

## ABERDEEN CITY COUNCIL

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COMMITTEE	<b>Education, Culture and Sport</b>
DATE	<b>27<sup>th</sup> May 2010</b>
DIRECTOR	<b>Annette Bruton</b>
TITLE OF REPORT	<b>Learning Estate Strategy (Schools) - Rezoning Exercise (Secondary)</b>
REPORT NUMBER	<b>ECS/10/052</b>

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### 1. PURPOSE OF REPORT

Aberdeen City now has two state of the art secondary schools. These proposals would assist us in our aim to bring all secondary schools up to that standard.

This report informs committee of the latest phase of the development of the Learning Estate as approved by committee on 19<sup>th</sup> February, 2010.

Officers have investigated options for reducing the number of secondary schools and re-defining catchment areas.

This will allow a more efficient delivery of secondary school education.

### 2. RECOMMENDATION(S)

It is recommended that the Committee:

- i. instructs officers to engage widely on the proposal to move as soon as is practicable to, in the first instance, an eight secondary school model as described in Section 6.3.2 and report back to Committee in September 2010 on the outcome of this stakeholder engagement. Recommendations to move to statutory consultation on specific schools and zones will be included in that report.;
- ii. instruct officers to prepare detailed plans to provide accommodation for additional pupils generated by proposed new housing developments under the Structure Plan;
- iii. instruct officers to prepare a proposed schedule of improvements to the Learning Estate which will bring all establishments up to a standard at least equivalent to schools being completed under the 3Rs Project;
- iv. instruct officers to undertake a further re-zoning exercise of primary schools, to take account of any decisions taken by Committee on the secondary school estate.

### 3. FINANCIAL IMPLICATIONS

The recommendations above have, in themselves, no significant financial implications for the Council. Stakeholder engagement can be carried out largely within existing resources and any additional costs that may be incurred to publicise and deliver the public events and produce

supporting information in hard copy and on the website can be met from existing service budgets. Existing officer time can be allocated to allow these activities to take place. The outcome of the public engagement and resulting decisions on implementation will potentially have significant financial implications for the Council. These will be identified in the Report back to Committee and will be set in the context of the Services Priority Based Budget and the 5 year costed Business Plan.

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

The report articulates 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*.

- 1) implement the ambitious £110 million 3Rs schools project;
- 2) ensure Aberdeen's pupils and teachers have school buildings fit for the 21<sup>st</sup> century;
- 3) continue work to improve attainment across city schools;
- 4) ensure education is appropriate to pupils' needs and ensure pupils leave school with skills essential for living;
- 5) establish a network of community learning hubs across the city;
- 6) continue work to raise the achievement of vulnerable children and close the attainment gap across the city.

There are likely to be significant implications on communities where there is variation to delineated areas of schools (re-zoning) or other change to provision. There will be a continuing commitment 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 interest in the proposals which result in changes to educational provision. Should the number of Secondary Schools be decreased, there may be a requirement for staff re-deployment.

#### **6. REPORT**

##### **6.1 Introduction**

In 2009, a range of stakeholder engagement was carried out on the Learning Strategy. The primary focus was on developing the potential options to improve the Learning Estate (primarily schools but also other places where learning takes place).

Officer events were held, prior to a programme of over 25 stakeholder engagement events, based upon each Associated Schools Group and including engagement with partner agencies and Business partners. Parents/carers and pupils were also provided with opportunities to

submit their views on potential changes to provision and on the learning environment within and around schools.

From this engagement, Priorities and Principles for the Learning Estate were established and these were approved by Committee in February 2010.

In 2010, further Officer Events considered all influences upon the Learning Estate. These focussed on the more immediate priority of **Zoning of Secondary Schools**.

A clear emphasis throughout this exercise was to investigate the provision across the city and there was a commitment to concentrate the whole city, rather than on individual localised communities.

Officers across directorates have taken account of a wide range of data, explored and considered the advantages and disadvantages of a wide range of possible models, as described in Section 6.

The recommendations are based upon this evidence-based research.

The following three main influences are critical in planning delivery of the service.

**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 essential 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. Some of our current schools are not particularly suitable for the delivery of a modern curriculum and inferior to that provided by the schools being completed under the 3Rs Project.

**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. Some of our schools are not in good condition and will deteriorate further over time. There are aspects in all schools which are not in satisfactory condition, other than the schools being completed under the 3Rs Project.

The status quo would not allow us to provide a financially sustainable school estate where the Sufficiency, Suitability and Condition are acceptable.

## **6.2 Vision**

As reported to Committee previously, there is a commitment to bring all places of learning, including schools, up to a standard which is equivalent to or better than the schools being completed under the 3Rs Project.

This is a challenging task, particularly in times of financial constraint. It is therefore essential to ensure that any decisions taken rely upon sound educational rationale, offer value for money and meet the aspiration of communities.

This report articulates with the report to this committee on '**Community Learning Hubs and Review of Learning in the Wider Community**'.

## 6.3 Main Considerations

### 6.3.1 Sufficiency

The revised capacities as agreed by Committee in February 2010, indicate that there are currently 16008 Primary and 10896 Secondary pupil places.

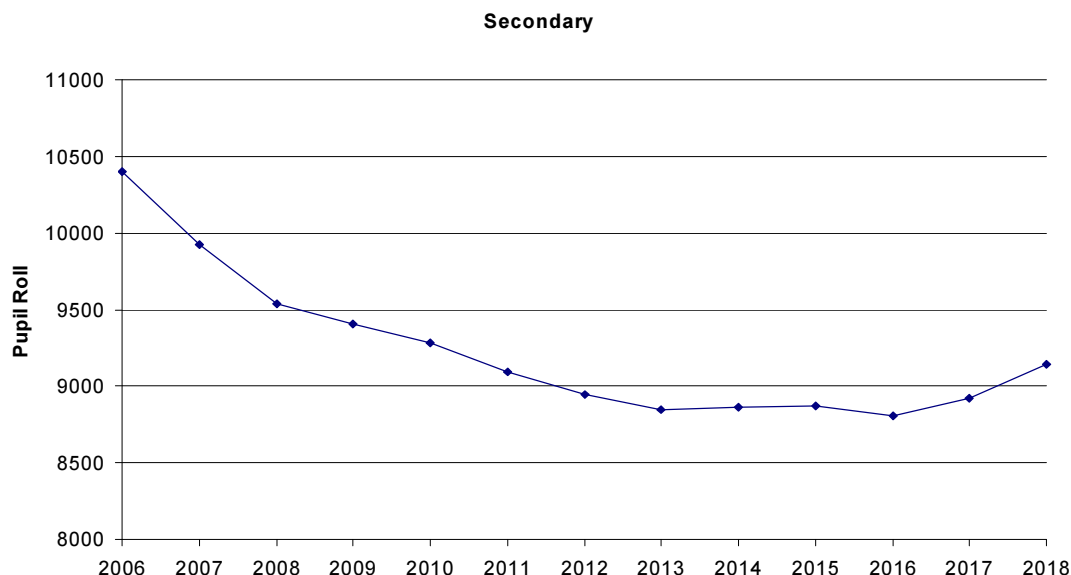
The primary roll at 22 April 2010 was 11819 (74% occupancy).

