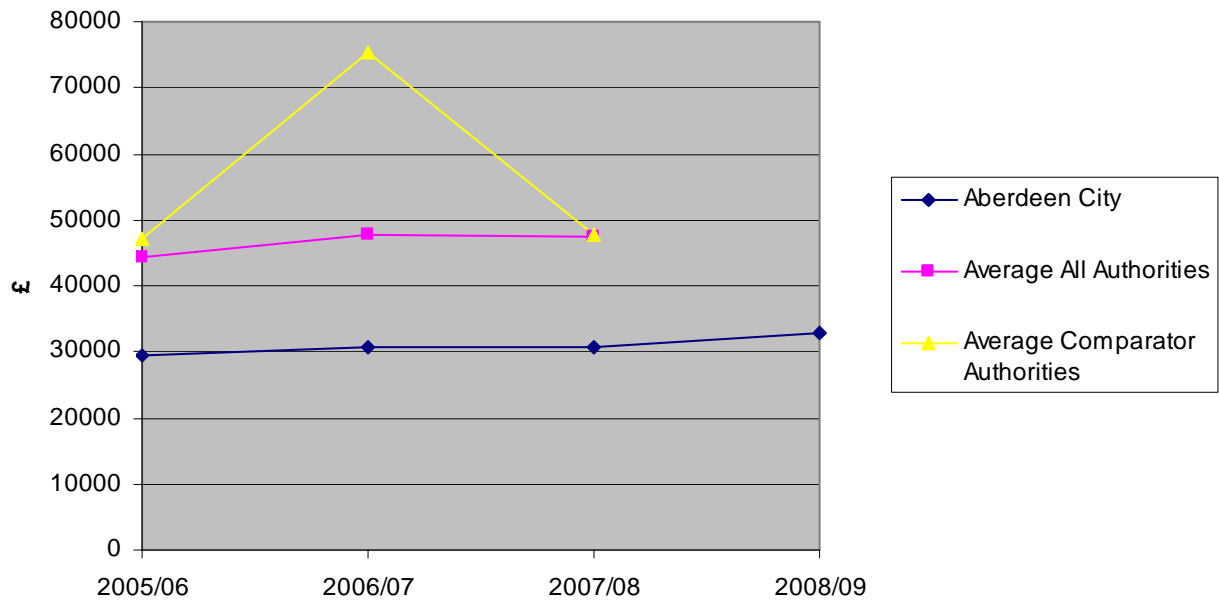
CONSULTATIONS TIMELINE



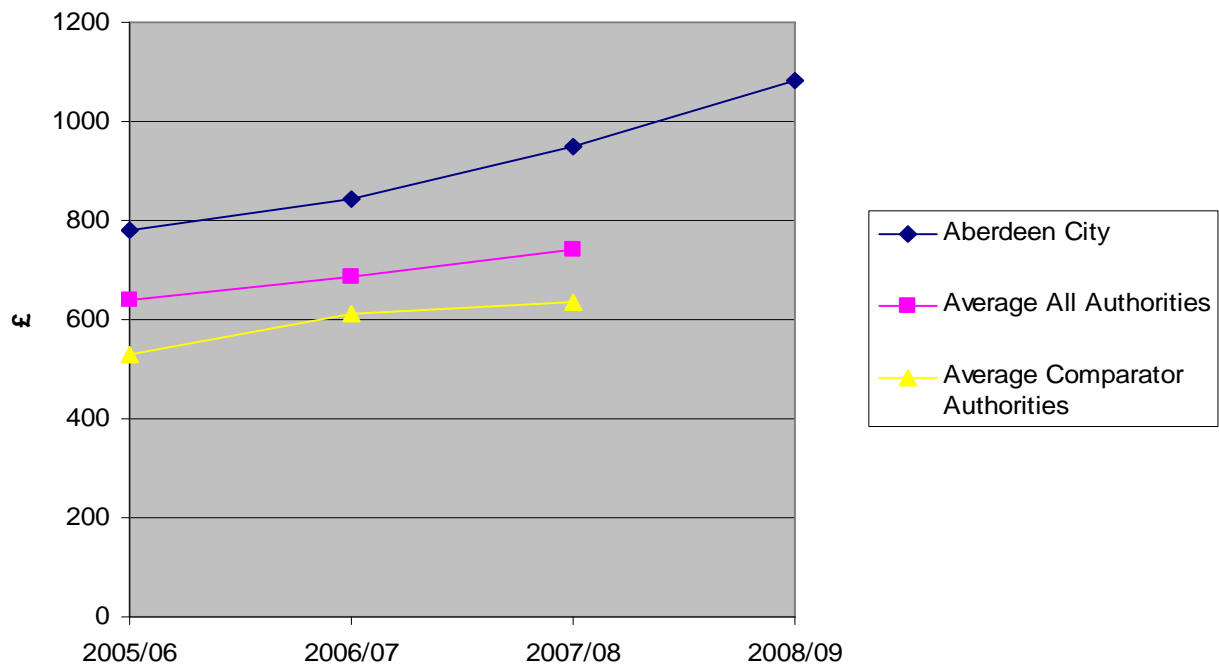
Net Expenditure



Mean Net Expenditure per Pupil (Special)



Mean Net Expenditure Special (per 5-15 year old pupils)



Note:

All data are from the published CIPFA rating review actuals, except for pupil numbers which are from the estimates. In addition the 08/09 figures are from the authorities' 08/09 LFR return.

