



HIGHLAND COUNCIL

CARE AND LEARNING SERVICE

REVIEW OF THE PROPOSAL TO ESTABLISH A NEW 3 TO 18 COMMUNITY CAMPUS ON THE SITE OF THE EXISTING TAIN ROYAL ACADEMY, COMPRISING EARLY YEARS, PRIMARY, SECONDARY, ADDITIONAL SUPPORT NEEDS (ASN) AND GAELIC MEDIUM PROVISION, TO REPLACE ALL OTHER LOCAL AUTHORITY EDUCATION PROVISION WITHIN TAIN, INCLUDING THE EXISTING TAIN ROYAL ACADEMY BUILDING AND COMMUNITY COMPLEX.

This report has been prepared following a review of the proposal:

- To discontinue education provision at the following campuses – Tain Craighill Primary School, Tain Knockbreck Primary School and St Duthus Special School and to relocate provision to a new 3 to 18 campus to be established on the site of the existing Tain Royal Academy;
- As an interim measure, until the proposed 3 to 18 campus is available, to relocate current Pre School provision from St. Duthus School campus (English Medium) and the Tain Knockbreck Primary School campus (Gaelic Medium) to temporary modular accommodation on the current Tain Craighill Primary School campus;
- To establish a new 3 to 18 community campus on the site of the existing Tain Royal Academy comprising Early Years, Primary, Secondary, Additional Support Needs (ASN) and Gaelic Medium provision to replace all other local authority education provision within Tain, including the existing Tain Royal Academy building and Community Complex;
- To combine the existing school catchment areas of Tain Craighill Primary School and Tain Knockbreck Primary School to become the catchment area of the new combined Primary School within the 3 to 18 campus.

Having had regard (in particular) to:

- Relevant written representations received by the Council (from any

person) during the consultation period.

- Oral representations made to it (by any persons) at the public meeting held in Tain Royal Academy on 15^h September 2014.
- Oral representations made to it (by any persons) at the public meeting held in Tain Royal Academy on 8th October 2014.
- The report from Education Scotland.

This document has been issued by the Highland Council under the requirements of the Schools (Consultation) (Scotland) Act 2010, as amended.

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1.0 Background

1.1 The Education, Children and Adult Services Committee (ECAS) at its meeting on 28 August 2014 agreed that a statutory consultation be undertaken on the proposal to establish a new 3 to 18 community campus on the site of the existing Tain Royal Academy comprising Early Years, Primary, Secondary, Additional Support Needs (ASN) and Gaelic Medium provision to replace all other local authority education provision within Tain, including the existing Tain Royal Academy building and Community Complex.

1.2 **Appendix 1** is the original consultative paper and provides full details of the above proposal.

1.3 A summary of key facts from the original proposal paper is set out below.

		TRA	Craighill PS	Knockbreck PS	St. Duthus School
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Buildings					
Condition		C	C	C	C
Suitability		C	C	C	D
Planning Capacity		845	296	150	18
Roll - August 2014		487	241	165	14
Occupancy		57.63%	81.42%	110.00%	77.78%

Primary School roll projections					
English Medium school roll - August 2014		456	208	165	14
Gaelic Medium school roll - August 2014		31	33	0	0
Combined projected school roll - August 2019		592	223	153	NA

Combined projected school roll - August 2024		617	230	168	NA
Combined projected school roll - August 2027		634	249	181	NA

Placing requests - based on August 2013 enrolments					
Number of pupils residential in school catchment area		480	242	130	NA
Number of pupils from catchment area who attend local school		440	186	75	5
Number of pupils from out-with catchment area who attend local school		54	61	81	9

School meals					
Average daily paid uptake		129	80	51	8
Average daily FSM entitlement		65	39	29	2
Average daily FSM uptake		30	28	16	2
Additional uptake as a result of universal FSM for P1 to P3 pupils		NA	58	39	0
Premises issues associated with FSM policy implementation		NA	Y	Y	N

- 1.4 Since the publication of the proposal paper the school roll projections have been updated (as part of Highland Council's regular exercise to do so). The new projected rolls, equivalent to the figures above, are:

	Tain Royal Academy	Craighall PS	Knockbreck PS	St. Duthus
Actual School roll August 2014	477	241	162	17
Estimated School Roll 2019/20	566	240	171	Not available

2.0 Consultation process

2.1 The formal consultation period ran from Monday 1 September 2014 to Wednesday 29 October 2014 and written representations on the proposal were sought from interested parties as defined within the Schools (Consultation) (Scotland) Act 2010 as amended. Some follow up consultation also took place in the period from 2 December onwards, following receipt of Education Scotland's report.

2.2 In accordance with statutory requirements, the following were consulted:

- (i) Parents of pupils in the catchment areas of all schools within the Tain Associated School Group, including parents of pre-school pupils;
- (ii) Members of Parliament and Members of Scottish Parliament for the area affected by the proposal;
- (iv) The Parent Councils of all the schools within the Tain Associated School Group
- (v) Staff of the schools within the Tain Associated School Group
- (vi) Trade union representatives;
- (vii) The community councils for the areas within the Tain Associated Group
- (viii) Education Scotland;
- (ix) Highland Youth Convenor;
- (x) Bòrd na Gàidhlig;
- (xi) Pupils in the affected schools.

2.3 The proposal document was also advertised and on the Highland Council website.

2.4 Public meetings were held in Tain Royal Academy on the 15th September and 8th October 2014. The meetings were advertised in advance on the Highland Council website. The minutes of the meetings are at **Appendices 2 and 3**.

3.0 Review of proposals following the consultation period

- 3.1 Following receipt of written representations received by Highland Council and consideration of oral representations made at public meetings held during the consultation period, officials reviewed the proposals.
- 3.2 The feedback from the consultation was considered by a range of Council Officials. This ensured that the Council met the requirements of the 2010 Act.
- 3.3 The outcome of this review process is reflected in the response, conclusion and recommendations outlined below.

4.0 Responses received

- 4.1 Details of the written submissions received during the consultation period are appended – **Appendices 4A to 4L**.

5.0 Issues raised during the consultation period

- 5.1 During the consultation period views both for and against the proposal were put forward. The issues identified by those supporting the proposal can be summarised as follows:

The proposal is an exciting prospect for Tain and offers the opportunity to take education to the next level.

The new campus would be a boost to the morale of staff and pupils, and should assist with future staff recruitment.

Parents are enthused about the prospect of engaging with the detailed design process.

The new arrangements offer the prospect of flatter and more versatile school management arrangements.

The shared campus model works well in Dornoch, and would work well in Tain.

Pupils would be happier at being in the same campus as their brothers and sisters.

The new school would be bigger, have better facilities and would offer pupils the opportunity to make more friends.

Transition arrangements would be better under the campus model.

The new campus would raise the profile of Gaelic Medium education in Tain and would open opportunities for Gaelic Medium education to families who would not previously have considered this as they live outside the Craighill PS catchment.

Establishing a sizeable Gaelic-medium provision can make it attractive to staff in terms of collegiality and career long professional learning.

There will be opportunities for closer transition working between early years, primary and secondary staff to develop Gaelic education in the proposed campus. The development of a new modern state of the art building will also open opportunities for the campus to take advantage of the national Gaelic virtual school currently being scoped.

The proposal would address long standing accommodation problems with respect to the schools in Tain.

- 5.2 The issues identified by those opposing the proposal have been summarised below. Individual issues raised that are similar to one another have been “grouped.”

Issue 1

It is undesirable to co-locate secondary and primary age pupils. The primary age pupils will be exposed to behaviour and language that is inappropriate.

Younger children might be scared of the secondary age pupils.

Has any assessment been made of the effects of mixing primary and secondary age children?

Response 1

There are a number of other locations in Highland where primary and secondary age pupils are co-located on a shared site. This happens at Dornoch Academy and Primary, Kinlochbervie High School and Primary, Kinlochleven High School and Primary; Kilchuimen Academy and Primary; and will also be a feature of the new Wick Campus. Experience from these other locations indicates that co-location is very successful and that no significant issues arise between secondary and primary age pupils sharing the same site.

As indicated at the public meeting on 8 October, the proposed 3-18 campus would be an opportunity for senior pupils to set the tone and standard of behaviour in the campus. The opportunities to build better relationships between older and younger pupils would assist in positive whole school behaviour/ethos. This would also link with the community and provide leadership skills for senior pupils that would be of benefit to them progressing to university and into the world of work.

The evidence from Education Scotland ('Opening Up Learning in All Through Schools) confirmed at the meeting on 8th October 2014 refers to 40 all-through schools in Scotland and notes that inspections at such provisions have identified "climate and ethos, including the quality of relationships" as key strengths. The report further endorses a number of benefits of single campus schools and notes the similar support/view expressed by Ofsted based on evidence in England.

Issue 2

The current proposals do not take sufficient account of likely future increases to the population of Tain, particularly given possible business developments in the Cromarty Firth. The existing Tain Royal Academy has doubled in size in the last 40 years.

The projected accommodation for ASN pupils is likely to be insufficient to meet future demand.

Does the proposal take account of Scottish Government proposals to provide funded childcare for 2-year-olds. Do we need a 2-18 campus?

Response 2

Since 1975 the roll at Tain Royal Academy has risen from 558 to a peak of 845 before falling back to 476 today. Given the current age profile of our population, our ageing population and lower fertility rates, population projections indicate we are unlikely to see a repeat of the 800+ peak.

The current roll projections include assumptions for future house building and therefore the effect on population from economic developments, as far as they can be forecast. These assumptions take all of the primaries in the ASG into account. The current projections assume a house building rate in accordance with past annual figures up to 2016, a house building rate of 46 per year from 2017 to 2020, 66 per year from 2021-2026, and 62 per year in 2027 and 2028. These figures are significantly higher than the historic rate of house building in the area, which has been 29 houses per year.

Highland Council has been undertaking consultation with parents to gauge if the current arrangements for early learning and childcare best meet parental needs. Part of this process is to allow Highland Council to form a clearer picture of how the provision for two year olds could develop. In the consultation meetings undertaken so far the general view of parents (and staff) is that they would prefer to see provision for two year olds that is separate from school nurseries.

Issue 3

It is not appropriate to accommodate ASN children with highly complex medical needs with the new shared campus. The needs of these children would be better met by a separate specialist facility.

There is a lack of understanding about the highly complex needs of the children who currently attend St. Duthus School.

Response 3

The Highland Council believes that inclusion in education is one aspect of inclusion in society. The principles of inclusion have been reaffirmed in recent legislation, including:-

- The Standards in Scotland's Schools etc Act 2000
- The Education (Scotland) Act 2004 and as amended 2009
- The Equalities Act 2010

The Council attaches great importance to meeting the needs of all pupils in local schools, and fully recognises that careful thought needs to be given to ensuring the needs of ASN pupils are addressed. Within Highland there are a large number of pupils with highly complex needs and life threatening medical conditions, who are very successfully integrated into their local mainstream schools.