The secondary roll at 22 April 2010 was 9208 (85% occupancy).

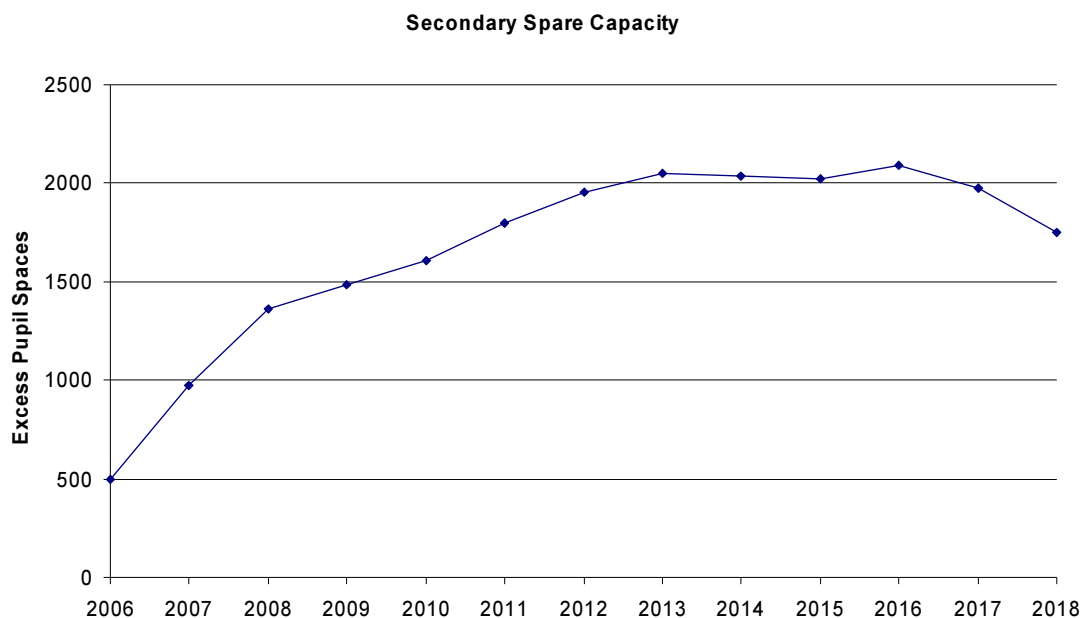
These global figures conceal the fact that some schools are over-subscribed while others are under-occupied.

There are currently significantly more places than school-age pupils. The current level of over-provision in Secondary Schools is of the order of 1700 places and this is forecast to rise to over 2000 by 2013 which will continue until 2018.

**Graph 1: Projected Roll (Secondary)**



**Graph 2: Projected Spare Capacity (Secondary)**



Based upon officers' professional experience and research, the optimal size of a secondary school ranges between 800 and approximately 1200 pupils. This is large enough to provide sufficient curricular choice and a relatively low 'cost per pupil'. The cost per pupil decreases as the size of school roll increases.

Schools at or below about 1200 tend to avoid the negative aspects of very large schools such as pupils feeling less engaged, teachers feeling less happy with the climate in larger schools and there is some evidence of incidence of some kinds of challenging behaviour rising as school size increases.

There is, however, no conclusive evidence on these elements. **Reference 1** refers to a synopsis of evidence in a Systematic Review of studies into Secondary School Size, published in 2004.

Assuming the optimal size of secondary schools lies between 800 and 1200, the minimum requirement of provision can be calculated.

**Table 1: Estimation of minimum number of secondary schools required (2010-2011)**

	Current	2010	2011
Secondary Pupil Roll	9208	9284	9094
Average pupil roll per school ( 12 schools)	768	774	758
Number of schools required (minimum 800*)	12	12	12
Number of schools required (maximum 1200*)	8	8	8

\* *Bucksburn Academy is not included in the school size calculations due to attendance of pupils with Additional Support Needs.*

It is appropriate therefore to investigate the options around an **eight academy model**.

Section 6.3.3 provides the options to be consideration under an eight academy model and describe why not every combination of schools is feasible.

The eight academy model assumes that secondary schools should have a capacity of approximately 1200. The longer term proposals below would work towards this objective.

There are, however, educational reasons why this would not necessarily be appropriate in all schools. For example, the provision for pupils with Additional Support Needs at Bucksburn Academy would not be appropriate in a school of 1200 pupils. It is widely acknowledged that a more supportive environment for pupils with Additional Support Needs is better provided in a smaller secondary school.

In addition, there are some schools whose location and footprint would not easily allow expansion to accommodate 1200 pupils should this be required. It is essential that a flexible approach is taken so that future changes in required provision can be accommodated.

It is, however, worthwhile to investigate the proposal to plan future schools of this size and, where practicable, investigate which schools could be reasonably adapted to meet this capacity.

### 6.3.2 Options

**Appendix 1** provides information on the current secondary rolls, capacity and occupancy, condition and suitability of secondary schools.

Table 1 below provides information on existing arrangements where there is collaboration between schools to provide and deliver courses. This identifies only established timetabled arrangements and does not include one-off arrangements, for example, where a single pupil has transferred from one school to another to complete sixth year.

**Table 1: Existing Consortium Links between Secondary Schools**

School	Links with
<b>Aberdeen Grammar School</b>	No formal arrangements at present
<b>Bridge of Don Academy</b>	Oldmachar Academy
<b>Bucksburn Academy</b>	Joint S5/6 timetable with Dyce Academy
<b>Cults Academy</b>	Occasional Links with Harlaw Academy
<b>Dyce Academy</b>	Joint S5/6 timetable with Bucksburn Academy (occasionally S3/4)
<b>Harlaw Academy</b>	Some S6 links with AGS
<b>Hazlehead Academy</b>	No formal arrangements identified
<b>Kincorth Academy</b>	Joint S5/6 Timetable with Torry Academy
<b>Northfield Academy</b>	No formal arrangements at present
<b>Oldmachar Academy</b>	Bridge of Don Academy
<b>St Machar Academy</b>	No formal arrangements at present
<b>Torry Academy</b>	Joint S5/6 Timetable with Kincorth Academy

Some schools have adopted a common timetable in the upper years of secondary education.

Links with Higher and Further Education also exist, with pupils attending College Courses and College staff delivering courses in schools.

There is currently on-going development of co-operative arrangements between schools and with other partners and this is to be encouraged. This also includes developing innovative approaches to delivery of courses using ICT and of sharing resources.

