

THE HIGHLAND COUNCIL

EDUCATION, ADULT AND CHILDREN SERVICES COMMITTEE

21st May 2014

Agenda Item	11.
Report No	ECA/08/14

Sustainable School Estate Review – initial proposals for a statutory consultation arising from the Skye & Lochalsh review

Report by Director of the Education Culture & Sport

Summary

This report sets out for Members' consideration the recommendations contained within the option appraisal exercise carried out into future Pre School and Primary School provision in north Skye. On the basis of the recommendations contained within the option appraisal report Members are asked to approve that the following statutory consultations be progressed in accordance with the requirements of the Schools (Consultation) (Scotland) Act 2010:

- To discontinue education provision at the existing Dunvegan, Struan, Knockbreck and Edinbane Primary Schools;
- To establish a new amalgamated community Primary School for North West Skye, on a new site in the village of Dunvegan;
- To combine the existing school catchments of Dunvegan, Struan, Knockbreck and Edinbane Schools to serve the new amalgamated Primary School.

This report contributes towards the following outcomes in **Working together for the Highlands**:

- The Council will work with the Scottish Government to continue to develop an ambitious 10-year Capital programme to provide modern schools in the Highlands. We are determined to ensure the completion of the current school building programme;
- The Council will promote energy efficiency in Highland schools, and build on the success of "our eco schools";
- The Council will provide more safe cycle tracks and "walk to school" pathways where appropriate, and will encourage healthier and greener methods of travel;
- The Council will ensure that all new school buildings will act as a community-hub. We will investigate new and innovative ways to deliver more community access to existing buildings as part of a review of the schools estate.

1. Background

1.1 The ECS Committee in January 2010 agreed that a review of education provision across Highland be undertaken. This review, subsequently known as the Sustainable School Estate Review (SSER), has progressed and developed in the intervening period. The review, to date, has been conducted in accordance with the legislative requirements of the Schools Consultation (Scotland) Act 2010.

1.2 Caledonian Economics Limited (Cal Ec.) was appointed, in accordance with the Highland Council Contract Standing Orders, to work in partnership with officials from the Care and Learning, the Design & Infrastructure and Finance Services to progress the SSER. The option appraisal methodology employed to progress the review has been used successfully during reviews of education and community

provision in the greater Fort William area and Wick town. A number of reviews are currently being progressed in parallel namely, Easter Ross, Inverness and the A96 corridor and Skye and Lochalsh. This report focuses on the initial proposals emerging from the review of education and community provision in north Skye.

- 1.3 The option appraisal exercise was conducted on a model devised by Cal Ec. based on a qualitative and quantitative analysis of the options under consideration. Section 2 of the report outlines the option appraisal approach adopted. Section 3 outlines the engagement with local stakeholders and communities which helped inform the initial options under consideration. Section 4 outlines the range of initial options considered. Section 5 outlines the proposals that it is recommended should progress to statutory consultations and the justification for this recommendation.
- 1.4 Progress with the Skye & Lochalsh SSER process has been reported to each Adult & Children Services Committee since November 2012 when initial engagement with local Members began.
- 1.5 The review of education provision in Skye & Lochalsh introduces a dimension not previously encountered in the SSER process to date, namely the consideration of schools classified as “rural” per the Scottish Government classification of schools. In addition, within recent months the Schools Consultation (Scotland) Act 2010 has been revised and strengthened in certain areas within the Children and Young People (Scotland) Bill 2013, particularly in relation to closure proposals relating to rural schools.
- 1.6 **Appendix 1** contains the Explanatory Notes to Part 11A of the Children and Young People’s Act 2014 which outline the specific references to the Schools Consultation (Scotland) Act 2010. The main changes can be summarised thus:
 - A local authority cannot submit proposals to implement a school closure within five years of a decision not to implement a proposal relating to that school;
 - A proposal must clearly outline the financial implications where a paper relates to school closure;
 - For rural school closure proposals an education authority must summarise the alternatives to the closure proposal identified and to state that representations can be made on those alternatives. Also, other alternative representations can be made by consultees;
 - Further, specifically in relation to rural school closure proposals, the effect on the local community and the impact of different travelling arrangements for pupils affected must be contained within the proposal document.

2.0 The option appraisal process

- 2.1 Details of the reasonable and viable options that were considered are detailed within the option appraisal report (which is available as Appendix B to the proposal document).
- 2.2 The methodology adopted for the option appraisal exercise followed the follows a similar approach to earlier SSER studies, drawing lessons from previous studies. Key aspects of the approach are:

- Details of the schools under consideration, including roll forecasts, school inspection reports, school transport and economic impact;
- Developing a shortlist of options for consideration;
- A qualitative comparison of the options under consideration carried out in a workshop environment with education professionals from the Council and Cal Ec.;
- Community engagement;
- Financial implications;
- Conclusions and recommendations

2.3 The qualitative comparison examined issues such as learning and teaching, pupil entitlement/equality of opportunity, community facilities and activities, campus traffic management, community identity and school transport implications.

3.0 Dialogue and engagement to date

3.1 Consultation and involvement to date has involved the following activities:

- initial joint briefing for all Skye Head Teachers, November 2012
- visits to every school in Skye and meetings with Head Teachers, November 2012
- briefings and feedback sessions for local Elected Members February, September, October 2013
- workshop with Head Teachers, March 2014
- briefing and discussion for local representative groups (Parent Councils and Community Councils) October 2013
- online survey (paper return option also provided) on ideas for new school at Dunvegan March 2014
- briefing and discussion for local representatives groups from NW Skye (Parent Councils and Community Councils) March 2014

4. The initial options considered

4.1 The options initially considered in relation to future educational provision in North West Skye included the following;

- a) Leave all schools as they are, continuing with routine maintenance and transporting pupils between the schools for specific activities;
- b) Replace each schools with a new one on a like-for-like basis;
- c) Close Struan PS and merge with Carbost PS;
- d) Close Struan PS and merge with the existing Dunvegan PS;
- e) Close Struan PS and merge with the southern part of its catchment with Carbost and the northern part of its catchment with Dunvegan PS;
- f) Close Knockbreck PS and merge with Dunvegan PS;
- g) Close Knockbreck PS and merge with Edinbane PS
- h) Close Knockbreck PS and merge part with Dunvegan PS and part with Edinbane PS;
- i) Close Edinbane PS and merge with Dunvegan PS;
- j) Close Edinbane PS and merge with MacDiarmid PS;
- k) Close Edinbane PS and merge with Dunvegan PS, perhaps with the eastern part its catchment going to MacDiarmid PS;
- l) Build a new school around Skeabost. Close and merge MacDiarmid PS and Edinbane PS;
- m) Build a new school around Dunvegan. Close Knockbreck PS and merge with Dunvegan PS. Close Edinbane PS and Struan PS and merge all or part of the

catchments with Dunvegan PS and the remainder of the catchments with either Macdiarmid or Carbost respectively.

4.2 Section 7 of the option appraisal report outlines how this long list of initial options was evaluated in order to identify the most reasonable and viable option. This involved evaluation each of the above options against two specific tests, namely;

- **Test 1** – would the implementation of this idea increase the likelihood of more pupils being taught in a school with at least 3 classes. The reason for using this test is that it is believed that significant educational benefits are believed to accrue when a school reaches this (as detailed in sections 9 and 10 of the option appraisal report);
- **Test 2** – would the implementation of the idea increase the number of pupils in buildings with Condition and Suitability scores of B/B as defined in the Scottish Government’s School Estate guidance. This test is consistent with the aspiration set out in the national School Estate strategy that.. “all children will be education in schools that are “fit for purpose” in terms of condition, suitability and sufficiency”.

5.0 The preferred option for statutory consultation

5.1 Following an assessment of the long list of options as detailed in paragraph 4.1 above, option (m) emerged as the most reasonable and viable option and therefore merited further exploration.

5.2 This option was then tested in a professional workshop held in Portree in February 2014. The process and outcomes are outlined in section 9 of the option appraisal report. Wider community engagement took place via an on-line survey to establish the views expressed within the option appraisal report. The outcomes of this survey are detailed in section 11 of the option appraisal report

5.3 The recommendations contained within the option appraisal report included a proposal that the idea of creating a new school to serve North West Skye should be taken forward and if, approval is granted, a statutory consultation should be carried out.

5.4 On this basis a document was produced in accordance with the updated requirements of the Schools Consultation (Scotland) Act 2010 to consult on the following proposals;

- To discontinue education provision at the existing Dunvegan, Struan, Knockbreck and Edinbane Primary Schools;
- To establish a new amalgamated community Primary School for North West Skye, on a new site in the village of Dunvegan;
- To combine the existing school catchments of Dunvegan, Struan, Knockbreck and Edinbane Schools to serve the new amalgamated Primary School.

The proposal document is appended at **Appendix 2**.

5.5 The statutory consultation proposal document will reflect the updated requirements of the Schools Consultation (Scotland) Act 2010. The document will include the following:

- Building condition – including the identification of any foreseeable maintenance costs;

- Building suitability – including factors such as poor separation of vehicles and pedestrians, limitations on PE time due to hall being used for dining, limitations on disabled access etc.;
- Occupancy – both over and under occupancy of the designated teaching spaces available;
- Class structures and sizes and management arrangements (for example clustering);
- Roll projections – with specific reference to the current incidence of placing requests and future roll projections;
- Community use of the school building;
- Educational benefits – addressing the key features of best practice identified in the Education Scotland template;
- Community impact – addressing concerns expressed by communities affected during the initial engagement process;
- Transport implications – highlighting implications and proposed mitigating actions;
- Proposed campus – highlighting the benefits relating to an improved learning and teaching environment and other physical and environmental enhancements;
- Financial implications – a transparent analysis of existing and future Revenue and Capital expenditure.

5.6 The outcomes from the statutory consultation will be reported to this Committee on the 12th November 2014.

6.0 IMPLICATIONS

6.1 **Resource implications** – there are a number of resource implications associated with the proposal that can be summarised thus:-

- The “Financial implications” section within the proposal document outlines the Revenue implications of the proposal (Appendices F and G to the proposal document);
- Within the approved ECS Capital programme there is a generic budget heading entitled “SSER – Primary Schools” which contains annual funding totalling £4.0M from financial year 2016/17 onwards.

6.2 **Legal implications** – a number of aspects need to be examined in detail including:-

- The title deeds of the existing school buildings
- Any issues relating to “rights of way” on the sites of the new schools
- Any access issues relating to the proposed school site

In addition, the requirements of the updated Schools Consultation (Scotland) Act 2010 are reflected in the consultative process being progressed in consideration of this proposal.

6.3 **Equality implications** – the creation of new schools will address all issues relating to compliance with the Disability Discrimination Act legislation. In addition the appropriate resource bases will be incorporated within the designs of the new schools.

- 6.4 **Climate change implications** – energy efficiency will be reflected in the designs of the new schools thereby reducing the carbon foot-print in comparison with the existing school buildings. In addition, reducing the number of Primary School buildings will result in an overall reduction in energy consumption. However, as a result of reducing the number of schools there will be increased travel distances for some pupils, potentially increasing the number of motor journeys by car or school bus on a daily basis.
- 6.5 **Risk implications** - in relation to the delivery of the proposals the key risks could be as follows;
- This is the first statutory consultation proposal involving rural schools as defined by the Scottish Government. In that context, the consultation exercise might result in the identification of issues that lead to an alternative outcome to the consultation process;
 - As a result, the proposal does not progress, or becomes fragmented, as a result of the outcomes agreed following the formal statutory consultation period;
 - If agreed, the proposal is delayed or does not progress as a result of Capital funding issues in future financial years

7. Recommendation

- 7.1 Members are asked to agree that a statutory consultation be carried out in relation to the following proposals in accordance with the updated requirements of the Schools Consultation (Scotland) Act 2010;
- To discontinue education provision at the existing Dunvegan, Struan, Knockbreck and Edinbane Primary Schools;
 - To establish a new amalgamated community Primary School for North West Skye, on a new site in the village of Dunvegan;
 - To combine the existing school catchments of Dunvegan, Struan, Knockbreck and Edinbane Schools to serve the new amalgamated Primary School.

Designation: Director of Education, Culture and Sport

Date: 13 May 2014

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Background Papers

Appendix 1 – Explanatory notes to the Children and Young Peoples Bill – Part 11A - School Closures

Appendix 2 – the proposal document

APPENDIX 1

EXPLANATORY NOTES

Part 11A - School Closures

Section 68A – References to the Schools (Consultation) (Scotland) Act 2010

207. Section 68A provides that references in Part 11A of the Bill to –the 2010 Act are to the Schools (Consultation) (Scotland) Act 2010.

Section 68B – Restriction on closure proposals

208. Section 68B inserts a new section 2A (restriction on closure proposals) after section 2 in the 2010 Act. Section 2A(3) provides that, following a decision not to implement a closure proposal, an education authority would not be able to publish a proposal paper under section 4(4) of the 2010 Act for the same school within 5 years (beginning with the day on which the decision not to implement a closure proposal is made) unless there had been a significant change in the school’s circumstances.

209. Subsection (2) of section 2A makes it clear what is meant by a decision not to implement a closure proposal, which is a decision taken by an education authority not to implement the proposal after it has published a consultation report on the proposal, or a decision by a School Closure Review Panel to refuse consent to the proposal.

Section 68C – Financial implications of closure proposals

210. Section 68C amends section 4 of the 2010 Act (proposal paper), adding a new subsection (2A) which requires education authorities, as part of the proposal paper prepared under that section, to provide information about the financial implications of a proposal, where the proposal paper relates to a school closure. This will ensure that school closure consultations provide financial information. Further detail on the type and level of financial information required to be provided by education authorities in their proposal paper can be set out in statutory guidance issued under section 19 of the 2010 Act.

Section 68D – Special provision for rural school closure proposals

211. Section 68D inserts a number of new sections into the 2010 Act (sections 11A, 12A and a substituted section 13) which impose additional requirements on education authorities in terms of the process to be followed for rural school closure proposals. It also makes consequential amendments to section 12 of the 2010 Act (Factors for rural closure proposals).

212. Subsection (1) of section 68D inserts a new section 11A (Presumption against rural school closure) into the 2010 Act. Section 11A(1) provides that section 11A only applies to closure proposals for rural schools (which are those designated as such under section 14 of the 2010 Act). Section 11A(2) prevents an education authority from making a decision to implement a closure proposal unless it has complied with the additional requirements that apply to rural schools in sections 12, 12A and 13, and having so complied, unless it is also satisfied that a closure proposal is the most appropriate response to the reasons for formulating the proposal (which it is required to identify under section 12A(2)(a)).

213. Subsection (2)(a) amends section 12 of the 2010 Act (Factors for rural school proposals). It repeals section 12(3)(a) of the 2010 Act, which provided for any viable alternatives to the closure proposal to be one of the factors to which an education authority must have special regard in proposing a rural school closure (new sections 12A and 13 to the 2010 Act make new provision requiring education authorities to consider alternatives to the closure proposal).

214. Subsections (2)(b) and (c) amend section 12(4) and (5) to provide that for the purpose of sections 12(2)(c)(ii) and 13(5)(b)(iii) and of sections 12(2)(c)(iii) and 13(5)(b)(iii), the effect on the community and the effect caused by any different travelling arrangements of any reasonable

alternatives which an education authority identifies or which are identified by consultees in their written representations on a closure proposal, must be assessed by reference to the factors specified in sections 12(4) and (5). These sections require an education authority to assess the likely effect on the community and the likely effect caused by any different travelling arrangements, in relation to reasonable alternatives to the proposal identified before and during the consultation process.

215. Subsection (3) of section 68D inserts a new section 12A (Preliminary requirements in relation to rural school closure) into the 2010 Act. This new provision outlines preliminary steps that an education authority must take before it can publish a proposal paper for the closure of a rural school.

216. Section 12A(2) requires the education authority to identify its reasons for the closure proposal (12A(2)(a)) and consider whether there are any reasonable alternatives to the proposal which could respond to those reasons (12A(2)(b)). For the proposal and each and any alternatives identified, the education authority is required to assess the likely educational benefits, the likely effect on the local community and the likely effect of different travelling arrangements (12A(2)(c)). Section 12A(3) provides that reasonable alternatives to the closure proposal may be steps or actions that could be taken which would not result in the school or part of the school closing. However, they are not limited to this and could also include alternative steps or actions that could be taken which would result in the school or part of the school closing.

217. Section 12A(4) places a duty on the education authority not to publish a proposal paper unless, following the consideration required under section 12A(2), it considers that implementation of the proposal is the most appropriate response to the reasons for the proposal.

218. Subsection (4) of section 68D substitutes a new section 13 (additional consultation requirements) into the 2010 Act. The new section 13 imposes fuller and additional requirements on education authorities in consulting on a rural school closure proposal.

219. Section 13(2)(a) to (f) lists the additional information or explanations an education authority must include in a proposal paper for the closure of a rural school, over and above the information specified in section 4 of the 2010 Act. This requires the education authority to inform consultees of the reasons why the proposal is being made, the steps the education authority has taken (if any) to address those reasons (and if no such steps have been taken, why not), and any reasonable alternatives to the closure proposal identified by the authority, and it requires the authority to explain to the consultees their assessment under section 12A(2)(c) of the educational benefit, effect on the community and effect of different travelling arrangements that would result from the proposal and any alternatives identified, and to explain why the authority considered, in light of that assessment, that implementation of the proposal would be the most appropriate response to the reasons for the proposal.

220. Section 13(3) provides that for rural school closure proposals, the notice an education authority must give to relevant consultees under section 6(1) of the 2010 Act must additionally summarise the alternatives to the closure proposal identified in the proposal paper and to state that representations can be made on those alternatives and that representations can suggest other alternatives.

221. Section 13(4) provides that references to written representations in sections 8(4)(c), 9(4) and 10(2)(a) of the 2010 Act, also include written representations regarding the alternatives to the proposal set out in the consultation paper.

222. Section 13(5) imposes additional assessment requirements on an education authority in terms of the review it must carry out of the proposal under section 9(1) of the 2010 Act (the review which follows the authority's receipt of HMIE's report after public consultation on the

proposal). It is required, for rural school closure proposals, that the authority must carry out a further assessment in relation to the educational benefit, community effect and effect on travelling arrangements of the proposal and reasonable alternatives set out in the proposal paper following the receipt of the HMIE report, and that it must also carry out an assessment of any reasonable alternatives suggested by consultees in their written representations (section 13(5)(a) and (b)).

223. Section 13(6) provides that the consultation report the authority prepares under section 9(2) of the 2010 Act must additionally explain the assessments it makes under section 13(5)(a) and (b) and how these differ (if at all) from the authority's assessment carried out before consultation (under section 12A(2)(c)).

224. Subsection (5) of section 68D amends section 1 of the 2010 Act (overview of key requirements), inserting a new subsection (4A) which makes it clear that in the case of rural school closure proposals, the key requirements an education authority must comply with in formulating a closure proposal in relation to a rural school include complying with the preliminary and additional requirements set out in new sections 12A and 13.

Section 68E – Call-in of closure proposals

225. Section 68E amends the provisions in the 2010 Act regarding call-in and determination of school closure proposals. It inserts new sections 17A, 17B, 17C and 17D and schedule 2A into the 2010 Act which make new provision for a proposal which has been called-in by the Scottish Ministers under section 15 of the Act to be referred to the Convener of School Closure Review Panels for determination by a Panel. There is also detailed provision in relation to the appointment and role and functions of the Convener and the School Closure Review Panels.

226. Subsection (1)(a) amends section 15(3), 15(4) and 15(6) of the 2010 Act to amend the period for the Scottish Ministers to issue a call-in notice to the education authority. This is amended from 6 weeks to 8 weeks and has the effect of giving the Scottish Ministers an additional 2 weeks to consider whether to issue a call-in notice.

227. Subsection (1)(b) repeals section 15(5) of the 2010 Act, which provided that a call-in notice issued by the Scottish Ministers under section 15(3) has the effect of remitting the closure proposal to the Scottish Ministers. New section 17A to the 2010 Act, introduced by subsection (4), makes new provision for closure proposals which have been called-in by the Scottish Ministers.

228. Subsection (2) repeals section 16 of the 2010 Act, which provided for the Scottish Ministers to determine closure proposals which had been called-in. Subsection (3)(a) makes a consequential repeal of section 17(3)(b) of the 2010 Act which refers to the Scottish Ministers' consideration of consent under section 16(2) which is repealed by subsection (2)(a).

229. Subsection (3)(b) adds a new subsection (3A) following section 17(3) of the 2010 Act. This places a duty on HMIE (a reference to HMIE is defined under section 8(7) of the 2010 Act as a reference to Her Majesty's Inspectors) to provide the Scottish Ministers with any advice that they reasonably require in considering whether to issue a call-in notice. This advice is to concern the educational aspects of a closure proposal.

230. Subsection (4) inserts 4 new sections into the 2010 Act, sections 17A, 17B, 17C and 17D.

231. New section 17A (referral to the Convener of the School Closure Review Panels) of the 2010 Act provides that a school closure proposal which has been called-in by the Scottish Ministers must be referred to the Convener of the School Closure Review Panels. Section 17A(3) provides that the Convener has a period of 7 days to constitute a School Closure Review Panel which is to consider the case that has been referred to the Convener.

232. Section 17A(4) prevents an education authority from implementing a closure proposal which has been referred to the Convener unless the School Closure Review Panel reviewing the proposal grants consent to it and either the period during which that decision may be appealed to the sheriff has expired or an appeal has been abandoned or the sheriff has confirmed the Panel's decision to consent to the proposal. Section 17A(5) introduces a new schedule 2A to the 2010 Act which makes further provision about the Convener and School Closure Review Panels including provision for the appointment of the Convener and panel members.

233. Section 17A(6) defines the Convener and a School Closure Review Panel.

234. New section 17B (review by Panel) of the 2010 Act provides for the review that a School Closure Review Panel is required to carry out when it is constituted under section 17A(3). Section 17B(1) requires the Panel to consider both: whether the education authority has failed to comply with the requirements imposed on the authority under the 2010 Act and whether the education authority failed to take proper account of a material consideration relevant to its decision. These are the same issues which the Scottish Ministers are required to consider under section 17(2) of the 2010 Act in considering whether to call-in a closure proposal (although Ministers only have to consider if the authority *may* have failed to comply with the requirements imposed on the authority under the 2010 Act or to take proper account of a material consideration).

235. New sections 17B(2), (3) and (4) relate to providing information and advice that a School Closure Review Panel reasonably requires in conducting its review of closure proposal. Section 17B(2) places a duty on the education authority to provide information to the Panel. Section 17B(3) places a duty on Her Majesty's Inspectors of Education (HMIE) to provide a Panel with advice that it reasonably requires in conducting its review of closure proposal. This advice is concerning the educational aspects of a closure proposal. Section 17B(4) provides a power for a School Closure Review Panel to request information or advice from any other person for the purpose of its review. This could include experts on issues that are relevant to the proposals, or those who made representations regarding the proposal.

236. New section 17B(5) provides a power for the Scottish Ministers to make provision in regulations as to the procedures to be followed by a School Closure Review Panel in carrying out a review under section 17B(1). This power, which is subject to the negative procedure, ensures that Ministers can specify procedures for the Panels to follow in carrying out their review of a school closure proposal once called-in by Ministers.

237. New section 17C(1) (decision following review) sets out the decisions available to a School Closure Review Panel following a review of a school closure proposal. Section 17C(2) requires the Panel to give reasons for its decision. In addition to the options currently available to Ministers under section 16 of the 2010 Act (which is repealed by section 68E(2)) - to consent, consent with conditions or refuse consent to a school closure proposal - the Panel has the option to refuse consent to the proposal and remit it back to the education authority to reconsider and make a fresh decision as to implementation (section 17C(1)(b)).

238. Section 17C(3) provides that in the case of remitting the proposal back to the authority, the Panel may specify which steps under the 2010 Act must be taken again before the authority can take a fresh decision on the proposal. The grounds on which a Panel may refuse consent to a proposal or to remit a proposal back to the education authority are set out in 17C(4)). Section 17C(4) also provides that the Panel may refuse to consent to a proposal for either or both of the grounds or reasons set out in paragraphs (a) or (b), and this is irrespective of the grounds on which Ministers called the proposal in .

239. Sections 17C(5) and (6) provide time limits for a Panel to make its decision. A Panel is required to make a decision within 8 weeks of being constituted, unless it has issued a notice that

a further period is required and, in such a case, this further period is to be no longer than 16 weeks in total from when the Panel was constituted.

240. Section 17C(8) provides that any conditions set by a Panel as part of its consent to a proposal are binding on an education authority.

241. New section 17D (appeal against decision of the Panel) provides that a decision of a School Closure Review Panel may be appealed to the sheriff by the education authority or a relevant consultee in relation to the closure proposal. An appeal can only be made on a point of law, must be made by summary application and must be made within 14 days of the Panel's decision. Section 17D(3) provides that the sheriff may confirm the Panel's decision or quash the decision and refer the matter back to the Panel, and section 17D(4) provides that this decision by the sheriff is final and is not subject to further appeal.

242. Subsection (5) of section 68E inserts a new schedule 2A (School Closure Review Panels) into the 2010 Act. This is introduced by the new section 17A of the 2010 Act. Schedule 2A makes detailed provision for the Convener of the School Closure Review Panels and those Panels.

243. Schedule 2A, paragraph 1 makes provision for the establishment of the office of the Convener of the School Closure Review Panels, for the appointment by the Scottish Ministers of a person to hold that office, and for the status of the office-holder. It also provides that the Convener may delegate his or her functions, and for Ministers to appoint a person to act as Convener if the office is vacant or the office holder is unable to perform their functions for whatever reason. Paragraph 1(9) provides a regulation making power that allows Ministers to make provision for or about eligibility for and disqualification from appointment, tenure and removal from office and about the payment of salary etc. to the Convener, and these regulations are subject to negative procedure.

244. Schedule 2A, paragraph 2 makes provision for the appointment of persons eligible to serve as members of the School Closure Review Panel, for the appointment of those persons to individual Panels, for the Convener to make arrangements to train those persons appointed and for a regulation making power to allow Ministers to make provision about eligibility for and disqualification from appointment, tenure, removal from office, payment of expenses and fees etc. to Panel members.

245. Schedule 2A, paragraph 3 allows Ministers to provide such property, staff and services to the Convener as they think necessary or expedient in connection with the exercise of the Convener's functions (including the payment of grants to allow the Convener to employ staff etc.) and requires the Convener to provide a Panel with such staff and services the Convener thinks necessary or expedient in connection with the exercise of the Panel's functions.

246. Schedule 2A, paragraphs 4 and 5 allow Ministers to issue directions to the Convener as to the exercise of the Convener's functions and require the Convener to prepare an annual report on the exercise of their functions and of the Panel's functions during the year and for this to be submitted to Ministers.

247. Subsections (6), (7), (8) and (9) to section 68E make consequential and technical amendments to various other provisions of the 2010 Act, including requiring the Convener and School Closure Review Panels to have regard to guidance issued by the Scottish Ministers.

248. Subsections (10), (11) and (12) to section 68E amend the Scottish Public Services Ombudsman Act 2002, the Freedom of Information (Scotland) Act 2002 and the Public Appointments and Public Bodies etc. (Scotland) Act 2003 to add the Convener to the list of authorities which are respectively subject to investigation by the Ombudsman, subject to Freedom of Information requests and whose appointments are subject to the Public Appointments Code of Practice.

THE HIGHLAND COUNCIL

EDUCATION, CHILDREN AND ADULT SERVICES COMMITTEE

The proposal is for a new community school to be built in Dunvegan, Isle of Skye, replacing the current Dunvegan Primary School, Struan Primary School, Knockbreck Primary School and Edinbane Primary School.

EDUCATIONAL BENEFITS STATEMENT

THIS IS A CONSULTATIVE PAPER PREPARED IN TERMS OF THE EDUCATION AUTHORITY'S AGREED PROCEDURE TO MEET THE REQUIREMENTS OF THE SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010

The Highland Council is proposing, subject to the outcome of the statutory consultation process:

- To discontinue education provision at the existing Dunvegan, Struan, Knockbreck and Edinbane Primary Schools
- To establish a new amalgamated community Primary School for North West Skye, on a new site in the village of Dunvegan.
- To combine the existing school catchments of Dunvegan, Struan, Knockbreck and Edinbane Schools to serve the new amalgamated Primary School (a map of the existing catchments is attached as **Appendix A**.)
- The proposed changes, if approved, will take place within 3 years.

Background

1.1 This proposal has been brought forward as part of the pan-Highland Sustainable School Estate Review.

1.2 The proposal was informed by an extensive engagement process and option appraisal methodology undertaken in accordance with current Scottish Government guidelines. The option appraisal report, which was produced by Caledonian Economics Limited (Cal Ec.) the Highland Council's contracted partner for the SSER, is attached as **Appendix B**:

A key aspect of the Options Appraisal was a qualitative comparison of the options under consideration carried out in a workshop environment with the appropriate specialists from the Council and Cal Ec.

1.3 The qualitative assessment examined issues such as Learning and Achievement for all, Cooperative/Flexible Teaching and Support for Learning, Peer Group Challenge/Group Work/Cooperative Learning, Access to appropriate ICT infrastructure, Early Years education, Continuity and Progression, Management and Leadership, Professional Learning Communities, Gàidhlig (Gaelic) Provision, Recreation/Team Games/Active Schools, Musical Group and Performing Arts Activities, Social Interaction, Extra Curricular Activities/interests, Health and Wellbeing, Inclusion, Pastoral Care,

Community identity, the Community Use of Facilities, Interaction with the Community, Travel distance, time, risk and impact on community, Wrap around care, Planned Housing Developments, Opportunities for Co-location with other bodies, Support and specialist services, Health and Safety of staff or pupils, School identity, and healthy options for school travel.

- 1.4 A fully copy of the discussion and conclusions of the Qualitative Assessment Workshop is attached as **Appendix C**.
- 1.5 The proposals are advanced within the wider context of demographic change in the area. Population projections for the wider Skye & Lochalsh area suggest that we might see an overall population increase of around 3% over the next decade, but as the population is ageing this will be accompanied by a fall of around 8% in the number of primary age pupils. We expect to see a slight increase in the number of pupils in the short term as the increase in birth rates in the first decade of the current century works through the school system, but the medium to long term trends in pupil numbers will be downwards due to the age profile of the population. The level of change is expected to vary across the area but there is no evidence to suggest that the position in North West Skye will differ from the historic pattern over the last decade.

Current Details – Dunvegan Primary School

- 2.1 Dunvegan Primary School is a non-denominational school serving a wide area of north-west Skye. It provides education in both English (EM) and Gaelic (GM). The school has 4 classrooms, one of which is located within a demountable unit. Pre-school provision is located in another demountable unit on site. There is a small games hall and a dining room located in modular accommodation separate from the main school building. There is also a grass playing field. Office accommodation is a particular weakness, consisting of a cramped converted cupboard which is shared by the Head Teacher and the school clerical assistant. There is no proper reception area. Toilet fittings require upgrading. There is no school library. The playground is large but the shape is not ideal given modern requirements for supervision and safety. There is a car park although again its location is not ideal.
- 2.2 Currently the early years provision consists of a GM pre-school class with 6 children. The estimated roll in August 2014 is 6 pupils. In the past the school has operated an EM pre-school class. However, this is currently “mothballed” due to a lack of children.
- 2.3 The school has a current roll of 53. The expected roll for August 2014 is 43, comprising 30 EM and 13 GM pupils. Current combined roll projections for future years are as follows:

2015-16	- 40
2016-17	- 37
2017-18	- 33

2018-19	- 31
2019-20	- 27
2020-21	- 26
2021-22	- 28
2022-23	- 28
2023-24	- 27
2024-25	- 28
2025-26	- 28
2026-27	- 28
2027-28	- 29
2028-29	- 29

2.4 Details of past placing requests have not been provided due to the very low numbers involved and the need to avoid the identification of pupils.

2.5 The population living within the catchment area has increased marginally by around 1% over the last decade. There are five potential housing sites in Dunvegan with a capacity of 57 houses but only one has planning permission, and there is no current activity on that site. The forecasts assume that 8 houses will be built each year, similar to the historic average over recent years when most of the development was on single plot or small sites.

The school roll is forecast to fall and this is due to low birth rates in recent years which are assumed to continue. However, estimates of the number of women of child bearing age living in the area suggest that this rate is unusually low, and that if the current age profile is maintained we might expect to see a rise in the number of births to 5 – 6 per year giving a school roll in the region of 40, but this will not be achievable if the population continues to “age” as it has in recent years.

2.6 The school has a permanent capacity of 50, and a capacity of 100 taking into account temporary accommodation. Currently the two EM classes are located within the main building and the single GM class within a demountable unit. Based on the permanent capacity available, the anticipated August 2014 EM roll is 30 pupils, which represents 60% use of capacity, whilst the anticipated GM roll of 13 pupils represents 26% use of the existing temporary capacity.

2.7 The Highland Council assesses all of its schools for Suitability and Condition, in line with the Scottish Government’s School Estate Management guidelines. Schools are assessed on a scale with the ratings “A” (good) “B” (satisfactory), “C” (poor) and “D” (bad). Dunvegan Primary School is currently rated as “B” for educational suitability and “C” for building condition.

2.8 The scores for each component part of the Suitability Assessment are as follows:

Learning and Teaching General:	B
Internal Social:	B
Internal Facilities	C
External Social	B
External Facilities	B

2.9 On average 26 pupils (49%) of the total school roll take paid school meals whilst a further 10 pupils (19%) are entitled to free school meals.

2.10 The most recent HMIE report was published in December 2007. The school was assessed as "Very Good" on 2 aspects, "Good" on 8 aspects, "Adequate" on 4 aspects and "Weak" on one aspect, which was Accommodation and Facilities.

2.11 The anticipated year group numbers for English Medium for August 2014, based on current enrolments, are as follows:

P1 – 0
P2 – 3
P3 – 7
P4 – 4
P5 – 7
P6 – 4
P7 – 5

The class structure is anticipated to be P2 to P4 – 14 pupils and P5 to P7 - 16 pupils.

2.12 The anticipated GM year group numbers for August 2014, based on current enrolments, are as follows:

P1 – 1
P2 – 2
P3 – 1
P4 – 2
P5 – 0
P6 – 5
P7 – 2

Pupils will be organised into a single P1-7 class.