The design of the new ASN facilities will be part of the detailed consultative process that will follow any decision to implement the proposal (see Response 4 below) and the parents of pupils with ASN will have the opportunity to contribute their ideas and suggestions to the Stakeholder Group set up as part of that process. This will include the need for specialist accommodation for those pupils who are unable to sustain mainstream education.

Issue 4

The new campus needs a separate area for Gaelic Medium provision.

External areas should be as large as possible.

The new community facilities make a high demand on the available space. Should these be moved elsewhere?

There is a need to address issues around high traffic volumes and parking demand. The present document does not include any detailed transport proposals.

Numerous detailed design issues need to be addressed in respect of

the proposed ASN accommodation.

What will the new school be called?

There is no mention of the environmental standards to be applied to the new build.

Health and safety issues may arise from building the new campus so close to the existing TRA site and demolishing the existing site next to the new school. The existing building may contain asbestos.

What assessment has been made of potential disruption during the construction phase?

Will there be segregated playground and corridor spaces for the primary and secondary age pupils? The shared canteen is unfair to pupils.

The public should not be allowed access to the schools areas during the day.

There are widespread concerns about the appearance, height and design of the new campus.

Flat roofs are a bad idea.

A multi-storey building is not the best option for Early Years and ASN pupils.

Realistically, is there room for this building on the present TRA campus? The site of Craighill Primary offers a better location.

Response 4

The Council undertook an extensive site selection process, including public consultation, in arriving at the proposed site for the Campus. The criteria considered as part of the site selection process included the following factors; site location (accessibility and traffic, location and orientation, Safer Routes to School); site condition (environment and soils, services and utilities, size and shape, topography); cost (capital cost, timescale and availability, whole life costs); and community considerations (community, demographic, educational, planning/environmental impacts, and public acceptance).

Within the original consultation report, what was included was an illustrative layout of the Campus purely to demonstrate how a Campus could potentially be accommodated on the site. This is not a final or conclusive layout or design.

Should the proposal be agreed, the implementation phase of the

proposal will include an extensive consultation process with parents and local community representatives. The process will include discussion on the detailed design. This process has been followed in other new school builds in Highland and would be further refined to fit the circumstances in Tain. All Stakeholders will have the opportunity to contribute to the process.

The design of the new building will of course be subject to planning permission.

The names of the new schools will be decided on after consultation with parents and pupils.

The design and construction of the new campus will comply with all relevant legislation and Council policies with respect to environmental standards and sustainability.

Issue 5

The statutory consultation was a “tick-box” exercise and did not engage with the community and parents in a meaningful way.

Response 5

The Council’s consultation process, both formal and informal, has been lengthy and comprehensive, and has complied with the legislative requirements. A detailed rationale of educational benefit under-pinning the proposal has been provided, as well as consideration of other factors including financial, transport and travel implications.

An additional public meeting (8th October 2014) was organised to specifically discuss the educational benefits of the proposal to ensure parents and the local community had an additional opportunity to discuss this aspect of the proposal in more detail. All of the issues raised in writing during consultation, and all those identified in the public meetings, have been considered in the preparation of this final report.

Issue 6

The proposal document contains insufficient details of future management arrangements and staffing entitlements.

The proposal document suggests that the Depute Head Teacher in charge of the Special School will report to the Primary Head Teacher. However some of the pupils with ASN attending the campus will be of secondary age.

Response 6

Section 8.1 and Appendix 13 of the original proposal document Set out detailed information on the management structure. Tain RA will retain a Head Teacher and 2 Depute Head Teachers, in accordance with HC staffing levels for a school of that size. It is envisaged that the Primary School will initially retain its own Head Teacher.

After consideration of comments made in response to the Consultation, the Council now proposes that the new campus will have a Depute Head Teacher with responsibility for all ASN matters. This Depute will report to either of or both the Primary Head Teacher or the Secondary Head Teacher, depending on the age of any individual pupil being discussed, or on circumstances. They will also have the support of the Area ASN Manager and his or her team.

Detailed considerations about the management structure of the new campus would form part of the consultative process that will follow any decision to proceed with the proposal.

Issue 7

How is the capital cost to be funded and what will be the effect of the proposal on current Highland Council running costs?

Response 7

At this time it is planned that the Tain Campus, if agreed, would be delivered by the Council through traditional means, with the Council financing and procuring the capital project, and owning the operating the Campus buildings once completed.

The Council has a long-term capital plan, with capital funding in place to resource delivery of the Council's 'Sustainable School Estate Review' capital projects. The project would be funded from within the existing capital programme and through additional financial support the Council has received from Scottish Government for the 'Scotland's Schools for the Future Programme'.

Further details of the financial implications of the proposal were set out in Appendix 12 of the original report.

Issue 8

The 3-18 model should not be used to justify the future closure of rural schools.

Is the adoption of the 3-18 model intended to "pave the way" for the closure of rural primary schools?

Response 8

The current proposal is only concerned with the proposed 3-18 campus for Tain, and the implications on the specific schools listed within the proposal.

All significant proposals affecting schools, including all proposals for school mergers and closures, are subject to the provisions of the Schools (Consultation) (Scotland) Act 2010. The Act sets out the consultation process that a local authority must undertake in respect of such proposals. These provisions of the Act must be followed in every individual case and cannot be circumvented.

Highland Council is undertaking an in-depth review of its school estate. Any proposal advanced as part of that review is put forward only after a careful assessment of its potential educational, community and financial impacts. Proposals for 3-18 schools will only be advanced where they offer the prospect of educational and/or community benefit.

Issue 9

Keeping children on the same site from ages 3-18 runs the risk of “institutionalising” them.

Response 9

As mentioned above (response 1), there are already some schools in Highland where nursery, primary and secondary provision takes place within a shared campus. There is no evidence that pupils in these locations become institutionalised or are in any way less able to cope once they leave school. Indeed, the evidence from Education Scotland (response 1) identifies the key benefits of the 3-18 model and notes the success of existing single campus education arrangements in 40 schools in Scotland.

Issue 10

It is reckless to have all the town’s children on one site, as this would increase the harm caused by a disaster or act of terrorism.

Response 10

Fortunately such events are extremely rare. Nonetheless, the Highland Council has an Emergency Planning Service that advises on possible risks and each school provision has a business continuity plan to ensure arrangements are in place to respond to any risks or events which could arise.

Issue 11

If the proposals proceed, primary school children in the outlying schools within the Tain Royal Academy catchment may feel like outsiders compared to the primary school pupils within the campus itself. How will this be addressed?

Response 11

The other schools within the secondary catchment will still have the opportunity for regular transition and other visits to the 3-18 campus. There will be no reason for pupils from the outlying schools to feel like outsiders. At the public meeting on 8th October 2014 it was confirmed that there would be opportunities for primary schools in the wider ASG to utilise the new facilities in conjunction with their local peers.

Issue 12

Is the £44 million only for the building or does it include transport?

Response 12

The figure of £44 million quoted is the estimated capital cost associated with the construction of the Campus, and does not include transport or any other operational costs.

Transport and other running costs are shown separately in Appendix 1P.

Issue 13

Will the primary children's needs take precedence over secondary kids?

Response 13

No. Access to shared facilities in the new campus will be arranged in a way that is fair to both primary and secondary pupils.

Issue 14

The new school will be too crowded.

Response 14

The new campus will be designed with sufficient capacity for the projected future school roll.

Issue 15

Will the proposed community library result in the closure of the existing library in the Town Centre?

Response 15

The future of the community library in Tain Town Centre has not been considered as part of this consultation.

6.0 Summary of the issues raised by Education Scotland

- 6.1 In line with legislative requirements, Education Scotland were invited to submit comments on the Council's proposals. A copy of the report from Education Scotland is appended – **Appendix 5**.
- 6.2 In their report, Education Scotland recognise that the proposal offers the prospect of considerable educational benefits to the children directly affected. These include improved transitions for children and young people at key points in their learning journey. It is recognised that the existing school buildings at Craighill Primary School, Knockbreck Primary School and St Duthus Special School have deteriorated to such an extent that they are no longer fit for purpose. The proposal would also resolve the current situation of education provision being spread across four sites. It would bring together Gaelic and English Medium Education from 3-18 on the one site. Working in this way has the potential to improve progression in pupils' skills. There is scope in a modern purpose-built campus to better meet the specific needs of children and young people, including those with severe and complex needs currently attending St Duthus Special School.
- 6.3 The report from Education Scotland identified further issues for consideration by the Council. These are detailed below, together with the Council's responses.

Issue 16

The council now needs to provide further information about the management structures for the new campus.

Response 16

See Response 6 above.

Issue 17

Should the proposal go ahead the council should ensure all concerned are fully involved in discussions to develop and work towards a final design for the 3-18 campus.

Response 17

The Council is in full agreement with this suggestion.

Issue 18

The council did not consult children and young people about the proposal during the formal consultation period.

Response 18

As set out within the legislation, the Highland Council has consulted the views of those children and young people who attend the affected schools, where the pupils were of a suitable age and maturity). The views of the pupils are summarised at Appendices 6-6B.

Issue 19

It is not clear from the consultation documentation if The Highland Council consulted with Bòrd na Gàidhlig. Under the terms of the *Schools (Consultation) (Scotland) Act 2010* and, in taking forward the proposal, the education authority needs to consider Bòrd na Gàidhlig's view.

Response 19

This has since been addressed and the views of Bòrd na Gàidhlig are at Appendix 7.

7.0 Alleged omissions or inaccuracies

- 7.1 The consultation process raised one alleged omission that has not already been addressed above in response to the issues raised.

Issue 21

The staffing tabled attached to the Proposal Paper as Appendix 13, neglected to mention Road Crossing Patroller (RCPs).

Response 20

The number of current RCPs in Tain was noted at Section 2.12 of the Proposal paper. At the present time it is not possible to estimate how many RCPs will be required for the new campus, as this will be part of the detailed Safer Routes to Schools Assessment.

8.0 Procedure for Call-in by the Scottish Ministers

- 8.1 As set out in The Schools (Consultation) (Scotland) Act 2010, Highland Council is required to notify the Scottish Ministers of its decision and provide them with a copy of the Proposal Paper and Consultation Report. The Scottish Ministers have a six-week period from the date of that final decision to decide if they will call-in the proposal. Within the first three weeks of that six-week period, the Scottish Ministers will take account of any relevant representations made to them by any person. Following a decision on this proposal, as required by legislation, the Council will publish a notice setting out its decision and the timescales for representations to be made to Scottish Ministers.
- 8.2 Anyone wishing to make a representation to the Scottish Ministers requesting them to call-in a local authority decision to close a school is asked to e-mail schoolestates@scotland.gsi.gov.uk or write to James Newman, School Estates Team, Scottish Government, 2-D (S) Victoria Quay, Edinburgh EH6 6QQ.