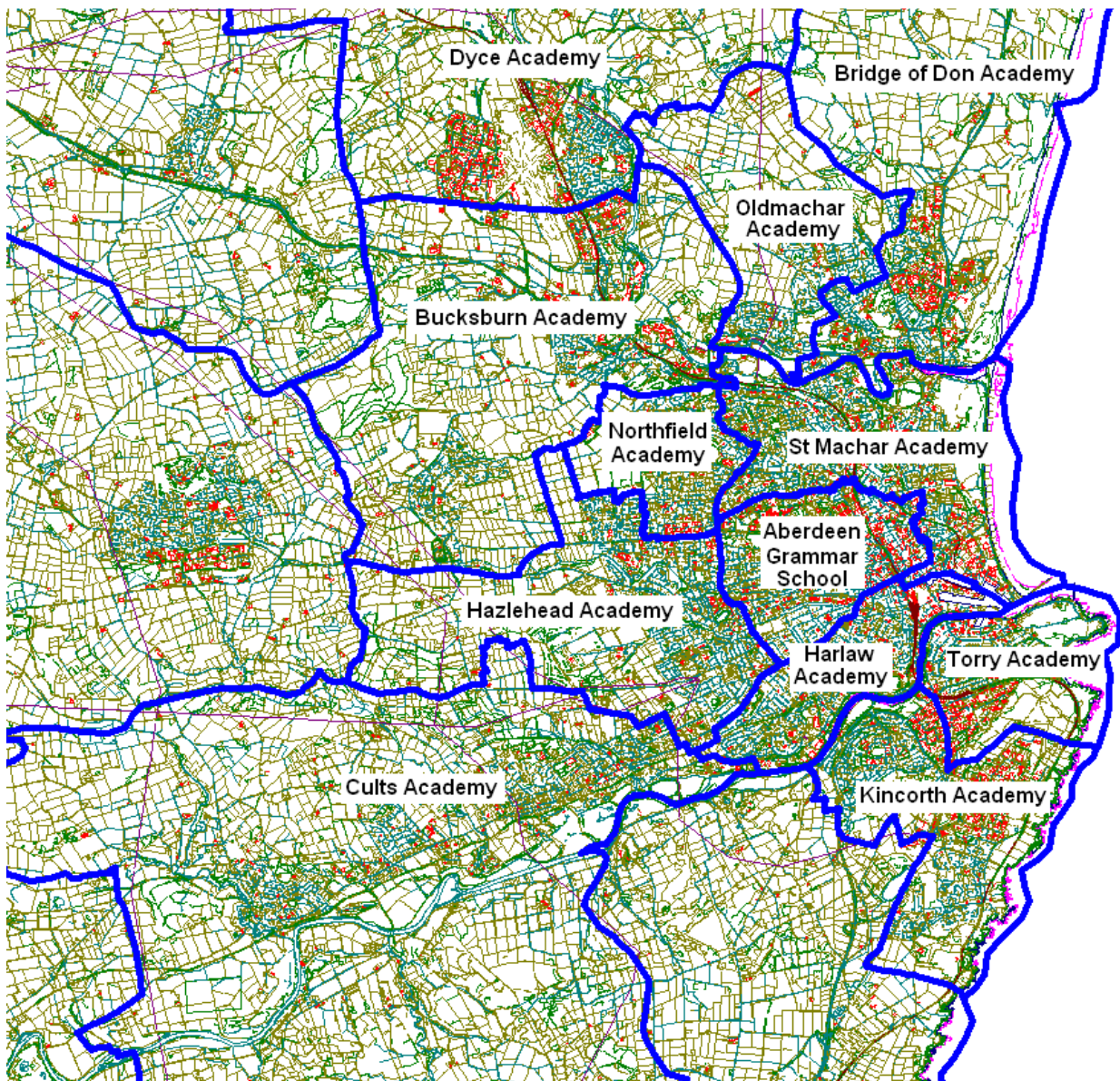
Many Local Authorities across the UK consider such consortium arrangements integral in providing sufficient curricular choice for learners, particularly at the upper stages of schools.

Provision of additional subject/course choice can be achieved through the use of technology and, in particular, virtual learning, using for example, video conferencing which is widely used to extend course choice to pupils in other Local Authorities. . This will increasingly be required as individual schools decrease in pupil numbers and choice becomes more limited. It is expected that consortium arrangements and use of technology will continue to develop to sustain or increase choice.

The geographical lay-out of Aberdeen precludes consideration of certain school combinations. It is also logical to build upon existing consortium arrangements. Some schools do not have additional space available but these should not be precluded from consortium arrangements.

The potential exists to further develop these existing links. Assuming the full development of links to reach the stage of contiguous timetabling, shared staffing would lead to the provision of eight Communities of Learning.