2.13 The 2013-14 staffing entitlements, as per the Council's Devolved School Management policy are as follows;

Associate (Cluster) Head Teacher, responsible for Dunvegan and Edinbane Schools

Unpromoted Teachers – 3.50 FTE

Class Contact Time Teachers – 0.40 FTE

Clerical Assistant – 18 hours per week

Playground Supervisor – 6.25 hours per week

The school's pre-school class is staffed by a Nursery Assistant at 19.50 hours per week and a Nursery Auxiliary at 15 hours per week.

In addition 0.30 FTE of ASN teaching staff and 28.75 hours per week of ASN non-teaching staff are allocated to the school.

The Catering and Cleaning Service employs the following staff at the school;

Cook 3 - 23 hours per week

Cook 1 -16.75 hours per week

Cleaning Operative – 18.75 hours per week.

- 2.14 There are 6 school transport routes funded by the Council, which on average carry a total of 37 pupils, with a further 5 pupils travelling on a concessionary basis. Therefore, approximately 70% of the total school roll access free school transport on a daily basis.

Current Details – Edinbane Primary

3.1 Edinbane Primary school serves the village of Edinbane and surrounding area around Loch Greshornish. It is located 8.7 miles from the current Dunvegan Primary School and 9.3 miles from MacDiarmid Primary School. The school has two classrooms and a small dining area (which is however sufficient for the current roll). There is no gym or external PE facility, and pupils generally travel weekly to Dunvegan for PE. Disabled access is poor. The office is an adequate size but is shared by the Head Teacher and the school clerical assistant. Toilets are adequate. There is no proper reception area, no staffroom and no school library. The playground is a mixture of grass and tarmac. There is a playground shelter. The school is adjacent to a minor road and there is a complete lack of car parking or drop-off facilities.

3.2 The pre-school class is currently “mothballed” pending the outcome of the Sustainable School Estate Review for the Portree High School Associated School Group. If the proposal in this paper is agreed, the mothballing of the pre-school class will continue until the new school comes into operation.

3.3 The school has a current roll of 6. The expected roll for August 2014 is also 6. Current roll projections for future years are as follows:

2015-16 - 7
2016-17 - 7
2017-18 - 6
2018-19 - 8
2019-20 - 9
2020-21 - 10
2021-22 - 11
2022-23 - 9
2023-24 - 11
2024-25 - 11

2025-26 - 11
2026-27 - 11
2027-28 - 12
2028-29 - 12

- 3.4 Details of past placing requests have not been provided due to the very low numbers involved and the need to avoid the identification of pupils.
- 3.5 The population living within the catchment area has grown by around 14% over the last decade. There are three potential housing sites in Edinbane with a capacity of 40 houses but planning permission for one site has lapsed and a planning application has been received for a change of use which will not result in traditional housing. The forecasts assume that 4 houses will be built each year, similar to the historic average over recent years when most of the development was on single plot or small sites.
- 3.6 The school has a permanent capacity of 50. The August 2014 roll of 6 pupils therefore represents 12% use of capacity.
- 3.7 Edinbane Primary is currently assessed as “C” for both Suitability and Condition. This indicates an assessment of the accommodation as “Poor”.
- 3.8 The scores for each component part of the Suitability Assessment are as follows:
- | | |
|---------------------------------|---|
| Learning and Teaching General:- | B |
| Internal Social: | C |
| Internal Facilities | C |
| External Social | B |
| External Facilities | D |
- 3.9 On average 5 pupils (83%) of the total school roll take school meals. The number entitled to free school meals is not broken down to avoid the identification of pupils.
- 3.10 The most recent HMle report was published in November 2009. The Primary School was assessed as “Good” on all 5 aspects on which they were assessed. The work of the nursery was rated “Very Good” on 3 aspects and “Good” on 2 aspects.
- 3.11 The anticipated year group numbers for August 2014, based on current enrolments, are as follows:
- P1 – 0
P2 – 1
P3 – 0
P4 – 0
P5 – 2
P6 – 0

Pupils will be organised into a single P1-7 class.

- 3.12 The 2013-14 staffing entitlements, as per the Council's Devolved School Management policy are as follows;

Associate (Cluster) Head Teacher, responsible for Dunvegan and Edinbane Schools

Unpromoted Teachers – 1.00 FTE

Class Contact Time Teachers – 0.10 FTE

Clerical Assistant – 16 hours per week

In addition, 10 hours per week of ASN non-teaching staff are allocated to the school.

The Catering and Cleaning Service employs the following staff at the school;

Cook 1 -11.00 hours per week

Cleaning Operative – 7.50 hours per week.

- 3.13 There is 1 school transport route funded by the Council, which on average carries 1 entitled and 1 concessionary pupil. Therefore, approximately 17% of the total school roll access free school transport on a daily basis.

Current Details – Knockbreck Primary School

- 4.1 Knockbreck Primary School serves the Waternish peninsula. It is situated towards the farther end of the peninsula and is beyond the main settlements. It is 11.6 miles by road from either of the two nearest schools (Dunvegan and Edinbane). It is a single classroom school with a dining hall and another room accommodating the pre-school class. There is no internal or external PE facility. PE is delivered in the village hall and requires a bus journey. Some internal doors are too narrow for disabled access. The staffroom is located upstairs in what was the schoolhouse and has no disabled access. The office is shared by the Head Teacher and school clerical assistant and there is no proper reception area. The playground is a good size with both tarmac and grass but the site is very exposed. Adequate car parking is available.
- 4.2 The school a pre-school class, currently with 3 children. Two pre-school children expected for the 2014-15 session.
- 4.3 The school has a current roll of 4. The expected roll for August 2014 is 5 Current roll projections for future years are as follows:

2015/16 - 5

2016/17 - 6

2017/18 - 8

2018/19 - 10
2019/20 - 11
2020/21 - 13
2021/22 - 13
2022/23 - 13
2023/24 - 14
2024/25 - 13
2025/26 - 13
2026/27 - 13
2027/28 - 13
2028/29 - 13

- 4.4 There have been no placing requests either in or out of Knockbreck Primary School during the sessions 2010-11 – to 2014-15.
- 4.5 The population living within the catchment area has fallen by around 15% over the last decade. There are no large building sites in the area and the forecasts assume that 2 new houses will be built each year, similar to the historic average over recent years when most of the development was on single plot or small sites.
- 4.6 The school has a permanent capacity of 25. The August 2014 roll of 5 pupils therefore represents 20% use of capacity.
- 4.7 Knockbreck Primary is currently assessed as “B” for Condition and “C” for Suitability.
- 4.8 The scores for each component part of the Suitability Assessment are as follows:

Learning and Teaching General:	C
Internal Social:	C
Internal Facilities	D
External Social	B
External Facilities	B

- 4.9 On average 5 pupils (100%) of the total school roll take school meals. The number entitled to free school meals is not broken down to avoid the identification of pupils.
- 4.10 The most recent HMIE report was published in May 2010. The Primary School was assessed as “Very Good” on all 5 aspects. The nursery was also rated as “Very Good” on all 5 aspects.
- 4.11 The anticipated year group numbers for August 2014, based on current enrolments, are as follows:
- P1 – 2
P2 – 0
P3 – 0

P4 – 0
P5 – 1
P6 – 1
P7 – 1

Pupils will be organised into a single P1-7 class.

- 4.12 The 2013-14 staffing entitlements, as per the Council's Devolved School Management policy are as follows;

Associate (Cluster) Head Teacher, responsible for Knockbreck and MacDiarmid Schools

Unpromoted Teachers – 1.00 FTE

Class Contact Time Teachers – 0.10 FTE

Clerical Assistant – 16 hours per week

The pre-school class is staffed by a Nursery Assistant at 19.50 hours per week.

The Catering and Cleaning Service employs the following staff at the school.

Cook 2 – 20.00 hours per week

Cleaning Operative – 7.50 hours per week.

- 4.13 There is 1 school transport route funded by the Council, which on average carries 3 entitled pupils. Therefore, 60% of the total school roll access free school transport on a daily basis.

School Details – Struan Primary School

- 5.1 Struan Primary school serves the area around Bracadale roughly from Ose to Drynoch and along the B885. It is located 8.8 miles from the current Dunvegan Primary School and 11 miles from Carbost Primary School. It is a 2-classroom school with a GP/dining room and a demountable building formerly used as a pre-school class but now used for Physical Education (PE). The school has a Multi-Use Games Area (MUGA) but there are no changing facilities for PE. Accessibility for the disabled is very poor - there is a ramp at the back but internal doors are narrow and there is an internal step at one end of the main classroom. Disabled access is not presently possible to the demountable building. Office accommodation is poor with the Head Teacher and school clerical assistant sharing a very small office, which is unsuitably located for reception purposes. Toilets are in good condition and there is provision for the disabled. There is a spacious playground and adequate car parking given the size of the school.
- 5.2 The pre-school class is currently "mothballed" pending the outcome of the Sustainable School Estate Review for the Portree High School Associated School Group.

5.3 The school has a current roll of 4. The expected roll for August 2014 is also 4. Current roll projections for future years are as follows:

2015/16 - 5
2016/17 - 6
2017/18 - 7
2018/19 - 9
2019/20 - 11
2020/21 - 11
2021/22 - 12
2022/23 - 12
2023/24 - 12
2024/25 - 12
2025/26 - 12
2026/27 - 12
2027/28 - 12
2028/29 - 13

5.4 Details of past placing requests have not been provided due to the very low numbers involved and the need to avoid the identification of pupils.

5.5 The population living within the catchment area has fallen by around 16% over the last decade. There are no large building sites in the area and the forecasts assume that 1 new house will be built each year, similar to the historic average over recent years when most of the development was on single plot or small sites.

5.6 The school has a permanent capacity of 50. The August 2014 roll of 4 pupils therefore represents 8% use of capacity.

5.7 Struan Primary School is currently rated as “B” for Suitability and “C” for Condition.

5.8 The scores for each component part of the Suitability Assessment are as follows:

Learning and Teaching General:	B
Internal Social:	B
Internal Facilities	B
External Social	B
External Facilities	C

5.9 On average 4 pupils (100%) of the total school roll take school meals. The number entitled to free school meals is not broken down to avoid the identification of pupils.

5.10 The most recent HMle report was published in August 2011. The school was assessed as “Good” on 2 aspects, “Satisfactory” on 2 aspects and “Weak” on 1 aspect.

5.11 The anticipated year group numbers for August 2014, based on current enrolments, are as follows:

P1 – 1
P2 – 1
P3 – 0
P4 – 0
P5 – 1
P6 – 0
P7 – 1

Pupils will be organised into a single P1-7 class.

5.12 The 2013-14 staffing entitlements, as per the Council's Devolved School Management policy are as follows;

Associate (Cluster) Head Teacher, responsible for Struan and Carbost Schools
Unpromoted Teachers – 1.00 FTE
Class Contact Time Teachers – 0.10 FTE
Clerical Assistant – 16.00 hours per week

In addition, 5.50 hours per week of ASN non-teaching staff are allocated to the school.

The Catering and Cleaning Service employs the following staff at the school;

Cook 1 – 8.75 hours per week
Cleaning Operative – 9.50 hours per week

5.13 There is 1 school transport route funded by the Council, which on average carries 2 entitled pupils. Therefore, 50% of the total school roll access free school transport on a daily basis.

Proposed New School

6.1 The option appraisal report produced by Cal Ec., in conjunction with Council officials, recommended that a new amalgamated school is built in Dunvegan, to replace the existing Dunvegan, Edinbane, Struan and Knockbreck Primary Schools. There are currently two options for the site of a new school. The first option would involve building the new school within the grounds of the current school. The second option would involve building the new school at Lonmore, adjacent to the proposed community sports facility.

6.2 The option appraisal report can be found at **Appendix B**.

6.4 The new school, if agreed, would be a community school reflecting the principles outlined in the Scottish Government's School Estate Strategy. The detail of the facilities to be included would be the subject of further discussion with parents and community representatives, but in broad terms the new school would be designed with similar features to other recent new build primary schools in Highland, and as outlined below.

- 6.5 The highest projected total roll of the new school, over the next 15 years, is 66. The new school would be built with four classrooms, allowing for a total capacity of 100 pupils, and a combination of two EM and two GM classes, or alternatively 3 classes for one element and one class for the other. Pre-school accommodation would be provided for both EM and GM pupils, and the pre-school accommodation would be suitable for use by breakfast clubs and after-school clubs, should any be created.
- 6.6 The design concept for the new school would provide a modern purpose-built facility for pupils, staff and the wider community. It would be a unique design solution, influenced by good practice elsewhere and the views of the local communities in NW Skye.
- 6.7 It would be important to include a degree of flexibility and adaptability within the design in order to provide options to alter spaces in the future in response to the changing needs of the school to respond to Curriculum for Excellence and other developments. This approach is likely to optimise the use of available space.
- 6.8 The needs of every child would be placed at the centre of developing the design in recognition of the transitions from pre-school to primary and ultimately to secondary education. The design would be planned to enable the flexibility required to meet the evolving needs of a Curriculum for Excellence and other developments, including:

The Pre School educational area having a separate entrance/reception and sufficient space to accommodate a variety of activities to support early years learning, including a direct link to a secure and dedicated external play area, together with close internal links with the infant department in order to encourage regular collaborative learning through active play and to enhance the transition between pre-school and Primary 1.

- Learning and teaching spaces for primary age pupils which have access to internal shared activity areas and which have access to external teaching spaces which will be accessible through external classroom doors, providing flexibility and opportunities to maximise the use of space inside and outside the building.

A WI-Fi enabled environment which means that mobile ICT devices could be used flexibly throughout the school. Also, each classroom will have a Smart Board.

- Gym hall and adjacent dining area which can be used flexibly as one large space or a combination of smaller spaces to meet the needs of the school and the wider community by, for example, providing the space to deliver activities to support physical education, school dining, out-of-school care and community activities generally.
- A variety of other spaces to support activities within the school, including general purpose space and spaces specifically designed for pupils with Additional Support Needs.

- Design which will maximise the use of natural daylight and natural ventilation, together with heating, ventilation and electrical systems which provide modern requirements in an energy efficient and sustainable manner.
- Security design features incorporated inside and outside the building to support and facilitate the safe management of all users of the building, with external public areas of the site being separated from the private secure pupil play areas
- The provision of a flood-lit Multi-Use Games Area which will provide a school and community facility in all seasons.
- The provision of a room for community use out with school hours.
- The landscaping around the school will be designed in conjunction with the school users to ensure that there is an interesting “play and learning” environment.

Safe access to the school with the appropriate arrangements for those arriving/departing on foot, by bicycle, by bus or by car.

- 6.9 The above overview provides an outline of the design opportunities that exist taking into account recent experience with similar primary school projects elsewhere within Highland. These opportunities will be developed in conjunction with the school communities to ensure that the new school design takes account of the aspirations of future users of the facility.

Educational Benefits

- 7.1 Highland Council is of the view that the school environment should be of a quality that sustains and improves education provision, pupil performance and outcomes for the young people of Highland.
- 7.2 With the above aim in mind, Highland Council has adopted the above indicators in reviewing its' school estate:
- Pupils should be educated in facilities which are rated at least category B for each of Condition and Suitability.
 - Pupils should be members of an age-appropriate peer group.
 - Pupils should have the opportunity to engage in the widest possible range of activities beyond the core curriculum, including music, sports, drama and art.
 - Pupils with Additional Support Needs should be educated in the most appropriate local setting.
 - Pupils should not ordinarily be required to travel for longer than 30 minutes from the nearest classified road pick-up point to school (primary) although it is recognised that this may not always be possible in a rural Council area such as Highland.
 - School facilities should be of a size appropriate to the delineated area that they serve, paying due regard to demographic trends.
 - School delineated areas should reflect geography, travel routes and population distribution.

- Safe school transport should be provided and safe traffic management in and around school sites should be implemented.
- Teachers should be members of a professional learning community comprising at least 3 members located in the same facility.
- The implications of school location to local communities should be considered.
- Schools, wherever possible, should be located where there is a recognised village or other built up community.

7.3 In 2009 the Scottish Government also set out its vision for the Future School Estate in Scotland, in 'Building Better Schools: Investing in Scotland's Future'. Local Authorities are required to take account of these aspirations in planning changes to their school estate, namely:

- All children and young people will be educated in, and community users will use, schools that are 'fit for purpose' in terms of condition, suitability and sufficiency;
- Schools are well-designed, accessible, inclusive learning environments that inspire and drive new thinking and change and which support the delivery of high quality educational experiences through Curriculum for Excellence;
- Schools are integral parts of the communities they serve, with pupils making use of community facilities and communities accessing school facilities;
- Schools accommodate and provide a range of services, activities and facilities that make a difference to people's health and well-being, to sustaining economic growth and to the strength and vibrancy of communities;
- A sustainable school estate whose design, construction and operation is environmentally and energy efficient; contributes directly to delivering the year-on-year reductions in greenhouse gas emissions introduced by The Climate Change (Scotland) Act 2009, which is resilient to the impact of climate change and which leads by example in matters of environmental performance;
- A school estate that is efficiently run and that maximises value for money;
- A school estate which is flexible and responsive - both to changes in demand for school places and to learners' and teachers' requirements and wishes, and where the beneficial impact of change is maximised by thorough consultation and engagement with users and stakeholders.

7.4 The new school would provide a significant number of educational benefits, judged against both the Highland and National criteria set out above.

- The new school would be of modern design, environmentally efficient, and allowing pupils the opportunity to enjoy a comfortable, naturally lit and well ventilated environment designed to meet the needs of modern learners and teachers; meeting the requirements for "A" assessments for both Suitability and Condition.
- Poor quality school accommodation facilities can be dispiriting for pupils, staff and parents, can limit the effectiveness of teaching (for example when time has to be spent travelling to offsite

facilities, or when a disproportionate amount of staff time is spent on building issues) and can pose issues for the safety and security of children. The new school would offer good quality accommodation that provides a safe, healthy and visually stimulating environment, flexible teaching spaces, better facilities for visiting specialists and parents/the community, and a healthier, less stressful environment.

- Pupils would be able to work in groups with others of a similar age and ability, challenging each other and learning together. These opportunities are severely limited in the 3 smaller schools at present. While this can happen to an extent by moving pupils between schools during the school day from time to time, co-location is clearly an advantage.
- Visiting teachers would be able to spend less time travelling between schools and therefore more time with pupils. The number of pupils in the school would justify spending more time there.
- There would be a greater range of opportunities available for pupils to participate in a wide range of team sports and active recreational activities. Some of these benefits arise from larger pupil numbers (e.g. to form teams of similar age and size), partly because a larger staff and parent body increases the likelihood of interested adults leading a range of activities, and partly through improved facilities in a new school.
- As with sports, there is a greater likelihood of pupils benefitting from a wider range of solo and group musical and artistic opportunities.
- The new school would provide an environment where there would be sufficient teaching staff in a school to allow them to work together in curriculum development initiatives, affording each other professional support, sharing best practice and developing skills. While this can happen to an extent across schools, co-location is clearly an advantage.
- The new school could also improve pupils' chances of reaching their full potential by allowing teaching staff more easily to employ a range of flexible teaching approaches including cooperative teaching to meeting the needs of all pupils especially those who are experiencing particular difficulties or who require additional support.
- The level to which pupils are able to become skilled in social interaction will depend to an extent on the opportunities afforded to them. The forging of close friendships and the development of self-esteem would be enhanced by each pupil being enabled to be part of an age appropriate peer group of a sufficient size to allow a range of interactions and relationships to form and reform.
- The new school would be a community hub, incorporating additional facilities for community use (see paragraph 6.8 above)

and with potential for the site to be combined with additional community sports facilities.

- The new school would allow for more efficient use of available capacity.

7.5 An additional factor to consider is that, at present, the Head Teachers in some of the smaller schools have to spend time arranging staffing so as to ensure that staff are not placed in a “lone worker” situation, to the detriment of pupils and staff alike.

7.6 In summary, a number of positive benefits derive either from the numbers of pupils and staff reaching or coming close to the ‘ideal’ of three classes identified in other studies, or from the opportunity to design a building ideally suited for the delivery of a modern education.

Effects on School Transport

8.1 Currently the following school transport routes operate to the 4 schools.

Dunvegan PS for Halistra to Fairy Bridge
Dunvegan PS Fairy Bridge & Edinbane
Dunvegan PS Borreraig, Uignish R/end
Dunvegan PS Eabost, Vatten, Roskhill, Orbost
Dunvegan PS Milovaig, Fasach, Skinidin
Dunvegan PS from Claigan
Edinbane PS Kildonan, Fanks
Knockbreck PS, Portree PS, Portree HS
Ose via Eabost to Struan PS

Maps of the current and future routes are at **Appendices D and D (1)**.

8.2 It is recognised that the larger merged school implies an increase in the number of pupils entitled to school transport compared to the number who can currently walk/cycle to school, should they choose to do so, and the occasional inconvenience for parents who wish to take their child to/from school during the school day, should they require to do so.

8.3 It is further recognised that pupils within the catchment areas of Knockbreck, Edinbane and Struan schools would have longer journeys to school in the event of the 4 current schools being merged. Distances and approximate journey times between the schools themselves (using the current site of Dunvegan Primary) are as follows:

- Edinbane PS- Dunvegan PS – 8.7 miles, 16 minutes
- Knockbreck PS- Dunvegan PS – 11.6 miles, 28 minutes

- Struan PS- Dunvegan PS – 8.8 miles, 16 minutes.

8.4 Depending on location of their homes, some individual pupils may have travel times that are either shorter or longer than the above timings. This is particularly true for pupils within the current Knockbreck and Struan catchments.

Effects on Staff and School Management Arrangements

9.1 Under their current management arrangements, the 4 schools operate as part of three cluster arrangements in which the Head Teachers each have responsibility for two schools but have no teaching commitment. Edinbane is clustered with Dunvegan, Knockbreck with MacDiarmid and Struan with Carbost. Based on the current management arrangements were this proposal to go ahead, the new school at Dunvegan, along with MacDiarmid and Carbost, would each be of a size in which Head Teachers, not part of a cluster arrangement would have a teaching commitment. For a variety of reasons many Head Teachers prefer the non-class committed cluster arrangement.

9.2 No decisions have yet been taken on the management arrangements for schools under the proposed arrangements, and it is possible that new clustering arrangements could be put in place whereby the new school, along with MacDiarmid and Carbost, would have Head Teachers with no teaching commitment.

9.3 There are currently 6 class teaching posts across the 4 schools (excluding the Head Teachers). A merged school would be expected to have a maximum of 4 class teaching posts.

9.4 The new school would be entitled to 18 hours per week of clerical support. The school would qualify for a playground supervisor. The new school will also be supported by Facilities Management Assistants. The level of support will be determined by an audit of school and community needs. If required, a Caretaker/Steward might also be employed to service evening and weekend lets.

9.5 Both the EM and GM nurseries would be staffed with either one or two Early Years Practitioners, depending on numbers.

9.6 The staffing levels for Pupil Support Assistants and Support for Learning Teachers would be allocated according to an evaluation of pupil need, as happens at present.

9.7 It is anticipated that the kitchen at the new school would be staffed by a Cook 3 (a cook-in-charge with supervisory responsibilities) at 30 hours per week and a Cook 1 (a catering assistant) at 24 hours per week.

Effect on the Local Community

- 10.1 School letting records for the 4 current schools, for sessions 2012-13 and 2013-14 are set out at **Appendix E**.
- 10.2 The proposed merger would result in a certain loss of facility for the communities of Struan, Knockbreck and Edinbane, in that the school buildings would no longer be available for lets. This would appear to be most significant in the case of Struan and least so at Knockbreck. At Edinbane, an alternative location is available within the local village hall.
- 10.3 A merger of the 4 schools also raises the possibility of a loss of focus and identity in the communities concerned, and possibly less interaction between the school and the individual communities.
- 10.4 Should the merger proceed, the future uses of the four existing school buildings would be determined in accordance with the Council's current asset management policy. Under this policy, the building would be offered first to other Services within the Council. Following that, the Council would be willing to consider bids from each community regarding the future use of the buildings.
- 10.5 Conversely, the creation of a new school would provide an opportunity for new and integrated community facilities for the village of Dunvegan, which could be of benefit to the wider community in North West Skye. The concept of a new school in Dunvegan is envisaged as being co-located with community sports facilities and if this were to come to fruition, would give pupils access to a far higher standard of sport facilities than present.
- 10.6 Similarly, the creation of a new school would allow opportunities to be explored to co-locate other community services. One possibility would be wraparound childcare, if a suitable level of demand were identified. There may also be opportunities to locate staff of the local Family Team (for example social work or health professionals) within the new school.

Financial Consequences

- 11.1 The Table at **Appendix F** sets out the Highland Council's assessment of the Financial Implications of the proposed merger.
- 11.2 The Table at **Appendix G** shows the detail of the current and future transport routes for the new schools, with associated costs. These costs are however, also included within **Appendix F**.

Examination of Alternatives

12.1 During the course of the Options Appraisal and the informal consultation, a number of potential alternatives to the proposed mergers were identified or suggested. A full consideration of these can be found at page 28 of **Appendix B**.

Recommendation

13.1 Taking the above into account Highland Council recommends that the current Dunvegan, Edinbane, Knockbreck and Struan Primary Schools are merged into a new build school located in Dunvegan.

13.2 The Council must formally consult on changes to provision. This consultation paper is issued in terms of the authority's agreed procedures to meet the relevant statutory requirements. Following the consultation period, a report and submissions received will be presented to the Education, Children and Adult Services Committee of the Highland Council.

Appendix A

2 hrs



Legend

Primary Schools Catchments

Primary School Catchments in North West Skye

cjl

Date: 7/05/14

1:175,000

3.5 1.75 0 3.5 Kilometers

1 cm = 1,750 metres

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The Highland Council
Comhairle na Gàidhealtachd

Planning & Development Service

IN HI 986 993 94

Caledonian Economics



Putting our children's education first

SUSTAINABLE
SCHOOL ESTATE
REVIEW

The Highland Council

**Portree High School Associated Schools Group
Dunvegan and North West Skye
Sustainable School Estate Review**

12 May 2014

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1 Introduction

1.1 Background

This report has been prepared by Caledonian Economics Ltd (CalEc) on the instruction of the Highland Council. This report and all of its contents (except for materials which are acknowledged as having been provided by other parties) are the copyright of CalEc and reproduction is only permitted with written permission from CalEc and Highland Council.

1.2 Context

The primary purpose of any school is to provide a context for the delivery of education in which staff and pupils alike are enabled to work in an appropriate environment giving all pupils the opportunity to develop to their fullest potential. A child only gets one chance at education, and parents, school staff and the local authority have a duty to ensure that whatever their location, pupils do not miss out on opportunities and activities which other children across Scotland may take for granted.

Studies carried out under the Sustainable School Estate Review (SSER) seek to identify ideas and developments to improve the sustainability of the school estate. This means targeting investment where it will deliver the maximum educational benefits to the greatest number of pupils, and dealing with the poorest buildings (in terms of the nationally defined classifications of Condition and Suitability¹).

1.3 This study

As part of the Sustainable School Estate Review (SSER), the Council asked CalEc to carry out a review of the school estate in the Portree High School Associated Schools Group (ASG) to identify any potential reconfiguration ideas that have the potential to confer educational benefits compared to the *'status quo'* position.

The tests against which the initial options would be considered were:

1. Are there any remote isolated locations where a school will need to be located (“red lined”) so long as demand exists?
2. Are there any opportunities to change the configuration of primary schools to:
 - a) combine existing smaller schools to create viable, sustainable Primary Hub schools of three or more classes? Previous work carried out as part of SSER identified this being the ideal minimum size for a primary school;
 - b) separate GM and EM provision, allowing appropriately sized centres to be created where ‘total Gaelic immersion’ seems an entirely reasonable option?;

¹ Details can be found in “Core Facts Building our Future: Scotland’s School Estate” published by the

3. Are there any opportunities to create a 1000 pupil secondary, this having been identified in previous studies as being the optimum size for a secondary school, or to create a 3-18 campus?

In addition, and in line with Council and national policy, consideration would be given to targeting investment in school facilities so that it benefits as many pupils as possible in terms of school Condition and Suitability.

1.4 Initial List of Ideas

CalEc visited each school and met with each Head Teacher in late 2012 and held discussions with Highland Council Officers as a first step in identifying options to consider.

A briefing paper summarising the findings of the initial data gathering stage for all Skye was presented in December 2013² which suggested that the following ideas should be explored in more detail:

1. implement minor changes to the boundaries around Kilmuir Primary School and its contiguous school catchment zones to reduce pressure on Kilmuir, together with enhancements to the facilities at Kilmuir;
2. seek opportunities to enhance the facilities at Broadford Primary School in partnership with other services/agencies;
3. consider building a new “North West Skye Primary School” in the vicinity of Dunvegan Primary School which could replace the existing Dunvegan and Knockbreck Primary Schools, and all or part³ of the catchments of Edinbane and Struan Primary Schools.

An initial long list of options for the schools in North West Skye evolved during this phase and, for the reasons explained in Section 7, the idea of the new “North West Skye Primary School” was subjected to more detailed scrutiny.

This report takes the findings of the initial review on to the next stage, and considers what specific educational benefits might accrue if this reconfiguration were to be implemented compared to the educational benefits associated with the “*status quo*”. It also considers what community impacts might need to be taken into account.

The specific educational benefits were identified during a workshop held in Portree on 6 February 2014. The workshop was facilitated by CalEc, and was attended by five Head Teachers who know the area well, and with experience of teaching in schools of a range of sizes in Scotland and overseas.

² SSER_Portree_ASG_-_Briefing_Paper_(issued 11 Dec)

³ communities will be involved in deciding the zoning

All have spoken with respect of the efforts taken by those managing and teaching in schools to meet the individual needs of every pupil, regardless of school size and location.

An earlier workshop was held with a group of Head Teachers from the Highlands in May 2012 to explore educational benefits relating to school size in a generic context⁴. That workshop found that there are a number of key points which, when they are reached can make a fundamental difference to the way in which a school functions, and which open up an array of additional possibilities for learning, teaching, and meeting the needs of pupils. Our discussions with Head Teachers across Scotland in workshops and other conversations corroborate the findings of the May 2012 workshop, and the participants in this February 2014 workshop also supported that view.

1.5 Statutory Consultation

When considering reconfiguring, closing or amalgamating schools the Council is obliged to carry out a statutory consultation under the terms of the Schools (Consultation) (Scotland) Act 2010. The Act requires a council to identify clearly the “educational benefits” which will be delivered as a result of the proposals being approved.

At that stage it will not be enough to say that the new arrangement will confer educational benefits simply because the roll will be larger, or indeed because they will be delivered in a new-build school. Rather the council is required to identify quite specifically what the relative benefits will be.

This report is not part of a statutory consultation although it may be used to inform a future decision whether or not to carry out a statutory consultation, and may form part of the supporting evidence used in a statutory consultation.

⁴ Educational Benefits Analysis Report - Size (final)

2 Details of Existing Schools

2.1 Primary School Condition and Suitability Ratings

Government guidance defines four levels of rating for each of Condition and Suitability. These are calculated periodically using the methodology prescribed in that guidance which involves the examination of a wide range of factors which, taken together contribute to an overall assessment.

The overall Condition Ratings are defined as:

- **A: Good** – Performing well and operating efficiently
- **B: Satisfactory** – Performing adequately but showing minor deterioration,
- **C: Poor** – Showing major defects and/or not operating adequately
- **D: Bad** – Economic life expired and/or risk of failure.

The overall Suitability Ratings are defined as:

- **A: Good** – Performing well and operating efficiently (the school buildings and grounds support the delivery of services to children and communities)
- **B: Satisfactory** – Performing well but with minor problems (the school buildings and grounds generally support the delivery of services to children and communities)
- **C: Poor** – Showing major problems and/or not operating optimally (the school buildings and grounds impede the delivery of activities that are needed for children and communities in the school)
- **D: Bad** – Does not support the delivery of services to children and communities (the school buildings seriously impede the delivery of activities that are needed for children and communities in the school)

It follows that the Council should target investment in the school estate so as to address situations where buildings are ‘Poor’ or ‘Bad’ as defined above, and to ensure that as many pupils as possible are educated in buildings that are ‘Good’ or ‘Satisfactory’.

Suitability and Condition ratings for the schools as assessed by Highland Council following government guidelines are shown below.

Figure 2-1 – PRIMARY SCHOOLS, CONDITION AND SUITABILITY⁵

	Condition	Suitability
Carbost	C (B)	B
Dunvegan	C	B
Edinbane	C	C
Knockbreck	C (B)	C
Macdiarmid	B	B
Struan	C	B

⁵ Condition and Suitability ratings as published in the Scottish Government Core Facts, <http://www.scotland.gov.uk/Publications/2013/12/4199>

Condition ratings were reassessed by the Council during 2013/14 and where the ratings have changed they are shown in brackets in the above table. This indicates that from the schools listed above the poorest primary school buildings in terms of suitability are Edinbane and Knockbreck, and in terms of condition are Dunvegan, Edinbane and Struan.

2.2 Assumptions Regarding Housing development

The published school roll forecasts are based on certain assumptions regarding the rate and extent of housing development in the catchments. Details are provided on the Council website at

<http://www.highland.gov.uk/yourcouncil/highlandfactsandfigures/schoolrollforecasts.htm>

3 Roll Forecasts – Primary Schools

3.1 Rolls and Class Configuration

The forecasts in this report are based on the September 2013 pupil census. The most recently available rolls and class breakdown are shown below in Figure 3-1. There have been some pupil movements in the intervening period so in a small number of cases there are minor differences in the totals shown below in Figure 3-1 and the numbers shown in the subsequent graphs. Where there has been movement the 2013 census-based figures are shown below in brackets in the ‘Total’ column. There may have been further changes since the table was produced.