Until the outcome of the six week call-in process has been notified to Highland Council, the Council will not proceed to implement the Proposal. If the Scottish Ministers call-in the Proposal they may refuse to consent to the Proposal or grant their consent to the Proposal subject to conditions or unconditionally. Until the outcome of the call-in has been notified to Highland Council, the Council is unable to proceed to implement the Proposal.

9.0 Legal issues

- 9.1 Throughout this statutory consultation The Council has complied in full with the requirements of the Schools (Consultation) (Scotland) Act 2010, as amended.
- 9.2 As provided for in section 1 of the 1980 Act, it is the duty of the Council to ensure adequate and efficient provision of school education within Highland, such education to be directed towards the development of the personality, talents and mental and physical abilities of children or young persons to their fullest potential (Standards in Scotland's Schools Etc. Act 2000). That said, as with all Council duties, the Council has a duty to make arrangements to secure best value and in securing best value the Council is required to maintain an appropriate balance between, inter alia, the quality of its performance of its functions and the cost to the authority of that performance (Local Government in Scotland Act 2002, section 1). In coming to any decision the above factors should be taken into account.

10. Financial Implications

- 10.1 Both the revenue and capital implications of the proposal are summarised in Appendix 1p.

11.0 Equality Impact Assessment

11.1 An Equality Impact Assessment has been prepared and is at Appendix 8.

12.0 Conclusion

12.1 The consultation process has complied fully with legislative requirements and has provided an opportunity for all parties to identify key issues of concern. These issues have been fully considered and the Council's response detailed in sections 5, 6, and 7 above.

12.3 Education Scotland staff visited all 4 schools to speak to parents, pupils and staff. They also had the opportunity to review in detail the proposal document and all written responses.

12.4 The Director of Care and Learning, on reviewing all of the submissions, the Education Scotland report and the Equality Impact Assessment (Appendix 8) concludes that the best and most sustainable educational provision for the area currently served by Tain Royal Academy, Craighill, Knockbreck and St. Duthus Schools would be through a shared 3-18 campus to be constructed on the current Tain Royal Academy site.

13.0 Recommendation

13.1 It is therefore recommended that the proposal:

- To discontinue education provision at the following campuses – Tain Craighill Primary School, Tain Knockbreck Primary School and St Duthus Special School and to relocate provision to a new 3 to 18 campus to be established on the site of the existing Tain Royal Academy;
- As an interim measure, until the proposed 3 to 18 campus is available, to relocate current Pre School provision from St. Duthus School campus (English Medium) and the Tain Knockbreck Primary School campus (Gaelic Medium) to temporary modular accommodation on the current Tain Craighill Primary School campus;
- To establish a new 3 to 18 community campus on the site of the existing Tain Royal Academy comprising Early Years, Primary, Secondary, Additional Support Needs (ASN) and Gaelic Medium provision to replace all other local authority education provision within Tain, including the existing Tain Royal Academy building and Community Complex;
- To combine the existing school catchment areas of Tain Craighill Primary School and Tain Knockbreck Primary School to become the catchment area of the new combined Primary School within the 3 to 18 campus.

is approved.

Bill Alexander
Director of Care and Learning
20th January 2015

EDUCATION CHILDREN AND ADULT SERVICES COMMITTEE

Proposal document prepared in accordance with the requirements of the Schools Consultation (Scotland) Act 2010 as amended.

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

- To discontinue education provision at the following campuses – Tain Craighill Primary School, Tain Knockbreck Primary School and St Duthus Special School and to relocate provision to a new 3 to 18 campus to be established on the site of the existing Tain Royal Academy;
- As an interim measure, until the proposed 3 to 18 campus is available, to relocate current Pre School provision from St. Duthus School campus (English Medium) and the Tain Knockbreck Primary School campus (Gaelic Medium) to temporary modular accommodation on the current Tain Craighill Primary School campus;
- To establish a new 3 to 18 community campus on the site of the existing Tain Royal Academy comprising Early Years, Primary, Secondary, Additional Support Needs (ASN) and Gaelic Medium provision to replace all other local authority education provision within Tain, including the existing Tain Royal Academy building and Community Complex;
- To combine the existing school catchment areas of Tain Craighill Primary School and Tain Knockbreck Primary School to become the catchment area of the new combined Primary School within the 3 to 18 campus.

1.0 BACKGROUND

1.1 The Adult and Children Services Committee, in November 2012, approved the principle that a 3 to 18 campus should be created in Tain to replace existing education provision at Tain Royal Academy, Tain Craighill Primary School (hereafter referred to as Craighill PS), Tain Knockbreck Primary School (hereafter referred to as Knockbreck PS) and St Duthus Special School (here after referred to as St Duthus School). To avoid repetition it should be assumed that the related Pre School provision is included within any reference to each Primary School. For ease of reference that report, including the option appraisal document produced by Caledonian Economics Limited which informed the recommendation can be accessed via the following link [Item12ACS5112\[1\] Tain.rtf](#) . It should be noted that, per the above legislation, the Schools Consultation (Scotland) Act 2010 as amended, a statutory consultation cannot be carried out so far in advance of a proposed implementation date that it would not be possible to engage meaningfully with anyone likely to be affected by the proposal. For this reason, a proposal

document was delayed until there was certainty about the timescale within which any proposal could be implemented. That certainty now exists as a result of greater clarity about the funding arrangements for the proposal.

- 1.2 It was agreed at the Education Children and Adult Services (ECAS) Committee on 21st May 2014 that a site selection consultative process should be carried out in relation to 3 sites within Tain namely, the existing Tain Royal Academy site, the existing Craighill PS site and a site at Kirksheaf Road, Tain. The outcome of that consultative exercise, which is the subject of a separate report to this Committee, is that the recommended site for the proposed 3 to 18 campus is the existing Tain Royal Academy site. It is assumed for the purposes of this proposal document that the recommended site, which reflects the preference of the majority of the views expressed during the site selection consultative process, will be approved by Members at the ECAS Committee on the 28th August 2014.

2.0 CURRENT PROVISION

- 2.1 The schools under consideration in this proposal document are as follows:

- Craighill PS
- Knockbreck PS
- St Duthus School
- Tain Royal Academy and Community Complex

None of the above schools is classified as rural per the Scottish Government's published list of rural schools.

- 2.2 **Craighill PS** is a non-denominational school serving the catchment area shown at **Appendix 1**. **Appendix 1 (a)** outlines an additional geographical area from which parents have the option to send their children to either Craighill PS or Knockbreck PS. The school provides Primary-age education through the mediums of English or Gaelic. The projected school roll estimates for August 2014 are 208 English Medium pupils and 33 Gaelic Medium pupils. There is no Pre School provision on the Craighill PS site. English Medium Pre School provision is on the St Duthus School campus and Gaelic Medium Pre School provision is on the Knockbreck PS campus.
- 2.3 **Knockbreck PS** is a non-denominational school serving the catchment area shown at **Appendix 2**. The school provides Primary-age provision through the medium of English. The projected school roll estimate for August 2014 is 165 pupils. As indicated above, there is Gaelic medium Pre School provision on this campus, although Primary-age Gaelic Medium provision is delivered at Craighill PS.

- 2.4 **St Duthus School** provides a learning environment for a range of pupils with Additional Support Needs resident in the Easter Ross and east Sutherland areas. The projected school roll estimate for August 2014 is 14 pupils. The existing school building is in a very poor condition. In order to provide appropriate and sufficient accommodation it is necessary to provide alternative temporary modular accommodation on the site of the existing school for a period lasting no longer than 5 years or until such time that long term permanent accommodation is available in the new 3 to 18 campus.
- 2.5 Pre School provision in the Tain area is currently provided via the following outlets:
- Local authority English medium provision is located within the St. Duthus School campus – there are 35 pupils enrolled for session 2014/15;
 - Local authority Gaelic medium provision is located within the Knockbreck PS campus – there are 7 pupils enrolled for session 2014/15;
 - Partner Centre provision is provided via private day care centres at Ankerville Tain (66 enrolled for 2014/15) and Stepping Stones Nursery (35 enrolled for 2014/15).
- 2.6 **Tain Royal Academy and Community Complex** - There are 8 Primary Schools within the Tain Royal Academy Associated School Grouping (ASG) namely, Craighill PS, Knockbreck PS, Edderton PS, Gledfield PS, Hill of Fearn PS, Hilton of Cadboll PS, Inver PS and Tarbat Old PS. In addition, St Duthus School is situated within Tain. The existing catchment area of Tain Royal Academy is shown in **Appendix 3**. The projected school roll estimate as at August 2014 is 487 pupils. There is a Community Complex, including a swimming pool, within the campus. The Community Complex is managed by High Life Highland on behalf of the Council.
- 2.7 Details of the following are provided in **Appendix 4** for each of the above schools:
- Building condition, suitability, capacity and occupancy
 - School roll projections
 - Placing request details
 - School meal uptake

Details of the capacity calculations for Craighill PS and Knockbreck PS, per the current Scottish Government's guidance, are provided in **Appendices 4 (a) and (b)**. In addition, **Appendix 4 (c)** provides details of the numbers of pupils in who reside in the Tain Royal Academy, Craighill PS and Knockbreck PS school catchment areas and the schools which they actually attend. It should also be

highlighted that in the recently completed condition survey of school buildings Craighill PS and Knockbreck PS were the lowest scoring buildings in the Highland Council area.

- 2.8 The budgeted staffing entitlements for each of the schools as at April 2014 are provided in **Appendix 5**. The overall budget entitlement for the Tain schools is 99.46 full-time equivalent staff.
- 2.9 The current school transport arrangements for each of the schools are outlined in **Appendix 6**. In summary there are 151 pupils transported on combined TainRoyal Academy/Craighill PS routes, 121 pupils transported on dedicated routes to TainRoyal Academy, 28 pupils transported on dedicated routes to Craighill PS (of whom 13 are Gaelic Medium) and 11 pupils transported to St. Duthus School. The overall annual cost of school transport provision to these schools is £0.565M with, on average, 311 pupils transported on a daily basis.
- 2.10 Detail of recorded school letting activity is provided in **Appendix 7**. The letting activity at Tain Royal Academy is organised by High Life Highland. There is little recorded letting activity at the Primary Schools with no lets at Knockbreck PS and St.Duthus School and on average 3 after- school clubs per week recorded at Craighill PS.
- 2.11 The most recent Education Scotland reports for each school are included in **Appendix 8**.
- 2.12 School Travel Plans are available for Tain Royal Academy and Knockbreck PS. These documents are at **Appendix 9**. These documents are reviewed on an on-going basis by the school management teams. There are currently 4 Road Crossing Patrollers employed in Tain, with 2 based at Craighill PS and 2 based at Knockbreck PS.