**Map 1: Current Configuration (12 Academies) - Option 1 Status quo**

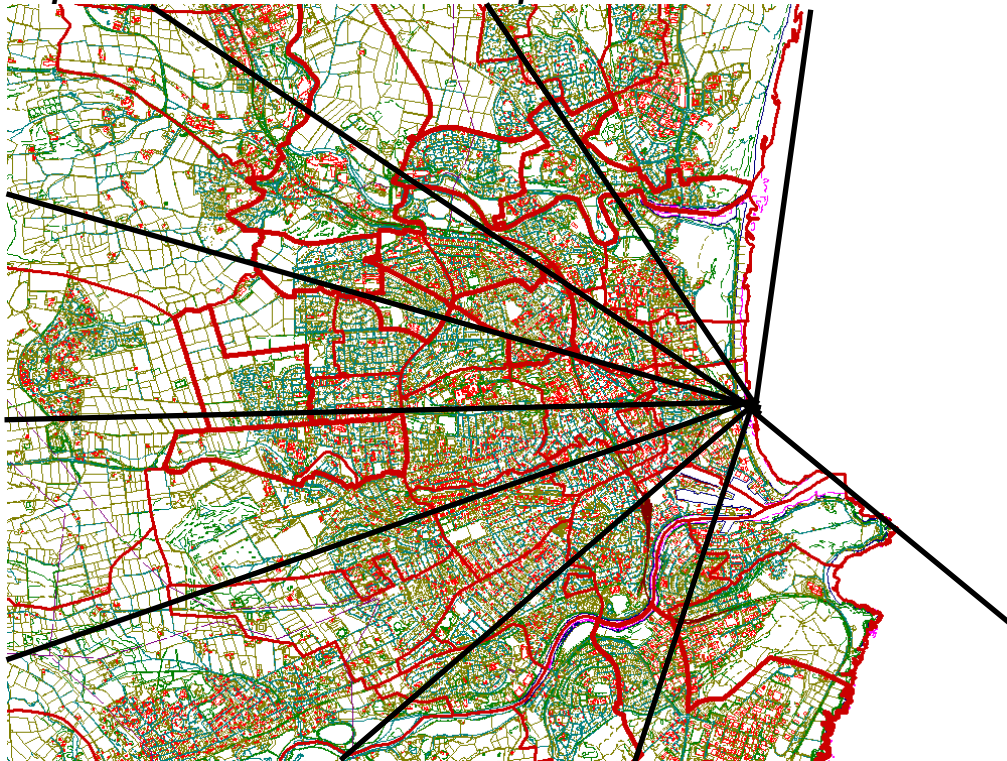




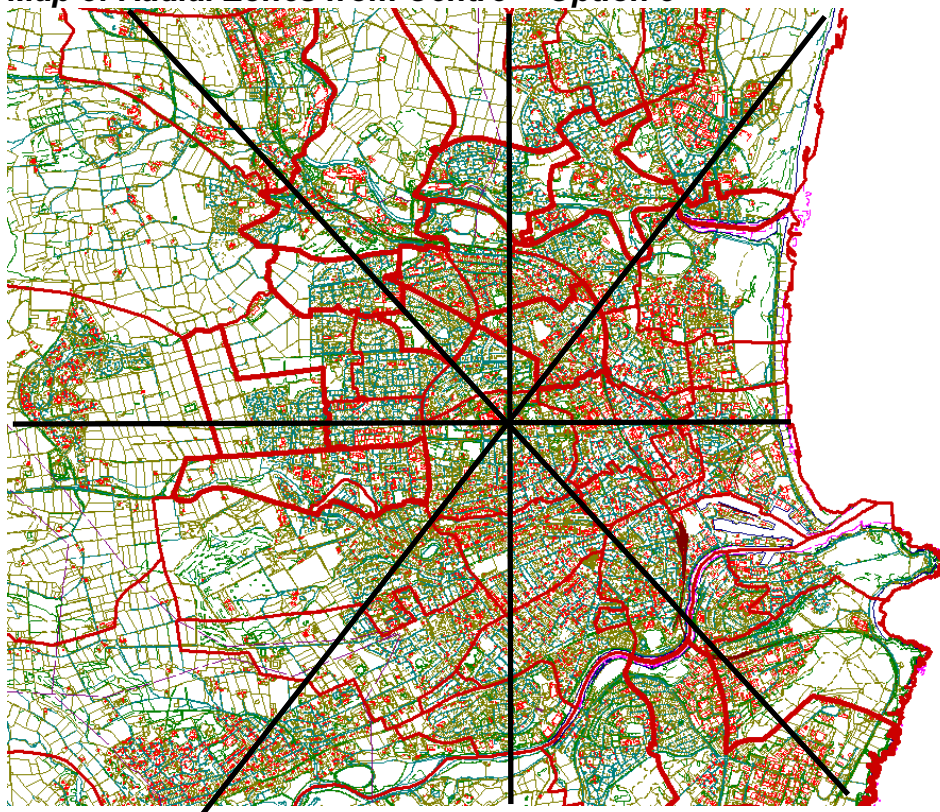
### 6.3.3 Short Term Proposal (0 to 2 years) Options

#### Potential Configurations Eight Academy Models

**Map 2: Radial Zones from East- Option 2**



**Map 3: Radial Zones from Centre -- Option 3**



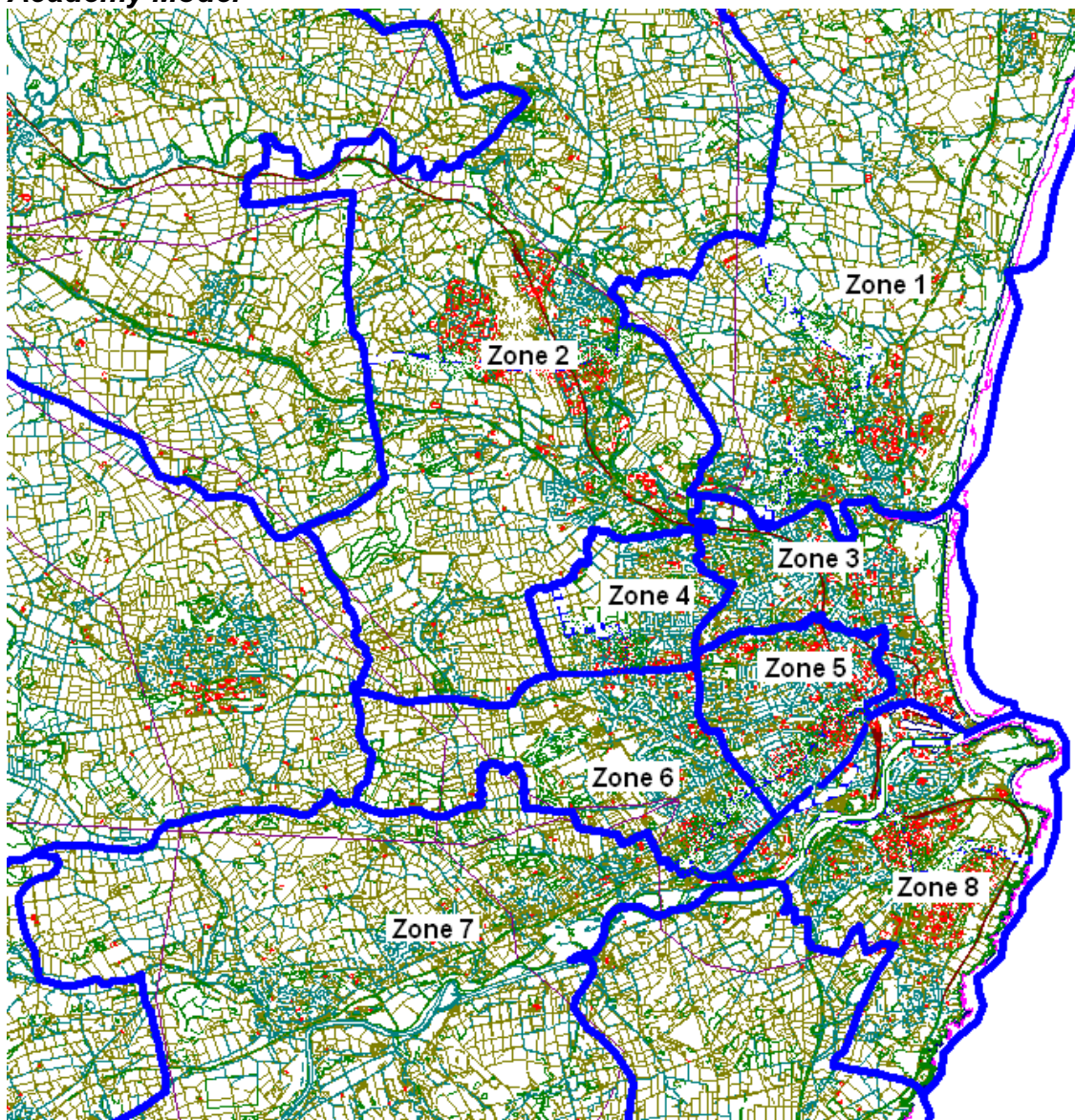


The two configurations above would obviously require to be amended to follow trunk roads/main routes and such a level of detail has not been developed as arrangements would be done for logistical rather than educational reasons. The resultant zones would be of unequal size in terms of pupil numbers and involve significant travelling for some pupils and are therefore unlikely to be practicable. It would also mean that some schools would lie well outside the communities which they are intended to serve.

Given the time scales involved in changing school provision due to the requirement to consult upon closures, amalgamations and changes to school zones, it is proposed to utilise the next two years to prepare a robust programme to prepare delivery of education into the next phase.

Accordingly, the proposal is to develop existing consortium arrangements between schools and work towards formalising arrangements between schools.