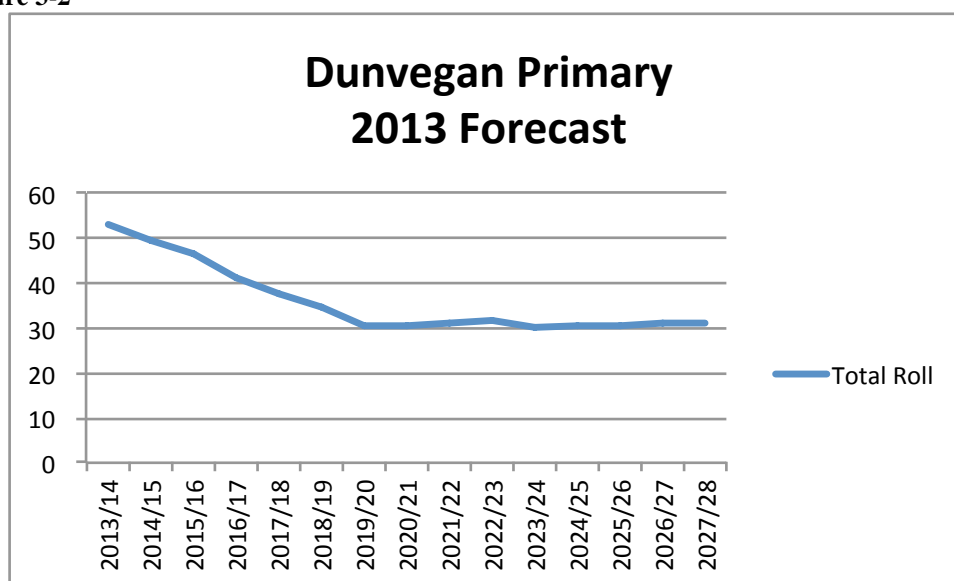
Figure 3-1

	EM1	EM2	EM3	EM4	EM5	EM6	EM7	GM1	GM2	GM3	GM4	GM5	GM6	GM7	TOTAL
Carbost	3	6	4	3	5	8	3								32
Dunvegan	3	7	5	7	4	5	6	2	1	2	0	5	2	2	51 (53)
Edinbane	1	0	0	2	0	3	0								6
Knockbreck	0	0	0	1	1	1	1								4 (3)
Macdiarmid	6	6	11	10	11	5	3								52
Struan	1	0	0	1	0	1	3								6

3.2 Dunvegan Primary School

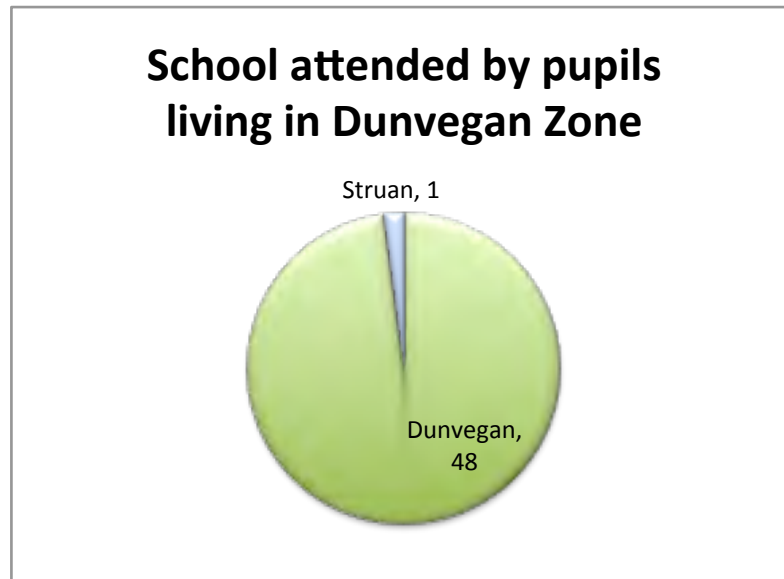
Dunvegan Primary school serves a large part of the north western side of Skye including the Duirnish peninsula. It has around 53 pupils in two English classes and one Gaelic class. Its roll is forecast to fall as shown below in Figure 3-2.

Figure 3-2



Around 49 pupils live in the Dunvegan Primary catchment zone, of whom 48 attend Dunvegan Primary and one attends Struan as shown below in Figure 3-3.

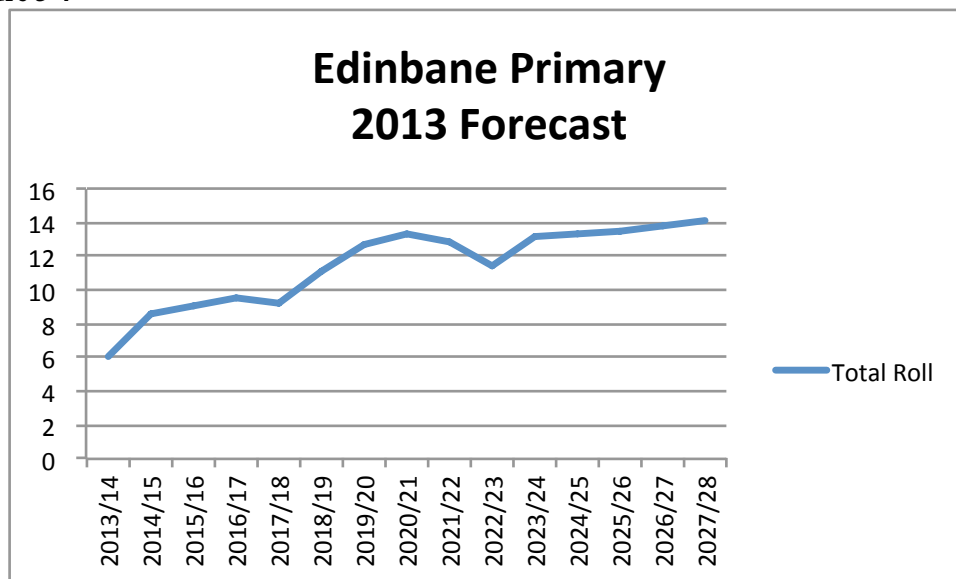
Figure 3-3



3.3 Edinbane Primary School

Edinbane Primary school serves the village of Edinbane and surrounding area around Loch Greshornish. It is a little under 9 miles from Dunvegan Primary School. It currently has 6 pupils in a single English class. Its roll is forecast to rise as shown below in Figure 3-4 although this is very sensitive to placing request assumptions and currently more than half the pupils in the school's zone attend other schools by parental choice.

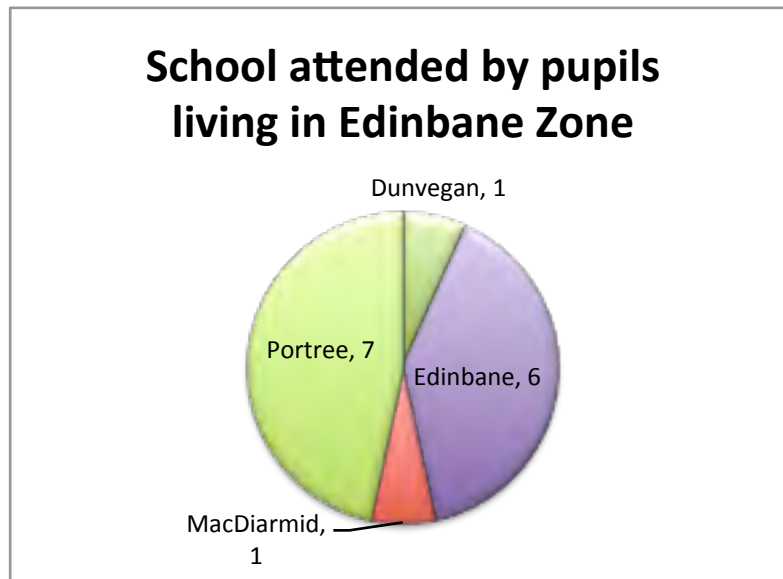
Figure 3-4



Around 15 pupils live in the Edinbane Primary catchment zone, of whom six attend Edinbane Primary, seven attend Portree and one attends each of Dunvegan⁶ and MacDiarmid as shown below in Figure 3-5.

Of the seven shown as attending Portree Primary, three are in Gaelic Medium classes, three in English Medium classes and one is believed to have subsequently moved home into Portree. The pupil who attends Dunvegan is in an English Medium class.

Figure 3-5



3.4 Knockbreck Primary School

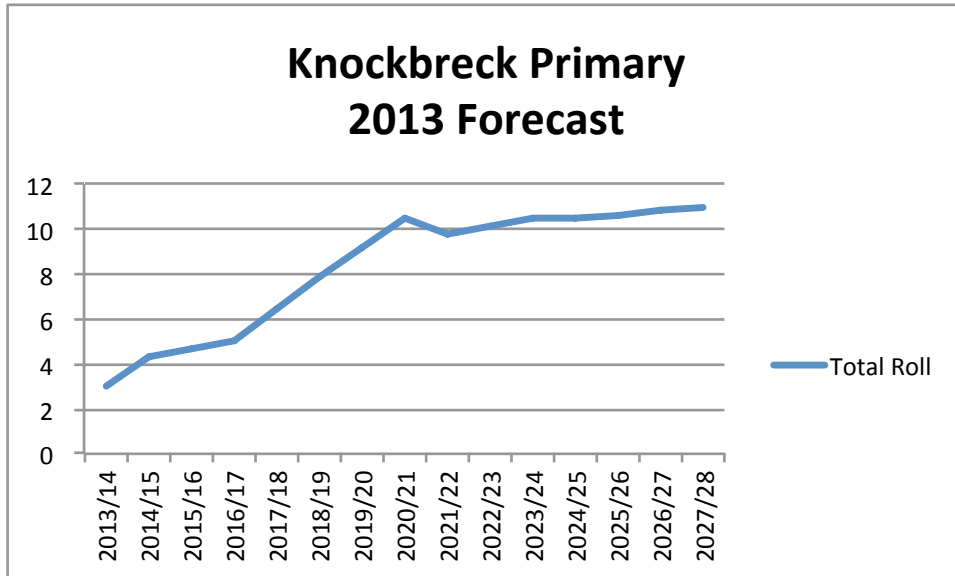
Knockbreck Primary School serves the Waternish peninsula. It is situated towards the farther end of the peninsula and is beyond the main settlements.

It is roughly 11 miles by road from each of the two nearest schools (Dunvegan and Edinbane).

Its roll is forecast to rise as shown below in Figure 3-6 although as with any very small school the forecast is highly sensitive to assumptions on placing request choices, birth rates, and new housing developments (build rate, occupancy type and occupants).

⁶ this pupil transferred to Portree Primary School after this analysis was carried out

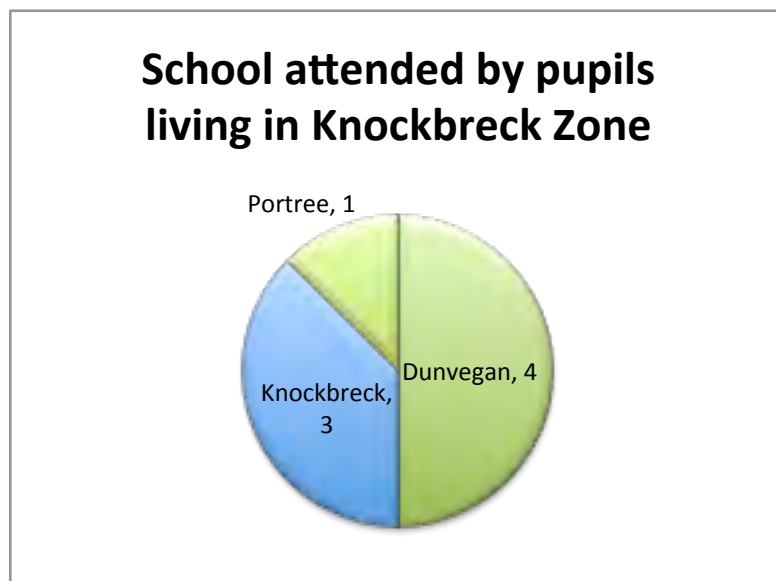
Figure 3-6



At the time the figures were produced around eight pupils lived in the Knockbreck Primary catchment zone of whom three attended Knockbreck, four attended Dunvegan and one attended Portree as shown below in Figure 3-7.

All the pupils attending Dunvegan or Portree are in English medium classes.

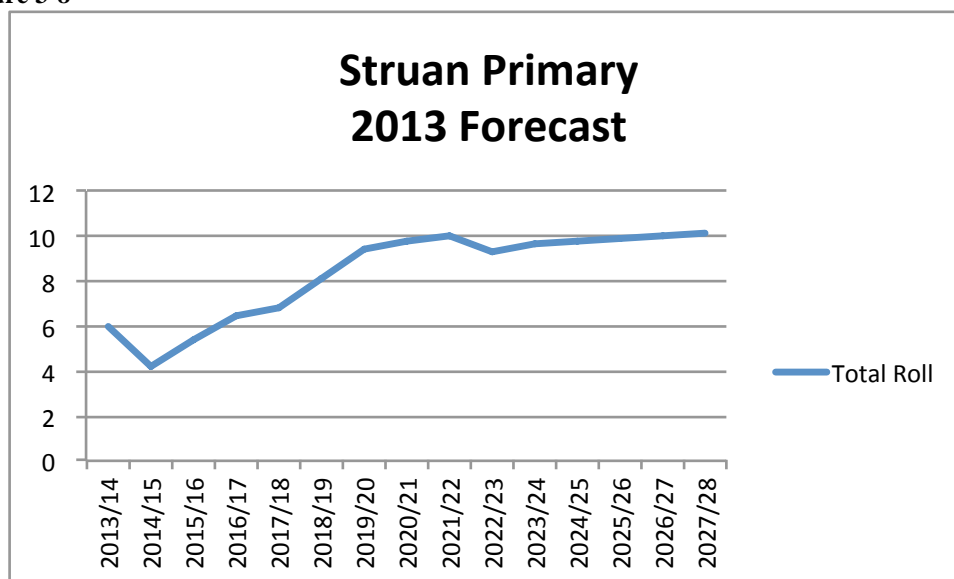
Figure 3-7



3.5 Struan Primary School

Struan Primary school serves the area around Bracadale roughly from Ose to Drynoch and along the B885. Its roll is forecast to rise to around 10 as shown below in Figure 3-8.

Figure 3-8



All pupils currently living in the Struan zone attend the school.

3.6 Reasons given for placing requests

Information on placing requests is provided here in relation to each of the schools concerned, to the extent that it is available. Parents making a placing request are not obliged to provide a reason although many do so. The placing request data held does not include information for pupils in Gaelic classes.

Since 2003 there have been a total of eleven placing requests from the Dunvegan catchment zone to other schools in the area; eight from the Edinbane zone; three from the Knockbreck zone; and two from the Struan zone.

The reasons given by those making placing requests were:

- childcare – parents work in Portree;
- bad behaviour/challenging class (four pupils in total);
- sibling attends another school in the area (three pupils in total);
- social and educational – childcare - parents work in Portree;
- unhappy with teacher;
- family reasons;
- larger school, social & after school activities - Parents work in Portree, childcare;
- moved outwith catchment of another school - wished to remain at their existing school;
- parents thought Additional Support Needs not being met at the school;
- family being re-homed elsewhere on Skye (two pupils);
- parental work commitments;
- wanted pupils to attend a larger school that provided more opportunities (two pupils);
- family were in temporary accommodation in [the area] and expected to move elsewhere on Skye;

- family moved to the zone but child was already attending a nursery elsewhere – parents wanted continuity from nursery into primary;
- parents thought that school did not deal with bullying issues (two pupils, different schools);
- no reason given (one pupil)

4 School Inspection Reports

4.1 Introduction

Each year Education Scotland (HM Inspectorate of Schools) inspects and reports on the quality of education in a sample of primary schools and other educational establishments. The purpose of these inspections is to:

1. promote improvement by supporting the school to continue to improve;
2. evaluate and report on a school's capacity to improve;
3. provide assurance to users on the quality of education; and
4. provide evidence for the national overview of Scottish education.

From 2011-12, they moved from a generational cycle of inspection (where a school was inspected every six to seven years) to a sampling model where around 240 inspections take place each year across all sectors.

Education Scotland's most recent report on the national picture⁷ found that:

1. overall the quality of learners' experiences has improved since...2009... in most schools the quality of learners' experiences is good;
2. the extent to which learners' needs are met is good or better in most schools;
3. most schools continue to provide a curriculum of a good standard;
4. most primary schools are well led.

Thus, it is against a generally positive picture painted by the above pattern of inspections that the reports of the four schools in north west Skye can be viewed.

4.2 Dunvegan Primary School

Dunvegan Primary School was last inspected in 2007 at which time the primary school roll was reported as being 68. At that time the format of inspections and reports was different from the present approach. The main points of the report were:

- the quality of pastoral care was very good;
- the school's links with parents and the wider community were very good;
- staff had created an environment where all children and parents were made to feel welcome;
- there were important weaknesses in the quality of the accommodation and facilities.

4.3 Edinbane Primary School

Edinbane Primary School was last inspected in 2009 at which time the school roll was reported as being 15. A selection of the main points of the report includes:

⁷ Quality and improvement in Scottish education, trends in inspection findings 2008-2011, Education Scotland

- confident, friendly children who contribute to the school's positive ethos;
- staff provide a broad and balanced range of experiences for children;
- children have a strong sense of responsibility;
- staff have high expectations of children's behaviours, attendance and achievements.

4.4 Knockbreck Primary School

Knockbreck Primary School was last inspected in 2009 at which time the roll was ten. A selection of the main points of the report includes:

- children feel safe and happy;
- the school provides a broad, balanced and stimulating curriculum;
- the school has built very positive partnerships with parents;
- relationships between staff and children are very positive.

4.5 Struan Primary School

Struan Primary School was last inspected in 2011 at which time the roll was reported as being 14. A selection of the main points of the report includes:

- most children are well motivated and keen to learn;
- the school has built effective partnerships with parents to the benefit of children;
- the headteacher and staff are committed to the children and are keen to improve the school;
- the school has high expectations of children's conduct and attitudes.

HMiE agreed areas for improvement with each of the four schools and education authority.

5 School Transport

5.1 Statutory position and Council Policy

The Council's school transport policy is published on the "Information for Parents" section of the Council's website⁸. This summarises the statutory obligations as being:

The Education Authority is required by law to arrange transport for pupils to and from school so that they do not have to walk more than the following distances each way:

- 2 miles if aged under 8;
- 3 miles if aged 8 or over.

The Education Authority is required to have regard to the safety of pupils when making arrangements for the provision of school transport.

There is no requirement to provide transport for pupils who have been granted a placing request to attend a school other than the school in whose catchment area they reside.

The policy document goes on to explain that Highland Council provides free school transport if:

- a child is under eight years old, lives in the catchment area of the school which he or she attends, and lives more than two miles away from that school (by the shortest safe walking route);
- a child is aged eight years and over, lives in the catchment area of the school which he or she attends, and lives more than three miles away from that school (by the shortest safe walking route);
- a child has a medical condition which the Council has accepted as making him or her unfit or unable to walk to school;
- a child has been assessed as having additional support needs which require transport provision;
- a child would have to walk on a route which is considered by the Council to be unsafe for children to walk, even if accompanied by an adult.

On a "dedicated" school contract i.e. for school pupils only, after seats have been allocated to children who meet the criteria for free school transport, any vacant seats may be allocated for concessionary transport which are chargeable per current Council policy.

5.2 Number using school transport

Many pupils are transported to and from school every day across the Highlands by the Council. As shown below in Table 5-1, over 2,800 or 17% of primary age pupils and 5,837 or 42% of secondary age pupils use school transport. These figures include ASGs in Inverness and other towns where many pupils live within walking distance of their school. In the Portree ASG, 329 out of 650 (51%) of

⁸ <http://www.highland.gov.uk/NR/rdonlyres/0FFCBCD2-CABC-441A-A99B-6FA51AC72447/0/SchoolTransportPolicy.pdf>

primary aged pupils and 392 out of 541 (72%) of secondary aged pupils are transported to school by the Council. By comparison, in the Plockton ASG 50% of primary and 86% of secondary pupils are transported, and in the Gairloch ASG 35% of primary and 66% of secondary pupils are transported.

Table 5-1

School name	Number of Pupils Transported	School Roll	Percentage
All Highland Primaries	2,889	16,602	17%
All Highland Secondaries	5,837	13,970	42%
Portee ASG Primaries	329	650	51%
Portee ASG Secondaries	392	541	72%
Plockton ASG Primaries	123	248	50%
Plockton ASG Secondaries	259	302	86%
Gairloch ASG Primaries	55	151	36%
Gairloch ASG Secondaries	101	152	66%

Table 5-2 shows the number of pupils using school transport in NW Skye at the time of writing.

Table 5-2

School name	Number of Pupils	School Roll	Percentage
Dunvegan Primary School	37	51	73%
Edinbane Primary School	1	6	17%
Knockbreck Primary School	3	4	75%
Struan Primary School	2	6	33%
Total	43	67	64%

Transport for all but eight of these fall into the categories set out in the previous section as qualifying for school transport, the remainder are either concessionary but free because they are entitled to free school meals, concessionary but free pending safety assessment, or a concessionary place offered.

If the council decides to conduct a statutory consultation on a new school, a comprehensive analysis of the numbers entitled to school transport will be undertaken at that stage. However, on the basis of the information shown above, it appears that the number entitled to free school transport would increase by approximately ten (this being pupils from Edinbane, Knockbreck and Struan catchments not currently transported), with the possibility of a slight change in the numbers from Dunvegan, depending on where they live and the eventual location of a new school.

It must be noted that pupils from the smaller schools are currently regularly transported to other schools in the area during the school day so that they can benefit from a range of activities and experiences not possible in their own school. The creation of a new school would remove the need for these specific trips. Other school trips may be undertaken in the normal course of events for a variety of reasons.

6 The Local Economy

6.1 Introduction

It is argued by some that a school is ‘the heart of the community’ and that any change from the status quo will cause irreparable damage to the social and economic fabric of the area. Others argue that a child only gets one chance at an education and therefore prime consideration should be given to education factors.

The Scottish Government recently conducted a review of literature that explores the links between rural schools and the local community, looked at the potential impact of rural school closure and made some suggestions for how to lessen the impact⁹. The review found little evidence on the impact of rural school closures and suggested that what evidence did exist should be treated with caution.

The following sections provide a picture of the current economic position in the area, based mainly on data from the 2011 national census.

6.2 Population Change

The Council’s Planning and Development Service recently presented a report to the Skye, Ross and Cromarty Area Committee about Population Change in Skye, Ross and Cromarty¹⁰ from 2001 to 2011 on the basis of national census information.

The main findings of that report in the context of the North West Skye area is that overall growth in Skye of 7.8% is lower than the Highland average, with an increase in 9 out of 12 data zones. The strongest growth has been in Portree North (41%), Skye Central North (18%), Skye South East (17%) and Sleat (15%), all linked to relatively high rates of new house building. The more densely populated areas such as Broadford and Portree West, where there is less scope for new house building, have seen declines of 1% and 9% respectively; Dunvegan & Waternish fell by 3%; and Skye East and Raasay by 11%, the latter including a reduction from 194 residents on Raasay to 164.

Some assert that people will be reluctant to move to an area that has no school, however local evidence does not seem to back this up. The report referred to above notes that the population in Dunvegan (where there is a school) fell by 3% , whilst the population in Duirinish (where Borodale school closed in 2007) grew by 6%. The report comments that this indicates that remoteness is not an absolute barrier to growth.

⁹ Research evidence on impact of rural school closure on local community – short literature review, February 2012, Scottish Government, <http://www.scotland.gov.uk/Resource/0041/00418753.pdf>

¹⁰ <http://www.highland.gov.uk/yourcouncil/committees/rossskyeandlochabermeetings/rcsac/2014-02-05-src-ag.htm>

6.3 Population in each of the four catchment areas

The information in this section and the following sections is extracted from the Settlement Zone¹¹ breakdown of the 2011 Census data published on the Council's website.

The Settlement Zones boundaries are a close, but not perfect, match with the school catchment zones. The main differences are:

- Dunvegan catchment zone – comprises mainly the Glendale, Vatten and Dunvegan Settlement zones. A small part of the Edinbane Settlement Zone is also within the Dunvegan Primary School catchment zone;
- Edinbane catchment zone – comprises mostly the Edinbane Settlement Zone, but also includes a small part of the Skeabost Settlement Zone and two corners of the Geary Settlement Zone;
- Knockbreck catchment zone – closely matches the Geary Settlement Zone, but includes a small part of the Edinbane Settlement Zone;
- Struan catchment zone – closely matches the Struan Settlement Zone, but includes small parts of the Vatten, Edinbane and Skeabost Settlement Zones.

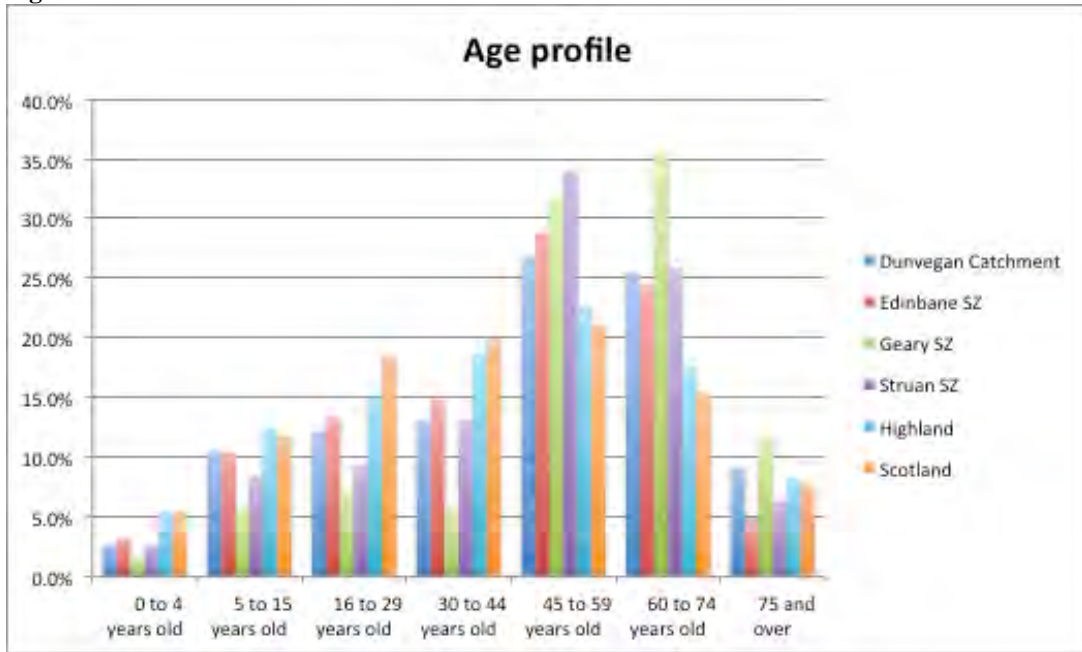
Most of the overlaps lie in the less populated parts of the area and therefore it is felt that the Settlement Zones are sufficiently representative to be used as a basis for a high level economic overview of the areas.

The population of the four catchments is Dunvegan (1027), Edinbane (344), Knockbreck (236) and Struan (217).

Figure 6-1 shows the age profile in the four areas compared to the Highland and Scotland figures. This shows that the four areas have an older population overall than the Highland and Scotland figures, with fewer people under 44, and more in the older age brackets, especially the 45 to 74 range. The difference is most marked in the Knockbreck (Geary) area. Edinbane and Struan have the lowest proportion of people over 75.

¹¹ <http://www.highland.gov.uk/yourcouncil/highlandfactsandfigures/census2011.htm>

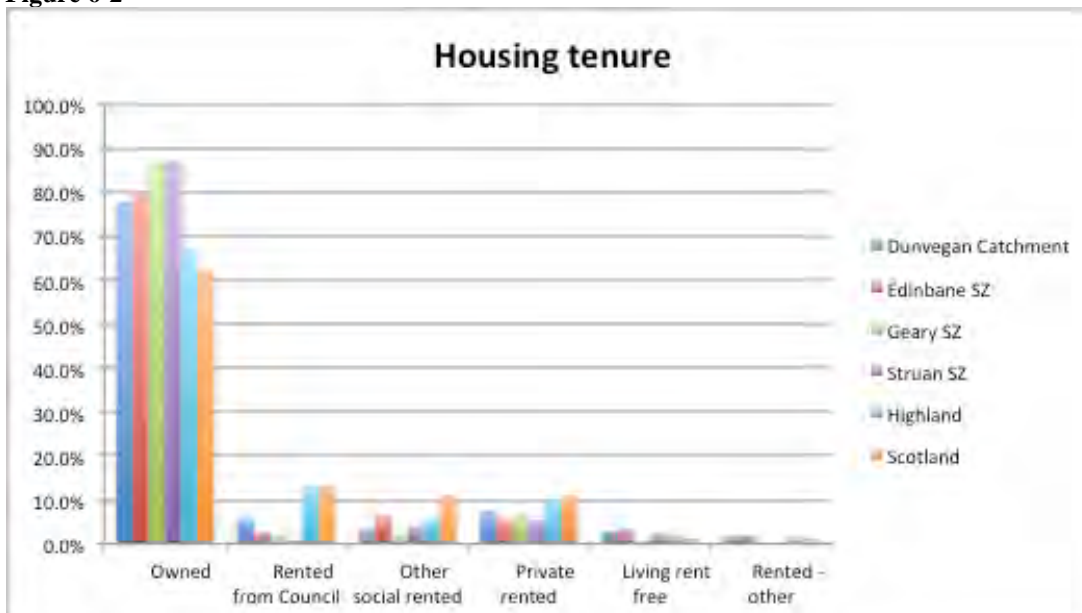
Figure 6-1



6.4 Housing

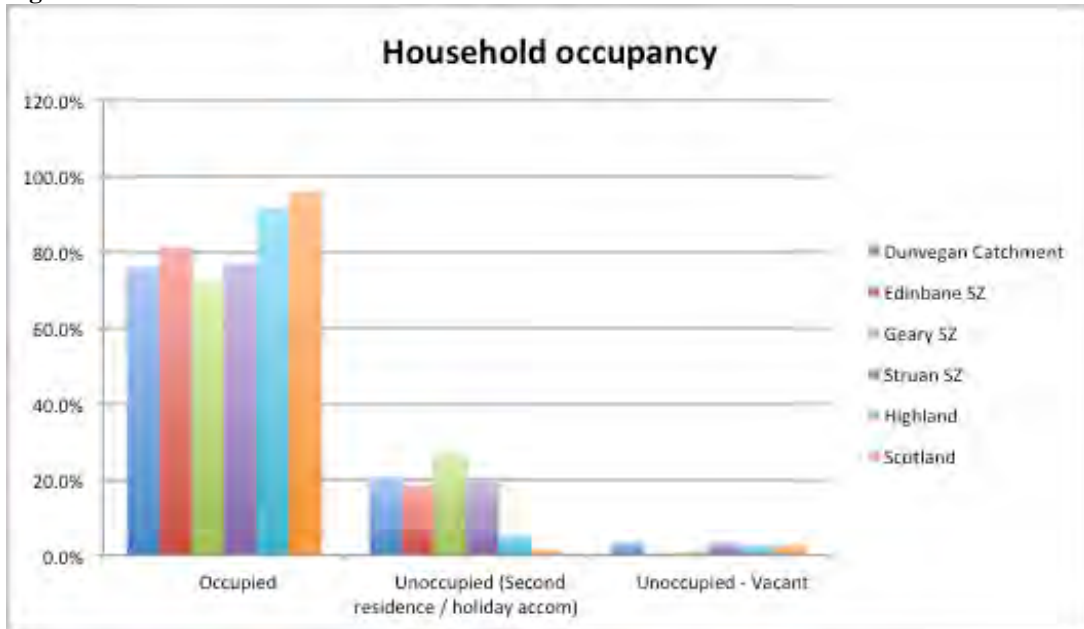
The area has a higher proportion of owned housing than the Highlands and Scotland figures with the highest proportions in Geary and Struan. Dunvegan has the highest proportion of Council rented housing, although this is much less than the Highland and Scottish levels as shown below in Figure 6-2.

Figure 6-2



Levels of housing occupancy are lower than in the Highlands as a whole and Scotland, with Geary having the lowest rate of occupancy and the highest proportion of second homes or holiday accommodation as shown below in Figure 6-3.

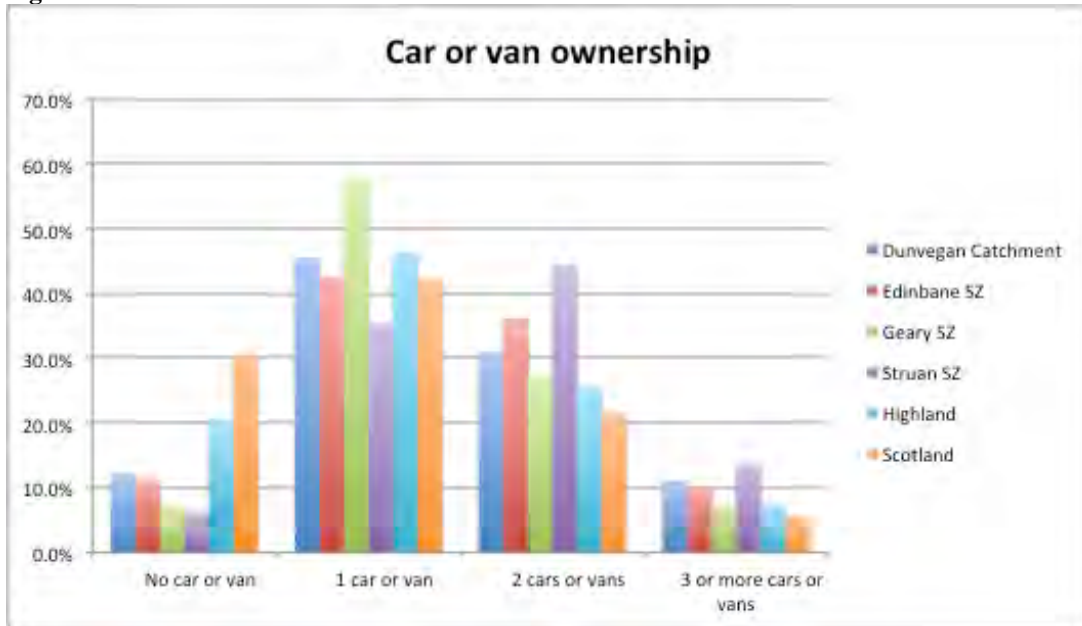
Figure 6-3



6.5 Car or van ownership

Figure 6-4 shows the levels of car/van ownership per household. This shows that a lower proportion of households is without a car/van than the rest of the Highlands or Scotland and that a higher proportion has two or more cars/vans. The lowest proportion of households without a car/van is Struan and the highest proportion is Dunvegan.