3.0 THE PROPOSAL

- 3.1 The Highland Council is currently undertaking a strategic review of its school estate over a 10 to 15 year period. This review, known as the Sustainable School Estate Review (SSER), is under-pinned by a number of key drivers, namely:
- The Scottish Government's School Estate strategy which encourages local authorities to maximise the number of pupils learning in school buildings which score A/A per the national building condition and educational suitability scoring classifications;
 - Also, per the national strategy; to encourage local authorities to move towards the creation of community hubs when undertaking their school estate and community facility strategic planning

- 3.2 In addition, **Working together for the Highlands** (the Council Administration's manifesto document) contains a clear commitment that the Council will ensure that all new school buildings act as community-hubs and that new and innovative ways to deliver more community access to buildings will be identified as part of a review of the schools estate.
- 3.3 The option appraisal report produced by Caledonian Economics Limited in 2012 is accessible via the link in paragraph 1.1 above . This document was the basis on which the proposal to create a 3 to 18 campus in Tain to replace the existing provision at Tain Royal Academy, Craighill PS, Knockbreck PS and St. Duthus School originated. This report, which was approved by the Adult & Children Services Committee in November 2012, concluded that the creation of a 3 to 18 campus provided a better option, in qualitative and quantitative terms, than refurbishing the existing schools. At that time a site for the proposed 3 to 18 campus had not been identified.
- 3.4 In the intervening period, the condition and suitability of the Craighill PS, Knockbreck PS and St. Duthus Schools has deteriorated to such an extent that significant investment is required for each within the next 3 to 5 year period. Of most immediate concern is the condition of the St. Duthus School building where it has been necessary to provide temporary modular accommodation for a maximum period of 5 years until permanent accommodation can be provided. In addition, as a result of the Planning conditions associated with this temporary provision it is necessary to demolish the existing St.Duthus School building within 12 months. On the basis that this building also accommodates English Medium Pre School provision it will therefore be necessary to relocate this provision to modular accommodation at Craighill PS for a temporary period.
- 3.5 In addition, as a result of the significant accommodation pressures at Knockbreck PS it is necessary to relocate the Gaelic Medium Pre School provision on that campus in order to free up space at the school (as the school is currently over capacity). It is proposed therefore to relocate Gaelic Medium provision to temporary modular accommodation on the Craighill PS campus. As a result, both English Medium and Gaelic Medium Pre School provision will be co-located on the Craighill PS campus. This proposal has merit from an educational perspective as it locates provision adjacent to the Primary School to which historically Pre School pupils at the St. Duthus School and Knockbreck campuses have transferred. This, in future, will facilitate the transition from Pre School to Primary education until such time that the proposed 3 to 18 campus is available.
- 3.6 The Schools Consultation (Scotland) Act 2010 (as amended) stipulates that a statutory consultation is required when any relocation of educational provision (including Pre School) is proposed. As a result, the proposal to relocate the

existing local authority Pre School provision in Tain to the Craighill PS campus is part of this wider statutory consultation process.

- 3.7 It is apparent from the above evidence that there is a relatively urgent requirement to improve educational provision in Tain. The creation of a 3 to 18 campus provides an opportunity to address these requirements, as well as providing exciting new opportunities for curriculum delivery. This proposal also provides opportunities to further strengthen health and well-being provision in partnership with High Life Highland.

4.0 THE PROPOSED NEW CAMPUS

- 4.1 The Highland Council, as an outcome of the SSER process, has had recent experience in creating a 3 to 18 campus in Wick (this project received a significant funding contribution from the Scottish Government). It is felt that the campus concept created for Wick provides an appropriate template for initial consideration of the Tain Community Campus. The configuration for the Wick Community Campus is provided at **Appendix 10**. The experience gained from developing the Wick Community Campus provides a very useful reference point when considering what might be possible in Tain.
- 4.2 Currently, 3 to 18 education provision in Tain is spread across four separate campuses. Allied to this there are disparate factors, with the Craighill PS English Medium Pre School facility located on the St. Duthus School site. In addition, Gaelic Medium Pre School provision is situated on the Knockbreck PS campus, whilst Primary Gaelic Medium education is provided at Craighill PS.
- 4.3 The proposal is, therefore, to consolidate existing education and community provision within a new build 3 to 18 campus on the existing Tain Royal Academy site. As indicated in paragraph 3.6 above, as an interim measure, there is a requirement to relocate Pre School provision from the existing sites at St. Duthus School and Knockbreck PS to temporary modular accommodation situated adjacent to Craighill PS.
- 4.4 An initial description of what might be provided on the campus is outlined in **Appendix 11 (a)** (the campus layout) and **Appendix 11 (b)** (the campus specification). It should be emphasised that this initial campus layout is merely an illustration produced by the architect to confirm that the accommodation required will fit on the site. During the consultation period there will be an opportunity to provide comments on the site layout as initially configured. Another issue to consider is the ability to increase the scope of the accommodation provided if there is a significant increase in the local population in future years.
- 4.5 The key features of the initial 3 to 18 campus layout outlined in Appendix 11 (a) can be summarised thus:

- The Secondary School and Primary School despite being co-joined will have separate identities with the initial assumption being that each will have its own Head Teacher;
 - The Primary School building will have its own Games Hall;
 - Concerns re separate access and safe/secure play areas for Primary-age pupils were addressed as part of the design of the Wick Community Campus. This experience will be replicated when developing the design/campus configuration of the campus proposal;
 - There will be a covered “shared street” which will link the Primary and Secondary school buildings providing a large social/recreational/dining space;
 - The community facility will be physically separated from the school buildings. This building will be controlled and managed by High Life Highland. However, the schools will have access to the community facilities for agreed times during the school day. At all other times (including week-ends and school holidays) the building will be available for community use.
- 4.6 The campus will be provided with a wireless-enabled environment which will allow the use of mobile ICT devices throughout. The opportunity will also be taken to ensure that the ICT reconfiguration within the school campus is closely aligned to the objectives of the Council’s ICT in Learning strategy.
- 4.7 It is anticipated that the extensive community facilities provided within the campus will enable the Council’s health and well-being strategy to be further enhanced within this area of Easter Ross and east Sutherland. It is proposed that High Life Highland manage these community facilities on behalf of the Council. Their recent track-record in increasing utilisation of Council-owned community facilities will build upon the solid customer base at the existing TRACC facility.
- 4.8 During the site selection consultative process concerns were expressed by residents south of the existing Tain Royal Academy site that their properties would be over-looked by a building situated further south on the site. In recognition of these concerns the architects were asked to adopt a sympathetic approach in designing a campus configuration that required minimal decant. The proposed school buildings are approximately 50 metres from the houses at the south end of the site, compared with approximately 105 metres between these houses and the existing school building. In addition, the south-facing elevations are 11 metres to the eaves as opposed to the existing south-facing building elevations which vary between 3.67metres and 11 metres to the eaves.
- 4.9 During the statutory consultation period a scale model of the indicative campus lay-out will be on public display for viewing and comment at each of the existing schools in Tain and in the community library.

- 4.10 Concerns have also been expressed about disruption to the local community during the construction phase if the project progresses beyond statutory consultation. The Council has experience in working with contractors who have constructed major new school buildings adjacent to existing school buildings and therefore have the relative expertise and empathy to manage such projects successfully. Recent examples include Portree High School, Millburn Academy and Dingwall Academy.
- 4.11 If this proposal progresses beyond the statutory consultation phase consideration will have to be given to the future use of the sites vacated. There are established Council policies and procedures for dealing with assets which have been declared surplus by a Service which include the opportunity for the local communities through the local Ward Manager to identify potential future uses.
- 4.12 It is important that Primary-age pupils from all schools within the Tain Royal Academy Associated School Grouping are able to benefit as appropriate from the facilities/opportunities in the new campus. This will receive careful consideration and handling as the ASG management arrangements are developed.

5.0 EDUCATIONAL BENEFITS

5.1 Background

- 5.1.1 The local schools in Tain do a good job in providing pupils with a high quality educational experience. However, in looking to the future the current school stock in Tain is in need of replacement. At the moment the majority of Pre School provision is provided by private sector organisations. Over recent years the Primary Schools in the town have come under capacity pressures. The existing St Duthus School building is no longer fit for purpose. Tain Royal Academy would benefit greatly from having access to a modern up to date facility in supporting its plan to fully deliver the Curriculum for Excellence.
- 5.1.2 The 3-18 model is best placed to meet the educational requirements of Tain. The new school can provide the community of Tain with the impetus for improvement and will be a facilitator for change. It offers a real chance to put the school at the heart of the community and offers all those who engage with it new opportunities for developing themselves and their community.

5.2 Learner Experiences

- 5.2.1 The flexible learning spaces provided in the new campus will provide greater opportunities to deliver a variety of approaches to learning. In addition to traditional teaching areas, there will be a range of more flexible areas where the available space can be used for investigative work and active learning.

Outdoor learning, including more readily accessible sporting facilities, will promote opportunities which are more likely to engage all pupils.

- 5.2.2 Collaborative learning is an important educational opportunity which is more easily achievable in a school with flexible learning spaces.

The new campus will allow different learning and teaching approaches, including investigative and interdisciplinary learning.

- 5.2.3 Pupils are likely to experience a higher quality learning experience because of the enhanced facilities which will be designed for the purpose of delivering Curriculum for Excellence, rather than the adaptation of the less flexible spaces in the existing schools.

- 5.2.4 There will be an emphasis on innovation and personalisation rather than on standardisation. Learners and teachers will have more opportunities for challenge and inspiration, this being made possible through the provision of flexible and non-standard spaces of different dimensions and configuration.

5.3 The Health & Well-being of Pupils

- 5.3.1 The 3-18 campus offers the chance to put the Highland Practice model at the heart of its practice and processes. It provides the opportunity to build-in policies and procedures which will ensure Health Care, Social Work and Education staff work together more effectively and therefore provide better outcomes for all pupils.

- 5.3.2 A key aim of the new campus will be to develop a sense of belonging, engagement and ownership. The 3-18 structure offers the opportunity to create a real sense of family across the whole school where younger pupils are supported and looked after by the older pupils.

5.4 The Curriculum

- 5.4.1 The new campus will provide access to up to date facilities, including ICT provision. This will allow the pupils who attend the school to engage with the curriculum in a more flexible and innovative way.

- 5.4.2 It will offer the opportunity to deliver a fully joined up curriculum from the ages of 3-18. Staff will be able to develop learning and teaching materials which will deliver progression, coherence and challenge in a joined up fashion through the Broad General Education stage.

- 5.4.3 The new school will also provide the opportunity to deliver a Senior Curriculum that goes beyond the traditional academic subjects. It will provide the opportunity to establish partnerships with colleges and businesses. If this is done at the planning stage it offers the possibility to

develop an approach which puts the skills required by the Highland employers at the centre of what the school is trying to offer its pupils.