**Map 4: Enlarged zones building upon consortium arrangements - Option 4: Eight Academy Model**



## **Implications of Option 4**

### **Aberdeen Grammar School (Zone 5)**

Some variation in Zone by taking in some of Harlaw Academy Zone and some of St Machar Academy Zone.

### **Bridge of Don Academy (Zone 1)**

Full integration with Oldmachar Academy with school initially operating on split site.

### **Bucksburn Academy (Zone 2)**

Full integration with Dyce Academy with school initially operating on split site.

### **Cults Academy (Zone 7)**

No change to provision.

### **Dyce Academy (Zone 2)**

Full integration with Bucksburn Academy with school initially operating on split site.

### **Harlaw Academy (Zones 6&8)**

Full integration with Hazlehead Academy, with some re-zoning to AGS, significant re-zoning to Kincorth/Torry Academy.

### **Hazlehead Academy (Zone 6)**

Full integration with Harlaw Academy with school initially operating on split site. Significant re-zoning to Northfield Academy.

### **Kincorth Academy (Zone 8)**

Full integration with Torry Academy with school operating initially on split site.

### **Northfield Academy (Zone 4)**

Some change in zoning adding in some of Hazlehead Academy Zone.

### **Oldmachar Academy (Zone 1)**

Full integration with Bridge of Don Academy with school initially operating on split site.

### **St Machar Academy (Zone 3)**

Some change to zones, resulting in increase in pupil roll.

### **Torry Academy (Zone 8)**

Full integration with Torry Academy with school operating initially on split site.

Other potential arrangements could be proposed but these build upon existing arrangements and, consequently are the next step in the progression towards a more efficient estate which has sufficient choice for learners.

## **6.3.4 Future Developments**

### **Medium (3-5 years) and Long Term Proposals (6-10 years and beyond)**

As housing developments come on stream under the Structure Plan, additional places in schools will be required i.e. the sufficiency will be affected.

The condition and suitability of schools will also change over time.

These are dependent upon developers submitting planning applications and carrying out building programmes.

Other factors which will impact upon the timing and extent of expansion will be:

- Changes to the curriculum
- Advances in technology used to deliver learning
- Links with partner agencies – universities, colleges, employers and other training organisations
- Developments in Aberdeenshire
- The size, extent and nature of developments – types of housing
- Extent to which families utilise Independent Schools
- Plans for the delivery of other services of the Council

A number of alternatives can be investigated

It has been estimated that, depending on the types of developments being built, a standard new pupil yield of 18.6 additional primary school pupils per 100 new dwellings, or 14.0 additional secondary school pupils per 100 new dwellings has been used.

This factor is dependent upon the size and type of properties being developed.

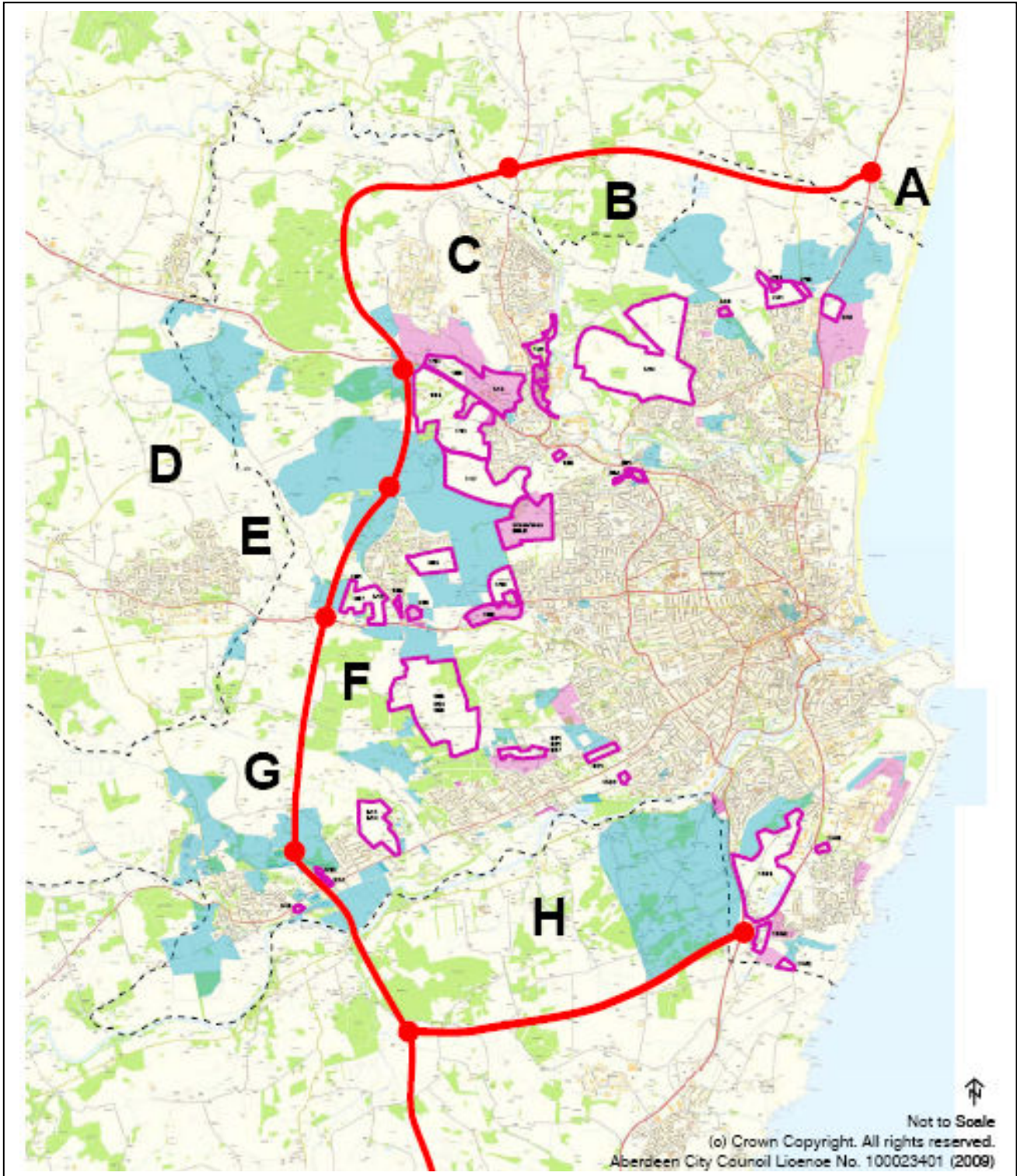
The number of potential pupils attending Local Authority Schools is also influenced by the types of properties being built. There is historical evidence that very large, more expensive family homes result in few additional pupils attending Local Authority Schools.

Consideration will be given to current patterns of attendance in Private Schools and the likely impact on the number of pupils generated from new housing developments.









**Map 5: Proposed Areas for Growth (2007-2030)**

Areas A-C and E-H indicate the preferred areas for growth. The following maps are taken from the Main Issues report and the sites which are actually developed are subject to change.