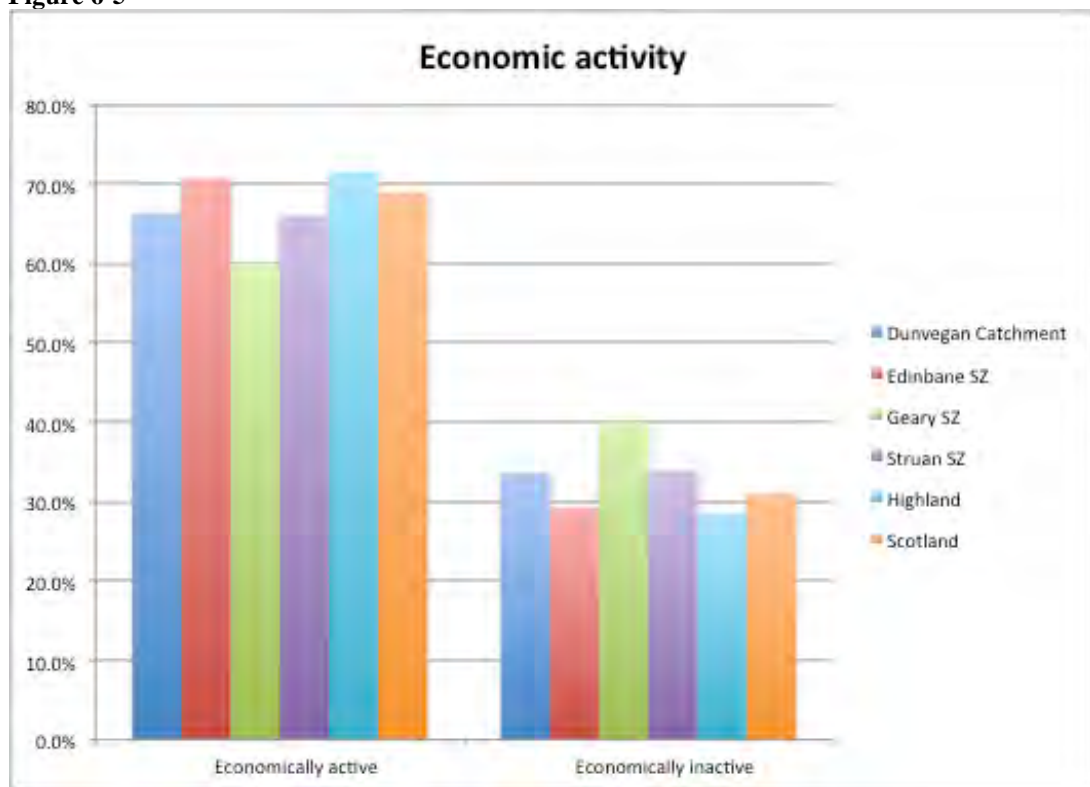
Figure 6-4



6.6 Economic Activity and Employment

Figure 6-5 shows that levels of economic activity (among the population aged 16-74) are broadly similar to the rest of the Highland and Scotland, although each of the four areas has a lower level than the Highlands as a whole. Geary shows the lowest level of activity and Edinbane the highest.

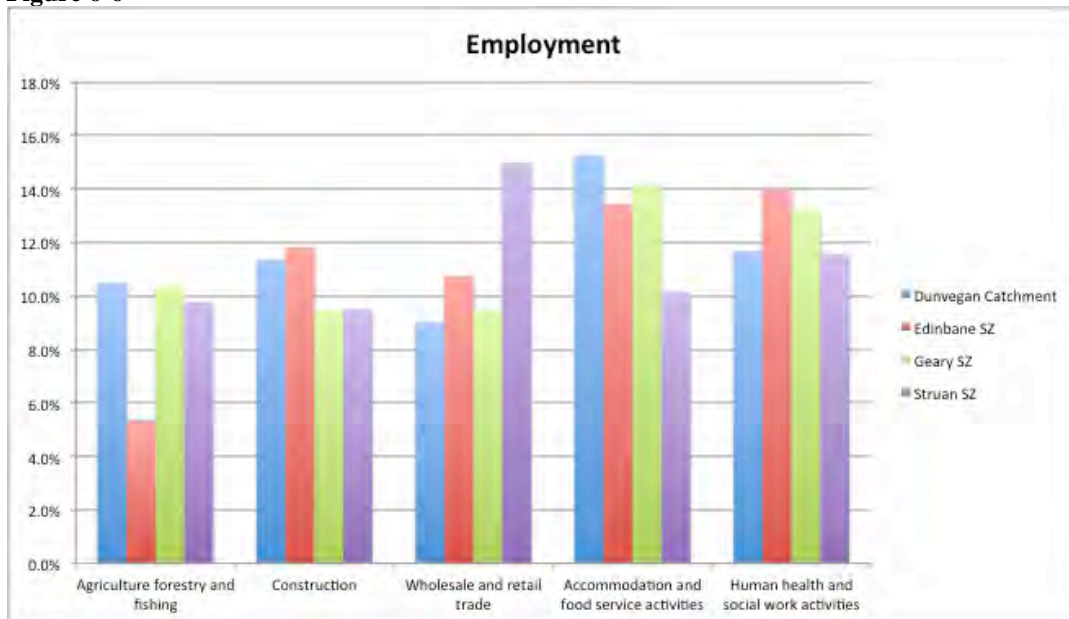
Figure 6-5



Unemployment in most of the area is close to the Highland figure of 4% with the exception of the Struan Settlement Zone where unemployment is around 1%.

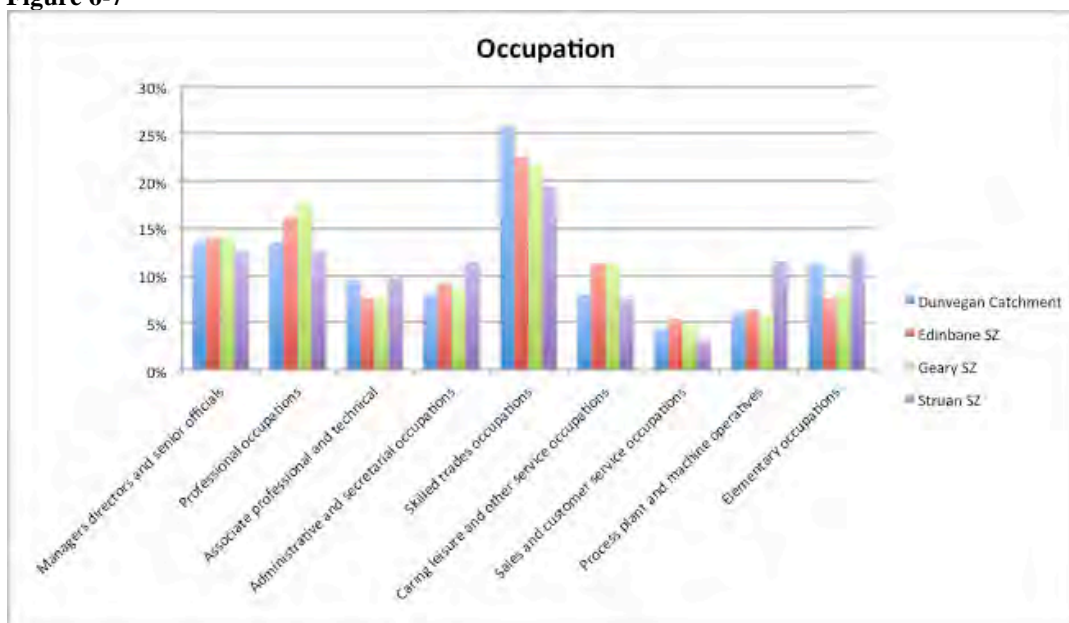
The largest employment sectors in the area overall are Accommodation and Food Services, Human Health and Social Work, Construction, Wholesale and Retail Trade and Agriculture Forestry and Fishing. Figure 6-6 shows that Accommodation and Food Services is the largest employment sector in the Dunvegan and Geary areas, Human Health and Social Work in the Edinbane area, and Wholesale and Retail in the Struan area.

Figure 6-6



There is a fairly uniform spread of occupations across the four areas as shown below in Figure 6-7, with the largest proportion in each area involved in Skilled Trades and the smallest proportion in Sales and Customer Service.

Figure 6-7



7 Options Considered

7.1 Introduction

During the course of the SSER study on Skye a range of ideas have been discussed. These are:

- A. Leave all schools as they are, continuing with routine maintenance and transporting pupils between the schools for specific activities;
- B. Replace every school with a new one on a like for like basis;
- C. Close Struan and merge with Carbost;
- D. Close Struan and merge with existing Dunvegan;
- E. Close Struan and merge the southern part of its catchment with Carbost and the northern part with the existing school at Dunvegan;
- F. Close Knockbreck and merge with Dunvegan;
- G. Close Knockbreck and merge with Edinbane;
- H. Close Knockbreck and merge part with Dunvegan and part with Edinbane;
- I. Close Edinbane and merge with Dunvegan;
- J. Close Edinbane and merge with Macdiarmid;
- K. Close Edinbane and merge with Dunvegan, perhaps with the eastern part of its catchment going to Macdiarmid;
- L. Build a new school around Skeabost. Close and merge Macdiarmid and Edinbane;
- M. Build a new school around Dunvegan. Close Knockbreck and merge with Dunvegan. Close Edinbane and Struan and merge all or part of the catchments with Dunvegan and remainder of the catchments with either Macdiarmid or Carbost respectively.

7.2 Developing a Shortlist of Options for Consideration

Before committing time, energy and resources to exploring these in detail, an initial filtering process was carried out to identify those options which appeared to be most reasonable and viable and which showed the greatest potential to deliver educational benefits and to enhance the overall quality and standard of the school estate. To do this, two tests were applied to each of the ideas explained above:

- **Test 1** – would the implementation of this idea increase the likelihood of more pupils being taught in a school with at least three classes. The reason for using this test is that it is believed that significant educational benefits are believed to accrue when a school reaches this level, as explained in Sections 9 and 10.
- **Test 2** – would the implementation of this idea increase the number of pupils in buildings with Condition and Suitability ratings of at least B-B? These ratings are defined in Scottish Government Guidance¹². This test is consistent with the aspiration set out in the National School Estate Strategy that: “*all*

¹² Details of the national school estate strategy and details of the Condition and Suitability ratings can be found at <http://www.scotland.gov.uk/Topics/Education/Schools/Buildings/commitments>

children ... will be educated in ... schools that are 'fit for purpose' in terms of condition, suitability and sufficiency”.

7.3 Option Shortlist

Table 7-1 below shows the results when the two shortlisting tests are applied to the Ideas A to M.

Table 7-1 (a)

<i>A: Leave all schools as they are, continuing with routine maintenance and transport pupils between the schools for specific activities</i>		
Test 1	Test 2	Additional Comments
No improvement	No improvement	Baseline position against which to test other options
<i>B: Replace each school with a new one like for like;</i>		
Test 1	Test 2	Additional Comments
No improvement	All	Expenditure could not be justified when other options would deliver significant additional benefits at lower cost
<i>C: Close Struan and merge with Carbost</i>		
Test 1	Test 2	Additional Comments
Would benefit pupils by being in larger groups and significantly reduce the need for them to travel elsewhere for a range of activities, losing valuable learning and teaching time during the school day (*). Would not hit the three class ideal	Carbost is B-B, Struan is C-B. Struan pupils would not need to travel for PE	Dunvegan closer to northern part of Struan catchment therefore Idea E would be preferable
<i>D: Close Struan and merge with existing Dunvegan</i>		
Test 1	Test 2	Additional Comments
As (*) above regarding travel during the day. Unlikely to be sufficient pupils between the two to sustain Dunvegan at three EM classes	Both schools are C-B. Same comment as above regarding PE	Carbost closer to southern part of Struan catchment therefore Idea E would be preferable
<i>E: Close Struan and merge the southern part of its catchment with Carbost and the northern part with the existing school at Dunvegan</i>		
Test 1	Test 2	Additional Comments
As (*) above regarding travel during the day. Insufficient pupils between the two to sustain Dunvegan at three EM classes	Carbost is B-B, others are C-B. Same comment as above regarding PE	
<i>F: Close Knockbreck and merge with Dunvegan</i>		
Test 1	Test 2	Additional Comments
As (*) above regarding travel during the day. Unlikely to be sufficient pupils between the two to sustain Dunvegan at three EM classes	Knockbreck is B-C and Dunvegan C-B	No significant educational benefit
<i>G: Close Knockbreck and merge with Edinbane</i>		
Test 1	Test 2	Additional Comments
There will not be sufficient pupils between the two to sustain three classes	Knockbreck is B-C and Edinbane is C-C	More travel for no significant educational benefit

Table 7.1(b)

<i>H: Close Knockbreck and merge parts with Dunvegan and Edinbane</i>		
Test 1	Test 2	Additional Comments
As (*) above in respect of those who might move to Dunvegan	Same comments as above	Knockbreck catchment is more or less linear along the road. No obvious/logical way of splitting catchment
<i>I: Close Edinbane, merge with Dunvegan</i>		
Test 1	Test 2	Additional Comments
Would place Edinbane pupils in a school with three classes, though not of the same language medium	Edinbane is C-C, Dunvegan C-B so slight improvement, but does not meet aspiration of B-B for all	Would provide educational benefit to the extent that Edinbane pupils would be in a larger unit
<i>J: Close Edinbane, merge with Macdiarmid</i>		
Test 1	Test 2	Additional Comments
Likely to put Edinbane pupils in a school with three classes in the same language medium	Would put Edinbane pupils in better building, (Macdiarmid is BB)	This option could deliver educational benefits but is not viable because Macdiarmid would not have sufficient capacity in the medium term
<i>K: Close Edinbane and merge with Dunvegan, perhaps eastern part of its catchment going to Macdiarmid;</i>		
Test 1	Test 2	Additional Comments
Same as "I" above for Dunvegan. Macdiarmid already has three classes in the same language medium so any Edinbane pupils going there would benefit accordingly	Edinbane is C-C, Dunvegan C-B and Macdiarmid B-B	Would be low cost option that could deliver educational benefits
<i>L: Build a new school around Skeabost. Close and merge Macdiarmid and Edinbane</i>		
Test 1	Test 2	Additional Comments
Would put Edinbane pupils in three class school where all the classes are in the same language medium	Would put Edinbane pupils in better building, but Macdiarmid is already BB therefore benefit compared to merging with existing Macdiarmid is relatively small	Unlikely to be able to justify replacing a school that is in BB condition when many others in the Highlands are significantly worse condition
<i>M: Build a new school around Dunvegan. Close Knockbreck and merge with Dunvegan. Close Edinbane and Struan and merge all or part of the catchments with Dunvegan and remainder of the catchments with either Macdiarmid or Carboost respectively.</i>		
Test 1	Test 2	Additional Comments
All pupils in the four catchments would benefit because the new school would sustain at least three classes (EM and GM total) and has the possibility of three in EM	Pupils from all four schools would be in AA.	Appears to deliver the maximum benefits in terms of the parameters set out. Also any Edinbane pupils not zoned to Dunvegan would go Macdiarmid which is B-B.

From the above analysis it is clear that idea M is the most reasonable and viable option and the one therefore which merits being explored further.

8 What Might a New Build School Be Like?

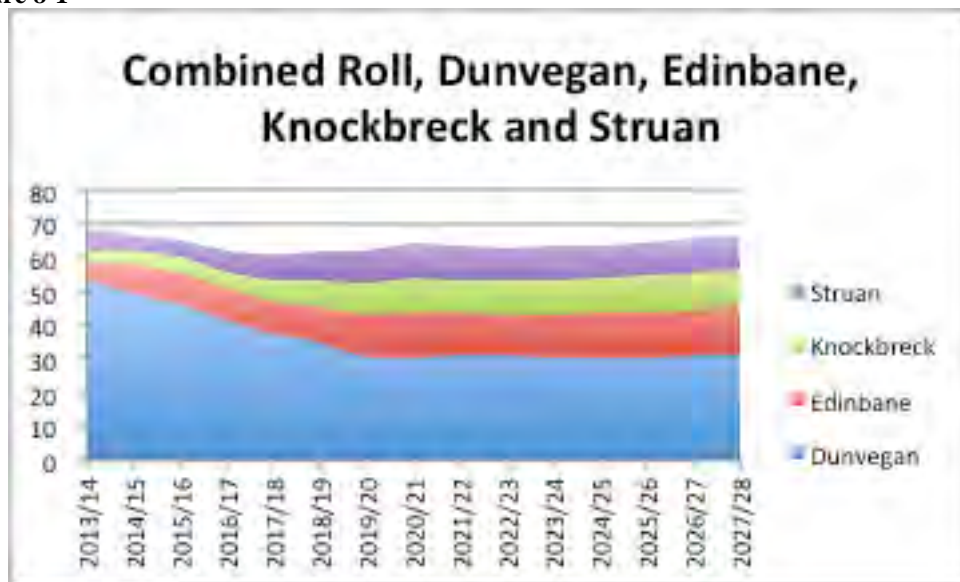
8.1 Introduction

In this section and those which follow, the idea of a new school in Dunvegan (Idea M from the previous section) is examined in more detail.

8.2 Rolls and Class Configuration

If the same placing request assumptions are made as in the published forecasts for the four existing schools, and if the whole of the catchment zones of the four existing schools were to be merged, the roll of the new school would be between 60 and 70 pupils for the foreseeable future, as shown below in Figure 8-1.

Figure 8-1



If there were to be fewer outward placing requests than are assumed in the current forecasts then this would result in a larger roll, and if there were to be more placing requests out then this would result in a smaller roll.

If house completions were to be greater than the current assumptions, or if those houses were to produce more pupils then this would result in a larger roll and *vice versa*. Similarly if birth rates turn out to be higher than assumed then this too would result in a larger roll and *vice versa*.

8.3 Potential Uptake of Gaelic

On the assumption that the same proportion of the pupils attend the Gaelic and English streams (27%) as in Dunvegan at present, this would suggest that the new school would have between 16 and 18 pupils in a Gaelic class, and between 44 and 50 in two or three English classes.

As a comparator, the average number of pupils in Gaelic medium education in Skye overall is close to 30%, the number of Skye residents who understood Gaelic in the 2001 census was around 40%, and the take up of Gaelic education is as high as 75% in some areas. This suggests that there may be potential for the proportion choosing Gaelic to increase in NW Skye.

Experience elsewhere in the Highlands and indeed in other parts of Scotland suggests that a new school is attractive to parents and tends to result in an increase in demand for places at the new school. With a new Gaelic school planned for Portree it is possible that the demand for places in that school will increase from its surrounding catchment zones including from the four existing schools which are the subject of this report. If this happens it will reduce the rolls of the existing schools unless something can be done to make it more attractive for parents to send their pupils for education in their local catchment area.

Assuming that retaining pupils and educational provision in the outlying parts of Skye is thought to be a positive thing, a new school in Dunvegan with purpose-built nursery, Gaelic and possibly wrap-around care provision has the potential to counter this 'gravitational pull' from Portree and address some of the other issues that are given as being reasons for placing requests out of the four existing schools.

8.4 Features of a New School

New primary schools designed in the Highlands in recent years have typically featured:

- grass and all-weather sports pitches;
- school kitchen;
- sports hall;
- separate dining area i.e. separate from sport hall;
- classrooms opening directly onto outdoor teaching space;
- complete separation of vehicular and pedestrian traffic;
- separate drop-off areas for school buses;
- light, bright classrooms with natural light and ventilation.

It is expected that the new school, if it goes ahead, would include all these physical features in a building designed to cope with the Hebridean climate and sympathetic to the local landscape.

It is hoped that the new school would be built adjacent to the proposed new community sports facilities. Whilst these ideas are still at a very early stage of development, it is hoped that arrangements could be made for the school and community to benefit accordingly from these facilities if the development goes ahead.

8.5 Timescales

There are many factors both within and outwith the Council's control that could influence the timetable for the creation of a new school, should the Council decide to take the idea forward. At this early stage it is difficult to be certain about the

timetable, however in considering the merits of an idea it is important that those potentially affected have an indication of the timescales involved.

If the Council were to take a decision in May 2014 to proceed with statutory consultation on the creation of the new school and the merger of the four existing schools, an indicative timetable could be:

- August 2014 to spring/summer 2015 – statutory consultation and subsequent decision, if the decision were to be approval of the proposal;
- spring/summer 2015 to spring 2016 – design, planning, land, procurement of new school;
- spring 2016 to summer 2017 – construction of new school;
- August 2017 – pupils move into new school.

9 Qualitative Assessment Workshop

9.1 Introduction

A workshop was held in Portree in February 2014 to obtain a professional view on the educational advantages that might be delivered by a new build school in line with Idea M above compared to the existing configuration.

This workshop followed a similar format to those held for other SSER studies and the structure has been developed in order to provide a model for the assessment of the options which is clear, comprehensive, robust and easily understood. It seeks to identify what specific educational benefits can be expected to accrue from the options under consideration relative to the current position. It also seeks to gauge the impact on communities of different options and provide an indication of where other work may be required to explore impacts on a community.

It takes as its starting point view that the primary purpose of a school is to provide a context for the delivery of education. This unarguable fact sits alongside the statutory obligation of Local Authorities in providing education as defined in the Standards in Scotland's Schools Act 2000 that "*it shall be the duty of the authority to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential*" (Para 2 (1)).

The framework provides a template which can be used to gauge the relative value of aspects of the options under consideration which contribute to educational and community provision. In undertaking this exercise, priority has been given to the view that a school is principally the group of children or young people and staff who come together for the provision of education and that the nature, potential and dynamics of that group is of fundamental importance in the development of children and young people to their fullest potential in order that they might become, as described in Curriculum for Excellence:

- Successful Learners;
- Confident Individuals;
- Responsible Citizens;
- Effective Contributors.

Very much of the above is, in fact, dependent upon the interaction amongst learners and between teacher(s) and learners.

Other documents which have been taken into account in developing this framework include *HMiE How Good is our School?*, the Highland Council's *Annual Statement of Improvement Objectives*, and the School (Consultation) (Scotland) Act 2010.

9.2 Workshop Participants

Parents place their children in the care of Head Teachers and school staff every day, and rely greatly on their judgement, professional wisdom and expertise to do the best for pupils. For this reason, SSER takes the view that the Head Teachers as

a body are best placed to provide a view on the educational advantages and disadvantages of ideas such as those being discussed in this report and that the local Head Teachers' views collectively carry particular weight.

All Primary School Head Teachers in the Portree High School ASG were invited to participate in the workshop, and although some were not available for a variety of reasons, five volunteered to take part, representing a very significant body of professional wisdom and knowledge with experience of working in many schools of a range of sizes across Skye, the Highlands and overseas.

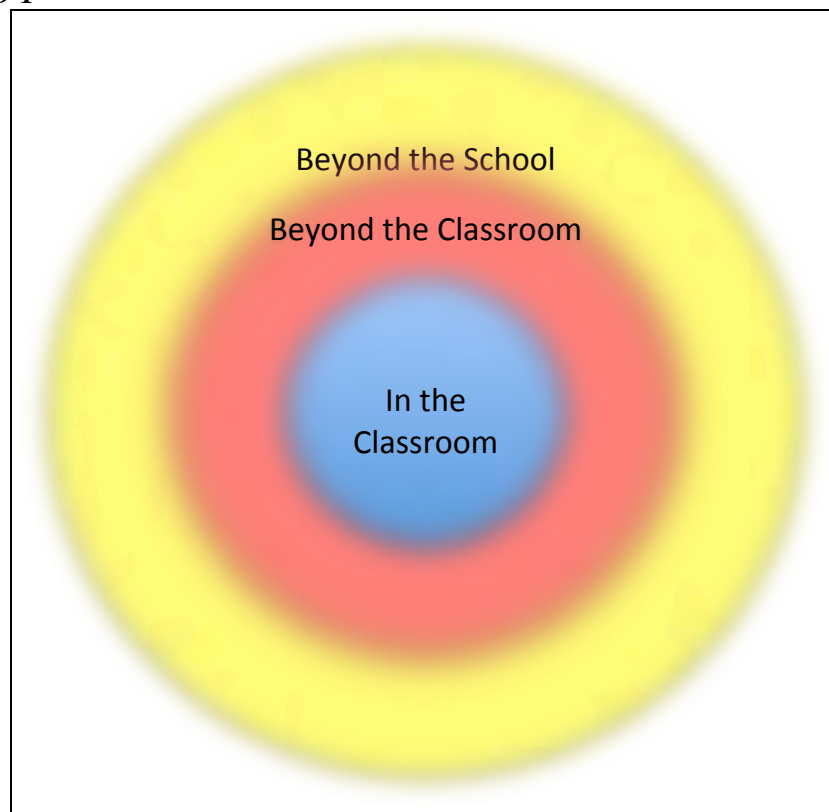
9.3 Workshop Structure

The workshop was designed around a simple representational model of a school and its relationship with its community. This model has three components (Figure 9-1), as follows:

1. what happens **“in the classroom”**: those activities that take place which might be considered ‘lessons/learning and teaching’ in the traditional sense and most recently as encapsulated in the framework of the Curriculum for Excellence. This area of school life is related in the main to the quality of the interactions between pupils and teachers, between pupils and between staff, and applies to all pupils regardless of age, stage, gender and any Additional Support Needs they may have;
2. what happens **“beyond the classroom”**: the wider experiences that pupils would normally be expected to have during their time at school, such as enjoying a safe and healthy environment in sound and appropriate school facilities, making friends and participating in social groups with others of a similar age and with similar interests, experiencing a range of sporting and expressive activities as individuals and in groups or teams, and benefiting from interaction with different teachers, staff and other adults;
3. what happens **“beyond the school”**: the broader interaction between a school and its community such as community use of the buildings and grounds, individuals from the community sharing their skills and interests with the school, pupils sharing their achievements and interests with the community, community events, efficient journeys to and from school, the impact of school traffic on the immediate neighbourhood, and the role the school has in supporting the identity and sustainability of the community.

All participants agreed that the three headings were relevant and constituted a sound representational model for the purposes of the workshop.

Figure 9-1



9.4 Factors Considered

Within each of the three components described above, a list of factors has been developed and refined over the course of a series of SSER studies. These are shown below in Table 6-1 and are explained in detail in Appendix 1.

The initial list of factors has been developed and refined with groups of Head Teachers in a range of setting across the Highlands and other parts of the country over several years. It is notable that there is a high degree of consistency amongst the groups who have worked with the list of factors. In total, over one hundred experienced Heads have worked with this list and confirmed that it reflects the full spectrum of issues that they would expect to see taken into consideration, subject always to minor adjustments to reflect local nuances.

Table 6-1

Initial List of Factors as presented to Head Teachers before Workshop
GROUP 1 – “In the classroom”
Learning and achievement for all
Cooperative/Flexible Teaching and Support for Learning
Peer Group Challenge/Group Work/Cooperative Learning
Access to appropriate ICT infrastructure
Early Years education
Continuity and Progression
Management and Leadership
Professional Learning Communities
Gaelic Provision

Initial List of Factors as presented to Head Teachers before Workshop
GROUP 2 – “Beyond the classroom”
Recreation/Team Games/Active Schools
Musical Group and Performing Arts Activities
Social Interaction
Extra Curricular Activities/interests –
Health and Wellbeing
Inclusion
Pastoral Care
A Community Facility
GROUP 3 – “Beyond the school”
Community identity
Community Use of Facilities
Interaction with the Community
Travel distance, time, risk and impact on community
Wrap around care
Planned Housing Developments
Opportunities for Co-location with other bodies

9.5 Review of list of Factors by Head Teachers

As part of the preparation for the workshop, the participants were invited to review and comment on the draft list of factors (a Briefing Note provided to them in advance is shown in Appendix 2). In response to their review, the following factors were added to the list:

- **Support and specialist services** - is an option likely to increase or decrease a school's access to pupil support and specialist services?
- **Health and Safety of staff or pupils** - is an option likely to reduce or increase the likelihood of "lone adult worker" situations arising?
- **School identity** - Every school has a unique culture, ethos and identity, Will an option enhance or limit the extent to which a positive ethos and culture can exist or be created?
- **Travel to school - healthy options** - Does an option enhance or limit the extent to which pupils can travel to school on foot/cycle or similar, should they wish to?

9.6 Rating the Options against the Factors

Participants considered each Factor and considered whether the reconfiguration option under consideration conferred benefits relative to the status quo, or whether it was worse than the status quo on that Factor. Participants had the choice of:

- significantly better;
- slightly better;
- no change;
- slightly worse;
- significantly worse.

It was noted that the impact (positive or negative) was likely to be much more significant on pupils from the three smaller schools (Edinbane, Knockbreck and

Struan) making a possible move to a new larger school than the pupils from Dunvegan. For this reason it was agreed that participants would consider the benefits relative to the pupils in the smaller schools.

Participants discussed the options against each factor and agreed the rating on a consensus basis. The ratings that were agreed are described in the following section.

10 Results of the Qualitative Assessment

10.1 Introduction

In this section the results of the Qualitative Assessment of the options are described.

10.2 In the Classroom

The ratings given to the two options under consideration are shown below in Figure 10-1. Participants felt that the new school would be **'Significantly better'** on five of the Factors:

- *Cooperative/Flexible Teaching and SfL (Support for Learning);*
- *Peer Group Work/Cooperative Learning;*
- *Early Years education;*
- *Professional Learning Communities;*
- *Health and Safety of staff or pupils.*

Participants felt that the new school would be **'Slightly better'** on two of the Factors:

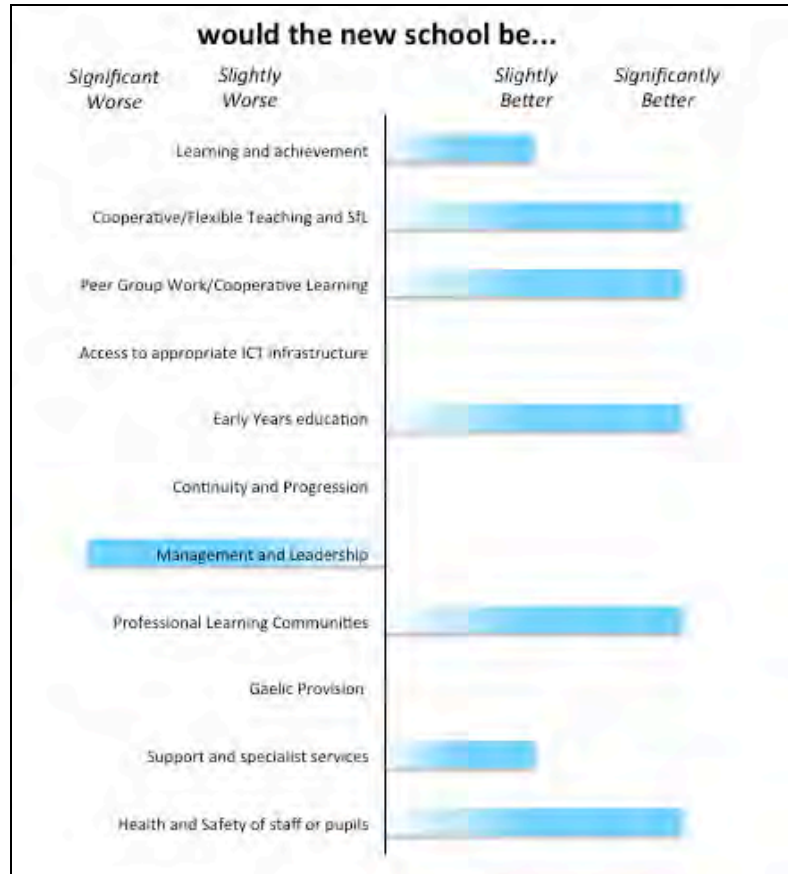
- *Learning and Achievement;*
- *Support and Professional Services.*

When considering *Management and Leadership*, Participants felt that the new school could be **'Significantly worse'** than the status quo. Their reason for saying this is that under the current arrangements, the schools operate as clusters in which the Head Teachers have no teaching commitment¹³ whereas under the reconfiguration the Head Teachers highlighted that, based on the current management arrangements in the four schools (Dunvegan, Edinbane, Knockbreck and Struan) the new school at Dunvegan, along with other affected schools (Macdiarmid and Carbost) could each have Head Teachers with a teaching commitment. Head Teachers prefer the non-class committed cluster arrangement for a variety of reasons.

Participants felt that the new school would be **'neither better nor worse'** than the current arrangement against three of the Factors:

- *Access to appropriate IT infrastructure;*
- *Continuity and progression;*
- *Gaelic provision.*

¹³ Dunvegan and Edinbane Primary Schools currently share a Head Teacher; Macdiarmid and Knockbreck share a Head Teacher; and Carbost and Struan also share a Head Teacher. None of these three posts has a teaching commitment.