- 5.4.4 The 3-18 structure will also offer pupils the opportunity to develop their leadership and personal skills in a more coherent and systematic manner.

The 3-18 structure will allow pupils to set and achieve clear health targets which can be monitored and adjusted as they progress through the school. This will have a positive impact on their achievement and attainment.

- 5.4.5 The new campus will also provide the wider community of Tain with an opportunity to make use of high quality facilities and encourage them to re-engage or continue with their formal education. It also provides the local community with the opportunity to build greater community capacity by using the school for formal and informal social events.

5.5 Meeting Learning Needs

- 5.5.1 The 3-18 campus will have a greater concentration of teaching staff in one location. This will lead to a broader range of staff experience within the new school structure. This will allow a better sharing of good practice, due to the broader experiences of a more diverse range of staff. Teachers at the 3-18 school will, therefore, be better placed to have a deeper understanding of pupils' learning and development and a better understanding of the need to provide high quality feedback, personalised for each learner.

- 5.5.2 Effective assessment strategies and tracking of progress and achievements will be regarded as highly important and will be effectively managed in the 3-18 campus, again assisted by the wider staff experience. This will allow pupils and staff to better plan the next steps in the learning journey.

- 5.5.3 The 3-18 campus will also allow more teachers to plan and work closely with other staff and agencies and establishments to ensure continuity and progression for pupils.

- 5.5.4 Better learning and sharing of experiences of teachers will allow pupils to work consistently at an appropriately brisk and challenging pace.

- 5.5.5 A more diverse and experienced staff who share their experiences with colleagues are more likely to prepare and deliver lessons and activities which are well organised and set in meaningful contexts with challenging outcomes.

- 5.5.6 Different approaches to learning and use of a broader range of materials and resources will ensure that learners are enabled to master concepts and are able to move onto appropriate next steps more quickly.

- 5.5.7 Overall, these advantages of the 3-18 campus make it much more likely that pupils' learning needs will be met.

- 5.5.8 As the 3-18 school will have a broader age range of pupils it will provide for a richer cultural and learning experience.
- 5.5.9 Outcomes will be better delivered in curricular terms but also the on-going work of all professionals on the campus including (pastoral support to children and families) will be greatly facilitated by having all pupils from 3-18 age range on the one campus. The possibility also exists at the design stage to consider the co-location of related professionals from different professional backgrounds, reflecting the new configuration of services in the Highlands into a Care and Learning delivery model, involving Education, Social Work and Health professionals, working across a range of activities with a particular emphasis on early intervention and a focus on early years children and families.
- 5.5.10 The potential co-location of professionals on the one campus, plus the interchange of information – in particular the “soft” intelligence so vital in properly planning on an early intervention approach would greatly support the children and families in the local communities.
- 5.5.11 In addition, a new campus with the potential to locate workshop facilities would allow greater integration of the Skills for Work agenda for pupils, which in turn could be integrated in to preparing young people for work and a longer term career in large commercial operations such as Global at Nigg, who are involved in fabrication work related to wind farm and off-shore energy developments.

5.6 Pupils with Particular Support Needs

- 5.6.1 There are a number of pupils within the schools involved who have support needs.
- 5.6.2 The provision of a new 3-18 campus with enhanced facilities will make it easier to provide the support individual pupils require.
- 5.6.3 There will be a continuum of the support for all learners, and in particular those who have specific identified needs.
- 5.6.4 The 3-18 structure will allow the pulling together of staff expertise and experience. It will allow a more focused approach across the age range and will enable better use of the staff and resources that are available in this area.
- 5.6.5 The new service delivery in Care and Learning and greater cooperation between professional groups will be strongly enhanced in a 3-18 campus. There are currently a significant number of vulnerable families in the town. In light of the Council’s focus on the Early Years Collaborative initiative, targeted support from a range of professionals will be more focused and

better coordinated than would normally have been the case with discrete schools.

- 5.6.6 In terms of better support, the 3-18 campus allows the potential to develop within the new build discrete facilities for pupils experiencing social, emotional or behavioural difficulties (SEBN), where intensive support particularly to develop emotional literacy for pupils (and by implication their families) can be developed. This type of facility is particularly effective in allowing pupils to be temporarily removed from the class for a brief, or time limited, period to access intensive support, and lead to full integration with their local peer group. Tain does not currently enjoy a local facility of this kind and have had in the past to place SEBN young people in alternative facilities in Alness – inevitably leading to dislocation from their natural peer group.
- 5.6.7 The 3-18 campus will also include a replacement St Duthus School. However, the opportunity to design in to the eventual build genuinely bespoke facilities including specialist therapy rooms for example will be literally life changing for both pupils and families. This will greatly enhance the quality of provision and experience for pupils with Additional Support Needs, often associated with medical needs.
- 5.6.8 It is likely therefore that there will be enhanced, rather than equivalent support available to pupils.

5.7 Improvement through Self-evaluation

- 5.7.1 The Tain schools have a good reputation within their community.
- 5.7.2 There is, however, an opportunity to fundamentally change and improve the approaches to learning and teaching through the establishment of the 3-18 campus.
- 5.7.3 Staff will be able to work more collaboratively and effectively on improving their self-evaluation techniques. A common framework will be agreed for use across the 3-18 age range and as a result the school will have more confidence in identifying its improvement objectives.
- 5.7.4 Therefore the new campus will provide opportunities for significant improvement and better outcomes for learners.

5.8 Leadership of Improvement and Change

- 5.8.1 There is significant evidence that where a new campus is created, particularly one which is designed to provide all the facilities required, pupils and staff feel more valued and educational outcomes often significantly improve. There is an opportunity to provide a new school ethos along with the establishment of the new school.

- 5.8.2 It will be important that the Management Teams of the existing schools work collaboratively to prepare the staff, pupils and parents for the move to the new school.
- 5.8.3 This will be a long-term process which will begin as soon as a decision to progress is reached, and will continue beyond the occupation of the new school. There are additional opportunities afforded by the establishment of a new school. These include the establishment of a new ethos and school identity.
- 5.8.4 The new campus will also allow the opportunity for a different management structure to be developed over a period of time. A future suggested model could be developed around the appointment of a Campus Manager who would be a Leader of Learning and would lead a team of Learners' Leaders. It is envisaged that this approach will offer the opportunity to make better use of available resources while at the same time freeing up key staff to ensure the quality of outcomes is maximised.
- 5.8.5 The new campus can effectively start afresh, and strive to increase the quality of learning and teaching and increase the proportion of learners whose needs are being effectively met. This will ultimately deliver greater attainment and achievement to all pupils who attend the schools.

5.9 Ethos

- 5.9.1 A positive ethos is one of the most important factors in the delivery of a high quality learning experience for young people. The new campus offers the opportunity to build on the good practice that already exists. It will enable the development of an approach that is based on strong positive relationships across the 3-18 age range. It will offer the chance to develop high standards of pupil expectation from an early age and a real sense of family across the school, where older pupils care for and look after younger pupils and where the school is able to develop a real sense of mutual respect and responsibility among all its pupils and staff.
- 5.9.2 It provides an opportunity to establish a positive behaviour management approach based on the best practice in the Highland Council and also allow the schools to set new levels of aspiration, ambition and self-confidence.
- 5.9.3 This approach will provide pupils of all ages with opportunities to develop a range of skills including leadership, mentoring and personal development.
- 5.9.4 This approach will ensure pupils who attend schools within the community campus are safe, happy, cared-for and successful.

5.10 Staff

5.10.1 There will be substantial benefits for staff, both teaching and non-teaching, working in a 3-18 campus environment. The new state-of-the-art buildings will provide a vastly improved working environment for staff and access to modern resources and facilities.

5.10.2 For both teaching and support staff there are advantages in being part of a larger professional community with regard to professional development, increased opportunities for leadership development and opportunities to build experience in developing a broader range of learning and teaching approaches across the 3-18 age range.

5.10.3 Bringing together staff from the Primary and Secondary sectors would also have the potential to combine their experience, both of managing learning and teaching as well as support for pupils' health and well-being.

5.11 Extra-Curricular Opportunities

5.11.1 The new school will provide the opportunity to enhance the delivery of the extra-curricular programme available to pupils. It will capitalise on the additional capacity provided by secondary pupils through the existing leadership programmes to offer a broader programme of activities. There is also the real possibility of increasing the number of local volunteers that may be willing to become involved with delivering extra-curricular activities in the new school. The 3-18 structure should reduce the number of parents who normally disengage with the Secondary School once their son/daughter leaves Primary School.

5.11.2 Provision to access these activities, particularly those after school, will have to be better, and the management of the new school will work to ensure that pupils from throughout the catchment area will be able to attend activities and return home safely.

5.12 Conclusion

5.12.1 There are clear educational benefits for current and future pupils within the schools of Tain Royal Academy, Craighill Primary, Knockbreck Primary and St Duthus being educated in a single, new amalgamated 3-18 community school campus.

- It will be readily possible to build upon established links which already exist between the schools.
- A new school will provide a far better learning environment for pupils and working environment for staff.
- It will eventually deliver an innovative management structure which will allow better use of resources and a more focused approach to improving outcomes for pupils.

- A new school will ensure a coordinated approach to the delivery of health and well-being.
- Although there will still be key stages of curricular transition for pupils the 3-18 approach will ensure that pupils progression from one stage to the next will happen with due regard to their curricular progression and health and well-being.
- The new school will deliver the opportunity for significantly improving the delivery of learning and teaching.
- The 3-18 approach will offer the opportunity to deliver a more effective curriculum which should ensure better outcomes for pupils.
- The 3-18 approach will allow the Highland Practice model to be put at the heart of the work of the school and as result ensure that pupil needs are met effectively.
- Pupils will be able to undertake more relevant and appropriate courses, increasing their motivation and the likelihood of positive outcomes for learners, including educational attainment and broader achievement.
- There will be the potential for positive changes in the ethos of a new school and enhanced leadership opportunities for pupils.
- A wider range of extra-curricular opportunities will also be possible.
- Staff motivation is likely to be increased and teachers will have much more opportunity to deliver innovative and interesting programmes of work which again is likely to result in improved outcomes for learners.

The educational benefits outlined within this document for current and future pupils within the combined school would provide an improved educational experience and enhance the life chances of learners.

6.0 COMMUNITY FACILITIES

6.1 There are clear benefits to both members of the community and visitors to Tain through the provision of enhanced community facilities at the proposed TRACC Campus. Appendix 11 (b) outlines the community facilities that would be incorporated into the community building.

- Investment at other highland facilities including The Fingal Centre (Portree), Aviemore Community Centre,(Aviemore), Craig Maclean Leisure Centre Grantown, and Dingwall Academy Dingwall has substantially improved facility provision, allowed increased hours of opening for some services and increased public use.
- The current enclosed reception area is not customer friendly, users would benefit from a new reception layout that would allow staff to better engage with the customer and speed entry to facilities and activities.

