

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	25 November 2021
EXEMPT	Not exempt – Covering report, Appendix 1, Appendix 3 Exempt - Appendix 2 Countesswells Community Campus Outline Business Case – Paragraph 8 – Commercial sensitivity regarding indicative costs and future tender
CONFIDENTIAL	No
REPORT TITLE	Community Campus Model
REPORT NUMBER	RES/21/296
DIRECTOR	Steve Whyte
CHIEF OFFICER	Stephen Booth
REPORT AUTHOR	Maria Thies
TERMS OF REFERENCE	1.1.1, 1.1.2

1. PURPOSE OF REPORT

- 1.1 This report provides an update on the work to develop a Community Campus model for future school and community service provision within the city and also demonstrates how the model can be applied to one of our new master planned developments – Countesswells.

2. RECOMMENDATIONS

That the Committee

- 2.1 approves the Community Campus model principles for future education and service provision within the city;
- 2.2 instructs the Chief Officer Corporate Landlord to ensure that the principles of the Community Campus model are reflected within the forthcoming School Estate Plan to be presented to Committee in June 2022; and
- 2.3 notes the revised school capacity figures for secondary schools as detailed in Appendix 3, which will be used to inform planning for future implementation of the Community Campus model.

3. BACKGROUND

- 3.1 At its budget meeting of 3 March 2020, [Decisions 03rd-Mar-2020 14.00 Council.pdf \(acc.gov.uk\)](#) Council instructed officers to take forward proposals for a campus model for future school provision to the Education Operational Delivery Committee on 26 November 2020. A Service update was presented to the Educational Operational Delivery Committee in November 2020 which detailed Corporate Landlord's intent and approach to developing a Community Campus model for the future.
- 3.2 This report outlines the project from inception to the completion of a transformational strategic education and community brief and the potential application of the model to the Countesswells development. The Community Campus model is about developing a 'One Campus' approach with spaces designed to support the 3-18 learning journey, breaking down traditional age/stage ownership of spaces and enabling staff skills and specialisms to be shared across the Campus. The model provides a vision and framework to integrate a shared multi-disciplinary approach to facilitate transformational service delivery. It will support ACC's shared ambition to shape existing and future plans for a more resilient and efficient learning

estate which means creating, in each community, relevant choices for better futures, with the capacity to continue to benefit from these as things change.

3.3 Project Overview – Process

- 3.4 The Community Campus model has been developed with Aberdeen’s vision as a place where everyone can prosper and creating sustainable communities that are well served to be more self-sufficient.
- 3.5 ACC appointed Hub North Scotland as its development partner to deliver and lead the Place Based Review for the new Aberdeen City Council Community Campus model. The project explored the benefits and opportunities of adopting a collaborative approach to the provision of public services across the city, identifying the shared needs, ambitions and opportunities for Aberdeen City Council, NHS Grampian, Police Scotland and key partners. The study articulated an understanding of the shared needs for future learning in Aberdeen City by defining a clear vision and strategic objectives (appendix 1 OBC - section 3), underpinned by measurable success factors.
- 3.6 The aim of a Place Based approach is to take a systems view of local needs, informing collaborative working to improve local outcomes, targeting relevant actions and creating sustainable, community driven approaches which incorporate the latest standards in service delivery, incorporating net zero carbon and digital transformation strategies.
- 3.7 The opportunities of a place-based approach align to National Outcomes through the National Performance Framework and support the potential for leverage of investment and shared strategic use cases (appendix 1 – Section 9). It is a framework for transformation which will lead to meeting local outcomes, efficient service delivery, reduced demand through increased prevention and the opportunity for both saving and increased prioritised investment.
- 3.8 The Place Based engagement outputs from both the education and key partner briefing workstreams came together to define the overall Brief and Community Campus Design Guide, which are the subject of Outline Business Case 1 (appendix 1). The principles of this guide were then tested through the feasibility study for a potential new Countesswells Community Campus (See appendix 2- Countesswells Outline Business Case).