Figure 10-1 – In The Classroom

10.3 Beyond the Classroom

The ratings given to the two options under consideration are shown below in Figure 10-2. Participants felt that the new school would be **‘Significantly better’** on four of the Factors:

- *Recreation/Team Games/Active Schools;*
- *Musical Group and Performing Arts Activities;*
- *Social Interaction;*
- *Health and Wellbeing;*

Participants felt that the new school would be **‘Slightly better’** on two of the Factors:

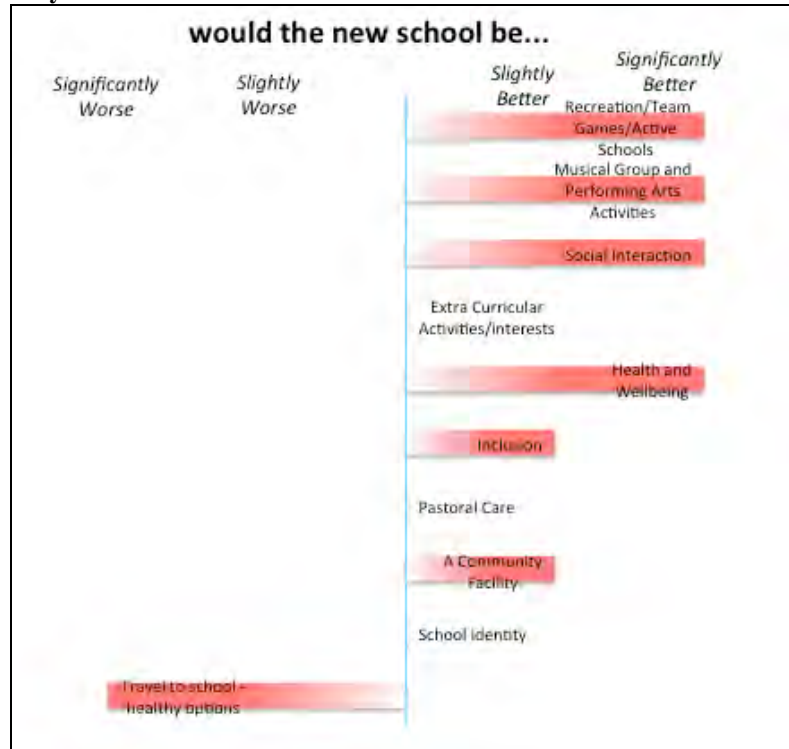
- *Inclusion;*
- *As a community facility.*

When considering *“Travel to school - healthy options”*, Participants felt that the new school could be **‘Significantly worse’** than the status quo because fewer pupils would be able to travel to school on foot/cycle or similar should they wish to do so.

Participants felt that the new school would be **‘neither better nor worse’** than the current arrangement against three of the Factors:

- *Extra Curricular Activities/interests;*
- *Pastoral care;*
- *School identity.*

Figure 10-2 – Beyond the Classroom



10.4 Beyond the School

The ratings given to the two options under consideration are shown below in Figure 10-2. Participants felt that the new school would be **‘Slightly better’** on one of the Factors:

- *Opportunities for co-location with other bodies.*

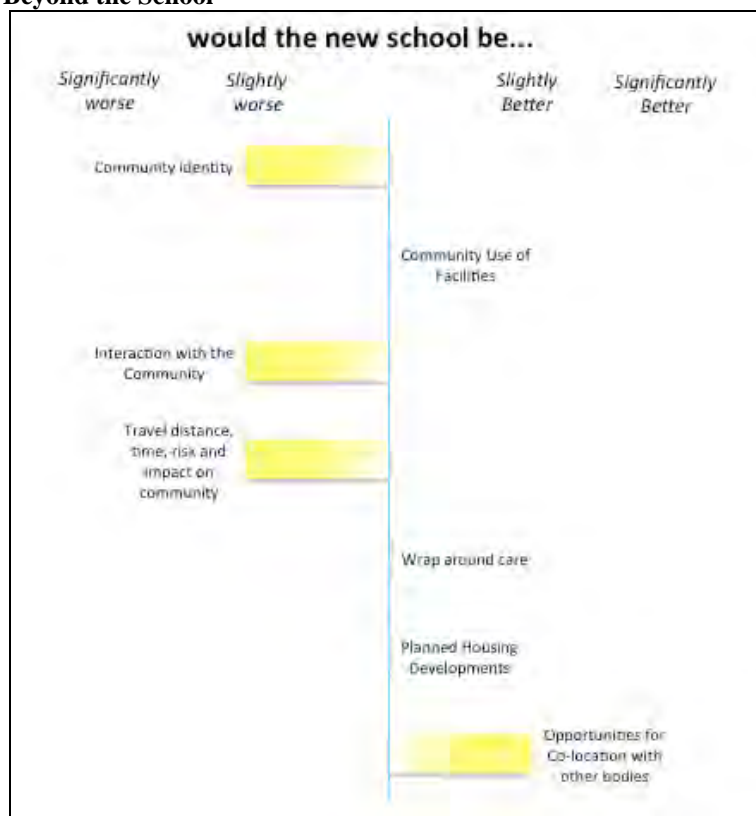
Participants felt that the new school would be **‘Slightly worse’** than the existing arrangement on three of the Factors:

- *Community identity;*
- *Interaction with the community*
- *Travel distance, time, risk and impact on the community.*

Participants felt that the new school would be **‘neither better nor worse’** than the current arrangement against three of the Factors:

- *Community use of facilities (except for Struan where the community use the school facilities for a range of activities);*
- *Wrap around care;*
- *Planned housing developments.*

Figure 10-3 – Beyond the School



10.5 Summing Up

Across all twenty eight factors considered, the workshop found that the ‘*new school*’ option would offer ‘**Significant benefits**’ on nine factors and ‘**Slight benefits**’ on five factors. The ‘*new school*’ option was considered to be ‘**Significantly worse**’ than the existing arrangement on two factors, one of which would be changed to ‘**neither better nor worse**’ if the new school had a Head Teacher with no class commitment. The ‘*new school*’ option was thought to be “**Slightly worse**” on three factors. There was thought to be no difference on nine Factors.

The workshop gave the twenty eight factors, and the three groups of factors equal consideration and treated them as being of equal importance. However, it is important to recognise that a school’s primary function is to provide pupils with the best possible educational experience. The Council’s legal obligations in terms of the Standards in Scotland’s Schools Act¹⁴ 2000, the central role of the Educational Benefits Statement in any proposal taken forward in terms of the Schools (Consultation) (Scotland) Act 2010, and the emphasis on the “whole child” embedded in GIRFEC¹⁵ and Curriculum for Excellence, suggest it would be natural to look first to the “In the Classroom” and “Beyond the Classroom” factors to provide an indication as to which of the ideas should be the preferred option.

¹⁴ "the duty of the authority to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential"

¹⁵ The national Getting It Right For Every Child model

10.6 Conclusions – positive impacts of a new build merged school

In light of the above, the primary conclusion of the workshop is that the suggested new school could reasonably be expected to deliver a wide range of very valuable long term educational benefits to pupils on a stable and sustainable basis, and therefore that this should be considered the ‘preferred option’.

These positive benefits derive either from the numbers of pupils and staff coming close to the ‘ideal’ of three classes identified in other studies, or from the opportunity to design a building ideally suited for the delivery of a modern education. Specifically, these educational benefits are:

1. improving pupils’ chances of reaching their full potential by allowing the teaching staff to employ a range of flexible teaching approaches including cooperative teaching in meeting the needs of all pupils especially those who are experiencing particular difficulties or needing additional support;
2. enabling pupils to work in groups with others of a similar age and ability, challenging each other and learning together;
3. providing an environment where there are sufficient teaching staff in a school to allow them to work together in curriculum development initiatives, affording each other professional support, sharing best practice and developing skills. While this can happen to an extent across schools, co-location is clearly an advantage for a variety of reasons;
4. providing better access to a range of support and specialist services: visiting specialists will be able to spend less time travelling between schools and therefore more time with pupils and the number of pupils in the school will justify spending more time there;
5. reducing the possibility of any member of staff being in a ‘lone adult worker’ situation, or the minimising the need to make special arrangements to avoid such situations arising, to the benefit of pupils and staff alike;
6. providing greater likelihood of a range of opportunities being available including participation in a wide range of team sports and active recreational activities. Some of these benefits arise from larger pupils numbers (e.g. to form teams of similar age and size), partly because a large staff and parent body increases the likelihood of interested adults leading a range of activities, and partly through improved facilities in a new school;
7. as with sports, providing a greater likelihood of pupils benefitting from a wider range of solo and group musical and artistic opportunities;
8. recognising that the level to which pupils are able to become skilled in social interaction will depend to an extent on the opportunities afforded to them. The forging of close friendships and the development of self-esteem will be enhanced by each pupil being enabled to be part of an age appropriate peer

group of a sufficient size to allow a range of interactions and relationships to form and reform;

9. creating a modern design which will allow pupils to enjoy a comfortable, naturally lit and well ventilated environment with meals cooked on site, and which is safe, secure, and designed to meet the needs of modern learners and teachers;
10. designing a new build school such that pupils with a wider range of needs could be educated in their local school, partly because of enhanced facilities, and partly because a larger staff means increased opportunities for individual members of staff to develop skills in supporting pupils with particular needs (e.g. hearing loss, sight impairment, medical needs);
11. ensuring that the creation of a new school provides an opportunity to integrate other community services in the facility which can often be of benefit to pupils. New community sports facilities are currently being considered in Dunvegan. Whilst this initiative is still at the very early stage of development, if the new school were collocated with community sports facilities, should they come to fruition, it would give pupils access to a far higher standard of sport facilities than present;
12. similarly, the creation of a new school will allow opportunities to be explored to collocate other community services which may be of benefit to pupils.

This is not to say, however, that the status quo arrangement is without its advantages, and if the Council decides to take forward the idea of a new school, it is important that it considers any negative impacts and seeks to put in place plans to minimise and mitigate, as far as possible, any such negative impacts.

10.7 Conclusions – negative impacts of a new merged school

A further conclusion of the workshop is that the following negative impacts could result from a move to the new school:

- the impact of the allocation of Head Teacher management time in a situation where a Head has a class commitment, compared to a cluster Head with no class commitment. However, it is possible that arrangements could be put in place for there to be a Head Teacher with no class commitment which would fully mitigate this negative impact;
- the impact on school travel and transport: the larger merged school implies an increase in the number of pupils entitled to school transport compared to the number who can currently walk/cycle to school (should they choose to do so), and the occasional inconvenience for parents who wish to take their child to/from school during the school day, (should they require to do so);
- the potential loss of focus and identity in the communities concerned, and possibly less interaction between the school and the individual communities.

This may be especially significant in the case of Struan where the community uses the school building for a range of activities and therefore it might be appropriate to explore whether an arrangement could be reached whereby the building (or part thereof) might be transferred to community ownership.

11 Online Survey

11.1 Introduction

An online survey was held to provide a snap shot of public response to the ideas presented in this report. Surveys of this nature are frequently used to inform public policy and can be useful and effective tools for a number of reasons including:

- respondents can complete them at a time convenient to them which is generally thought to lead to a better response rate and fuller responses than other approaches;
- respondents may be more likely to be frank in their responses, particularly compared to face-to-face surveys;
- there is less risk of bias being introduced by the surveyor compared to other approaches, particularly telephone or face-to-face surveys;
- respondents input their answer directly, removing the need for a transcription or data entry stage;
- they are relatively quick, easy and inexpensive to set up and analyse.

However it is widely accepted that they must be designed and interpreted with care for a number of reasons including:

- the sample is self-selecting and therefore the findings cannot be assumed to be unbiased nor to represent the views of the population as a whole;
- individuals may respond more than once;
- it is not possible to be certain that every respondent has understood the full context of the situation or to know whether some responses are frivolous;
- the use of standardised questions means that sometimes a respondent's preferred answers may not be included, leading to a negative attitude towards the survey and incomplete or distorted responses;
- there is a trade-off between the complexity of the survey (the number and nature of the questions asked) and the response rate, therefore it is not always possible to ask every question that the researcher might wish to, or to provide full explanatory text;
- as a general rule, surveys which can be completed in 10 minutes or less appear to have higher response rates, similarly more than 15 questions appear to increase the non-completion rate.

The survey question appears as Appendix 3 of this report. It was open for completion from 25 February until 4 April 2014 and was widely publicised in Council printed and online media.

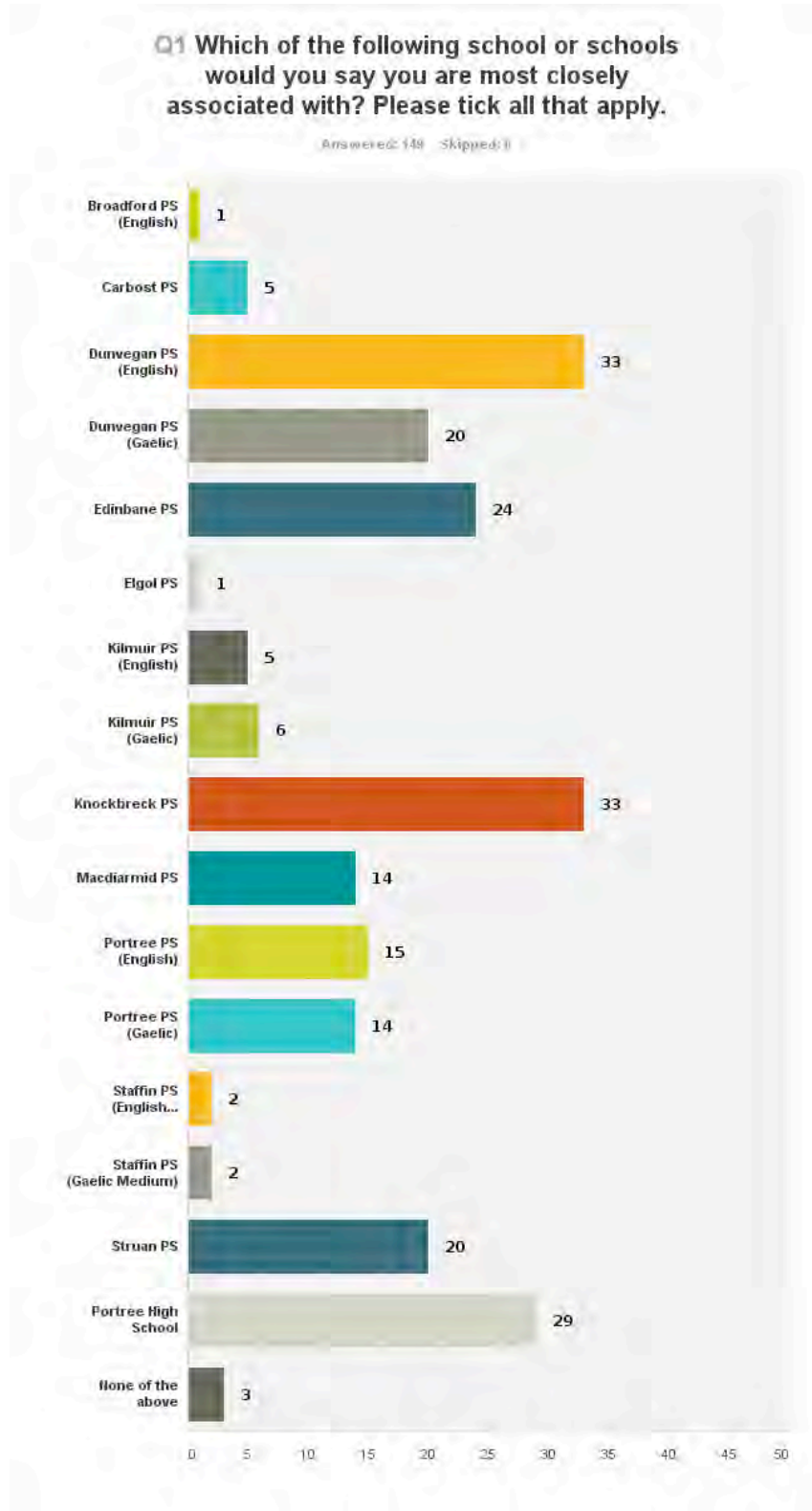
In the introduction to the survey it was stated that the purpose of the survey was to hear views on two specific ideas. It also invited respondents to suggest other ideas they considered to be worthy of consideration.

11.2 Who responded

A total of 149 responses were submitted, of which 97 were complete and 52 partial. Four responses were submitted on paper, the remainder online.

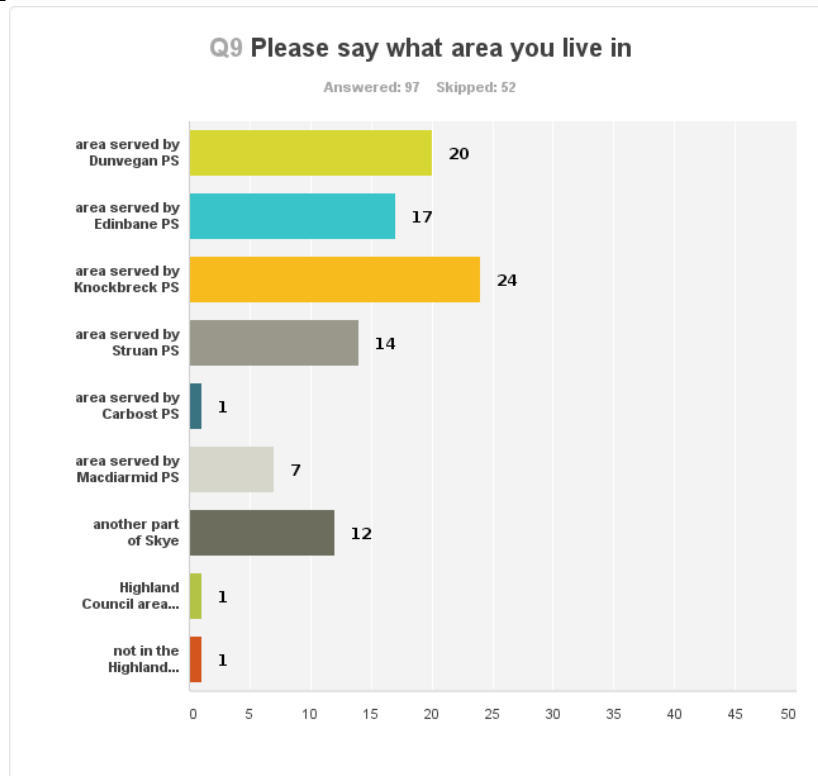
Most respondents included Dunvegan (Gaelic 20 and English 33) as the school they are “*most closely associated with*” followed by Knockbreck (33), Portree High School (29), Edinbane Primary (24) and Struan Primary (20) as shown below in Figure 11-1. Multiple selections were permitted.

Figure 11-1



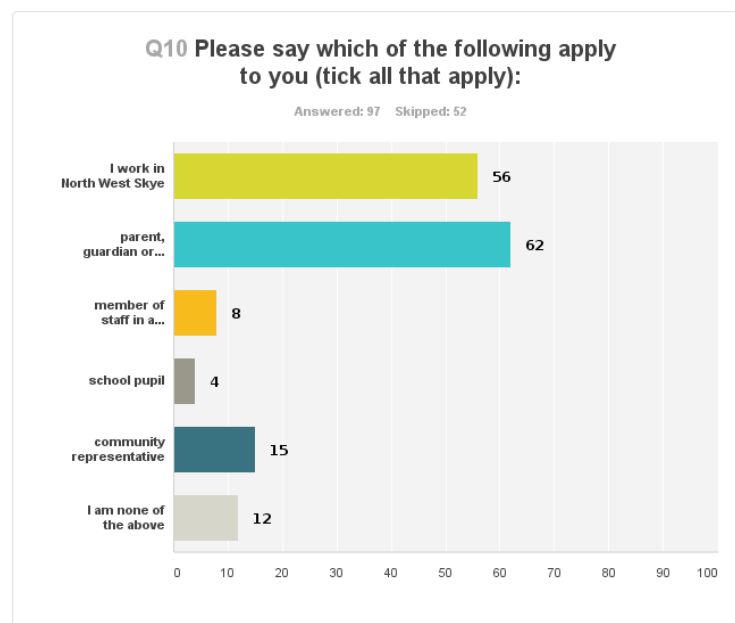
Over three quarters of respondents said they lived in the areas served by Dunvegan (20), Edinbane (17), Knockbreck (24) or Struan (14) Primary Schools as shown below in Figure 11-2. With reference to the population figures set out in Section 6.3, this constitutes responses from 2%, 5%, 10% and 6% of the population of the zones respectively, assuming each response is from a unique individual.

Figure 11-2



Most respondents (62) identified themselves as *a parent, guardian of a school pupil or a family member of a school pupil*. Many also said they work in North West Skye (56) as shown below in Figure 11-3.

Figure 11-3



Analysis of the response trends shows that a large proportion of responses (60) were made in the first week with the number of responses falling thereafter as shown

below in Figure 11-4. There was a second peak in responses in week commencing 24 March when 16 (out of a total of 24) responses were made from respondents living in the Knockbreck school area as shown below in Figure 11-5.

Figure 11-4

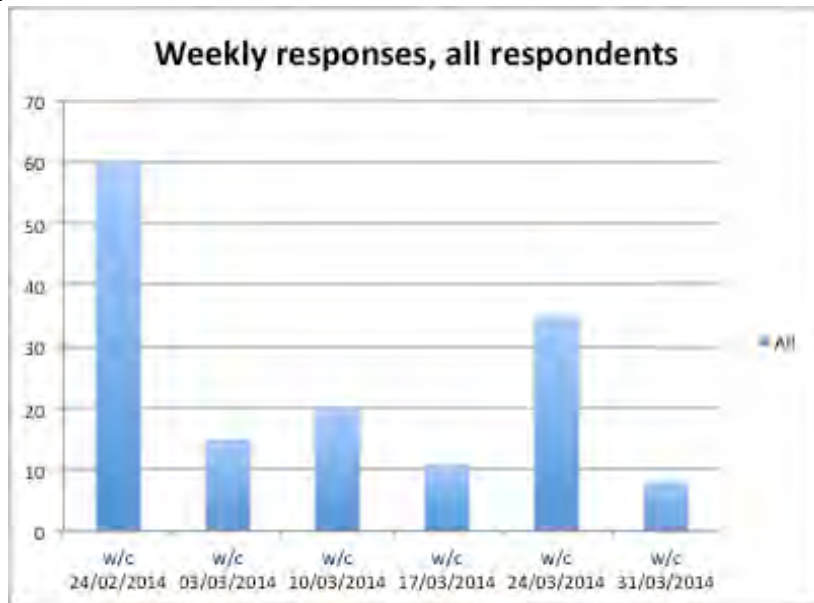
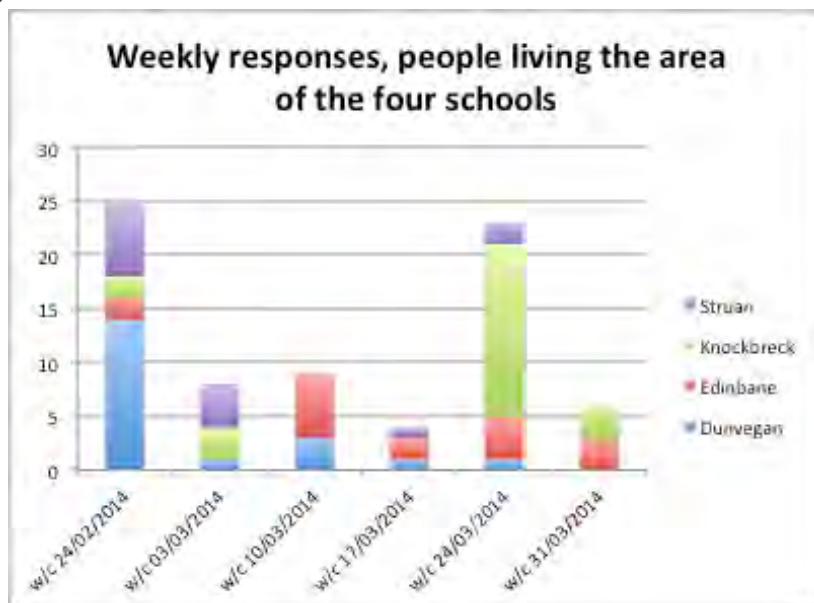


Figure 11-5



11.3 Agreement with a range of statements

Respondents who said they were most closely associated with Dunvegan, Edinbane, Knockbreck or Struan primary schools were asked about the extent to which a series of statements most closely fitted with their own views. The purposes of this question were to explore:

- what they felt is most important about a school; and,
- what factors they value under the existing arrangement and would therefore not wish to lose whatever the future configuration, and the factors which they feel are important but which are not present at moment.

The statements were:

- All pupils are known as individuals by key members of staff;
- Pupils learn in a school where the buildings and grounds are of the highest possible standard;
- Pupils can take part in as wide a range of extra curricular activities as possible as individuals and in groups;
- A school is located in the middle of its community;
- Schools can attract, retain and develop excellent teachers so that education is of the highest standard;
- Pupils with additional support needs can be fully included within the day to day life of the school;
- Schools include community facilities for wider recreational activities;
- As many pupils as possible can walk or cycle safely to school;
- Primary schools have nursery provision attached;
- Wrap around care (before and after school) is available in schools.

The responses for all respondents who said they were most closely associated with Dunvegan, Edinbane, Knockbreck or Struan primary schools are shown below in Figure 11-6.

This figure shows that across the four schools, the statements most identified as being **“a strength of the existing school and important in a new school”** were:

- All pupils are known as individuals by key members of staff;
- A school is located in the middle of its community;
- Schools can attract, retain and develop excellent teachers so that education is of the highest standard;
- Pupils with additional support needs can be fully included within the day to day life of the school.

The statements most identified as being **“not a strength of the existing school and important in a new school”** were:

- Pupils learn in a school where the buildings and grounds are of the highest possible standard;
- Wrap around care (before and after school) is available in schools;
- Schools include community facilities for wider recreational activities.

The statements most identified as being **“not important in a new school”** were:

- Wrap around care (before and after school) is available in schools;
- As many pupils as possible can walk or cycle safely to school;
- Schools include community facilities for wider recreational activities.

Figure 11-6 – All associated with Dunvegan, Edinbane, Knockbreck or Struan

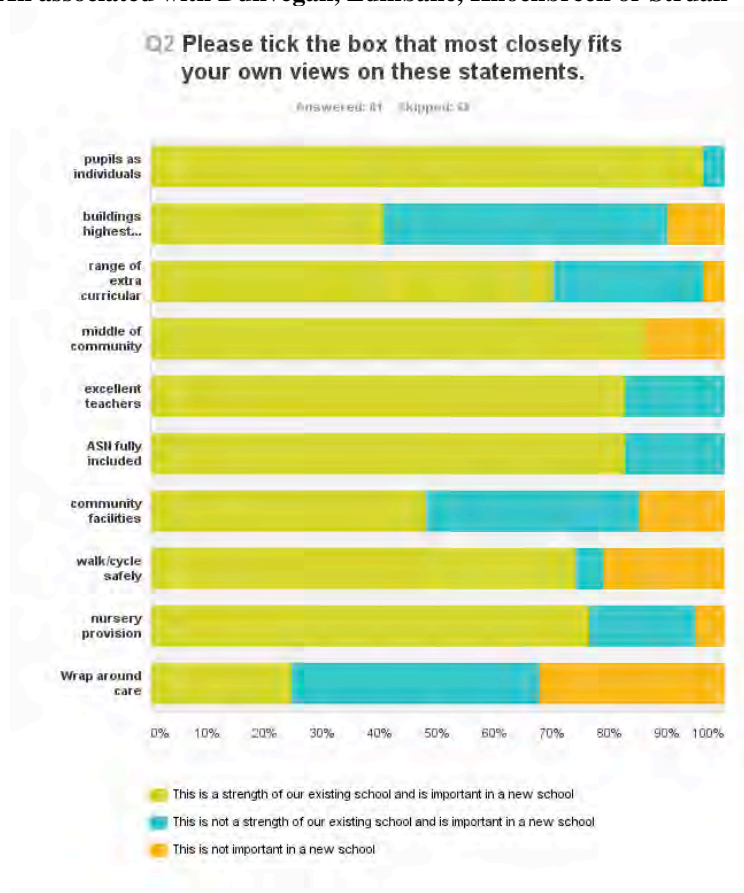


Figure 11-7 shows the results for respondents most closely associated with Dunvegan Primary School. This shows a similar set of statements being most often selected as being **“a strength of the existing school and important in a new school”**. Similar factors were identified as **“not a strength of the existing school and important in a new school”**, but at a much higher rate of occurrence.

Figure 11-7 – Associated with Dunvegan

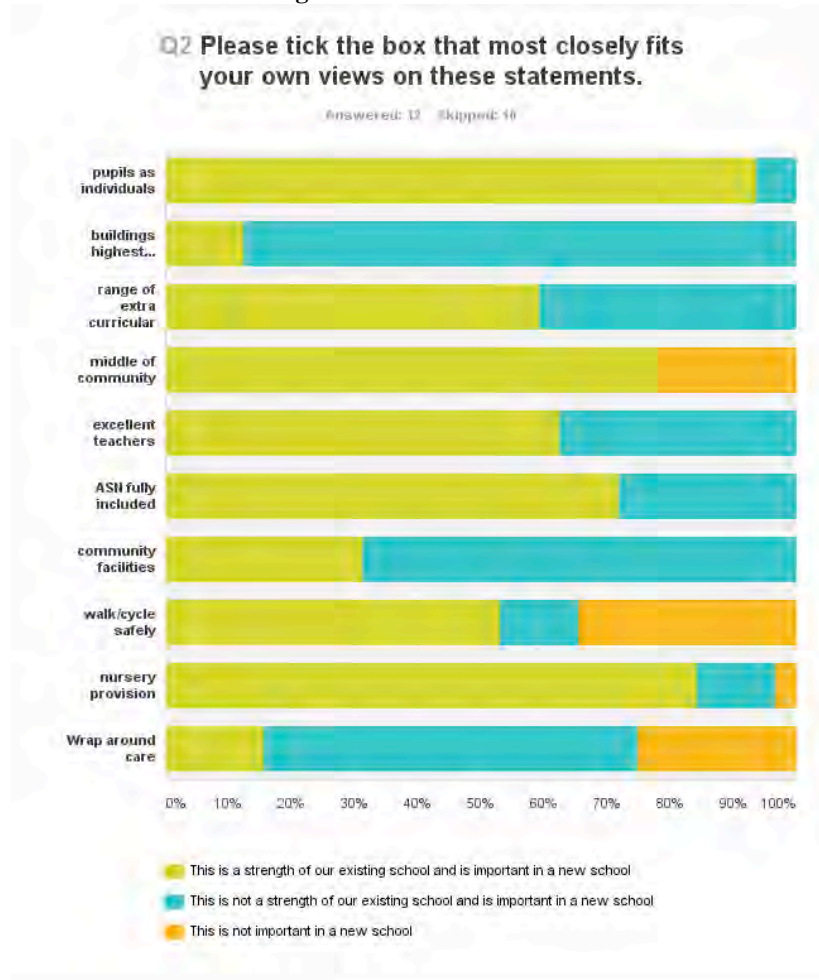


Figure 11-8 shows the responses by respondents most closely associated with Edinbane. Once again, this shows a similar set of factors being selected most often as being **“a strength of the existing school and important in a new school”**, with *“As many pupils as possible can walk or cycle safely to school”* also appearing a popular selection.

The statements most identified as being **“not a strength of the existing school and important in a new school”** were the same as the overall picture:

- Pupils learn in a school where the buildings and grounds are of the highest possible standard;
- Wrap around care (before and after school) is available in schools;
- Schools include community facilities for wider recreational activities.

The statements most identified as being **“not important in a new school”** were:

- Wrap around care (before and after school) is available in schools;
- Pupils learn in a school where the buildings and grounds are of the highest possible standard;
- Schools include community facilities for wider recreational activities.

Figure 11-8 – Associated with Edinbane

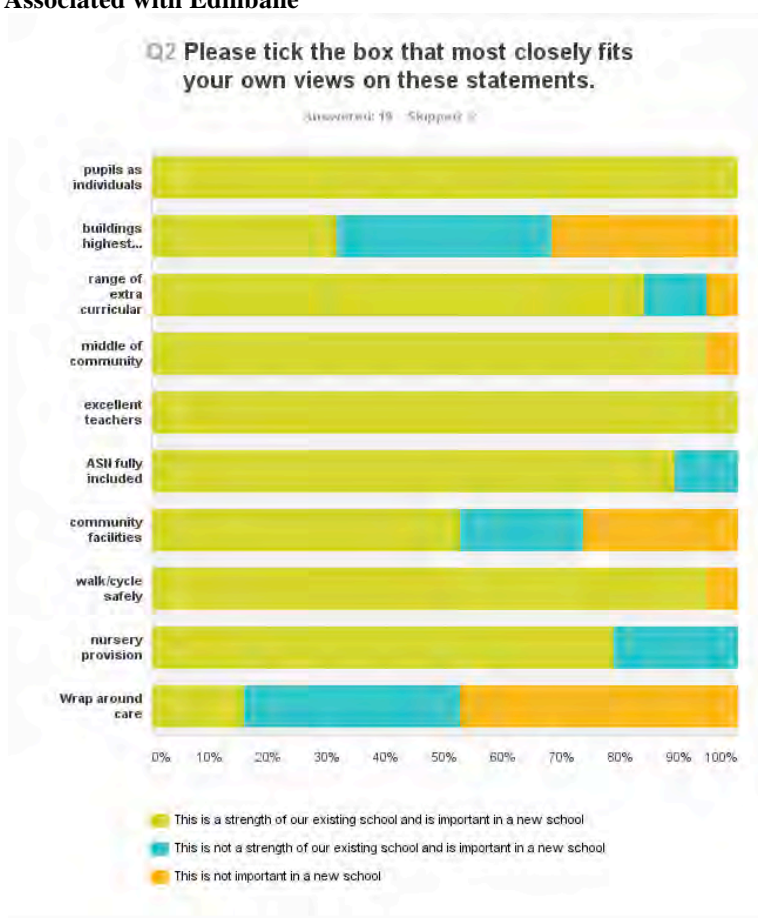


Figure 11-9 shows the responses by respondents most closely associated with Knockbreck. Once again, this shows a similar set of factors being selected most often as being **“a strength of the existing school and important in a new school”**. It is interesting to note that *“As many pupils as possible can walk or cycle safely to school”* was a popular selection when three of the four pupils were transported to school at the time of writing.

The statements most identified as being **“not a strength of the existing school and important in a new school”** were the same as the overall picture:

- Pupils learn in a school where the buildings and grounds are of the highest possible standard;
- Wrap around care (before and after school) is available in schools;
- Schools include community facilities for wider recreational activities.

The statements most identified as being **“not important in a new school”** were:

- Wrap around care (before and after school) is available in schools;
- As many pupils as possible can walk or cycle safely to school;
- Schools include community facilities for wider recreational activities.