- The introduction of a café area would greatly enhance the customer experience, providing a dedicated area for parents and users to relax whilst waiting for their children or after using the facilities.
- The introduction of a sauna and steam room would provide additional facilities, would be equivalent to others rounded leisure facility offerings and would greatly add to the customer experience.
- Currently there are no dedicated spaces designed to facilitate fitness classes. Customers would greatly benefit from a specifically designed fully air conditioned gymnasium / dance studio.
- Tain has a very good reputation for competitive swimming but is hampered by the current non-standard size of the swimming pool. A standard 6 lane, 25 metre swimming pool would allow increased usage and would benefit the swimming club allowing them to stage national competitions and galas. The introduction of the floating floor would give greater flexibility in how swim lessons were delivered leading to better use of the water space and increased delivery for primary and pre-school lessons.
- The current poolside changing is dated and not fit for purpose. A new changing village would incorporate individual and family changing cubicles, including dedicated vanity and shower areas giving the user a much improved experience.

In summary there will be undoubted health and well-being benefits by having state of the art community facilities with members of the community able to access greatly improved facilities.

7.0 FINANCIAL IMPLICATIONS

- 7.1 One of the reasons that the proposed 3 to 18 campus project was allowed to proceed to statutory consultation at this stage was that the project benefitted significantly from the availability of approved Capital funding previously assigned to the Wick Community Campus project. This Capital funding became available as a result of the recent decision by the Scottish Government to provide additional funding provided for the Wick Community Campus which allowed £10.0M to be made available for an alternative significant development which could be progressed at pace.
- 7.2 **Appendix 12** provides details of the financial implications of this proposal based on the financial template developed collaboratively by a number of local authorities in conjunction with COSLA officials.
- 7.3 Appendix 12 compares the total costs of the 3 to 18 campus proposal with the total costs (including borrowing costs) of upgrading the existing schools to building Condition/Suitability scores A/A. The respective costs also include life cycle maintenance costs over the anticipated 60 year life of the buildings. The 3

to 18 option is £0.385M lower per annum than the cost of upgrading the existing provision.

8.0 STAFFING IMPLICATIONS

- 8.1 As indicated above the initial assumption is that the Primary and Secondary Schools will have their own management structures. It is also assumed that the former St. Duthus School facility will be managed by the Primary Head Teacher. On the basis of the assumptions the “before and after” staffing entitlements, expressed in full time equivalents and monetary values, are contained within **Appendix 13**.
- 8.2 It should be emphasised that this initial assessment of staffing structures is for illustrative purposes only and that it is likely that there will be some modification to these figures as the future staffing arrangements for a 3 to 18 campus on this scale are developed.
- 8.3 It is inevitable when 4 separate school campuses come together within a single campus that there will be an overall reduction in the level of staff required. As a result the initial assessment of staffing implications suggests that there would be an overall reduction of 3.65 full time equivalent staff which would result in an annual saving totalling approximately £0.149M.

9.0 SCHOOL TRANSPORT IMPLICATIONS

- 9.1 Discussions with colleagues in the Council’s Integrated Transport team suggest that there will be no significant variation to the existing school transport arrangements. For example, the existing school transport arrangements to Tain Royal Academy will remain unaltered.
- 9.2 Out-with the school transport routes the remaining routes identified in Appendix 6 relate either to Gaelic Medium pupils (travelling to Craighill PS) or to pupils with Additional Support Needs (travelling to St. Duthus School). None of the existing routes will be affected by the proposed relocation of each of these schools.

10.0 SAFE ROUTES TO SCHOOL

- 10.1 Initial discussions with the Council’s Safe Routes to School team suggest that the choice of the existing Tain Royal Academy site for the proposed 3 to 18 campus represents a lower risk than any other sites under consideration. This is on the basis that Tain Royal Academy has a School Travel Plan which is reviewed on a regular basis. The main challenge, however, is almost the almost doubling of the number of pupils who will access this site on a daily basis if this proposal is accepted.

10.2 On the basis of current roll figures approximately 844 Primary/Secondary pupils will access/egress the existing Tain Royal Academy site on a daily basis if this proposal is accepted. In addition, it is estimated that there will be approximately 40 Pre School pupil accessing the site on a daily basis. On the basis of current school transport numbers 311 Primary/Secondary pupils use free school transport provided by the Council on a daily basis leaving approximately 530 pupils either walking/cycling or transported to school by parents or guardians. In addition, there will be the traffic generated as a result of staff and users of the community facility coming and going on a daily basis.

10.3 The Safe Routes to School team will carry detailed analysis work throughout the statutory consultation period to ensure that final agreed mitigation actions are included within the final consultation report submitted to this Committee early next calendar year.

11.0 ACCOMMODATING GOVT. POLICY CHANGES

11.1 There are 2 significant Scottish Government policies to be implemented during academic year 2014/15 that will have a significant impact on existing school accommodation. These policy changes are universal free school meal provision in P1 to P3 from January 2015 and the availability of 600 hours Pre School provision per annum for 3 and 4 year olds from August 2014. In addition, provision for 2 year-olds from un-waged households will be required from November 2014. It is likely that there will be further enhancements to Early Years provision in future years.

11.2 As a result of the above policy changes there will be a requirement to make Capital/Revenue investments in some existing Primary Schools, including those in Tain. The design of the proposed 3 to 18 campus will take into account these accommodation requirements including the ability to extend the accommodation at some future point if required.

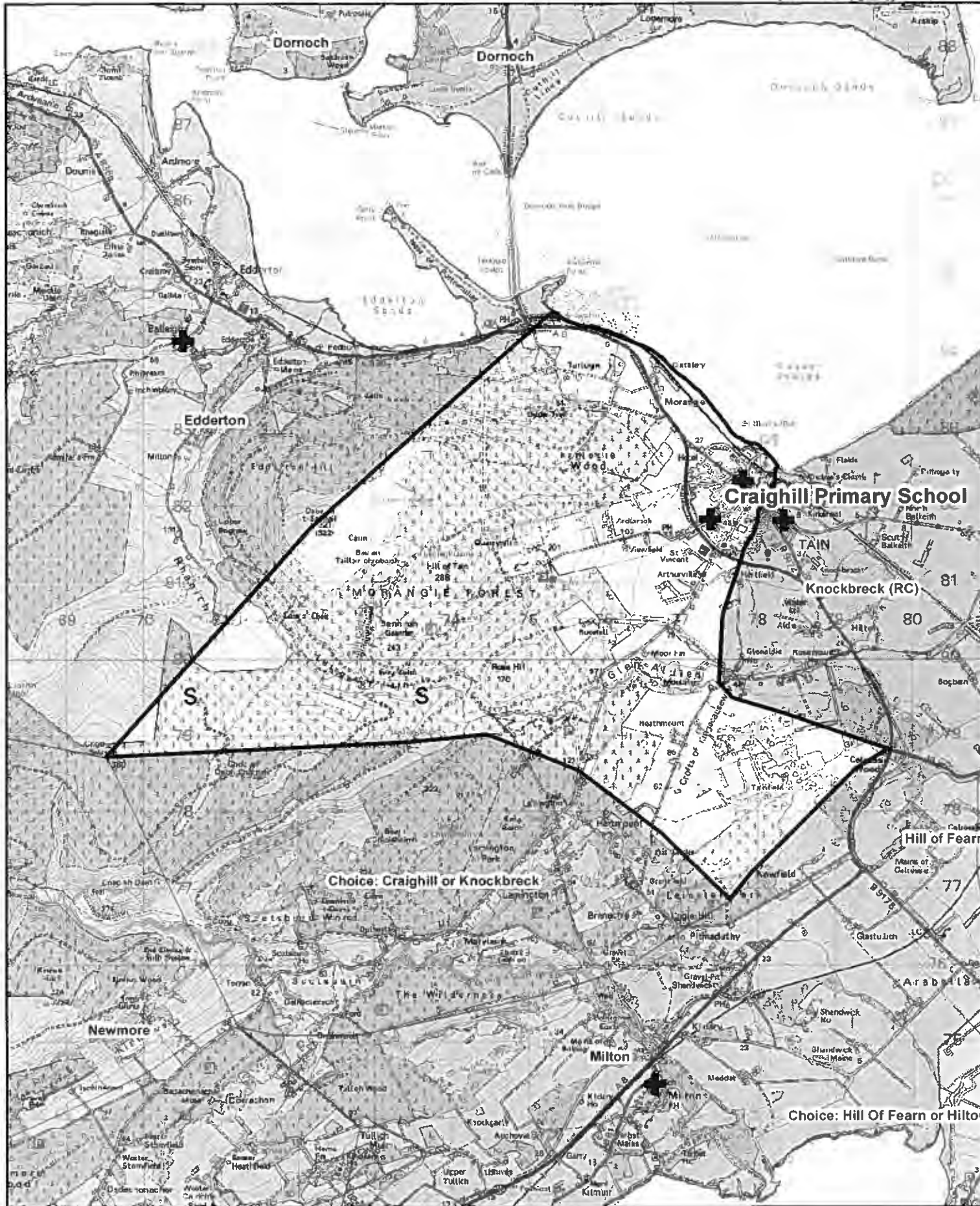
12.0 RECOMMENDATION

12.1 The preceding chapters outline the justification for this proposal which can be summarised thus:

- In accordance with the stated objectives of the Scottish Government's Schools Estate strategic aims this proposal will, by replacing the existing education and community provision in Tain, ensure that, on average going forward, a further 900 pupils (in the age-range 3 to 18) will learn and enjoy the benefits of a community campus that scores A/A in terms of building condition and suitability;
- The existing school buildings and campus configurations in Tain are generally poor, both in terms of condition and suitability for learning and teaching. There is, therefore, an imperative to address this problem;

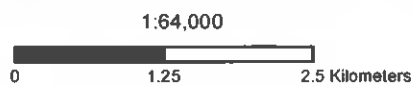
- By delivering the above proposals the Council will deliver demonstrable educational benefits, deliver greatly improved community facilities in partnership with High Life Highland and also ensure that by consolidation of provision within a single campus, the Council's aim of achieving Best Value when delivering front-line services is further enhanced;
- This investment will ensure that education and community facilities provision is placed on a sustainable footing for at least the next 60 years;