3.9 Stakeholder Engagement & Outcomes:

- 3.10 A key range of stakeholders (Education, other ACC services and Community Planning Partners) were identified and invited to participate and engage from the outset of the project. This provided opportunities to learn from existing experience and collaborate around strategic plans to support service transformation.
- 3.11 The multi layered engagement process carried out for the Community Campus project has allowed a clear vision and defined strategic objectives to be identified.

“An inclusive, welcoming and collaborative community campus where people feel safe, and which encourages engagement with a variety of services that support community resilience, wellbeing and lifelong prospects. With equity of access at its heart, it will be a stepping stone to the wider world, encouraging a network of interactions within and beyond the campus”

- 3.12 The vision of the project dictated the nature and deliverables of the campus model (strategic objectives) which supports the ambitions of all partners, while providing valuable information for each service to inform the overall Community Campus Brief. The vision and

strategic objectives below form the foundation of the Aberdeen City Council Campus Design Guide and Brief.

- Collaborative Service Delivery
- Supporting Resilient Communities
- Adaptability and flexibility
- Increasing educational attainment, skills and lifelong learning
- Community Health and Wellbeing
- Equity of Access
- Inclusive Economic Growth
- Digital
- Environmental Sustainability
- Achieving more with Less

3.13 Subsequent workshops discussions and engagement sessions with stakeholders defined key SMART objectives outlining key recommendations and demands for the community campus model. These core smart objectives would be supplemented by place specific SMART objectives depending on the need of a particular place, this has been demonstrated with application of the model at Countesswells (Appendix 2, section 5). Recognising that every individual location is unique, the guide provides the development methodology and the key principles for the component parts which will make up any campus but demonstrates sufficient flexibility to accommodate variations in scale of pupil roll, potential constrained sites, and particular local requirements and preferences in teaching approach.

3.14 Pupil and staff surveys:

3.15 In order to better understand preferences and perceptions about key spaces within the learning environment, online surveys were developed for teachers and pupils. Their responses were used to validate and guide the emerging designs, ensuring they took into account the experiences, aspirations and requirements of those who used the spaces on a daily basis. The surveys were completed by 187 staff from 22 schools, and 259 pupils from seven primary and secondary schools, across Aberdeen. The high response rate from a wide variety of schools gave a robust base from which to draw findings.

3.16 Staff placed high importance on issues such as inclusive and welcoming spaces, a clearly defined entrance and easy wayfinding, good ICT facilities and an overall quality of which staff and pupils can feel proud. Primary pupils particularly like outside spaces – 90% like to learn outside. When choosing their favourite pictures of key spaces, the primary driver was places with a sense of openness. Senior pupils also chose outside spaces as their favourite, placing high importance on shelter and places to sit and socialise. In key subject areas, desk space is particularly important for seniors. A mix of openness and good furniture tended to drive their preferred choice of images. This valuable feedback was used to both inform and validate the design guide principles.

3.17 Key Principles of the Model:

- A 'One Campus' approach with spaces designed to support the 3-18 learning journey, breaking down traditional age/stage ownership of spaces and enabling staff skills and specialisms to be shared across the Campus
- Creating sustainable and future ready flexible and adaptable spaces for learners to access full range of academic and vocational activities
- Putting equity, inclusion and support at the heart of the campus

- Shared multi-disciplinary approach to facilitate collaborative and integrated transformational service delivery to support resilient communities.
- Contribution to ACC's Net Zero Carbon commitments through a "fabric first" approach with high environmental performance standards and a highly efficient building form
- An efficient organisational model, achieving more for less.
- A place-based approach that is community led to ensure appropriateness and relevance of meeting a need.
- Taking a human centred approach to design that enhances health and wellbeing and maximises access to the use of outdoor space for learning and leisure
- A wide range of spaces being available for community use with only those that have specific Health and Safety, or specialist equipment considerations being excluded
- Shared spaces that can be used flexibly and easily by the school and community that will fluctuate depending on time of day and activities being undertaken
- A shared vision and strategic/smart objectives that will be **place specific (refer to 3.12 above)**
- A delivery framework for targeted supply of new infrastructure within master planned developments and improved service delivery and efficiency within existing assets.
- Learning Estate Investment Programme compliant