Figure 11-9 – Associated with Knockbreck

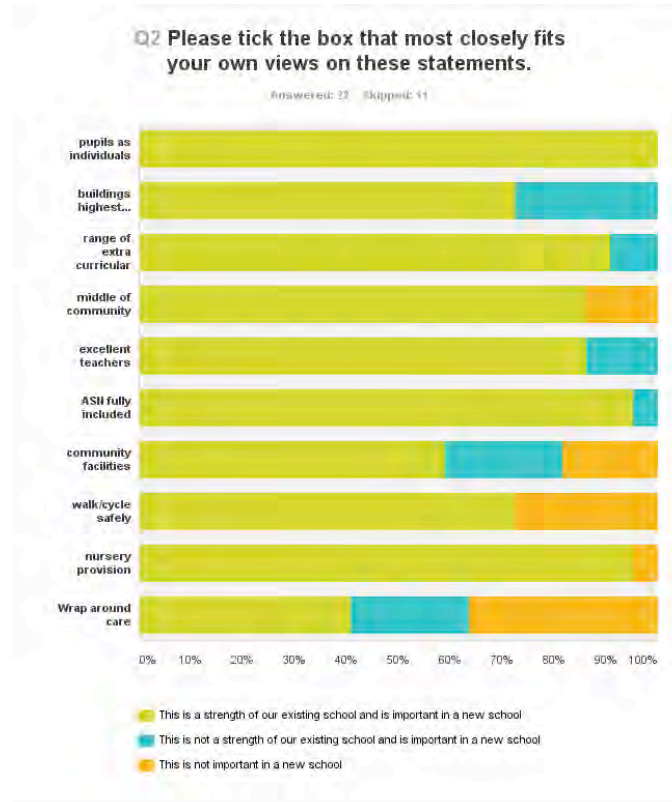


Figure 11-10 shows the responses by respondents most closely associated with Struan. Once again, this shows a similar set of factors as being selected most often as being **“a strength of the existing school and important in a new school”**, with *“As many pupils as possible can walk or cycle safely to school”* also appearing a popular selection.

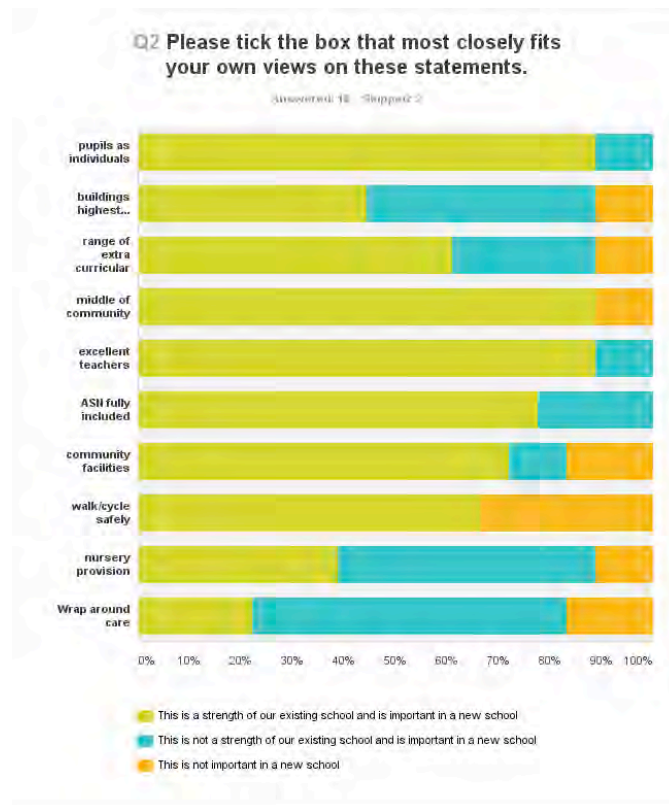
The statements most identified as being **“not a strength of the existing school and important in a new school”** were the same as the overall picture:

- Wrap around care (before and after school) is available in schools;
- Primary schools have nursery provision attached;
- Pupils learn in a school where the buildings and grounds are of the highest possible standard.

The statements most identified as being **“not important in a new school”** were:

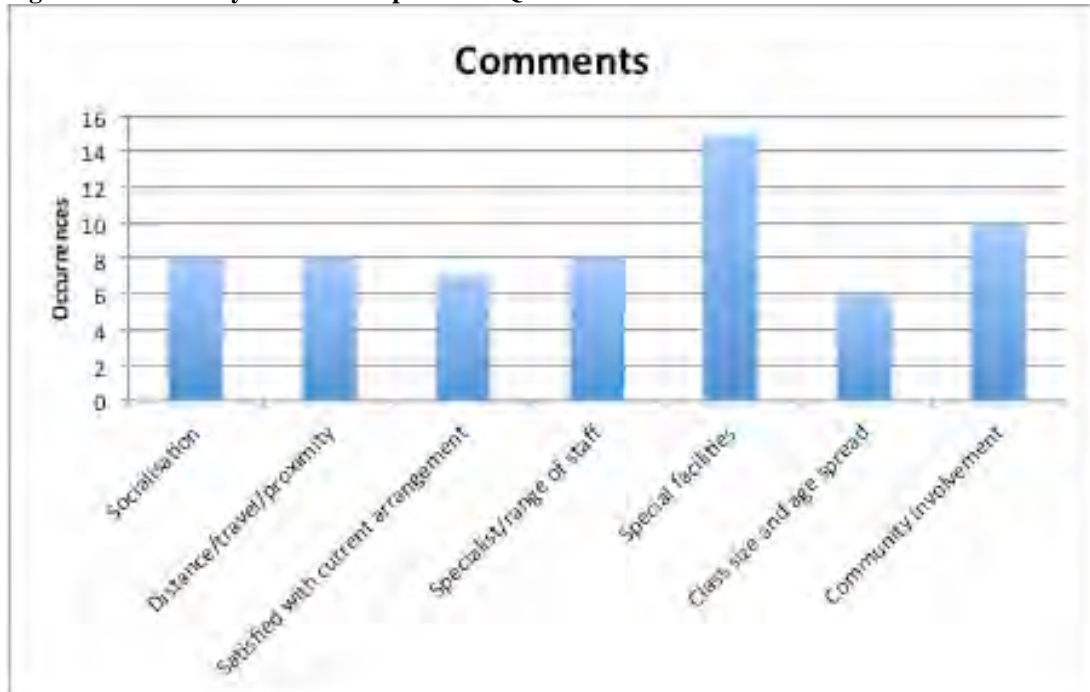
- As many pupils as possible can walk or cycle safely to school;
- Wrap around care (before and after school) is available in schools;
- Schools include community facilities for wider recreational activities.

Figure 11-10 – Associated with Struan



Many respondents took the opportunity to provide additional comments in response to this question. Certain themes recurred in the comments. Accepting that the categories and classification are inevitably slightly subjective, the frequency of occurrence of these themes is indicated in Figure 11-11, and some examples of the comments made listed below.

Figure 11-11 – Analysis of text responses to Question 2



Some respondents commented on aspects of pupil socialisation. A sample of these comments includes:

- *if all the other schools joined [School A] then we would have more friends;*
- *it would be nice to have the [School A] children and [School B] children all in the one school where we could all be friends without their mums and dads being angry about this;*
- *children need to experience education with a wide range of children from all social backgrounds;*
- *I believe that children need the company of others of their age when possible to develop social skills and make friends.*

Many respondents who commented were concerned with distance/travel/proximity:

- *we live [many miles from School X]. In the winter the road can be very treacherous;*
- *[at the moment] children are able to walk to school;*
- *school [should be] easily accessible at all times of day ...for people relying on public transport both from home and their place of work;*
- *Distances here are such that motor transport is essential so there is no necessity for a local school now.*

Many respondents are very content with current provision:

- *Actually I am extremely happy with the features and characteristics of the existing [school];*
- *our school is great and I don't want a new one;*
- *the children have everything they need in [their current school];*

- *I am very happy with the school my child attends. I feel no need for a new school.*

Access to and availability of a range of staff with different skills was mentioned by several respondents:

- *specialist Art & Music teachers should visit at least once a week. PE should be provided by a fully trained PE teacher, not the class teacher;*
- *an art teacher...and some male teachers...;*
- *it would also be a great advantage to include some male staff...;*
- *With too few children and no alternative teacher it can be a disaster if there are personality clashes between children, or between a child and teacher.*

Many respondents made reference to aspects of the facilities:

- *[the building should be] fit for purpose – e.g. no classrooms in Portakabins, decent sized gym, good outdoor play/learning areas;*
- *bright, welcoming and modern;*
- *good sports provision;*
- *the carpark in my childrens' current school is a complete hazard.*

Composition and size of classes was mentioned by some respondents:

- *next year my class might be P4-7. If it was only P6-7 it would be better;*
- *school size should enable classes with a smaller composite spread in order that older children's education stretches their experience as far as possible;*
- *[an advantage of smaller schools is that] cross-age classes facilitate social learning;*
- *small classes allow teachers to spend more time with pupils.*

The theme of interaction between the school and community also occurred regularly among the responses:

- *[in our school the] community can be involved in local events (e.g. litter-pick, eco-morning, coffee afternoons, local Christmas card delivery service, school play etc);*
- *they only get one chance [at education] and it is too precious to risk spoiling for any ideas that "the school should be in the middle of the community" or such adult attitudes. Children first and last;*
- *[in small schools there are] high levels of community involvement in school activities when the school is seen as belonging to the community;*
- *small communities should keep their own schools where possible to guard against rural depopulation and keep communities alive and thriving.*

11.4 Acceptability of ideas for the future

11.4.1 Ideas presented

In the introduction to the survey it was stated that the purpose of the survey was to hear views on two specific ideas. It also invited respondents to suggest other ideas they considered to be worthy of consideration.

In the next set of questions, it was explained that two ideas have been identified for the primary schools in North West Skye. These are:

- Idea A – Dunvegan, Edinbane, Knockbreck and Struan Primary Schools maintained to existing standards in their current locations
- Idea B - Merge Dunvegan, Edinbane, Knockbreck and Struan to establish a new build school in Dunvegan

Respondents were asked what they thought of each of these ideas by selecting one of the following choice options:

- This is acceptable
- This may be acceptable but I have concerns
- This is not acceptable
- Don't know/no comment

11.4.2 Acceptability – all respondents

The following charts which are self explanatory show the results of this part of the survey, as a whole (Figure 11-12 and Figure 11-13) and for each school (Figure 11-14 to Figure 11-21).

Figure 11-12 – Idea A, all respondents

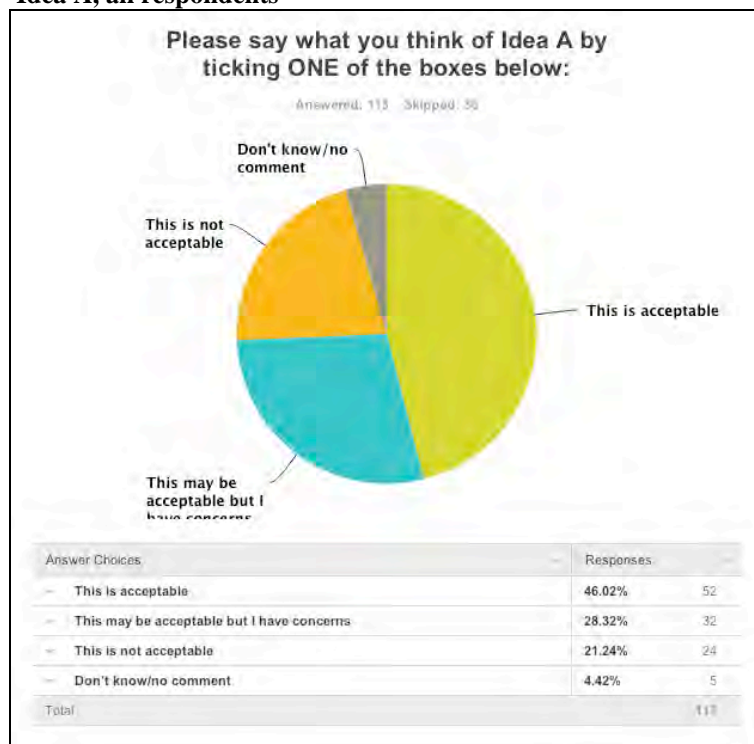


Figure 11-13 – Idea B, all respondents

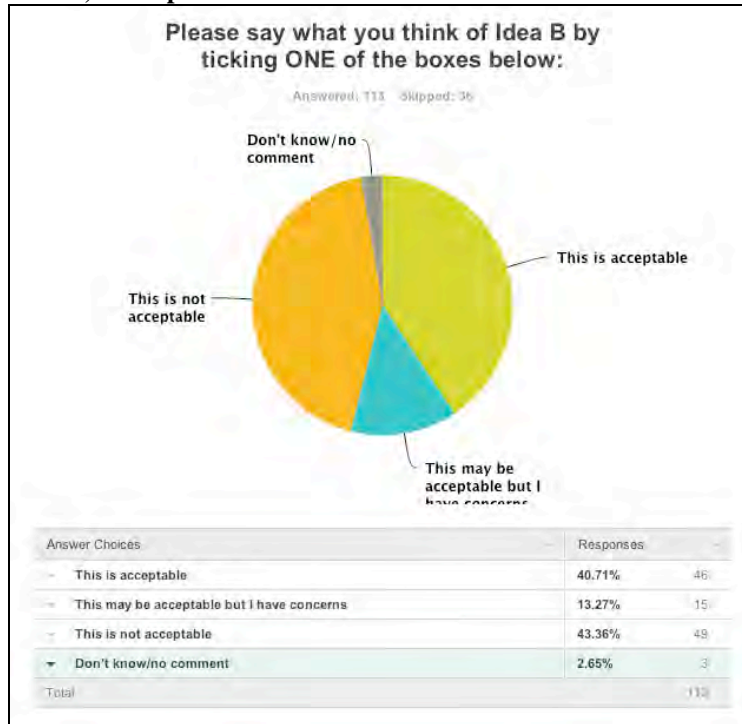


Figure 11-14 – Idea A, respondents living in Dunvegan zone

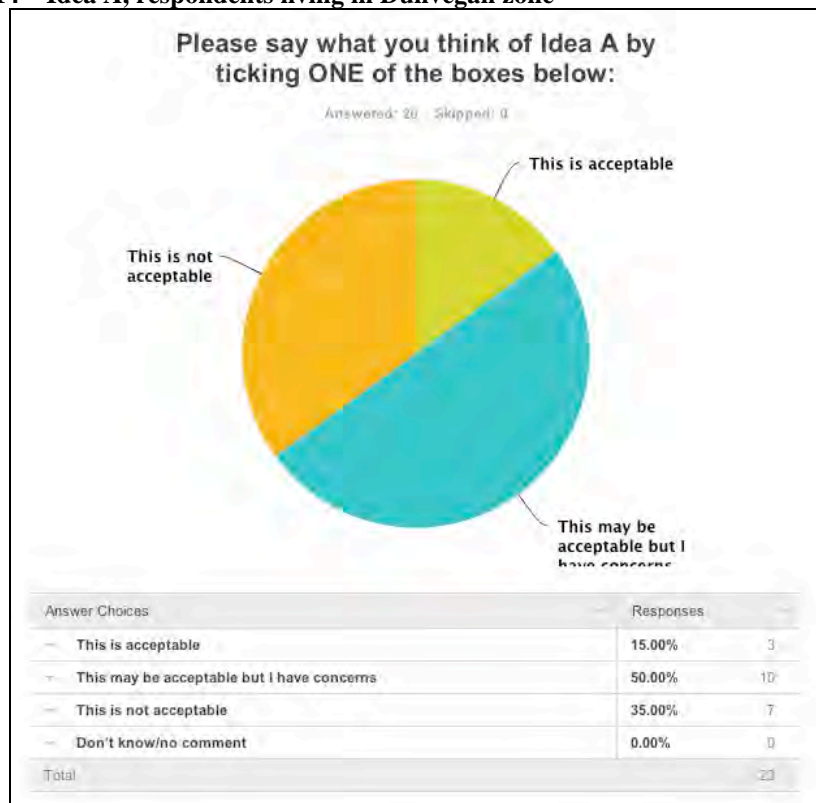


Figure 11-15 – Idea B, respondents living in Dunvegan zone

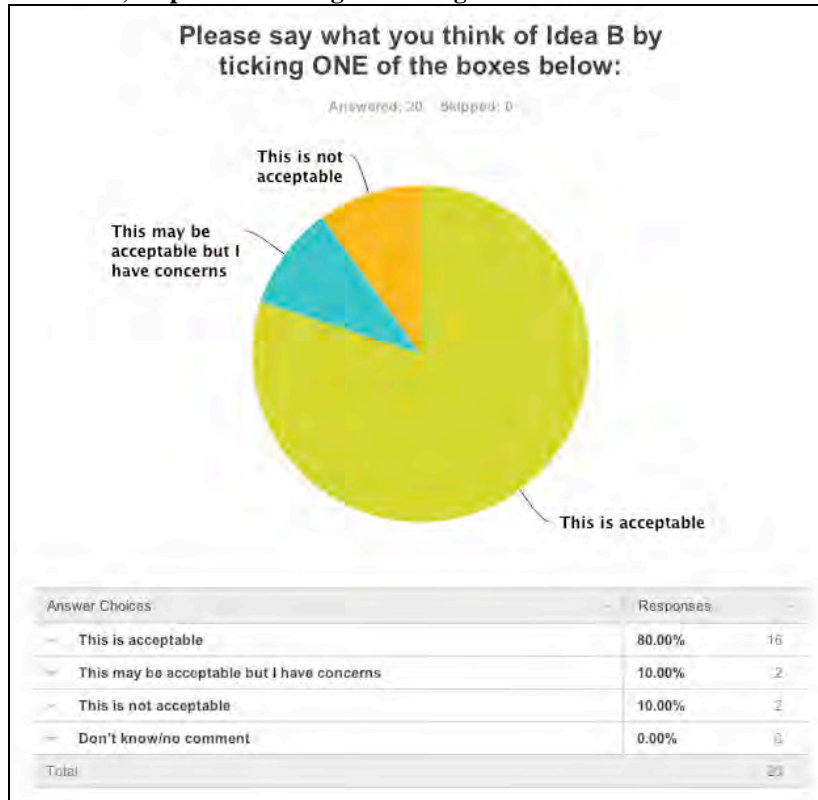


Figure 11-16 – Idea A, Edinbane respondents

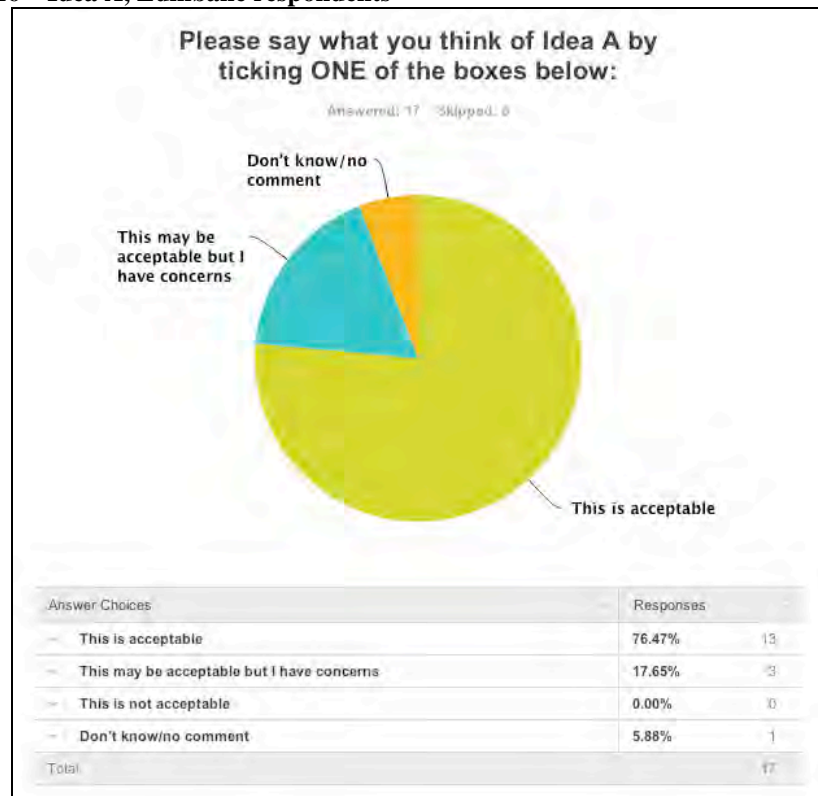


Figure 11-17 – Idea B, Edinbane respondents

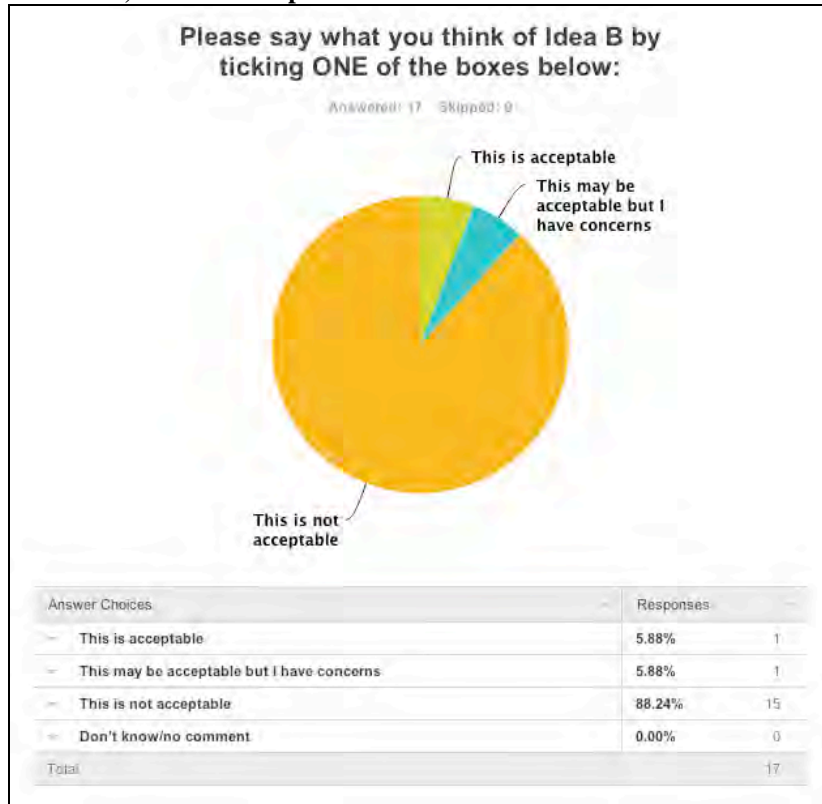


Figure 11-18 – Idea A, Knockbreck respondents

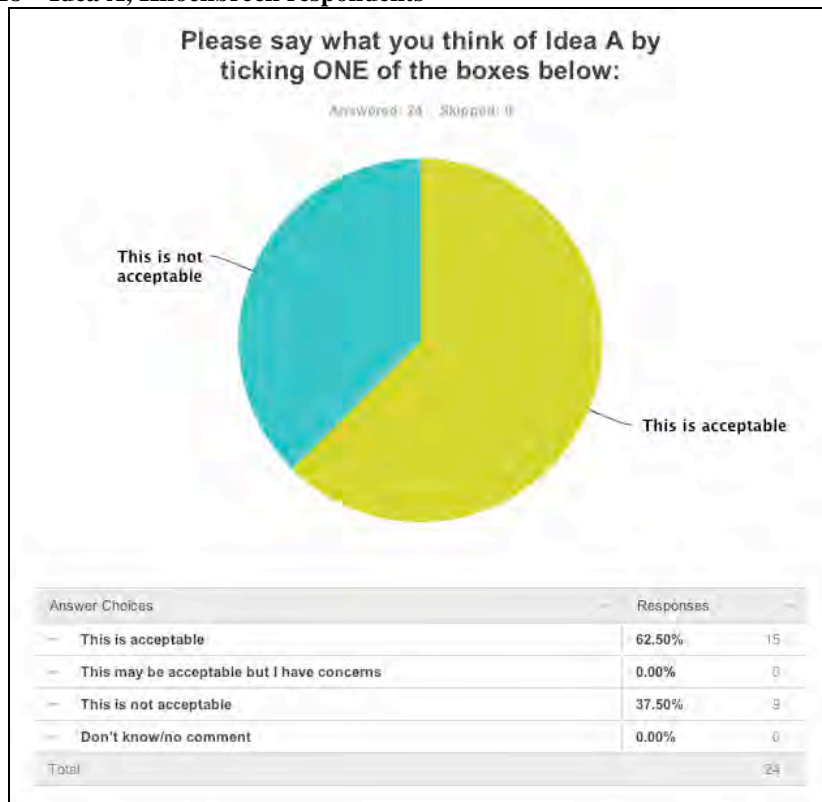


Figure 11-19 – Idea B, Knockbreck respondents

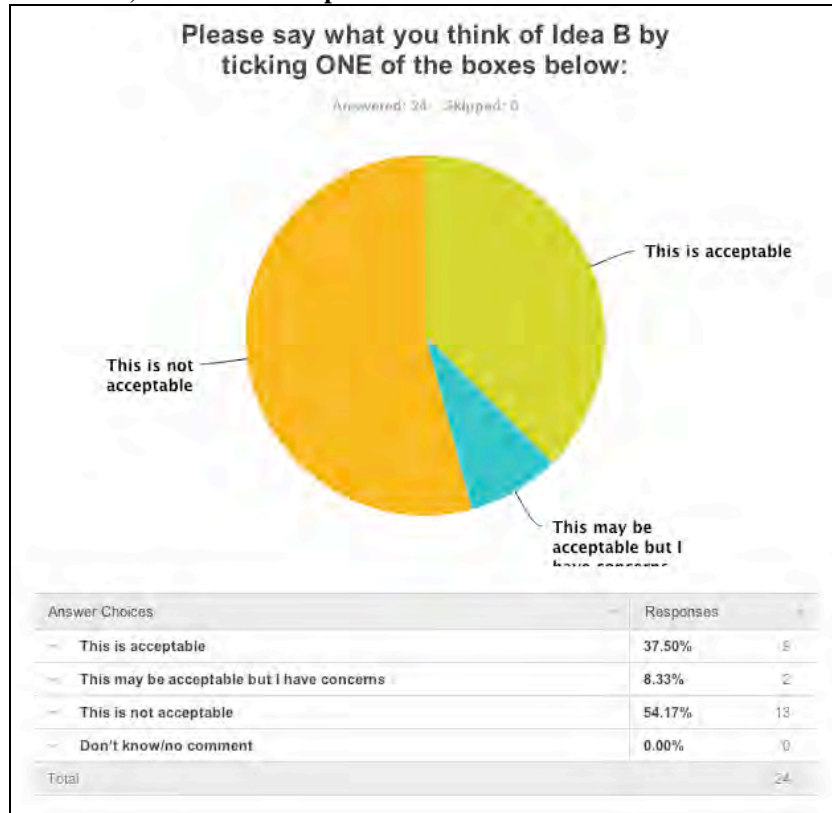


Figure 11-20 – Idea A, Struan respondents

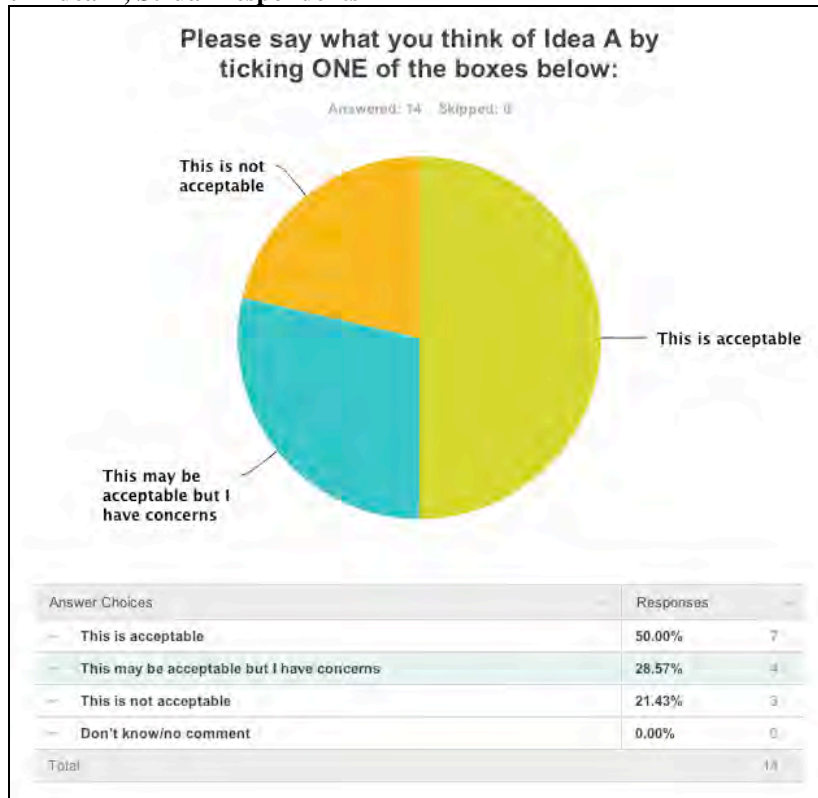
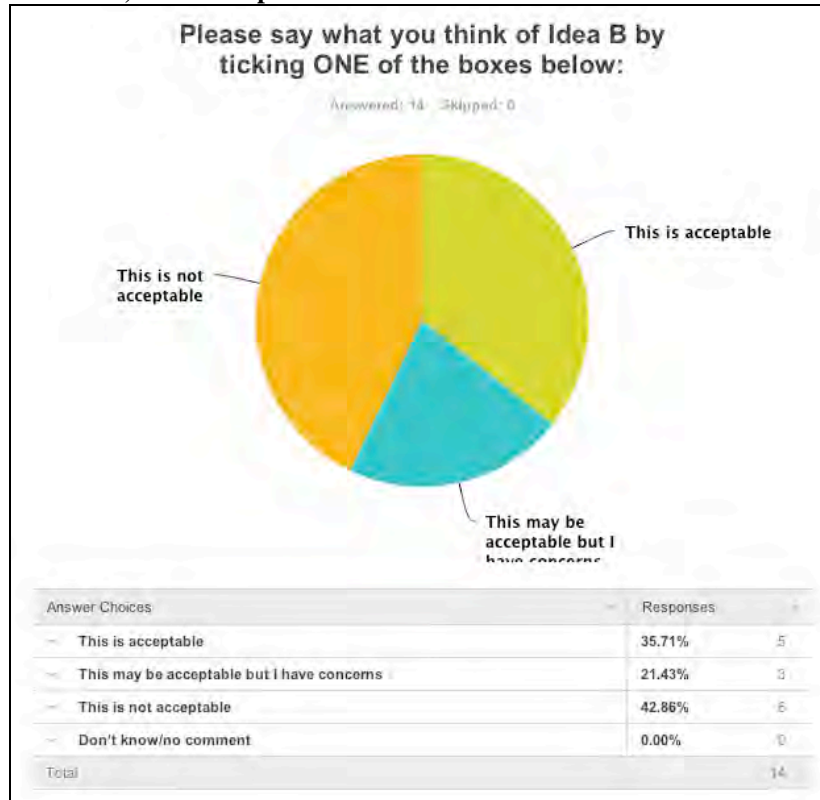


Figure 11-21 – Idea B, Struan respondents



11.4.3 Comments and observations

The following can be inferred from the survey, (on the assumption that each response is from a unique respondent):

- support for Idea B is greatest among respondents who live in the Dunvegan zone;
- respondents living in the Knockbreck and Struan zones indicate a greater level of acceptance of Idea A than Idea B, although significant proportions (Knockbreck 46% and Struan 57%) think that Idea B is either acceptable or may be acceptable
- respondents living in the Edinbane zone indicated a marked preference for Idea A;

People see many strengths in their existing schools including the quality of the teaching staff and the way pupils are known as individuals. The features that would be important in a new school vary significantly, but overall important features in a new school include wrap-around care and buildings of the highest standard.

12 Conclusions and Recommendations

12.1 Conclusions

On the basis of the findings of this study, it is concluded that:

- the existing schools in north west Skye are performing well and their strengths are recognised and valued by the communities they serve;
- the current school buildings are varied in terms of Condition and Suitability, but are generally below the ‘Good’ standard specified in national guidance;
- around two thirds of pupils currently attending the four schools in north west Skye use school transport;
- the combined roll of the four existing schools is forecast to remain roughly level at between 60 and 70 pupils for over a decade;
- reasons given for placing requests include availability of childcare convenient for parents’ work; parents believed that behaviour/bullying was not being dealt with; families moving in/out of zone; opportunities in a larger school;
- on the basis of the forecasts it is thought that a new school comprising the pupils from the four existing catchments would have a single Gaelic Medium class and either two or three English Medium classes depending on the number of placing requests, uptake of Gaelic and other factors;
- a number of potential educational benefits of a new school have been identified as a consequence of a larger number of pupils, consequential larger number of staff and enhanced facilities;
- a number of potential negative impacts of a new school have been identified including an increase in the number of pupils requiring to use school transport and perhaps a loss of identity and interaction between the existing schools and their communities;
- there is a wide range of views on the acceptability of a new school: some people find the idea attractive and see significant benefits, others believe that the dis-benefits outweigh the benefits;
- the size of some of the schools is such that it is not possible for school staff to deploy the range of teaching techniques and methods that they would with a larger body of pupils school;
- in some cases, pupils are regularly and frequently transported between schools to participate in activities that cannot be delivered in their own

school due to its size or facilities. For pupils and teachers this means time is spent travelling that would otherwise be spent on education;

12.2 Recommendations

It is recommended that:

- the Council takes the idea of a new school serving North West Skye forward to the next stage of approvals and if such approval is given, carry out a statutory consultation in line with the relevant legislation and associated guidance;
- a site is identified for a new school in Dunvegan and initial outline design work carried out to inform any future public dialogue;
- a financial analysis is carried out in line with recent Scottish Government guidance to demonstrate the financial implications of such a development;
- an analysis is carried out to understand the number of pupils who would require school transport and to understand the extent to which safe walking/cycling routes could be established to a new school.

Rational underlying the criteria/factors agreed during the workshop.