END OF PROPOSAL DOCUMENT



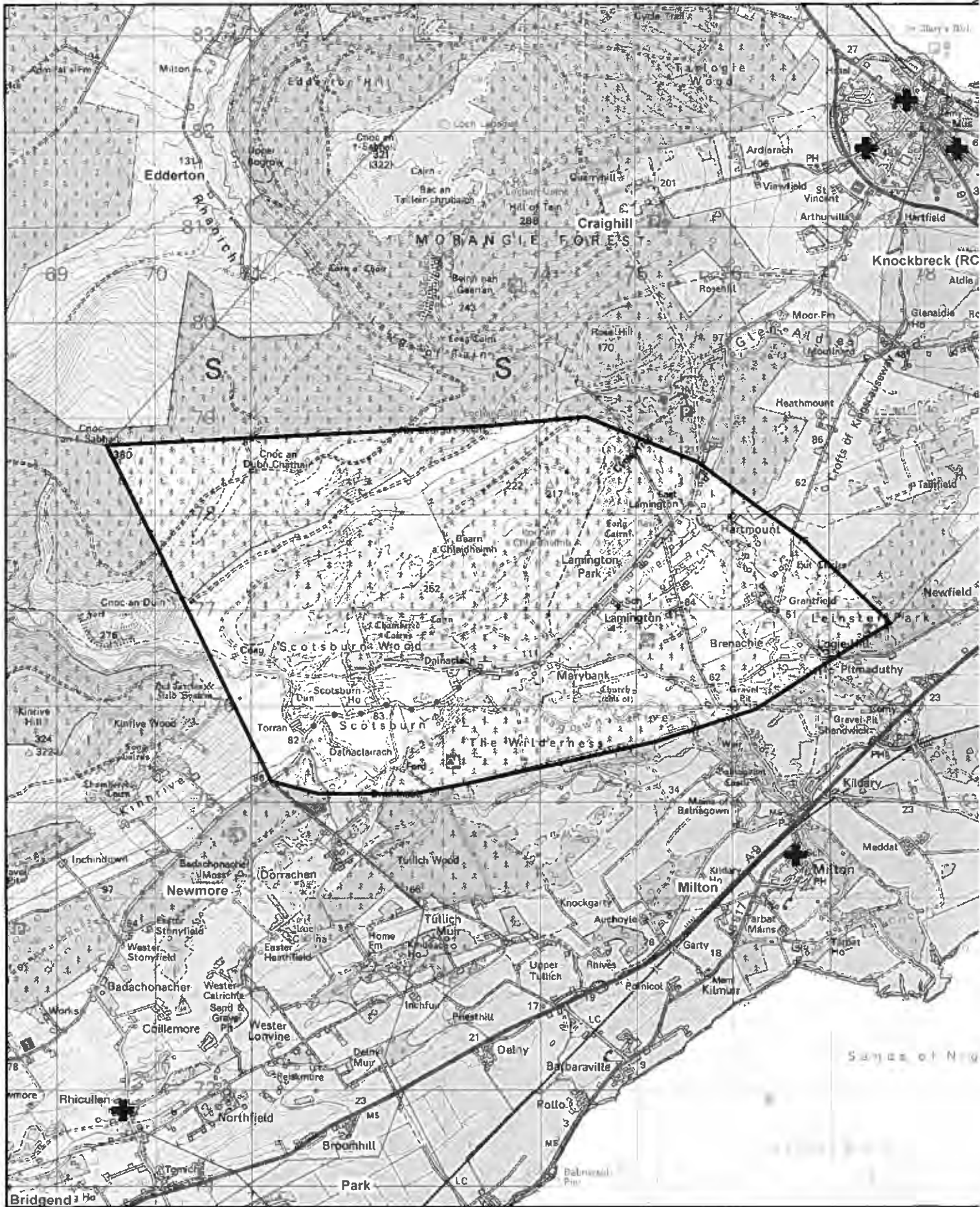
Craighill Primary School

Primary School
Catchment Boundary
March 2013



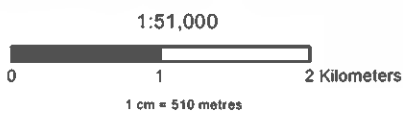
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Choice: Craighill or Knockbreck

**Primary School
Catchment Boundary
March 2013**



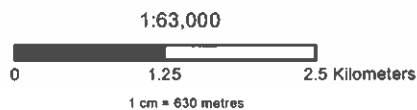
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Knockbreck (RC) Primary School

Primary School
Catchment Boundary
March 2013



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Tain Royal Academy

**Secondary School
Catchment Boundary
March 2013**

1:263,000



1 cm = 2,630 metres

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Planning & Development Service

EXISTING TAIN SCHOOL PROVISION

APPENDIX 4

		TRA	Craighill PS	Knockbreck PS	St. Duthus School
--	--	-----	--------------	---------------	-------------------

Buildings					
Condition		C	C	C	C
Suitability		C	C	C	D
Planning Capacity		845	296	150	18
Roll - August 2014		487	241	165	14
Occupancy		57.63%	81.42%	110.00%	77.78%

Note 1
Note 2

Primary School roll projections					
English Medium school roll - August 2014		456	208	165	14
Gaelic Medium school roll - August 2014		31	33	0	0
Combined projected school roll - August 2019		592	223	153	NA
Combined projected school roll - August 2024		617	230	168	NA
Combined projected school roll - August 2027		634	249	181	NA

Placing requests - based on August 2013 enrolments					
Number of pupils residential in school catchment area		480	242	130	NA
Number of pupils from catchment area who attend local school		440	186	75	5
Number of pupils from out-with catchment area who attend local school		54	61	81	9

Note 3

Note 4

School meals					
Average daily paid uptake		129	80	51	8

Average daily FSM entitlement		65	39	29	2
Average daily FSM uptake		30	28	16	2
Additional uptake as a result of universal FSM for P1 to P3 pupils		NA	58	39	0
Premises issues associated with FSM policy implementation		NA	Y	Y	N

Note 1

Condition ratings per the Scottish Govt. classification are as follows					
Condition A			Good	Performing well	
Condition B			Satisfactory	Performing adequately	
Condition C			Poor	Showing major defects	
Condition D			Bad	Economic life expired	

Note 2

Suitability ratings per the Scottish Govt. classification are as follows					
Condition A			Good	The school buildings and grounds support the delivery of services to schools/communities	
Condition B			Satisfactory	The school buildings and grounds generally support the delivery of services to schools/communities	
Condition C			Poor	The school buildings and grounds impede the delivery of services to schools/communities	
Condition D			Bad	The school buildings and grounds seriously impede the delivery of services to schools/communities	

Note 3

St. Duthus - This figure refers to pupils resident in the Craighill PS and Knockbreck PS catchment areas

Note 4

Craighill PS - 41 pupils from the Knockbreck PS catchment area attend this school
Knockbreck PS - 48 pupils from the Craighill PS catchment area attend this school.

Classrooms in School	11
GP Rooms in School	2
Potential Teaching Spaces	13

Planning Capacity (Based on No. of Classrooms)	296
--	-----

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Projected Roll	241	246	254	250	241	223	214	222	230	226	230	236	244	249	0
No. of Classes	10	10	10	10	10	10	10	11	11	10	10	10	10	10	0
Occupancy (Based on Planning Capacity)	81.4%	83.1%	85.8%	84.5%	81.4%	75.3%	72.3%	75.0%	77.7%	76.4%	77.7%	79.7%	82.4%	84.1%	0.0%

Key	
	Not all classrooms in use
	All classrooms in use
	1 GP Room in use
	2 GP Rooms in use
	Additional teaching space required

Craighill Primary

Roll Projections

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
P1	25	29	40	30	30	30	30	31	32	33	33	34	35	36	
P2	39	25	29	40	30	30	30	31	32	33	33	34	35	36	
P3	48	39	25	29	40	30	30	30	32	33	34	34	35	36	
P4	39	48	39	25	29	40	30	30	31	32	33	34	35	36	
P5	34	39	48	39	25	29	40	31	31	32	33	34	35	35	
P6	32	34	39	48	39	25	29	40	31	31	32	33	35	35	
P7	24	32	34	39	48	39	25	29	41	32	32	33	34	35	
Total Primary Roll	241	246	254	250	241	223	214	222	230	226	230	236	244	249	0

Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1			25
2			25
3			25
4			30
5			33
6			25
7			25
8			25
9			33
GM1			25
GM2			25
Total			296

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	24	1
P1/P2	25	23	2
P2/P3	25	23	2
P3	30	29	1
P4	33	31	2
P4/P5	25	23	2
P5/P6	25	24	1
P6/P7	25	23	2
P7	33	31	2
P1-P3	25	18	7
P4-P7	25	24	1
Totals	296	273	23

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
24							24
9	14						23
	19	4					23
		29					29
			31				31
			2	21			23
				12	12		24
					21	2	23
						31	31
6	6	6					18
			6	6	6	6	24
39	39	39	39	39	39	39	273

Occupancy (Based on Planning Capacity)	92.2%
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No. of Classes	11
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Average Year Size	39.0
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1			25
2			25
3			25
4			30
5			33
6			25
7			25
8			25
9			33
GM1			25
GM2			25
Total			296

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	17	8
P2	30	27	3
P2/P3	25	24	1
P3	30	28	2
P4	33	32	1
P5	33	29	4
P6	33	29	4
P7	33	22	11
P1-P3	25	16	9
P4-P7	25	17	8
Totals	292	241	51

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
17							17
	27						27
	10	14					24
		28					28
			32				32
				29			29
					29		29
						22	22
8	2	6					16
			7	5	3	2	17
25	39	48	39	34	32	24	241

Occupancy (Based on Planning Capacity)	81.4%
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No. of Classes	10
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Average Year Size	34.4
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Check	25	39	48	39	34	32	24	241
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1			25
2			25
3			25
4			30
5			33
6			25
7			25
8			25
9			33
GM1			25
GM2			25
Total			296

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	24	1
P2	30	17	13
P3	30	27	3
P3/P4	25	24	1
P4	33	28	5
P5	33	32	1
P6	33	29	4
P7	33	29	4
P1-P3	25	15	10
P4-P7	25	21	4
Totals	292	246	46

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
24							24
	17						17
		27					27
		10	14				24
			28				28
				32			32
					29		29
						29	29
5	8	2					15
			6	7	5	3	21
29	25	39	48	39	34	32	246

Occupancy (Based on Planning Capacity)	83.1%
--	-------

No. of Classes	10
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Average Year Size	35.1
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Check	29	25	39	48	39	34	32	246
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1			25
2			25
3			25
4			30
5			33
6			25
7			25
8			25
9			33
GM1			25
GM2			25
Total			296

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	24	1
P1/P2	25	24	1
P2/P3	25	24	1
P3/P4	25	25	0
P4/P5	25	25	0
P5	33	33	0
P6	33	32	1
P7	33	29	4
P1-P3	25	18	7
P4-P7	25	20	5
Totals	274	254	20

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
24							24
11	13						24
	11	13					24
		4	21				25
			16	9			25
				33			33
					32		32
						29	29
5	5	8					18
			2	6	7	5	20
40	29	25	39	48	39	34	254

Occupancy (Based on Planning Capacity)	85.8%
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No. of Classes	10
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Average Year Size	36.3
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Check	40	29	25	39	48	39	34	254
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1			25
2			25
3			25
4			30
5			33
6			25
7			25
8			25
9			33
GM1			25
GM2			25
Total			296