3.18 Benefits:

3.19 There are a number of clear benefits in progressing and developing a Community Campus model for the city. The following themes highlight the opportunities and benefits that could be realised from a one campus approach:

3.20 Collaboration & Education

- The Community Campus holistic approach helps break down siloed thinking between the organisations who can facilitate change, shaping service delivery to better meet the needs of a particular location.
- The community campus approach offers clear educational benefits, providing a seamless learner journey for all stages, greater opportunities for cross curricular and inter disciplinary learning, and strengthened education leadership through wider professional development opportunities.
- The learner journey one campus approach engenders a sense of one workforce within the campus and encourages work between year groups and across traditional transition points to support, stretch and inspire learners and deliver the seamless 3-18 learner journey. The learner journey forms wraparound shared spaces which are open to the school and community to foster cross collaboration and intergenerational learning.

3.21 Community Wellbeing

- The campus model offers major benefits to community resilience and wellbeing, strengthening family engagement by building relationships for the whole learning journey, offering a wide range of lifelong learning opportunities through partnerships with external groups and improved accessibility to public health services.
- Removing barriers and providing accessible external environments will promote and support active healthy lifestyles. Increased opportunities will be created for community capacity building and there will be improved pupil/staff/community outcomes and mental health benefits.

3.22 Lifelong Learning

- The community campus approach supports enhanced prospective career opportunities and wider professional development opportunities. There will be early years childcare opportunities for staff on site. The model engenders casual learning, community integration, seamless life transitions, social connectedness, and strengthens family engagement by providing a one campus approach to the delivery of targeted services.

3.23 Economic Opportunities

- Incorporation of digital connectivity throughout the campus model will support flexible work patterns, business start-ups, and ventures.

3.24 Sustainability

- The campus model is a sustainable framework for transformation – reducing demand through increased prevention. It allows for an efficient footprint and lifecycle costs, healthier community, a building for future generations, sustainable delivery of public services, employment, and lifelong learning opportunities.
- The campus model will contribute to achieving Aberdeen City Council's Net Zero Carbon commitments through high environmental performance standards and an efficient organisational model, achieving more for less.

3.25 User Experience

- The Community Campus can provide a high-quality civic building in the heart of the community it serves that celebrates learning and achievement. Ensuring that the principles of accessibility and equity for all are embedded into the design and it is human focused in approach, will encourage all members of the community to feel this is a place for them to use and enjoy. This will provide early intervention opportunities, a range of multiskilled staff that can be accessed from one location - achieving more from one visit, protection and improved safety of service users, thereby supporting users of all abilities to live as independently as possible in their community and strengthening community empowerment and engagement.

3.26 Spatial Opportunities

- A single campus model is spatially efficient in comparison to a series of individual buildings, allowing the sharing of support facilities to devote more space to the areas which really matter in delivering effective learning. All those who use the campus will have access to a greater range of space types than would be possible with individual facilities, and costs for key areas such as external envelope and external space is significantly reduced. A high-quality digital infrastructure will provide opportunities for hybrid working and learning. Access to a range of external learning environments across all years creates equity and flexibility by meeting the needs of different ages, pupil numbers and the curriculum.
- The Community Campus approach also delivers a highly energy efficient model, with good form factor and high performing envelope contributing to significantly reduced energy costs over the life of the building. It provides opportunities for both saving and increased prioritised investment, promoting a more efficient and effective working estate.