"In the Classroom" Group of factors		
Indicator	Explanation of Indicator	Description agreed with Head Teachers during Workshop
Learning and achievement	<p>This indicator deals with the overall learning experience and the opportunity for all pupils to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors to the fullest possible extent.</p> <p>The Standards in Schools Scotland Act 2000 states that it is "the duty of the authority to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential".</p> <p>Attainment mainly relates to the progress of pupils in becoming 'successful learners' and in meeting their personal targets set for them at each stage of the learning process. Regular monitoring of attainment enables teachers, parents/guardians and, as they grow older, pupils themselves to identify areas of strength and weakness and to target these in the quest for continuous improvement.</p> <p>Achievement, when used in conjunction with "attainment", is generally accepted as relating to pupil progress and success in all aspects of school life other than the academic in which pupils engage and which contribute to their overall development. Sport, music, drama, citizenship are areas in which the achievements of pupils might bring pleasure and credit to themselves, their parents/guardians and the school and it is appropriate that these activities and others should be encouraged and acknowledged.</p>	<p>Does an option enhance the opportunity for all pupils to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors to the fullest possible extent (Physical, Intellectual, Emotional, Social) in the context of CfE?</p>
Cooperative/Flexible Teaching and SFL	<p>The range and appropriateness of teaching approaches such as cooperative teaching will have a bearing on pupil progress for example by enabling pupils' needs to be addressed by facilitating a greater range of teacher involvement with smaller groups of pupils. This may be especially relevant for those who are experiencing particular difficulties and who require additional support. Furthermore, it is recognised that pupils will learn in different ways and that the use of range of flexible teaching methods are more likely to allow all pupils to fulfil their potential.</p> <p>The principles of cooperative and flexible teaching are central to Curriculum for Excellence.</p>	<p>Is an option likely to facilitate an increased opportunity for Cooperative/Flexible Teaching and Support for Learning?</p>

Rational underlying the criteria/factors agreed during the workshop.

“In the Classroom” Group of factors		
Indicator	Explanation of Indicator	Description agreed with Head Teachers during Workshop
Peer Group Work/Cooperative Learning	<p>The Curriculum for Excellence recognises that pupils are motivated by appropriate peer group challenge and by contributing in different settings for example as cooperative learners and by working as members of a group.</p> <p>Peer education is an increasingly popular method of providing information and advice to young people in both school and community-based settings. Well-considered peer education initiatives can offer a wide range of benefits to pupils, peer educators, teachers and the school as a whole.</p> <p>Pupils clearly have different aptitudes and abilities and are able to learn, led by the teacher, independently and from one another. Co-operative learning among pupils can be a stimulating experience for them particularly when the teacher is able to create appropriate settings with groups of different composition and size, and is able to allocate different tasks to pupils to attempt to ensure that they all become involved and develop a range of skills. Such activities are likely to help them grow in confidence to become Effective Contributors. It is also generally accepted that the potential for pupils to be Successful Learners is improved by each pupil being enabled to be part of an age appropriate peer group.</p>	<p>CfE recognises that pupils are motivated by appropriate peer group challenge and by contributing in different settings eg as cooperative learners. Would an option be likely to offer increased opportunities in this respect?</p>
Access to appropriate ICT Infrastructure	<p>The appropriate use of Information and communication Technology is an integral part of Learning and Teaching in the 21st century, with teachers and pupils alike accessing a huge range of relevant knowledge and information. Computer assisted learning can also prove to be an important additional stimulus to certain pupils. The availability of an ICT infrastructure appropriate to the needs of the school facilitates these activities.</p>	<p>Would an option allow in-class and other ICT infrastructure appropriate for a 21st century teaching environment to be put in place?</p>
Early Years education	<p>The liaison between those providing pre-school education and those working with the children at the infant stages can be an important factor in the success of implementing the Curriculum for Excellence Early Level. While good liaison does occur across a range of settings, there are clear advantages if the pre-school and infant provision is closely located within the same building and under the same management structure.</p>	<p>Would an option enable CfE Early Level to be implemented, particularly with nursery and primary years liaison and joint planning?</p>

Rational underlying the criteria/factors agreed during the workshop.

“In the Classroom” Group of factors		
Indicator	Explanation of Indicator	Description agreed with Head Teachers during Workshop
Continuity and Progression	<p>Continuity and progression are important aspects in the education of children and young people with transition stages i.e. from pre-5 to primary and primary to secondary proving challenging for a number of them. The co-location of pre-school education with primary, not only keeps children in a familiar setting, but also allows for a greater degree of liaison between pre-school and primary school staff relative to the progress of and 'next steps' for each child. In addition parents having to drop-off a number of children may be advantaged by having to visit only one site.</p> <p>Similarly co-location of primary and secondary schools on the same site will offer opportunities to improve the continuity between stages, professional liaison and smooth pupil transition.</p>	<p>Is an option likely to improve continuity between stages of education, enhancing the probability of smooth pupil progression? Factors to take into account could include the numbers of pupils moving between stages, the number of transitions, and the opportunities for professional liaison regarding pupil progress.</p>
Management and Leadership	<p>It is generally accepted that the management and leadership of a school is the single most important factor in its success in enabling all young people to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. It is therefore unsurprising that Her Majesty's Inspectorate place such store in it in all of their reports. There are many examples of pupils and teachers alike being inspired and encouraged by an outstanding head teacher. The time allocated for management/leadership clearly has implications for head teacher workload and for the ability of the head teacher and other promoted staff to deliver all that they would want for the benefit of the school.</p>	<p>The leadership of a school is critical in enabling young people to succeed. It impacts on staff ethos, motivation and professional development. Is an option likely to impact on the time allocated to the HT for management/leadership?</p>
Professional Learning Communities	<p>Both Education Scotland and the Teachers' Professional Associations recognise the benefits for teachers in being able to be part of a Professional Learning Community. Put simply this acknowledges that teachers working together in curriculum development initiatives, affording each other professional support, sharing best practice and developing skills are likely to be advantaged in that experience to the benefit of the learners with whom they are working.</p>	<p>Education Scotland and professional associations promote collegiality and the development of teacher 'professional learning communities' to share best practice and develop their skills. Is an option likely to impact on this?</p>
Gaelic Provision	<p>The Highland Council and the Scottish Government are each committed to the promotion Gaelic medium teaching and seek opportunities to advance that initiative where possible.</p>	<p>Is an option likely to present opportunities to enhance the availability and quality of Gaelic language provision?</p>

Rational underlying the criteria/factors agreed during the workshop.

"In the Classroom" Group of factors		
Indicator	Explanation of Indicator	Description agreed with Head Teachers during Workshop
Support and specialist services	Across Scotland there are a wide range of Support and Specialist Services operating in our schools. That range includes Educational Psychologists, Speech and Language Therapists, and other Health professionals, but also specialist instrumental teachers , sports co-ordinators and others. The extent to which these services are available for particular children or more generally can be an important factor in their progress.	Is an option likely to increase a school's access to pupil support and specialist services?
Health and Safety of staff or pupils	A number of teachers and head teachers have expressed the view that they do not believe, on the grounds of Health and Safety, that any teacher should ever be in a "lone worker" situation. By that they have meant in circumstances where by reason of staffing formula there are times when there is only one adult in the school with the children.	Is an option likely to reduce the likelihood of "lone adult worker" situations arising?

"Beyond the Classroom" Group of factors		
Indicator	Explanation of Indicator	Description agreed with Head Teachers during Workshop
Recreation/ Team Games/Active Schools	It is generally recognised that there are health benefits for pupils to be had by engaging in sports and physical education. Similarly many pupils derive a great deal of enjoyment from such activities and can learn a lot about roles and responsibilities and what it means to be a member of a team.	Is an option is likely to enhance opportunities for pupils to experience enjoyment and achieve success, while pursuing a healthy and active lifestyle by engaging in a range of recreation/sports and team games?
Musical Group and Performing Arts Activities	As with sport, for many pupils of all abilities there can be an opportunity "to shine" or just enjoy participating in musical and artistic activities. Again in these activities pupils can experience the challenge of performing solo or with others and can learn a lot about roles and responsibilities and what it means to be a member of a team.	Is an option likely to enhance opportunities for pupils to become Responsible Citizens and develop confidence in participating in cultural life including Music and the Performing Arts?

Rational underlying the criteria/factors agreed during the workshop.

“Beyond the Classroom” Group of factors		
Indicator	Explanation of Indicator	Description agreed with Head Teachers during Workshop
Social Interaction	The level to which pupils are able to become skilled in social interaction will depend to an extent on the opportunities afforded to them. In developing the ability to become Confident Individuals and Responsible Citizens the inter-personal skills of co-operation, tolerance, and the ability to demonstrate concern for others are of crucial importance. These along with the forging of close friendships and the development of self-esteem will be greatly enhanced by each pupil being enabled to be part of an age appropriate peer group of a sufficient size to allow a range of interactions and relationships to form and reform.	Is an option likely to enhance opportunities for appropriate social interaction between pupils, helping them become Confident Individuals and Responsible Citizens, and contributing to their physical, mental and emotional well-being?
Extra Curricular Activities/Interests	In many Scottish schools pupils are introduced to a new activity or interest by participation in an extra-curricular club run at lunch time or after school by a teacher, other member of staff or by a parent helper. These activities enrich the “school” experience but equally importantly can kindle an interest which stays with the individual for all of his/her life.	Is an option likely to enhance opportunities for pupils to engage in a range of extra curricular activities/interests.
Health and Wellbeing	<p>In addition to Health Promotion activities within the school, daily physical education, and the provision of good quality drinking water and nutritious meals, the design of the building can make an important contribution to the physical well-being of all users and help pupils become Confident Individuals who pursue a healthy and active lifestyle.</p> <p>Modern design features can ensure that the environment benefits in the main from natural light, is always at a comfortable temperature and is ventilated by clean air. Other important features include modern toilet facilities offering privacy and dignity; suitable safe and secure design, properly equipped areas for social and recreational activities. Irrespective of the age or design of the school building pupils and staff have invariably remarked that meals/snacks prepared on site are much better than those transported from elsewhere.</p>	Is an option likely to help pupils become Confident Individuals who pursue a healthy and active lifestyle? Factors to consider could include availability of good quality drinking water; access to good external play areas; availability of nutritious school meals/snacks cooked on site.

Rational underlying the criteria/factors agreed during the workshop.

"Beyond the Classroom" Group of factors		
Indicator	Explanation of Indicator	Description agreed with Head Teachers during Workshop
Inclusion	Confident Individuals should be able to relate to others and manage themselves. In keeping with this, the statutory provision for the Presumption of Mainstream means that pupils with Additional Support Needs have an entitlement to be educated in their local school. The design of the school including issues of accessibility and the provision of appropriate facilities are key, as is the ability of the staff, with any necessary additional personnel or resources to meet the child's/children's specific needs.	The "Presumption of Mainstream" assumes that pupils with Additional Support Needs will be educated where possible in a local school. Is an option likely to contribute to inclusion across the full range of Additional Support Needs?
Pastoral Care	Quality Pastoral care is fundamental to the ethos of a school. All pupils should feel that there is a member/are members of staff to whom they can go with any concerns which they have. Equally the management structure of the school, regardless of the school size should be such that each pupil is 'in the care' of a particular member of staff. While there are excellent pastoral care practices in schools of all sizes, it has been argued that this is an area in which there can be advantages in smaller schools.	Is an option likely to allow all pupils to be well known as individuals by key members of staff?
A Community Facility	The national school estate strategy stresses that " Schools are integral parts of the communities they serve, with pupils making use of community facilities and communities accessing school facilities" and notes that "the traditional school needs to move towards an inclusive community hub campus model". It seems only right and proper that the community at large should, if at all possible benefit from being able to use a Council resource which is likely to be one of the best equipped if not the best equipped in the local area.	The national school estate strategy stresses that " Schools are integral parts of the communities they serve, with pupils making use of community facilities and communities accessing school facilities" and notes that "the traditional school needs to move towards an inclusive community hub campus model". Is an option likely to help make this happen?
School identity	Every school, old or new, large or small, has an identity and ethos, well established or developing and a place in the heart of the community it serves. It is important to acknowledge and celebrate that fact and to attempt to ensure that any changes to the school estate places great store in these factors and ensures that every effort is made to replace them with something of equal value and importance if not with something even better.	Every school has a unique culture, ethos and identity, Will an option enhance the extent to which a positive ethos and culture can exist or be created?

Rational underlying the criteria/factors agreed during the workshop.

"Beyond the Classroom" Group of factors		
Indicator	Explanation of Indicator	Description agreed with Head Teachers during Workshop
Travel to school - healthy options	There are many schools in Scotland to which it is possible for all the pupils attending to walk. This is, for obvious reasons less true of rural communities. It is important to recognise the health benefits for pupils who are able to walk or cycle safely to school and to promote/safeguard these options where possible.	Does an option enhance the extent to which pupils can travel to school on foot/cycle or similar, should they wish to?

"Beyond the School" Group of factors		
Indicator	Explanation of Indicator	Description Agreed with Head Teachers during Workshop
Community Identity	There are schools in towns, villages and rural communities which are particularly identified, by location and in other ways with a very specific community and there are others which are less so. The location of a school outwith any village or built up community may owe more to historical reasons than present day needs or the pattern of placing requests/attendance in a town may be such that the term local or community school may be rather tenuous.	With particular regard to location, is an option likely to impact on the extent to which the school is (or would be) identified with a particular village or distinct community?
Community Use of Facilities	In any community it is likely that the local school will be amongst the larger and best equipped of the 'community facilities' and where it is a secondary school it will normally be the largest and best equipped. The contribution therefore that the building can make to the life of the community in providing facilities not available elsewhere should not be under-estimated. This will be even more the case if the school building has been used regularly for community activities and in these circumstances should a school be being considered for amalgamation or closure it might be necessary to consider the education of the pupil, which is of paramount importance separately from the needs of the community to retain a centre for their own specific activities.	Is an option likely to improve/expand (or reduce) community use of the school's facilities?

Rational underlying the criteria/factors agreed during the workshop.

"Beyond the School" Group of factors		
Indicator	Explanation of Indicator	Description Agreed with Head Teachers during Workshop
Interaction with the Community	Everyone benefits when pupils reach out into the community sharing their achievements and gaining fulfilment. Interaction with their local community from the earliest stages of school life is an obvious way in which pupils can learn what it means to be a Responsible Citizen and Effective Contributor. Most schools engage with their local communities in many and various ways according to the circumstances of each school and its community. Examples include putting on concerts and shows, visiting care homes, engaging in environmentally friendly activities around the community, and participating in Eco Schools, public arts projects and charity activities.	Everyone benefits when pupils reach out into the community sharing their achievements and fulfilment, helping the young people become Responsible Citizens and Effective Contributors, for example visiting care homes, participating in Eco Schools, public arts projects and charity work. Is an option likely to enhance or reduce such opportunities?
Travel distance, time, risk and impact on community	Across the Highland Council area demographics are such that it is necessary for the Council not only to have heed to the statutory requirements regarding the provision of transport to school in certain specific circumstances related to distance and safety, but beyond that to take account of the nature of any such journeys and the time involved in making them. This is particularly important in the case of small remote communities. In this regard it is also important to take account of the fact that without special travelling/transport concessions or arrangements some pupils may have their ability to participate in after-school activities curtailed.	Does an option impact on the nature of pupils' daily trips to and from school and how does this impact on the local community?
Wrap around care	The government has encouraged councils to be as flexible as possible in the provision of pre-school education and child-care in order that parents/guardians who wish to continue working, or to return to work or enter education or training can be enabled to do so. The availability of extended day and extended year child-care in a community can make a significant difference to the employability and training opportunities for those with young children in their care, and can therefore contribute to economic regeneration.	The combination of wrap around care with pre-school and ante-pre-school provision allows increased opportunities for parents/carers to continue working, return to work, or to access education and training thereby promoting economic regeneration. Does an option potentially offer enhancements in this regard?
Planned Housing Developments	In considering any realignment of the school estate it is important to take account of the latest information regarding Planned Housing Developments and to ensure that as accurate a calculation as possible is made of the likely impact on school roll numbers for the foreseeable future. Equally parents considering a move into a "new" area are likely to have regard to both the quality and proximity of schooling for their children.	The existence of a local school in a community can have a bearing on the decision of families to move into the area. Would an option have a positive or negative impact in this regard?

Rational underlying the criteria/factors agreed during the workshop.

"Beyond the School" Group of factors		
Indicator	Explanation of Indicator	Description Agreed with Head Teachers during Workshop
Opportunities for Co-location with other bodies	<p>There are a number of examples across Scotland of the co-location of a number of agencies on the same campus as a school. In some circumstances they make economic sense particularly when separately the viability of the service in the community, located discretely would be in question. In other circumstances they can prove to be beneficial in providing a one-stop-shop for a number of services for the local community at one convenient location.</p> <p>In any proposed reconfiguration of services these opportunities should ideally be explored.</p>	<p>Co-location of front line services can present opportunities for social benefits and efficiencies. Does an option allow ideas for co-location to be considered and developed?</p>

**Portree High School ASG
Workshop for Primary School Head Teachers
6 February 2014**

Introduction

The purpose of this briefing is to allow you to prepare for a workshop which will be held to consider options for the future of Primary Education on Skye in the context of the Council's Sustainable Schools Education Review (SSER).

During the workshop we want to identify the long term sustainable educational benefits you and your colleagues would expect to accrue to pupils attending a single brand new school serving the areas currently served by Dunvegan, Edinbane, Knockbreck and Struan primaries, compared to the current configuration of schools. We also want to understand what the costs or dis-benefits would be in either case and what steps the council might take to address them.

Nothing in this should be interpreted as a criticism of any of the current schools, nor of anyone working in them. We are asking whether the school experience of pupils would be further enhanced, overall and in the long term, by implementing the idea of a single brand new school or whether the status quo presents the better long term option.

The workshop will consider only non-financial factors. A separate financial analysis will be carried out and conclusions drawn on the basis of the non-financial and financial considerations.

The workshop will be facilitated by Martin Finnigan and Frank Newall of Caledonian Economics. A report on the proceedings will be produced but the anonymity of the participants will be preserved.

Preparation

To prepare for the workshop we would like you to familiarise yourself with various differentiating factors that have been identified by other Head Teachers during similar studies elsewhere in the Highlands and in other parts of in Scotland. Please have a look at these and consider whether you are in agreement with them.

Colleagues have found it convenient to group these factors under three headings:

1. **In the classroom** – factors relating to the more formal Learning and Teaching including the interaction between teachers and their pupils, between pupils as individuals and groups, and between teachers as professionals seeking to deliver education of the highest possible quality;
2. **Beyond the Classroom** – factors relating to all of the other aspects which enrich a child's school life including personal health and well-being, social interactions, wider interests and life skills;
3. **Beyond the school** – factors relating to the place and relationship of the school in the community including interactions between the school and community, traffic, travel and transport, and community identity.

You will find the list of factors in the Appendix at the end of this briefing note.

The list of factors has developed and evolved over many workshops and studies so we are quite confident that the main considerations are covered but we want to make sure any particular local factors and nuances are reflected. Most of the factors are related to either the implications of the size of the pupil cohort; implications of the number of staff; the effect of a new building; or, the implications of the location of the school relative to the community or communities it serves.

Please take some time to read through the list of factors and:

1. familiarise yourself with them;
2. note any that you think are unclear or need explained;
3. note any that you feel are not relevant;
4. note any others that should be added or modifications to reflect local issues and considerations.

We would also like you to discuss the list with your staff.

The Workshop

The workshop will be in two parts. During the first part we will review, discuss and agree the list of factors taking into account the views of each participant. During the second part of the workshop we will discuss the pro's and con's of how the idea of a new school compares to the current configuration

If you have any comments or questions you would like to ask Martin and Frank before the workshop, please send them to Jenny in the Education office who will pass them on.

APPENDIX 1 – DRAFT LIST OF FACTORS

The "**IN THE CLASSROOM**" Group of factors are:

1. **Learning and achievement for all** - does an option enhance the opportunity for all pupils to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors to the fullest possible extent (Physical, Intellectual, Emotional, Social) in the context of CfE?
2. **Cooperative/Flexible Teaching and Support for Learning** - is an option likely to facilitate an increased opportunity for Cooperative/Flexible Teaching and Support for Learning?
3. **Peer Group Challenge/Group Work/Cooperative Learning** - CfE recognises that pupils are motivated by appropriate peer group challenge and by contributing in different settings eg as cooperative learners. Would an option be likely to offer increased opportunities in this respect?
4. **Access to appropriate ICT infrastructure** - would an option allow in-class and other ICT infrastructure appropriate for a 21st century teaching environment to be put in place that would not otherwise be possible?
5. **Early Years education** - would an option enable CfE Early Level to be implemented, particularly with nursery and primary years liaison and joint planning?
6. **Continuity and Progression** - Is an option likely to improve continuity between stages of education, enhancing the probability of smooth pupil progression? Factors to take into account could include the numbers of pupils moving between stages, the number of transitions, and the opportunities for professional liaison regarding pupil progress.
7. **Management and Leadership** - The leadership of a school is critical in enabling young people to succeed. It impacts on staff ethos, motivation and professional development. Is an option likely to impact on the time allocated to the HT for management/leadership?
8. **Professional Learning Communities** - Education Scotland and professional associations promote collegiality and the development of teacher 'professional learning communities' to share best practice and develop their skills. Is an option likely to impact on this?
9. **Gaelic Provision** - is an option likely to present opportunities to enhance the availability and quality of Gaelic language provision?

Are any of these unclear or need explained?

Do you think any are not relevant when considering the long term configuration of schools?

Should any other factors be added or do any need modified to reflect local issues and considerations.

Appendix 1 continued

The "**BEYOND THE CLASSROOM**" Group of factors are:

1. **Recreation/Team Games/Active Schools** – is an option is likely to enhance opportunities for pupils to experience enjoyment and achieve success, while pursuing a healthy and active lifestyle by engaging in a range of recreation/sports and team games;
2. **Musical Group and Performing Arts Activities** - is an option likely to enhance opportunities for pupils to become Responsible Citizens and develop confidence in participating in cultural life including Music and the Performing Arts?
3. **Social Interaction** - is an option likely to enhance opportunities for appropriate social interaction between pupils, helping them become Confident Individuals and Responsible Citizens, and contributing to their physical, mental and emotional well-being?
4. **Extra Curricular Activities/interests** – is an option is likely to enhance opportunities for pupils to engage in a range of extra curricular activities/interests.
5. **Health and Wellbeing** – is an option likely to help pupils become Confident Individuals who pursue a healthy and active lifestyle? Factors to consider could include availability of good quality drinking water; access to good external play areas; availability of nutritious school meals/snacks cooked on site.
6. **Inclusion** - the "Presumption of Mainstream" assumes that pupils with Additional Support Needs will be educated where possible in a local school. Is an option likely to contribute to inclusion across the full range of Additional Support Needs?
7. **Pastoral Care** – is an option likely to allow all pupils to be well known as individuals by key members of staff?
8. **A Community Facility** - the national school estate strategy stresses that "*Schools are integral parts of the communities they serve, with pupils making use of community facilities and communities accessing school facilities*" and notes that "*the traditional school needs to move towards an inclusive community hub campus model*". Is an option likely to help make this happen?

Are any of these unclear or need explained?

Do you think any are not relevant when considering the long term configuration of schools?

Should any other factors be added or do any need modified to reflect local issues and considerations.

Appendix 1 continued

The “**BEYOND THE SCHOOL**” Group of factors are:

1. **Community identity** - with particular regard to location, is an option likely to impact on the extent to which the school is (or would be) identified with a particular village or distinct community?
2. **Community Use of Facilities** - is an option likely to improve/expand (or reduce) community use of the school's facilities?
3. **Interaction with the Community** - everyone benefits when pupils reach out into the community sharing their achievements and fulfilment, helping the young people become Responsible Citizens and Effective Contributors, for example visiting care homes, participating in Eco Schools, public arts projects and charity work. Is an option likely to enhance or reduce such opportunities?
4. **Travel distance, time, risk and impact on community** – does an option impact on the nature of pupils’ daily trips to and from school and how does this impact on the local community?
5. **Wrap around care** - The combination of wrap around care with pre-school and ante-pre-school provision allows increased opportunities for parents/carers to continue working, return to work, or to access education and training thereby promoting economic regeneration. Does an option potentially offer enhancements in this regard?
6. **Planned Housing Developments** - The existence of a local school in a community can have a bearing on the decision of families to move into the area. Is there any evidence that an option would have a positive or negative impact in this regard?
7. **Opportunities for Co-location with other bodies** - Co-location of front line services can present opportunities for social benefits and efficiencies. Does an option allow ideas for co-location to be considered and developed?

Are any of these unclear or need explained?

Do you think any are not relevant when considering the long term configuration of schools?

Should any other factors be added or do any need modified to reflect local issues and considerations.

Highland Council is carrying out a review of education provision called the Sustainable School Estate Review or SSER aimed at providing a sustainable framework for future learning and teaching. This survey is an important part of the review and asks for your views on a range of ideas intended to improve the schools in North West Skye.

To begin with, we would like to tell you about:

- the process so far
- what we want to find out from this survey
- what will happen next

The Process so Far

Highland Council is committed to ensuring that the young people in the Highlands have educational opportunities of the highest standard now and for the future. With that in mind we are reviewing our schools provision and are prepared to invest in changes which will bring about Educational Benefits.

So far we have visited every school on Skye, talked to each Head Teacher, and briefed parent representatives and community groups. We have held workshops with school staff and we have gathered data about school sizes and rolls, the buildings, travelling distances and times, patterns of placing requests and a whole range of related matters. From that we have been able to put together two ideas which might be considered for the four schools in North West Skye. As promised we are sharing these with you to listen to your reactions and views.

What We Want From This Survey

We want to hear your views on the ideas which are presented relative to the school(s) in which you have an interest. If you like one of the ideas but are not happy about the other, or if you don't like either of them then you can tell us that. Equally you can suggest other ideas you think might be better than those we have identified. We all want the same thing: the best possible education service and all your suggestions are appreciated and will be considered.

What Will Happen Next

This survey will remain open until Friday 28 March 2014 then we will consider the responses carefully. Along with the feedback given in meetings and at workshops the survey responses will help to shape the list of reasonable and viable options which will then be carefully examined and compared in a final process to identify a preferred option will be presented to Councillors for their consideration.

If the Councillors decide to adopt the suggested preferred option and want to implement it, then they will have to go through a lengthy and detailed statutory consultative process.

About You

This survey is looking for your views on ideas intended to improve the provision in North West Skye.

This survey is open to everyone who has an interest in schooling in North West Skye. However it is important that you provide us with the information in Question 1 so that we can find out what people in North West Skye think, as well as other people in Skye and further afield.

*** 1. Which of the following school or schools would you say you are most closely associated with? Please tick all that apply.**

- Broadford Primary School (English Medium)
- Broadford Primary School (Gaelic Medium)
- Carbost Primary School
- Dunvegan Primary School (English Medium)
- Dunvegan Primary School (Gaelic Medium)
- Edinbane Primary School
- Elgol Primary School
- Kilmuir Primary School (English Medium)
- Kilmuir Primary School (Gaelic Medium)
- Knockbreck Primary School
- Macdiarmid Primary School
- Portree Primary School (English Medium)
- Portree Primary School (Gaelic Medium)
- Sleat Primary School (English Medium)
- Sleat Primary School (Gaelic Medium)
- Staffin Primary School (English Medium)
- Staffin Primary School (Gaelic Medium)
- Struan Primary School
- Portree High School
- None of the above

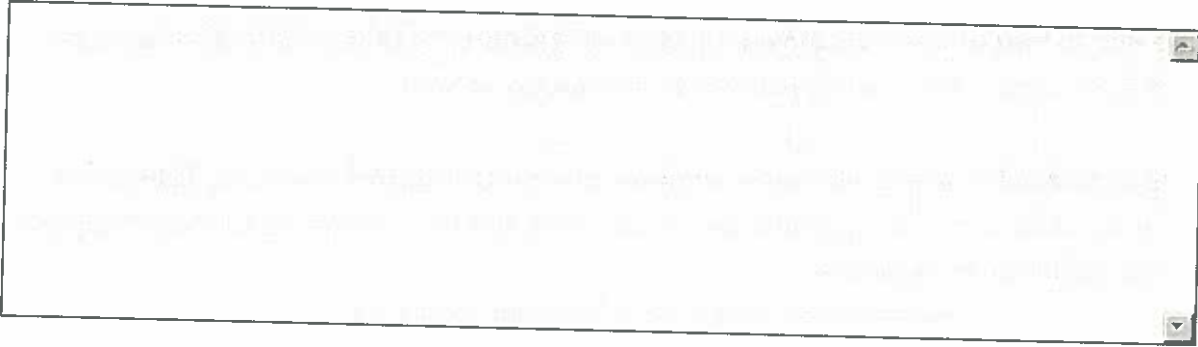
About What Is Important To You

***2. The list shown below contains a number of statements that people from across Scotland have made about what is important about a school.**

You have indicated that you are 'most closely associated' with Dunvegan, Edinbane, Knockbreck, or Struan Primary Schools. Please tick the box that most closely fits your own views on these statements.

	This is a strength of our existing school and is important in a new school	This is not a strength of our existing school and is important in a new school	This is not important in a new school
Wrap around care (before and after school) is available in schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schools include community facilities for wider recreational activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pupils with additional support needs can be fully included within the day to day life of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Primary schools have nursery provision attached	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pupils can take part in as wide a range of extra curricular activities as possible as individuals and in groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As many pupils as possible can walk or cycle safely to school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schools can attract, retain and develop excellent teachers so that education is of the highest standard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pupils learn in a school where the buildings and grounds are of the highest possible standard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All pupils are known as individuals by key members of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A school is located in the middle of its community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please use this space to tell us about any other features or characteristics you feel would be important in any new school.



IDEAS FOR SCHOOLS IN NW SKYE

Two ideas have been identified for the primary schools in North West Skye:

Idea A – Dunvegan, Edinbane, Knockbreck and Struan Primary Schools maintained to existing standards in their current locations

Idea B - Merge Dunvegan, Edinbane, Knockbreck and Struan to establish a new build school in Dunvegan

***4. Please say what you think of Idea A by ticking ONE of the boxes below:**

- This is acceptable
- This may be acceptable but I have concerns
- This is not acceptable
- Don't know/no comment

***5. Please say what you think of Idea B by ticking ONE of the boxes below:**

- This is acceptable
- This may be acceptable but I have concerns
- This is not acceptable
- Don't know/no comment

CATCHMENT ZONE BOUNDARIES

Idea B is a merger of Dunvegan, Edinbane, Knockbreck and Struan Primary Schools in a new build school in Dunvegan. We would like your views on the possible Catchment Zones for the new school.

***6. If Idea B went ahead, please say which school you think the Struan catchment zone should be merged with:**

All merged with the new build school in Dunvegan

Part merged with the new build school in Dunvegan and part with Carbest Primary School. If so, use the box below to say where you think the boundary should be drawn

***7. If Idea B went ahead, please say which school you think the Edinbane catchment zone should be merged with:**

All merged with the new build school in Dunvegan

All merged with Macdiarmid Primary School

Part merged with the new build school in Dunvegan and part with Macdiarmid Primary School. If so, use the space below to say where do you think the boundary should be drawn

Other Comments About the Sustainable School Estate Review

8. Please use the space below if you have any other general comments, suggestions or questions about the Sustainable School Estate Review in Skye or the Highlands as a whole.

Some Final Questions

It is important that we understand the views of the community as a whole, and the views of different groups of people who might be affected by any changes. In this final section of our survey we ask you to provide this information to enable us to carry out this analysis.

All of the information that you provide will be treated in the strictest confidence and will not be used to identify you as an individual. Indeed, you do not have to provide your name or any other personal details

*9. Please say what area you live in

- I live in the area served by Dunvegan Primary School
- I live in the area served by Edinbane Primary School
- I live in the area served by Knockbreck Primary School
- I live in the area served by Struan Primary School
- I live in the area served by Carbost Primary School
- I live in the area served by Macdiarmid Primary School
- I live in another part of Skye
- I live in the Highland Council area, but not on Skye
- I do not live in the Highland Council area

*10. Please say which of the following apply to you (tick all that apply):

- I am someone who works in North West Skye
- I am a parent, guardian of a school pupil(s)/or a family member of a school pupil
- I am a member of staff in a school
- I am a school pupil
- I am a Community Representative
- I am none of the above but have an interest in local schools (please use the space below to tell us about the nature of your interest in the local schools)

Thank you for taking the time to complete this questionnaire. Your views matter to us.

Draft report on Head Teacher Workshop – this will form an important part of the overall SSER report.

Would participants please check to confirm that this is a full and accurate record of the event please, and bring to our attention any inaccuracies or omissions.

1 Qualitative Assessment Workshop

1.1 Introduction

A workshop was held in Portree in February 2014 to obtain a professional view on the educational advantages that might be delivered by a new build school compared to the existing configuration.

This workshop followed a similar format to those held for other SSER studies and the structure has been developed in order to provide a model for the assessment of the options which is clear, comprehensive, robust and easily understood. It seeks to identify what specific educational benefits can be expected to accrue from the options under consideration relative to the current position. It also seeks to gauge the impact on communities of different options and provide an indication of where other work may be required to explore impacts on a community.

It takes as its starting point view that the primary purpose of a school is to provide a context for the delivery of education. This unarguable fact sits alongside the statutory obligation of Local Authorities in providing education as defined in the Standards in Scotland's Schools Act 2000 that "*it shall be the duty of the authority to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential*" (Para 2 (1)).

The framework provides a template which can be used to gauge the relative value of aspects of the options under consideration which contribute to educational and community provision. In undertaking this exercise, priority has been given to the view that a school is principally the group of children or young people and staff who come together for the provision of education and that the nature, potential and dynamics of that group is of fundamental importance in the development of children and young people to their fullest potential in order that they might become, as described in Curriculum for Excellence:

- Successful Learners;
- Confident Individuals;
- Responsible Citizens;
- Effective Contributors.

Very much of the above is, in fact, dependent upon the interaction amongst learners and between teacher(s) and learners.

Other documents which have been taken into account in developing this framework include *HMiE How Good is our School?*, the Highland Council's *Annual Statement of Improvement Objectives*, and the School (Consultation) (Scotland) Act 2010.

Draft report on Head Teacher Workshop – this will form an important part of the overall SSER report.

Would participants please check to confirm that this is a full and accurate record of the event please, and bring to our attention any inaccuracies or omissions.