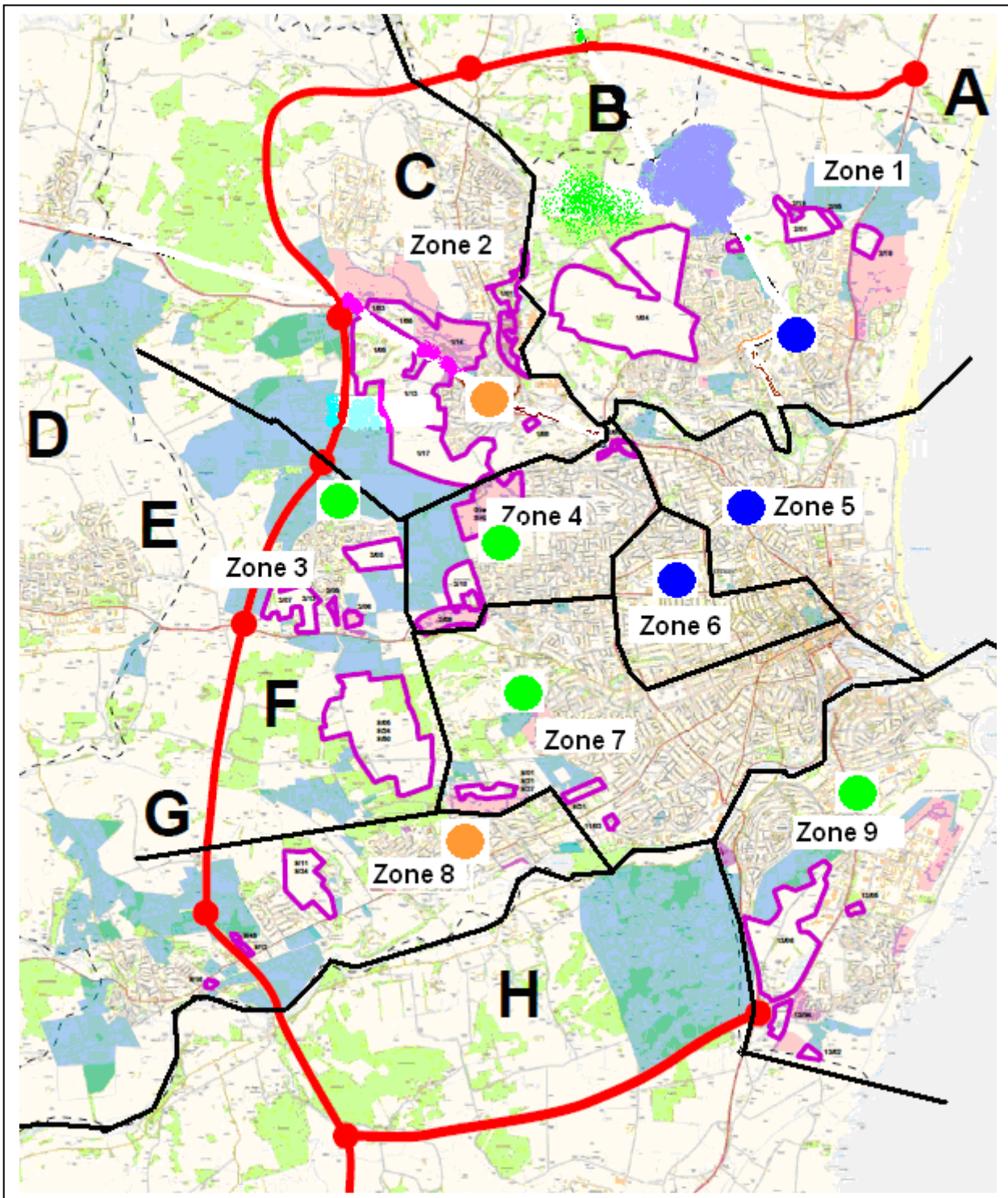


**Legend**

-  City Boundary
-  Preferred Options sites
-  Sites allocated in the Local Plan
-  Development Options assessed as undesirable
-  Proposed Route of AWPR
-  Proposed Junctions along AWPR