3.27 Application of Model at Countesswells:

3.28 The OBC (Appendix 2) identifies the benefits of applying the Design Guide for a Community Campus Model to Countesswells, as demonstrated by the feasibility study that has been developed for the sites identified in the Section 75 agreement between ACC and Countesswells Development Ltd (CDL) for the provision of a Secondary School and a Primary School. The OBC does not seek approval of costs or funding, which would form part of a future business case as and when the Countesswells project is to be delivered. The feasibility study demonstrates that a new Countesswells Community Campus is deliverable in terms of site capacity, compatibility with the masterplan objectives and the strategic objectives of the Aberdeen Community Campus Design Guide and compliance with Learning Estate Investment Programme funding requirements.

3.29 Learning Estate Development Principles:

- 3.30 A Place Based approach to the future of the Aberdeen City Council learning estate offers the opportunity to learn from existing experience to collaborate around strategic plans to support service transformation. It emphasises the importance of partnerships and local capacity to deliver on local ambitions, supporting more shared use of assets to improve outcomes and maximise efficiencies
- 3.31 If the recommendations within this report are accepted by the Committee, officers will ensure that the Community Campus model is incorporated as a key principle of the school estate plan, due to be presented to committee in June 2022. The school estate plan will then be used as the vehicle for implementing the model across the future and existing school estate, where it is appropriate to do so.
- 3.32 To ensure accurate planning based on existing capacity within the estate, the methodology used to calculate secondary school capacities has been reviewed, following discussion with head teachers. This follows a review of primary school capacities undertaken in 2019, which was prompted by revised guidance from Scottish Government. The existing secondary school capacities were set in 2010, and having reviewed the primary school capacities, it was considered appropriate to review the secondary figures also, to reflect changes in curriculum delivery, as well as physical changes which had taken place in schools since that time.
- 3.33 The revised secondary school capacity figures, as detailed in Appendix 3, will therefore be used to inform the recommendations for future implementation of the Community Campus model. Notes on the revised methodology which led to these figures are also included in the appendix. Committee is asked to note these revised figures, which will underpin the school estate plan and which will be used in the next version of the school roll forecast.

3.34 Kit of Parts Approach

- 3.35 The Design Guide has been written so that it can be applied to a wide range of projects across the ACC estate, regardless of location, size or age of pupils. It is not a prescriptive approach but rather presents a set of core principles that provide equity and consistency of approach, and the flexibility to tailor the design to meet the needs of the local community.
- 3.36 Taking a Place Based approach that fully integrates national outcomes and LOIP priorities, the One Campus approach key principles reflect a common understanding of how capital investment should be aspirational and look to create maximum impact and enrich communities through the provision of high-quality spaces. They apply equally to the remodelling of existing schools as they do to the provision of new Primary, Secondary or All Age facilities.
- 3.37 The Design Guide also sets out the detailed requirements for each campus including the design principles and space typologies that flow from the overall vision. Again, these are not prescriptive but set a framework within which to have conversations about the needs of pupils, families, and the community. There should also be a process of mapping what is available locally including health, leisure, police and other Council services, and working with partners to establish where there are gaps and overlaps that the project can address.
- 3.38 This additional information will add context and colour but will not change the overall One Campus drivers. It can however be reflected in the Schedule of Accommodation and Adjacencies Diagram for each specific project, setting out in detail how space metric will be used to create the right range of spaces and relationships. There is flexibility to use the educational spaces to match curriculum requirements and particular student needs. However, it is expected that unless spaces are highly specialist or are set up specifically for use by younger children or those with Additional Support Needs, they should be considered shared spaces that can be used by the community and other partners with well planned zoning that enables dual use. It is also expected that there will be some public space in each Campus, for example a café, community room, shared library, informal work space or community reception that welcomes users into the building and creates ownership.
- 3.39 The One Campus “Kit of Parts” consists of:
- An agreed vision which is underpinned by strategic objectives
 - A place based local context
 - Design Drivers
 - Space typologies and adjacencies to address local need
 - A Scottish Futures Trust space metric that may be supplemented by Council or partner organisations to meet local need for service provision
 - Schedule of Accommodation
 - Room data sheets

4. FINANCIAL IMPLICATIONS

- 4.1 There are no direct financial implications arising from the recommendations of this report. Future project application of this model would be subject to the availability of Capital Programme funding.
- 4.2. The full cost of the Community Campus model will be site and area specific.