Data for Aberdeen City for 2008-09 is estimated - official figures not yet published

Appendix 7a

Primary Schools

School	Current roll	Revised Capacity	Revised Occupancy	Condition	Suitability (unvalidated)
Abbotswell School	211	300	70%	B	C
Airyhall School	310	360	86%	A	A
Ashley Road School	390	415	94%	B	C
Braehead Primary	184	279	66%	C/A	C/A
Bramble Brae Primary School	161	198	81%	B	B
Broomhill Primary School	338	450	75%	B	B
Bucksburn School	115	180	64%	C	B
Charleston School	231	300	77%	A	B
Cornhill Primary School	301	420	72%	B	C
Culter School	302	420	72%	B	B
Cults Primary School	483	540	89%	B	B
Danestone Primary School	199	330	60%	B	B
Dyce Primary School	359	523	69%	B	B
Fernielea School	201	300	67%	B	B
Ferryhill Primary School	313	387	81%	B	C
Forehill Primary School	220	360	61%	B	C
Gilcomstoun Primary School	207	240	86%	B	C
Glashieburn Primary School	285	420	68%	B	C
Greenbrae Primary School	179	225	80%	B	B
Hanover Street Primary School	170	240	71%	A	B
Hazlehead Primary School	227	306	74%	C/A	C/A
Heathryburn School	217	279	78%	A	A
Holy Family RC Primary School	127	180	71%	C	B
Kaimhill School	171	198	86%	C/A	C/A
Kingsford School	331	387	86%	B	C
Kingswells School	395	450	88%	B	B
Kirkhill Primary School	225	330	68%	B	C
Kittybrewster School	137	300	46%	B	C
Loirston Primary School	326	480	68%	B	B
Manor Park School	195	360	54%	C/A	C/A
Middleton Park Primary School	153	240	64%	B	B
Mile End School	376	415	91%	C/A	C/A
Milltimber Primary School	230	270	85%	B	C
Muirfield School	279	360	78%	B	B
Newhills Primary School	180	240	75%	C	B
Quarryhill School	264	390	68%	B	B
Riverbank School	216	300	72%	B	C
Scotstoun Primary School	193	300	64%	B	B
Seaton Primary School	133	198	67%	C/A	C/A
Skene Square School	331	420	79%	B	C
St Josephs School	281	420	67%	B	B
St Peters RC School	196	198	99%	B	B
Stoneywood School	121	180	67%	B	C
Sunnybank School	199	360	55%	B	C
Tullos Primary School	266	360	74%	B	C
Walker Road School	364	420	87%	B	B
Westpark School	233	360	65%	B	B
Woodside Primary School	358	420	85%	B	C
Total	11883	16008	74%		

Appendix 7b**Primary Schools Revised Capacities (no temporary accommodation)**

School	Current roll	Revised Capacity minus Temp	Revised Occupancy minus Temp
Braehead Primary	184	3Rs - moving to new building Spring 2010	
Broomhill Primary School	338	417	81%
Charleston School	231	210	110%
Cornhill Primary School	301	354	85%
Cults Primary School	483	474	102%
Danestone Primary School	199	310	64%
Forehill Primary School	220	294	75%
Kaimhill School	171	3Rs - moving to new building end 2010	
Middleton Park Primary School	153	174	88%

Appendix 7c

Secondary Schools

School	Roll at Dec 2009	Capacity Revised	Occupancy Revised	Condition	Suitability (unverified)
AGS	1069	1141	94%	B	B
Bridge of Don	687	799	86%	B	B
Bucksburn*	485	683	71%	A	A
Cults	1037	1141	91%	A	A
Dyce	557	653	85%	B	C
Harlaw	913	907	101%	B	B
Hazlehead	923	1008	92%	B	C
Kincorth	683	930	73%	B	B
Northfield	698	857	81%	B	C
Oldmachar	965	1104	87%	B	C
St Machar	950	1035	92%	B	B
Torry	471	638	74%	B	B
Total	9438	10896	87%		

*plus 100 ASN pupils

Secondary Schools' Capacity Models (Huts Removed)**Appendix 7d**

School	Roll 2009	Revised Capacity	Capacity in Demountable Accommodation	Revised Capacity minus Relocatable Accommodation	Occupancy (%)
AGS	1070	1141	144	997	107
Oldmachar	964	1104	340	764	126
St Machar	947	1035	240	795	119
Torry	483	638	66	572	84

Immediate Draft Timeline

	2010												2011
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan
E,C&S Committee		I		I	I			I	I		I		
Stakeholder Engagement			→			↑			↑				
City-wide rezoning exercise			→	→		↑							
Triggered Review of schools			→			↑	→						
Establish a policy on the management of granite-built schools.				→			↑	→					
Establish a policy on 'temporary' accommodation in schools.				→			↑	→					
School holidays				■			■	■		■			■

→ Reporting to this Education, Culture and Sport Committee