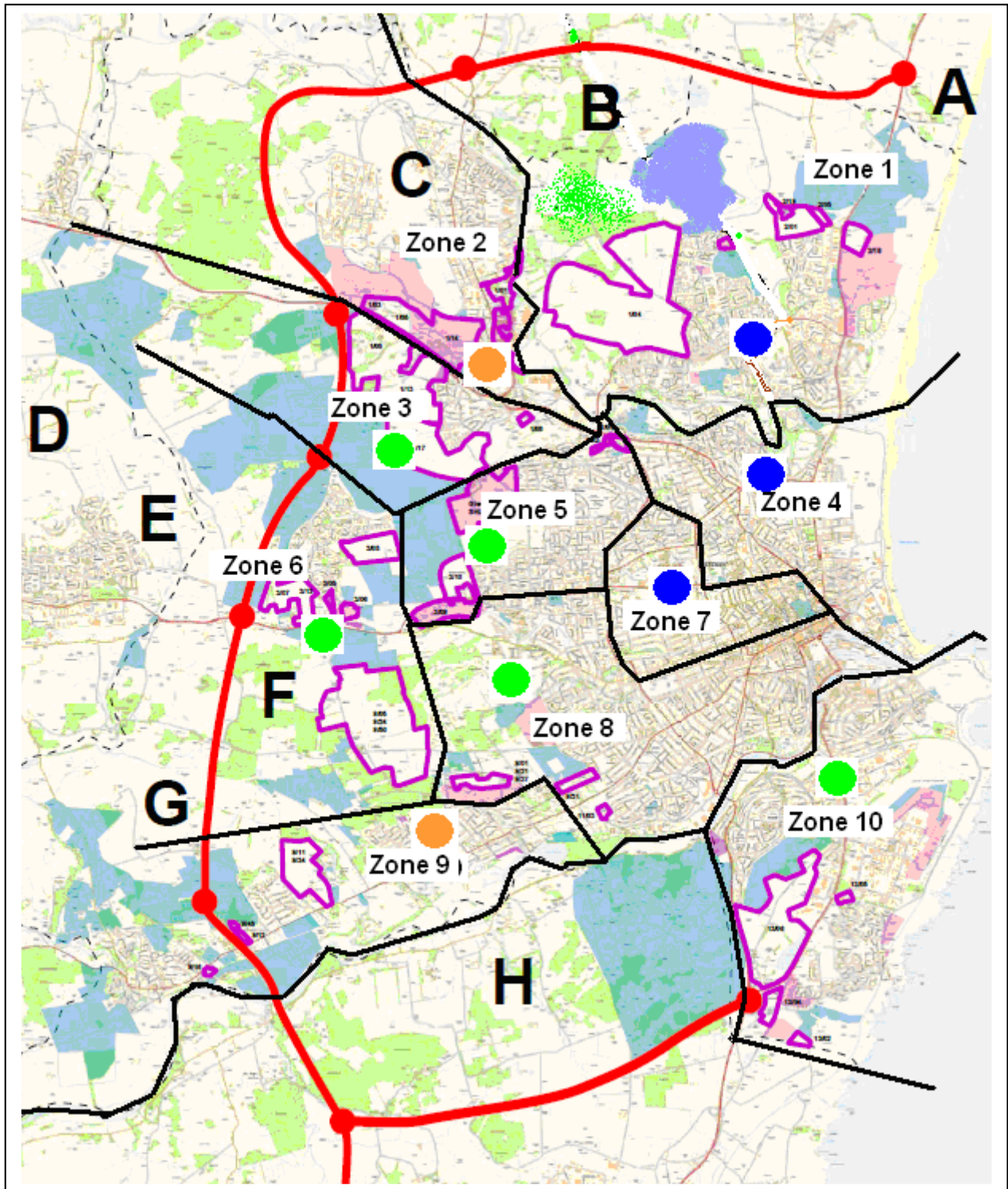
Map 6 : Option 5 - Nine Academy Model



- Existing 3Rs School
- Existing Non 3Rs School
- Proposed New School

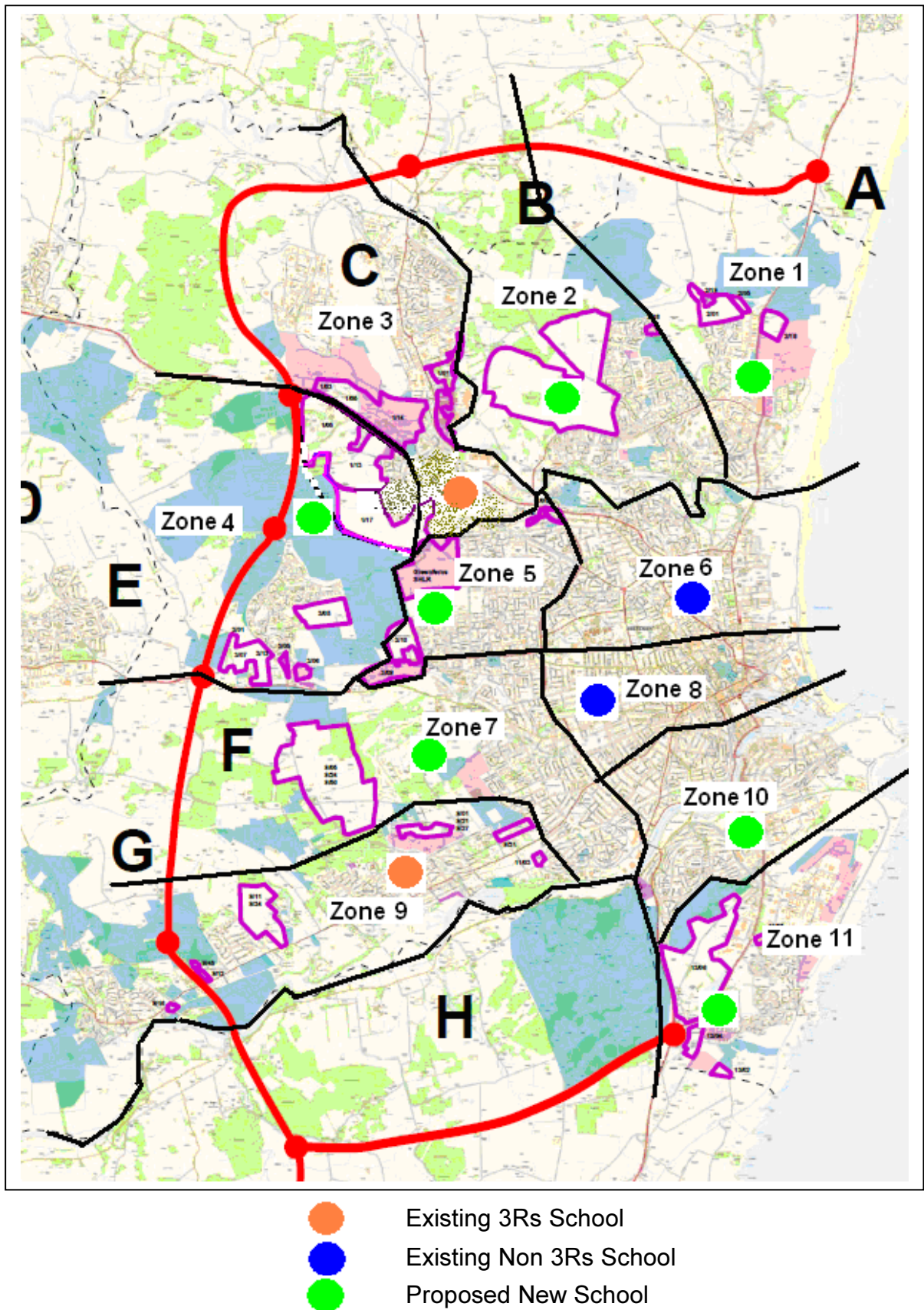


Map 7: Ten Academy Model (2015-2030)



- Existing 3Rs School
- Existing Non 3Rs School
- Proposed New School

**Map 8: Eleven Academy Model (2015-2030)**



The exact delineations within these proposals would be the subject of the engagement proposed within this report.

## Future Plans

School	First Phase	Second Phase
Aberdeen Grammar School		Total refurbishment
Bridge of Don Academy	Consolidation with Oldmachar Academy	1) New (Replacement) Academy on preferred site within existing greater Bridge of Don Area. 2) New Academy within new development in Area B
Bucksburn Academy	3Rs School - Consolidation with Dyce Academy	Provision of new Academy in Area E
Cults Academy	3Rs School	
Dyce Academy	See Bucksburn Academy	
Harlaw Academy	Consolidation with Hazlehead Academy	New Academy
Hazlehead Academy	See Harlaw Academy	
Kincorth Academy	Consolidation with Torry Academy	1) New Academy on preferred site between Torry and Kincorth 2) Provision of new Academy serving Cove and the new potential development in area H
Northfield Academy	Provision of New Academy to west of area.	
Oldmachar Academy	See Bridge of Don Academy	
St Machar Academy		Total refurbishment
Torry Academy	See Kincorth Academy	

Rezoning will be required to ensure sufficiency and efficiency in all zones.



## 6.4 Other influences

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

The proposals around Aberdeenshire Council's Local Plan will influence both the timing and capacities of proposed new secondary schools in Aberdeen.

Availability of funding to carry out these proposals, although they are medium to long term will be critical in identifying when developments will take place.

The costs involved in the construction of new schools are substantial. For example, it is likely that a new school of 1200 pupils is likely to cost of the order of £35 million at today's prices.

There would, however, be opportunities to offset at least some of these costs as the value of any vacated sites could be a potential source of income to the Council.

The indicative 'book price' of Education, Culture and Sport properties, provided in **Appendix 2** does not reflect the market value of properties which cannot be definitive until properties are marketed. This does, however, provide an indication of the level of potential income which disposal of these sites might realise. In some instances, this would potentially provide a significant contribution to costs of building new, fit for purpose replacement schools in a difficult financial climate.