5. LEGAL IMPLICATIONS

- 5.1 There are no direct legal implications arising from the recommendations of this report, Any legal implications arising from implementing the community campus model to any particular site would be fully detailed at the time of submission to committee.

6. MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Strategic Risk	Non delivery of transformational services that will create and support more sustainable and resilient communities	L	The Community Campus' shared vision and objectives creates the framework for future integrated and collaborative service delivery which is flexible to meet the needs of a particular community. The range of facilities and services which would be offered to learners, staff and the local community along with the benefits they would deliver will greatly contribute to meeting national and regional policy objectives and provide a state of the art 21st century learning environment.
Compliance	Section 75 Agreements for new developments specifies trigger points and locations for when and where the education provision is required and could impact on site assembly timing/cost and off-site infrastructure timing/costs.	M	Continued ongoing engagement with key stakeholders is vital to achieve a common and shared way forward for delivery of the Community Campus model.
Operational	The Community Campus model doesn't meet the aspirations of the Community and wider stakeholders/users	L	A comprehensive and inclusive communications strategy will form part of the development of any Community Campus project in the future to ensure it fully meets the needs and aspirations of the community. Both internal and external stakeholder engagement at key stages of the project will be fundamental to the successfully delivery and

Financial	Model doesn't represent Best Value	L	The Community Campus model demonstrates a possible saving of 8-10% for combined facility (excl. ongoing revenue savings) compared to separate primary and secondary school delivery. Potential 10% saving on operational costs compared to separate delivery of primary and secondary schools
	Developing a model that is non-compliant with potential match funding.	L	The model is LEIP compliant and therefore could avail of up to 50% of the capital cost of a Community Campus project subject to a successful application and adherence to the terms and conditions of the term of the funding. Project specific funding will be detailed and presented for approval within the Full Business Case
Reputational	Risk of damage to Council's reputation if the recommendations are not approved and thereby doesn't meet the aspirations and key strategic objectives of the city.	L	Adoption of the Community Campus Model as the basis for future school projects and wider education estate planning articulates a clear and ambitious way forward for the city in achieving a place where everyone can prosper.
Environment / Climate	Non delivery of ambitious energy targets to achieve Net Zero	L	The Community Campus design guide provides a framework for the delivery of a low carbon and energy efficient building which meets LEIP funding criteria.

7. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
	Impact of Report
<i>People – Policy statement 7- Commit to closing the attainment gap in education</i>	<i>The proposals within this report support the delivery of Policy Statement 7 – Commit to closing the attainment gap in education while working with</i>

<p>while working with partners in the city.</p>	<p>partners in the city. The report seeks approval for the principles of Community Campus model which will help achieve educational objectives and ambitions whilst supporting and enhancing the learner journey from “cradle to grave”. Providing a seamless learner journey for all stages, greater opportunities for cross curricular and inter disciplinary learning. The model highlights the benefits and opportunities of adopting a collaborative approach to the provision of public services across the city, identifying the shared needs, ambitions and opportunities for Aberdeen City Council, NHS Grampian, Police Scotland and key partners.</p> <p>A one campus staff approach will help foster and promote new ways of working that move away from traditional silos and use staff expertise where it will most benefit the learner.</p>
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Aberdeen City Local Outcome Improvement Plan