1.2 Workshop Participants

Parents place their children in the care of Head Teachers and school staff every day, and rely greatly on their judgement, professional wisdom and expertise to do the best for pupils. For this reason, SSER takes the view that Head Teachers are best placed to provide a view on the educational advantages and disadvantages of ideas such as those being discussed in this report and that the local Head Teachers' views carry particular weight.

All Primary School Head Teachers in the Portree High School ASG were invited to participate in the workshop, and although some were not available for a variety of reasons, five volunteered to take part, representing a very significant body of professional wisdom and knowledge with experience of working in many schools of a range of sizes across Skye, the Highlands and overseas.

1.3 Workshop Structure

The workshop was designed around a simple representational model of a school and its relationship with its community. This model has three components (Figure 1-1), as follows:

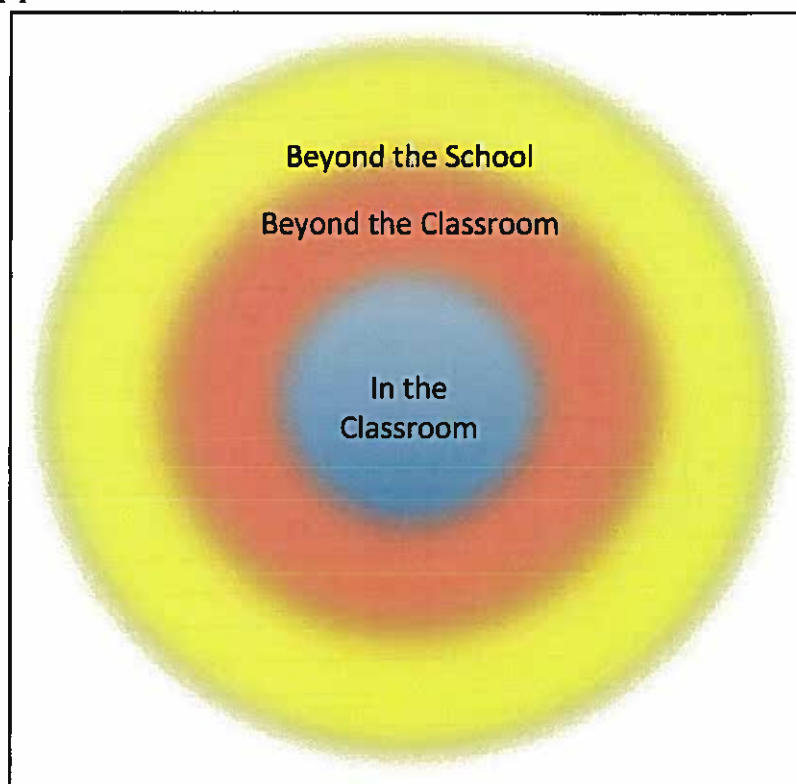
1. what happens **“in the classroom”**: those activities that take place which might be considered ‘lessons/learning and teaching’ in the traditional sense and most recently as encapsulated in the framework of the Curriculum for Excellence. This area of school life is related in the main to the quality of the interactions between pupils and teachers, between pupils and between staff, and applies to all pupils regardless of age, stage, gender and any additional needs they may have;
2. what happens **“beyond the classroom”**: the wider experiences that pupils would normally be expected to have during their time at school, such as enjoying a safe and healthy environment in sound and appropriate school facilities, making friends and participating in social groups with others of a similar age and with similar interests, experiencing a range of sporting and expressive activities as individuals and in groups or teams, and benefiting from interaction with different teachers, staff and other adults;
3. what happens **“beyond the school”**: the broader interaction between a school and its community such as community use of the buildings and grounds, individuals from the community sharing their skills and interests with the school, pupils sharing their achievements and interests with the community, community events, efficient journeys to and from school, the impact of school traffic on the immediate neighbourhood, and the role the school has in supporting the identity and sustainability of the community.

Draft report on Head Teacher Workshop – this will form an important part of the overall SSER report.

Would participants please check to confirm that this is a full and accurate record of the event please, and bring to our attention any inaccuracies or omissions.

All participants agreed that the three headings were relevant and constituted a sound representation model for the purposes of the workshop.

Figure 1-1



1.4 Factors Considered

Within each of the three components described above, a list of factors has been developed and refined over the course of a series of SSER studies. These are shown below in Table 6-1 and are explained in detail in Appendix 1.

The initial list of factors has been developed and refined with groups of Head Teachers in a range of settings across the Highlands and other parts of the country over several years. It is notable that there is a high degree of consistency between the groups who have worked with the list of factors. In total, over one hundred experienced Heads have worked with this list and confirmed that it reflects the full spectrum of issues that they would expect to see taken into consideration, subject always to minor adjustments to reflect local nuances.

Table 6-1

Initial List of Factors as presented to Head Teachers before Workshop

Draft report on Head Teacher Workshop – this will form an important part of the overall SSER report.

Would participants please check to confirm that this is a full and accurate record of the event please, and bring to our attention any inaccuracies or omissions.

Initial List of Factors as presented to Head Teachers before Workshop
GROUP 1 – “In the classroom”
Learning and achievement for all
Cooperative/Flexible Teaching and Support for Learning
Peer Group Challenge/Group Work/Cooperative Learning
Access to appropriate ICT infrastructure
Early Years education
Continuity and Progression
Management and Leadership
Professional Learning Communities
Gaelic Provision
GROUP 2 – “Beyond the classroom”
Recreation/Team Games/Active Schools
Musical Group and Performing Arts Activities
Social Interaction
Extra Curricular Activities/interests –
Health and Wellbeing
Inclusion
Pastoral Care
A Community Facility
GROUP 3 – “Beyond the school”
Community identity
Community Use of Facilities
Interaction with the Community
Travel distance, time, risk and impact on community
Wrap around care
Planned Housing Developments
Opportunities for Co-location with other bodies

1.5 Review of list of Factors by Head Teachers

As part of the preparation for the workshop, the participants were invited to review and comment on the draft list of factors (Briefing Note provided to them in advance is held in Appendix 2). In response to their review, the following factors were added to the list:

- **Support and specialist services** - is an option likely to increase a school's access to pupil support and specialist services?
- **Health and Safety of staff or pupils** - is an option likely to reduce the likelihood of "lone adult worker" situations arising?
- **School identity** - Every school has a unique culture, ethos and identity, Will an option enhance the extent to which a positive ethos and culture can exist or be created?
- **Travel to school - healthy options** - Does an option enhance the extent to which pupils can travel to school on foot/cycle or similar, should they wish to?

Draft report on Head Teacher Workshop – this will form an important part of the overall SSER report.

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1.6 Rating the Options against the Factors

Participants considered each Factor and considered whether the reconfiguration option under consideration conferred benefits relative to the status quo, or whether it was worse than the status quo on that Factor. Participants had the choice of:

- significantly better;
- slightly better;
- no change;
- slightly worse;
- significantly worse.

It was noted that the impact (positive or negative) was likely to be much more significant on pupils from the three smaller schools (Edinbane, Knockbreck and Struan) making a possible move to a new larger school than the pupils from Dunvegan. For this reason it was agreed that participants would consider the benefits relative to the pupils in the smaller schools.

Participants discussed the options against each factor and agreed the rating on a consensus basis. The ratings that were agreed are described in the following section.

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2 Results of the Qualitative Assessment

2.1 Introduction

In this section the results of the Qualitative Assessment of the options are described.

2.2 In the Classroom

The ratings given to the two options under consideration are shown below in Figure 2-1. Participants felt that the new school would be '**Significantly better**' on five of the Factors:

- *Cooperative/Flexible Teaching and SfL(Support for Learning);*
- *Peer Group Work/Cooperative Learning;*
- *Early Years education;*
- *Professional Learning Communities;*
- *Health and Safety of staff or pupils).*

Participants felt that the new school would be '**Slightly better**' on two of the Factors:

- *Learning and Achievement;*
- *Support and Professional Services.*

When considering *Management and Leadership*, Participants felt that the new school could be '**Significantly worse**' than the status quo. Their reason for saying this is that under the current arrangements, the schools operate as clusters in which the Head Teachers have no teaching commitment¹ whereas under the reconfiguration the Head Teachers speculated that in the new school at Dunvegan, along with Macdiarmid and Carbost each of the Head Teachers could each have a teaching commitment. Head Teachers prefer the non-class committed cluster arrangement for a variety of reasons. It must be stressed at this stage that no decision has been taken regarding the configuration of Head Teachers and cluster arrangements were the new school to come into being. *There are options which would allow the new school to have a non-teaching Head and which would therefore lead to the new school being "neither better nor worse" than the existing arrangement in this regard.*

Participants felt that the new school would be '**neither better nor worse**' than the current arrangement against three of the Factors:

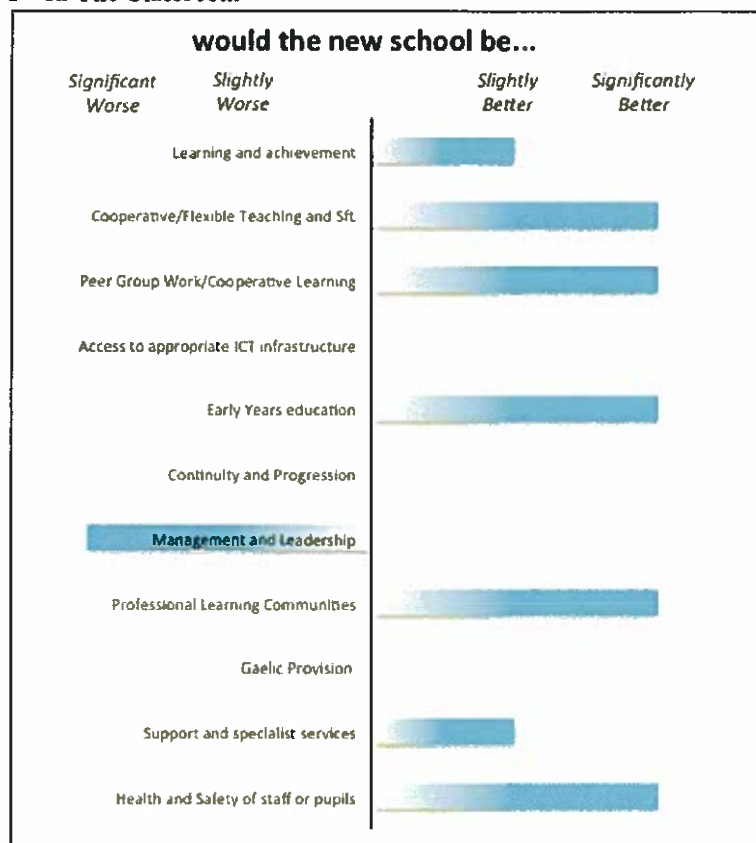
- *Access to appropriate IT infrastructure;*
- *Continuity and progression;*
- *Gaelic provision.*

¹ Dunvegan and Edinbane Primary Schools currently share a Head Teacher; Macdiarmid and

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Would participants please check to confirm that this is a full and accurate record of the event please, and bring to our attention any inaccuracies or omissions.

Figure 2-1 – In The Classroom



2.3 Beyond the Classroom

The ratings given to the two options under consideration are shown below in Figure 2-2. Participants felt that the new school would be ‘**Significantly better**’ on four of the Factors:

- *Recreation/Team Games/Active Schools;*
- *Musical Group and Performing Arts Activities;*
- *Social Interaction ;*
- *Health and Wellbeing;*

Participants felt that the new school would be ‘**Slightly better**’ on two of the Factors:

- *Inclusion;*
- *As a community facility.*

When considering “*Travel to school - healthy options*”, Participants felt that the new school could be ‘**Significantly worse**’ than the status quo because

Draft report on Head Teacher Workshop – this will form an important part of the overall SSER report.

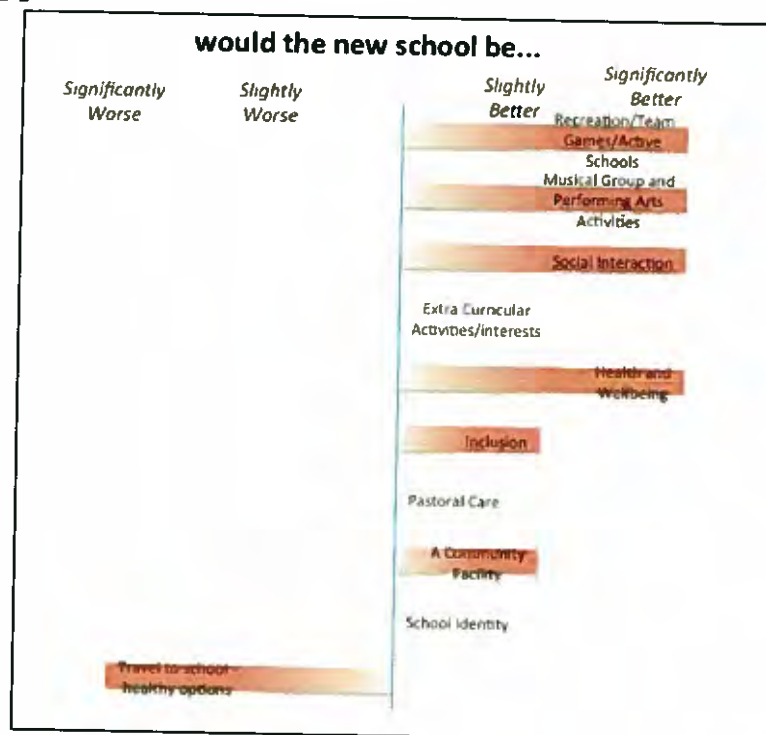
Would participants please check to confirm that this is a full and accurate record of the event please, and bring to our attention any inaccuracies or omissions.

fewer pupils would be able to travel to school on foot/cycle or similar should they wish to do so.

Participants felt that the new school would be ‘**neither better nor worse**’ than the current arrangement against three of the Factors:

- *Extra Curricular Activities/interests;*
- *Pastoral care;*
- *School identity.*

Figure 2-2



2.4 Beyond the School

The ratings given to the two options under consideration are shown below in Figure 2-2. Participants felt that the new school would be ‘**Slightly better**’ on one of the Factors:

- *Opportunities for co-location with other bodies.*

Participants felt that the new school would be ‘**Slightly worse**’ than the existing arrangement on three of the Factors:

- *Community identity;*
- *Interaction with the community*
- *Travel distance, time, risk and impact on the community.*

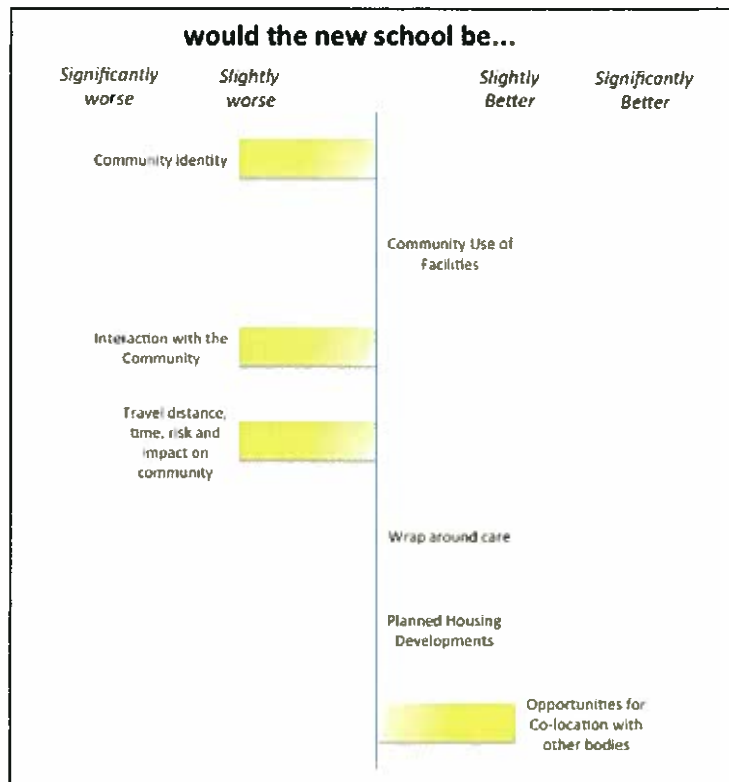
Draft report on Head Teacher Workshop – this will form an important part of the overall SSER report.

Would participants please check to confirm that this is a full and accurate record of the event please, and bring to our attention any inaccuracies or omissions.

Participants felt that the new school would be ‘neither better nor worse’ than the current arrangement against three of the Factors:

- *Community use of facilities* (except for Struan where the community use the school facilities for a range of activities);
- *Wrap around care*;
- *Planned housing developments*.

Figure 2-3



2.5 Summing Up

Across all twenty eight factors considered, the workshop found that the ‘new school’ option would offer ‘**Significant benefits**’ on nine factors and ‘**Slight benefits**’ on five factors. The ‘new school’ option was considered to be ‘**Significantly worse**’ than the existing arrangement on two factors, one of which would be changed to ‘**neither better nor worse**’ if the new school had a Head Teacher with no class commitment. The ‘new school’ option was thought to be “**Slightly worse**” on three factors. There was thought to be no difference on nine Factors.

The workshop gave the twenty eight factors, and the three groups of factors equal consideration and treated them as being of equal importance. However, it is important to recognise that a school’s primary function is to provide pupils with the best possible educational experience. The Council’s legal

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obligations in terms of the Standards in Scotland's Schools Act² 2000, the central role of the Educational Benefits Statement in any proposal taken forward in terms of the Schools (Consultation) (Scotland) Act 2010, and the emphasis on the "whole child" embedded in GIRFEC³ and Curriculum for Excellence, suggest it would be natural to look first to the "In the Classroom" and "Beyond the Classroom" factors to provide an indication as to which of the ideas should be the preferred option.

2.6 Conclusions – positive impacts of a new build merged school

In light of the above, the primary conclusion of the workshop is that the suggested new school could reasonably be expected to deliver a wide range of very valuable long term educational benefits to pupils on a stable and sustainable basis, and therefore that this should be considered the 'preferred option'.

These positive benefits derive either from the numbers of pupils and staff coming close to the 'ideal' of three classes identified in other studies, or from the opportunity to design a building ideally suited for the delivery of a modern education. Specifically, these educational benefits are:

1. improving pupils' chances of reaching their full potential by allowing the teaching staff more easily to employ a range of flexible teaching approaches including cooperative teaching to meeting the needs of all pupils especially those who are experiencing particular difficulties or needing additional support;
2. enabling pupils to work in groups with others of a similar age and ability, challenging each other and learning together. While this can happen to an extent by moving pupils between schools during the school day from time to time, co-location is clearly an advantage for a variety of reasons;
3. enabling the best possible liaison between pre-school and infant stages where co-location and a unified management structure can be beneficial;
4. providing an environment where there are sufficient teaching staff in a school to allow them to work together in curriculum development initiatives, affording each other professional support, sharing best practice and developing skills. While this can happen to an extent across schools, co-location is clearly an advantage for a variety of reasons;

² "the duty of the authority to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential"

³ The national Getting It Right For Every Child model

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Would participants please check to confirm that this is a full and accurate record of the event please, and bring to our attention any inaccuracies or omissions.

5. providing better access to a range of support and specialist services: visiting specialists will be able to spend less time travelling between schools and therefore more time with pupils and the number of pupils in the school will justify spending more time there ;
6. reducing the possibility of any member of staff being in a 'lone adult worker' situation to the benefit of pupils and staff alike;
7. providing a greater likelihood of a range of opportunities being available to participate in a wide range of team sports and active recreational activities. Some of these benefits arise from larger pupils numbers (e.g. to form teams of similar age and size), partly because a large staff and parent body increases the likelihood of interested adults leading a range of activities, and partly through improved facilities in a new school;
8. as with sports, providing a greater likelihood of pupils benefitting from a wider range of solo and group musical and artistic opportunities;
9. recognising that the level to which pupils are able to become skilled in social interaction will depend to an extent on the opportunities afforded to them. The forging of close friendships and the development of self-esteem will be enhanced by each pupil being enabled to be part of an age appropriate peer group of a sufficient size to allow a range of interactions and relationships to form and reform;
10. creating a modern design which will allow pupils to enjoy a comfortable, naturally lit and well ventilated environment with meals cooked on site, and which is safe, secure, and designed to meet the needs of modern learners and teachers;
11. that a new build school would be designed so that pupils with a wider range of needs could be educated in their local school, partly because of enhanced facilities, and partly because a larger staff means increased opportunities for individual members of staff to develop skills in supporting pupils with particular needs (e.g. hearing loss, sight impairment, medical needs);
12. that the creation of a new school provides an opportunity to integrate other community services in the facility which can often be of benefits to pupils. The concept of a new school in Dunvegan is envisaged as being collocated with community sports facilities and if this comes to fruition will give pupils access to a far higher standard of sport facilities than present;

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13. that similarly, the creation of a new school will allow opportunities to be explored to collocate other community services which may be of benefit to pupils.

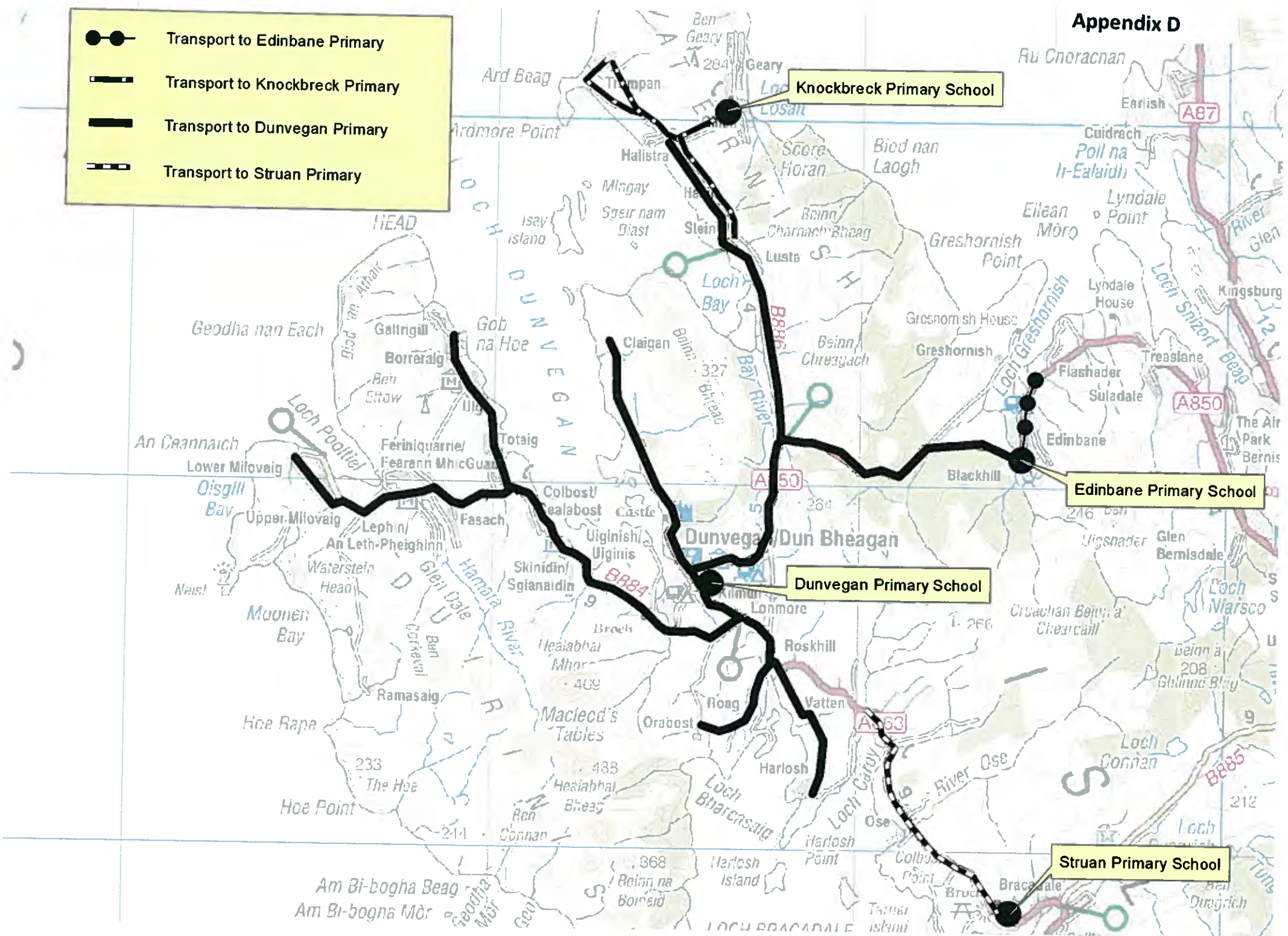
This is not to say, however, that the status quo arrangement is without its advantages, and it is important that the Council considers any negative impacts and seeks to put in place plans to minimise and mitigate, as far as possible, any such negative impacts.

2.7 Conclusions – negative impacts of a new merged school

A further conclusion of the workshop is that the following negative impacts could result from a move to the new school:

- the impact of the allocation of Head Teacher management time in a situation where a Head has a class commitment, compared to a cluster Head with no class commitment. However, it is thought that arrangements could be put in place a Head Teacher with no class commitment which would fully mitigate this negative impact;
- the impact on school travel and transport: the larger merged school implies an increase in the number of pupils entitled to school transport compared to the number who can currently walk/cycle to school (should they choose to do so), and the occasional inconvenience for parents who wish to take their child to/from school during the school day, (should they require to do so);
- the potential loss of focus and identity in the communities concerned, and possibly less interaction between the school and the individual communities. This may be especially significant in the case of Struan where the community uses the school building for a range of activities and therefore it might be appropriate to offer to come to an arrangement whereby the building (or part thereof) might be transferred to community ownership.

- Transport to Edinbane Primary
- Transport to Knockbreck Primary
- Transport to Dunvegan Primary
- Transport to Struan Primary





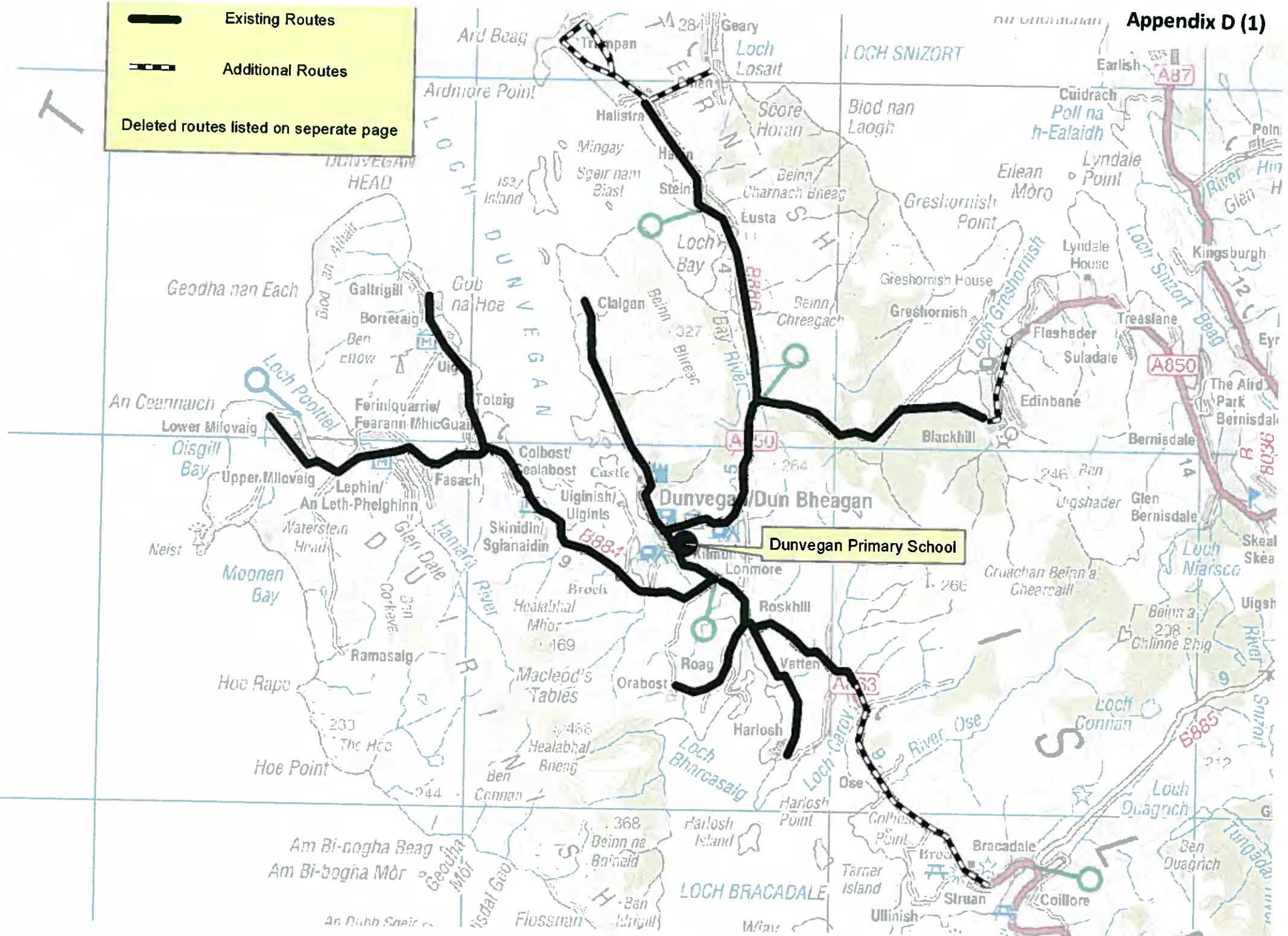
Knockbreck Primary School

Edinbane Primary School

Dunvegan Primary School

Struan Primary School

 Existing Routes
 Additional Routes
 Deleted routes listed on separate page



APPENDIX E

School Let Details

School	Dates	Purpose	Hirer	Total Lets
Dunvegan	27 th Jan – 30 th June 2014	Parent C Meeting	Dunvegan PC	
	26-27 th July 2013	Agricultural Show	Show Committee	
	27 th July 2012	Agricultural Show	Show Committee	
	10 th Jan – 26 th June 2012	Brownie Meetings	10 th Isle of Skye Brownies	
	10 th Jan – 26 th June 2012	Rainbow Meetings	3 rd Isle of Skye Rainbows	
	10 th Jan – 26 th June 2012	Guide Meetings	4 th Isle of Skye Guides	6
Struan	24 th March 2014	CC Meeting	Struan CC	
	3 rd Feb 2014	CC Meeting	Struan CC	
	9 th Nov 2013	Games Night	Struan C Gala	
	3 rd Nov 2012	Bingo Evening	Struan CC	
	10 th Jan – 26 th June 2012	Music Tuition	Nan Cleghorn	
	7 th March 2012	Meeting	Lucky2BHere/Hear tstart	
	14 th Jan 2012	Quiz Night	Struan C Gala	7
Edinbane	28 th Oct 2013	CC Meeting	Skeabost and District CC	
	24 th June 2013	CC Meeting	Skeabost and District CC	
	3 rd Dec 2012	CC Meeting	Skeabost CC	
	20 th Aug 2012	CC Meeting	Skeabost CC	
	12 th March, 9 th July & 12 th Nov 2012	CC Meeting	Skeabost CC	5
Knockbreck	-	-	-	0

APPENDIX F

North Skye Schools- Revenue cost implications of proposed changes.

	Annual cost of existing schools	Forecast annual cost of new schools	Annual savings
Employee costs	772,363.00	580,490.00	191,873.00
Building costs	70,268.83	78,482.79	-8,213.96
School operational costs	86,140.51	63,128.67	23,011.84
Transport costs	108,297.10	122,889.10	-14,592.00
SCHOOLS COSTS SUB-TOTAL	1,037,069.44	844,990.56	192,078.88
Income:	27,013.12	27,013.12	0.00
NET COST OF SCHOOLS	1,010,056.32	817,977.44	192,078.88
COST PER PUPIL PER YEAR	6,645.11	5,381.43	1,263.68

The schools included in the existing schools column are: Carbost, Struan, Dunvegan, Edinbane, Knockbreck and MacDairmid

The schools included in the new schools column are the existing Carbost and MacDairmid schools and the proposed new school at Dunve

Transport Workings

APPENDIX G

Route-desc	CONTRACTOR	DESCRIPTION	Route-qty	CP-qty	Daily Rate	190 days	Current Cost	New cost	Movement	Comments following clarification from Gavin Allay
6104/01	Edinbane Taxis	Dunvegan PS fdr Halistra to Fairy Bridge	4	2	£42.93	£8,156.70		30,400.00	£22,243.30	Replaced by 10 seater minibus @ £160 per day
6104/02	Dunvegan Private Hire	Dunvegan PS Fairy Bridge & Edinbane	1	0	£24.56	£4,666.40		9,500.00	£4,833.60	Replaced by 8 seater @ £50 per day
6104/03	Edinbane Taxis	Dunvegan PS Borreraig, Uignish R/end	4	0	£34.78	£6,608.20		6,608.20	£0.00	Continues as is
6104/04	Ali's Taxis	Dunvegan PS Eabost, Vatten, Roskhill, Orbost	20	3	£153.46	£29,157.40		38,657.40	£9,500.00	Continues as is but with extension
6104/05	Dunvegan Private Hire	Dunvegan PS Milovaig, Fasach, Skinidin	7	0	£43.48	£8,261.20		8,261.20	£0.00	Continues as is
6104/PER1	PER Mrs Sarah Morris	Dunvegan PS from Claigan	1	0	£10.05	£1,909.50	£58,759.40	1,909.50	£0.00	Continues as is
6105/02	Glenedin Coaches	Edinbane PS Kildonan, Fanks	1	1	£5.10	£969.00	£969.00	-	(£969.00)	Stops altogether
6108/01	Ali's Taxis	Knockbreck PS, Portree PS, Portree HS	3	0	£148.32	£28,180.80	£28,180.80	25,330.80	(£2,850.00)	Watnish to Portree high - assumes saving of £15 per day
6115/01	Gus' Taxis	OSE via Eabost to Struan PS	2	0	£89.01	£16,911.90	£16,911.90	-	(£16,911.90)	Stops altogether
Total						£104,821.10	£104,821.10	120,667.10	£15,846.00	