There is an expectation that developers will contribute to the cost of providing additional pupil accommodation as part of the planning process. Future support from central government will also be sought as and when such opportunities arise. By having a well-developed plan in place that prioritise the replacement of schools will put the Council in a strong position when Local Authorities are asked to bid into new funding opportunities. It may be possible to release some of the significant finance by disposing of properties which are deemed to be excess to the Service. The financial benefits of investing this source of money would be considerable.

Other potential funding sources, such as legacy contributions from large multinational corporations within the city, should be investigated as well as traditional methods of funding the procurement of new facilities.

Energy and other revenue costs will be reduced by provision of modern, efficient buildings.

## 6.5 Engagement Process

### 6.5.1

Engagement on development of the Learning Estate Strategy

<b>With whom</b>	<b>How</b>	<b>When</b>	<b>Feedback by</b>
Staff in Schools (Teaching and Support Staff)	<ul style="list-style-type: none"><li>• City-wide events</li><li>• Face-to-face briefing</li><li>• HT Briefings</li></ul>	4 events (2 twilight + 2 evening/weekend) On request throughout engagement period	written submissions verbal comments email to dedicated address

	<ul style="list-style-type: none"> <li>• Website</li> </ul>		
Pupils in Schools	<ul style="list-style-type: none"> <li>• City-wide events</li> <li>• In-school learning activities</li> <li>• Website</li> </ul>	4 events (2 twilight + 2 evening/weekend) On request throughout engagement period	written submissions verbal comments email to dedicated address
Community Learning and Development	<ul style="list-style-type: none"> <li>• City-wide events</li> <li>• Officer Discussions</li> <li>• Website</li> </ul>	On-going	written submissions verbal comments email to dedicated address
Other Services of the Council	<ul style="list-style-type: none"> <li>• City-wide events</li> <li>• Officer Discussions</li> <li>• Website</li> </ul>	On-going	written submissions verbal comments email to dedicated address
Libraries	<ul style="list-style-type: none"> <li>• Leaflet</li> </ul>	Throughout engagement period	written submissions
Business Leaders and Employers	<ul style="list-style-type: none"> <li>• City-wide events</li> <li>• Website</li> </ul>	4 events (2 twilight + 2 evening/weekend) On request throughout engagement period	written submissions verbal comments email to dedicated address
Higher and Further Education	<ul style="list-style-type: none"> <li>• City-wide events</li> <li>• Website</li> </ul>	4 events (2 twilight + 2 evening/weekend) On request throughout engagement period	
Parents (including Parent Councils)	<ul style="list-style-type: none"> <li>• City-wide events</li> <li>• PC Meetings</li> <li>• Website</li> </ul>	4 events (2 twilight + 2 evening/weekend) On request throughout engagement period	written submissions verbal comments email to dedicated address
Community Councils	<ul style="list-style-type: none"> <li>• City-wide events</li> <li>• Website</li> </ul>	4 events (2 twilight + 2 evening/weekend) On request throughout engagement period	written submissions verbal comments email to dedicated address
Elected Members	<ul style="list-style-type: none"> <li>• City-wide events</li> <li>• Admin Leaders' Briefing</li> <li>• Members' briefing</li> <li>• Website</li> </ul>	Members' Briefing event and access to all other engagement opportunities	written submissions verbal comments email to dedicated address
Partner Agencies: NHS(Grampian), Grampian Police Voluntary Sector	<ul style="list-style-type: none"> <li>• City-wide events</li> <li>• Face-to-face briefing</li> <li>• Website</li> </ul>	4 events (2 twilight + 2 evening/weekend) On request throughout engagement period	written submissions verbal comments email to dedicated address



Aberdeen Youth Forum	<ul style="list-style-type: none"> <li>• City-wide events</li> <li>• Face-to-face briefing</li> <li>• Website</li> </ul>	One-off event and 4 events (2 twilight + 2 evening/weekend) On request throughout engagement period	written submissions verbal comments email to dedicated address
General Public	<ul style="list-style-type: none"> <li>• City-wide events</li> <li>• Website</li> <li>• Press Briefing</li> </ul>	4 events (2 twilight + 2 evening/weekend) On request throughout engagement period	written submissions verbal comments email to dedicated address

### 6.5.2

The period of engagement with stakeholders will begin on **31<sup>st</sup> May 2010** and run until **26<sup>th</sup> August, 2010**, both dates inclusive.

## 7 REPORT AUTHOR DETAILS

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## 8 BACKGROUND PAPERS

**Appendix 1** Secondary School Data

**Appendix 2** Gross Book Value – Education, Culture and Sport

**Reference 1** Garrett Z, Newman M, Elbourne D, Bradley S, Noden P, Taylor J, West A (2004) Secondary School Size: A Systematic Review. In: *Research Evidence in Education Library*. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London

## Appendix 1 Secondary School Data

### Appendix 1

#### Secondary Schools

School	Roll at April 2010	Capacity Revised	Occupancy Revised	Condition	Suitability (unverified)
AGS	1058	1141	93%	B	B
Bridge of Don	674	799	84%	B	B
Bucksburn*	478	683	70%	A	A
Cults	1012	1141	89%	A	A
Dyce	541	653	83%	B	C
Harlaw	887	907	98%	B	B
Hazlehead	886	1008	88%	B	C
Kincorth	673	930	72%	B	B
Northfield	668	857	78%	B	C
Oldmachar	956	1104	87%	B	C
St Machar	929	1035	90%	B	B
Torry	448	638	70%	B	B
Total	9208	10896	85%		

\*plus 100 ASN pupils

## Appendix 2 Gross Book Value – Education, Culture and Sport

### Secondary Schools

#### Secondary Schools

OA0926002	St Machar Academy, St Machar Drive	20,342,288.97
OA095001	Northfield Academy, Granitehill Place	20,271,477.07
OA0972001	Bankhead Academy, Bankhead Avenue	5,067,355.00 <small>original school - now demolished(3Rs)?</small>
OA0983001	Cults Academy, Hillview Drive, Cults	2,063,714.00 <small>original school - now demolished(3Rs)?</small>
OA1090001	Hazlehead Academy, Groat's Road	18,058,697.69
OA1236001	Torry Academy, Tullos Circle	13,932,574.09
OA2428001	Kincorth Academy, Kincorth Circle	15,937,595.17
OA2515001	Harlaw Academy, 18/20 Albyn Place	22,027,426.63
OA2573001	Rosemount Annexe	3,665,213.00
OA2573003	Aberdeen Grammar School, Skene Street	37,857,925.79
OA2653002	Bridge of Don Academy, Braehead Way	16,766,893.06
OA2798001	Oldmachar Academy, Jesmond Drive	18,813,402.60
OA2944001	Dyce Academy, Riverview Drive, Dyce	16,715,432.30
		<b>211,519,996.37</b>

#### 3R's Schools

Cults Academy	opened 08/10
Bucksburn Community Campus	opened 08/10
Airyhall School	opened 08/10
Braehead School	under construction
Heathryburn School	opened 08/10
Manor Park School	under construction
Mile End School	opened 08/10
Kaimhill School	under construction
Seaton School	being refurbished
Hazlehead School	under construction