<p>Prosperous Economy Stretch Outcomes</p>	<p>The Community Campus delivery framework supports the delivery of LOIP Stretch Outcome 1 – 10% increase in employment across priority and volume growth sectors by 2026. The investment in our estate is interlinked with the investment in our workforce and will contribute to the diversification of the local economy.</p>
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<p>Prosperous People Stretch Outcomes</p>	<p>The proposals within this report support the delivery of all Children & Young People Stretch Outcomes 4 to 8 in the LOIP:</p> <ul style="list-style-type: none"> - Increased % of children reaching developmental milestones - Addressing young people’s mental health and well being - Equity and increased attainment levels of care experienced children and young people - Child friendly city which supports all children to prosper and engage actively with their communities <p>The community campus approach offers clear educational benefits, providing a seamless learner journey for all stages, greater opportunities for cross curricular and inter disciplinary learning, and strengthened education leadership through wider professional development opportunities. It also offers major benefits to community resilience and wellbeing, strengthening family engagement by building relationships for the whole learning journey, offering a wide range of lifelong learning opportunities through partnerships with external groups and improved accessibility to public health</p>
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	<p>services. Advocating for a full life approach in terms of services and guidance by offering help at all stages and opportunities for smooth transition from education to the workplace. Adoption of the model will contribute and support a large number of the improvement projects within the LOIP. These include the following:</p> <ul style="list-style-type: none"> - Increased uptake of parenting and family support - Increased number of staff who feel confident about how to directly support or refer a child for support and signpost to appropriate services - Sustainable and equitable access to counselling for those children aged 10 and above who require it - Increased use of digital wellbeing resources for children and young people’s mental health and wellbeing - Children and young people having access to physical activity - Increased number of care experienced young people receiving multiagency throughcare/aftercare support - Increased number of accredited courses directly associated with growth areas. - Increased number of vulnerable learners entering a positive sustained destination - Increased number of young people who leave school with a minimum of SVQ 3 in literacy and numeracy and 4 other qualifications - Increased number of multiagency governance arrangements which impact on children and young people that include their participation and engagement.
Prosperous Place	<p><i>The proposals within this report support the delivery of LOIP Stretch Outcome 13 to 15:</i></p> <ul style="list-style-type: none"> - Addressing climate change by reducing Aberdeen’s carbon emissions - Increase sustainable travel – people walking and cycling as main mode of travel - Addressing the nature crisis by protecting/managing 26% of Aberdeen’s area for nature <p>The Community Campus model has been developed through a “Place Based” approach which takes a systems view of local needs. This approach</p>

	<p>emphasising the importance of partnerships and local capacity to deliver on local ambitions, supporting more shared use of assets to improve outcomes, maximise efficiencies and creating sustainable and self-sufficient communities.</p> <p>Adoption of the model will contribute and support a large number of the improvement projects within the LOIP. These include the following:</p> <ul style="list-style-type: none"> - Reduction of public sector carbon emissions - Increasing the amount of people who walk and cycle as main mode of travel - Increased number of community run green spaces - Increased community food growing in schools, communities, and workplaces
Regional and City Strategies	<p>The strategic objectives Community Campus model are closely aligned to regional and city strategies related to specific sectors, regional factors and local issues.</p> <p>One of the key points which particularly supports the one campus approach is highlighted in the regional and local objectives – The importance of joining learner journeys and improving the quality of transitions.</p>

8. IMPACT ASSESSMENTS

Assessment	Outcome
Impact Assessment	Full impact assessment not required. One of the key principles of the model is placing equity, inclusion and support at the heart of the campus
Data Protection Impact Assessment	Not Required

9. BACKGROUND PAPERS

Community Campus – Service Update (November 2020)

The Community Campus Design Guide, Ryder Architects

Countesswells Feasibility Study, Ryder Architects

10. APPENDICES

Appendix 1 – Outline Business Case for Community Campus Model

11. REPORT AUTHOR CONTACT DETAILS

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Appendix 3: Revised Secondary School Capacity Figures

	Current Flexibility Rate (see Note 1)	Currently Published Functional Capacity (A)	Revised Theoretical Capacity (see Note 2)	Building constructed (Year)	New Flexibility Rate (see Note 3)	Revised Functional Capacity (B)	Difference (B-A)	% Change
Aberdeen Grammar School*	60%	1141	1753	1860	60%	1051	-90	-8
Bridge Of Don Academy	55%	799	1309	1979	65%	850	51	6
Bucksburn Academy	60%	683	1116	2009	60%**	669	-14	-2
Cults Academy	60%	1141	1910	2009	70%	1337	196	17
Dyce Academy	55%	653	1076	1983	65%	699	46	7
Harlaw Academy	55%	907	1681	1840	60%	1008	101	11
Hazlehead Academy	55%	1008	1734	1970	65%	1127	119	12
Lochside Academy	70%	1350	1940	2018	70%	1358	8	1
Northfield Academy	50%	857	1735	1956	60%	1041	184	21
Oldmachar Academy	60%	1104	1727	1983	65%	1122	18	2
St Machar Academy	50%	1035	1685	1939	60%	1011	-24	-2

Building Constructed (year)	Flexibility Rate
pre 1967	60%
1967 to 2000	65%
post 2000	70%

*The capacity figure shown for Aberdeen Grammar is temporary, as the former French School building, which is to be used to provide additional classroom capacity for the school, is not yet in operation. This additional capacity is due to be in use from summer 2022, and the school capacity figure will be increased to reflect this at that time.

**The Bucksburn Academy rate has been retained at 60% to allow additional flexibility for use of practical spaces by ASN Wing pupils

Note 1 – Flexibility Rate

At present, an occupancy rate, or **flexibility rate**, of 50%, 55%, or 60% is applied to each school's full theoretical capacity, to give its published functional capacity. The functional capacity is the figure used for estate planning, and for determining when a school is deemed to be at or over capacity. This figure is used, rather than the theoretical capacity, to provide flexibility in timetabling, given that it would not be possible to offer sufficient curriculum choice if a school was filled to its theoretical capacity and all available classrooms were required to be in use at any one time.

The flexibility rate used for a particular school is currently determined by the school's deprivation index rating, as measured in 2010. This was to allow schools with higher rates of deprivation to have greater levels of timetabling flexibility, by applying a larger flexibility reduction to their capacity calculation. A survey of capacity calculation methodologies used by other local authorities has shown that the flexibility rates currently used in Aberdeen City are amongst the lowest rates used. None of the other local authorities which responded to our survey determine their flexibility rates using deprivation factors.

Note 2 – Revised Theoretical Capacities

To ensure that any new functional capacity figures for secondary schools are as accurate as possible, it was determined that the theoretical capacities on which these are based should first be reviewed, to ensure that they accurately reflect the actual current use of space in our schools. Head teachers were asked to confirm each individual space in their school which is used for learning and teaching, and using the floor areas of each of those spaces and applying maximum class size criteria, an overall theoretical capacity figure for each school could be calculated.

Note 3 – New Flexibility Rate

In line with the approach taken by several other local authorities, a new methodology for calculating our secondary school capacities is to be used, by selecting an appropriate flexibility rate based on the age of the school building, rather than on levels of deprivation. This is to recognise the fact that more modern buildings provide greater flexibility, in terms of 'designed in' breakout spaces and social areas, which allows the school to timetable their classrooms more efficiently.

The schools premises regulations currently used in Scotland were published in 1967, and at that time set out new standards for space requirements in all schools to be built in the future. Any schools built prior to this would not have been designed with these requirements in mind, and therefore do not benefit from the flexibility offered by schools built after 1967. In Aberdeen, our newest schools built after 2000 also offer further flexibility, due to more modern design approaches having been used to create breakout and social spaces, which schools built before 2000 may not benefit from.

All secondary schools in Aberdeen City have therefore been placed into three groups according to the age of the building, using 1967 as the lower threshold, and 2000 as the upper threshold. Schools built before 1967 will have a flexibility rate of 60% applied, whilst a 65% rate will be used for schools built between 1967 and 2000. Schools built after 2000 will have the highest rate of 70% applied. Our newest secondary school, Lochside Academy, was designed from the outset to have a flexibility rate of 70%.

Applying this new flexibility rate based on the age of the building to the revised theoretical capacity for each school, gives us the revised functional capacity figures shown in the table above. These figures will be adopted within future editions of the school roll forecast and used as the basis for future estate planning within the forthcoming school estate plan.