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	25	0
P2	30	28	2
P2/P3	25	22	3
P3/P4	25	22	3
P4/P5	25	25	0
P5/P6	25	25	0
P6	33	33	0
P7	33	32	1
P1-P3	25	15	10
P4-P7	25	23	2
Totals	271	250	21

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
25							25
	28						28
	7	15					22
		9	13				22
			4	21			25
				16	9		25
					33		33
						32	32
5	5	5					15
			8	2	6	7	23
30	40	29	25	39	48	39	250

Occupancy (Based on Planning Capacity)	84.5%
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No. of Classes	10
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Average Year Size	35.7
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Check	30	40	29	25	39	48	39	250
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1			25
2			25
3			25
4			30
5			33
6			25
7			25
8			25
9			33
GM1			25
GM2			25
Total			296

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	25	0
P2	30	25	5
P3	30	28	2
P3/P4	25	22	3
P4/P5	25	22	3
P5/P6	25	25	0
P6/P7	25	25	0
P7	33	33	0
P1-P3	25	15	10
P4-P7	25	21	4
Totals	268	241	27

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
25							25
	25						25
		28					28
		7	15				22
			9	13			22
				4	21		25
					16	9	25
						33	33
5	5	5					15
			5	8	2	6	21
30	30	40	29	25	39	48	241

Occupancy (Based on Planning Capacity)	81.4%
--	-------

No. of Classes	10
----------------	----

Average Year Size	34.4
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Check	30	30	40	29	25	39	48	241
-------	----	----	----	----	----	----	----	-----

Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1			25
2			25
3			25
4			30
5			33
6			25
7			25
8			25
9			33
GM1			25
GM2			25
Total			296

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	25	0
P2	30	25	5
P3	30	25	5
P4	33	27	6
P4/P5	25	19	6
P5/P6	25	19	6
P6/P7	25	20	5
P7	33	28	5
P1-P3	25	15	10
P4-P7	25	20	5
Totals	276	223	53

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
25							25
	25						25
		25					25
			27				27
			8	11			19
				13	6		19
					11	9	20
						28	28
5	5	5					15
			5	5	8	2	20
30	30	30	40	29	25	39	223

Occupancy (Based on Planning Capacity)	75.3%
--	-------

No. of Classes	10
----------------	----

Average Year Size	31.9
-------------------	------

Check	30	30	30	40	29	25	39	223
-------	----	----	----	----	----	----	----	-----

Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1			25
2			25
3			25
4			30
5			33
6			25
7			25
8			25
9			33
GM1			25
GM2			25
Total			296

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	25	0
P2	30	25	5
P3	30	25	5
P4	33	25	8
P5	33	18	15
P5	33	17	16
P6	33	24	9
P7	33	17	16
P1-P3	25	15	10
P4-P7	25	23	2
Totals	300	214	86

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
25							25
	25						25
		25					25
			25				25
				18			18
				17			17
					24		24
						17	17
5	5	5					15
			5	5	5	8	23
30	30	30	30	40	29	25	214

Occupancy (Based on Planning Capacity)	72.3%
--	-------

No. of Classes	10
----------------	----

Average Year Size	30.6
-------------------	------

Check	30	30	30	30	40	29	25	214
-------	----	----	----	----	----	----	----	-----

Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1			25
2			25
3			25
4			30
5			33
6			25
7			25
8			25
9			33
GM1			25
GM2			25
Total			296

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	13	12
P1	25	13	12
P2	30	26	4
P3	30	25	5
P4	33	25	8
P5	33	26	7
P6	33	18	15
P6	33	17	16
P7	33	24	9
P1-P3	25	15	10
P4-P7	25	20	5
Totals	325	222	103

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
13							13
13							13
	26						26
		25					25
			25				25
				26			26
					18		18
					17		17
						24	24
5	5	5					15
			5	5	5	5	20
31	31	30	30	31	40	29	222

Occupancy (Based on Planning Capacity)	75.0%
--	-------

No. of Classes	11
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Average Year Size	31.7
-------------------	------

Check	31	31	30	30	31	40	29	222
-------	----	----	----	----	----	----	----	-----

Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1			25
2			25
3			25
4			30
5			33
6			25
7			25
8			25
9			33
GM1			25
GM2			25
Total			296

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	14	11
P1	25	13	12
P2	30	27	3
P3	30	27	3
P4	33	26	7
P5	33	26	7
P6	33	26	7
P7	33	18	15
P7	33	18	15
P1-P3	25	15	10
P4-P7	25	20	5
Totals	325	230	95

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
14							14
13							13
	27						27
		27					27
			26				26
				26			26
					26		26
						18	18
						18	18
5	5	5					15
			5	5	5	5	20
32	32	32	31	31	31	41	230

Occupancy (Based on Planning Capacity)	77.7%
--	-------

No. of Classes	11
----------------	----

Average Year Size	32.9
-------------------	------

Check	32	32	32	31	31	31	41	230
-------	----	----	----	----	----	----	----	-----

Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1			25
2			25
3			25
4			30
5			33
6			25
7			25
8			25
9			33
GM1			25
GM2			25
Total			296

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	14	11
P1	25	14	11
P2	30	28	2
P3	30	28	2
P4	33	27	6
P5	33	27	6
P6	33	26	7
P7	33	27	6
P1-P3	25	15	10
P4-P7	25	20	5
Totals	292	226	66

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
14							14
14							14
	28						28
		28					28
			27				27
				27			27
					26		26
						27	27
5	5	5					15
			5	5	5	5	20
33	33	33	32	32	31	32	226

Occupancy (Based on Planning Capacity)	76.4%
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No. of Classes	10
----------------	----

Average Year Size	32.3
-------------------	------

Check	33	33	33	32	32	31	32	226
-------	----	----	----	----	----	----	----	-----

Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1			25
2			25
3			25
4			30
5			33
6			25
7			25
8			25
9			33
GM1			25
GM2			25
Total			296

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	14	11
P1	25	14	11
P2	30	28	2
P3	30	29	1
P4	33	28	5
P5	33	28	5
P6	33	27	6
P7	33	27	6
P1-P3	25	15	10
P4-P7	25	20	5
Totals	292	230	62

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
14							14
14							14
	28						28
		29					29
			28				28
				28			28
					27		27
						27	27
5	5	5					15
			5	5	5	5	20
33	33	34	33	33	32	32	230

Occupancy (Based on Planning Capacity)	77.7%
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No. of Classes	10
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Average Year Size	32.9
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Check	33	33	34	33	33	32	32	230
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1			25
2			25
3			25
4			30
5			33
6			25
7			25
8			25
9			33
GM1			25
GM2			25
Total			296

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	15	10
P1	25	14	11
P2	30	29	1
P3	30	29	1
P4	33	29	4
P5	33	29	4
P6	33	28	5
P7	33	28	5
P1-P3	25	15	10
P4-P7	25	20	5
Totals	292	236	56

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
15							15
14							14
	29						29
		29					29
			29				29
				29			29
					28		28
						28	28
5	5	5					15
			5	5	5	5	20
34	34	34	34	34	33	33	236

Occupancy (Based on Planning Capacity)	79.7%
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No. of Classes	10
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Average Year Size	33.7
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Check	34	34	34	34	34	33	33	236
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1			25
2			25
3			25
4			30
5			33
6			25
7			25
8			25
9			33
GM1			25
GM2			25
Total			296

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	15	10
P1	25	15	10
P2	30	30	0
P3	30	30	0
P4	33	30	3
P5	33	30	3
P6	33	30	3
P7	33	29	4
P1-P3	25	15	10
P4-P7	25	20	5
Totals	292	244	48

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
15							15
15							15
	30						30
		30					30
			30				30
				30			30
					30		30
						29	29
5	5	5					15
			5	5	5	5	20
35	35	35	35	35	35	34	244

Occupancy (Based on Planning Capacity)	82.4%
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No. of Classes	10
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Average Year Size	34.9
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Check	35	35	35	35	35	35	34	244
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1			25
2			25
3			25
4			30
5			33
6			25
7			25
8			25
9			33
GM1			25
GM2			25
Total			296

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	22	3
P1/P2	25	22	3
P2/P3	25	22	3
P3	30	27	3
P4	33	31	2
P5	33	30	3
P6	33	30	3
P7	33	30	3
P1-P3	25	15	10
P4-P7	25	20	5
Totals	287	249	38

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
22							22
9	13						22
	18	4					22
		27					27
			31				31
				30			30
					30		30
						30	30
5	5	5					15
			5	5	5	5	20
36	36	36	36	35	35	35	249

Occupancy (Based on Planning Capacity)	84.1%
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No. of Classes	10
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Average Year Size	35.6
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Check	36	36	36	36	35	35	35	249
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1			25
2			25
3			25
4			30
5			33
6			25
7			25
8			25
9			33
GM1			25
GM2			25
Total			296

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
		0	0
		0	0
		0	0
		0	0
		0	0
		0	0
		0	0
		0	0
		0	0
		0	0
		0	0
		0	0
		0	0
Totals	0	0	0

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
							0
							0
							0
							0
							0
							0
							0
							0
							0
							0
							0
							0
							0
0	0	0	0	0	0	0	0

Occupancy (Based on Planning Capacity)	0.0%
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No. of Classes	
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Average Year Size	0.0
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Check	0	0	0	0	0	0	0	0
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Classrooms in School	6
GP Rooms in School	1
Potential Teaching Spaces	7

Planning Capacity (Based on No. of Classrooms)	150
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	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Projected Roll	165	167	167	163	158	153	152	158	156	162	168	168	175	181	0
No. of Classes	7	7	7	7	7	7	7	7	7	7	7	7	7	8	0
Occupancy (Based on Planning Capacity)	110.0%	111.3%	111.3%	108.7%	105.3%	102.0%	101.3%	105.3%	104.0%	108.0%	112.0%	112.0%	116.7%	120.7%	0.0%

Key	
	Not all classrooms in use
	All classrooms in use
	GP Room in use
	Additional teaching space required

Knockbreck Primary

Roll Projections

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
P1	20	25	17	20	20	20	21	21	22	23	24	24	25	26	
P2	25	20	25	17	21	21	21	22	22	23	24	24	25	26	
P3	28	25	20	25	18	22	22	22	22	23	24	24	25	26	
P4	28	28	25	20	26	19	22	22	22	23	24	24	25	26	
P5	24	28	28	25	20	26	19	23	23	23	24	24	25	26	
P6	17	24	28	28	25	20	27	20	24	23	24	24	25	26	
P7	23	17	24	28	28	25	20	28	21	24	24	24	25	25	
Total Primary Roll	165	167	167	163	158	153	152	158	156	162	168	168	175	181	0

Knockbreck Primary

Optimum

Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67.320	33	25
2	62.839	33	25
3	63.000	33	25
4	52.701	31	25
5	48.251	28	25
6	49.647	29	25
7	42.614	25	
Total			150

Occupancy (Based on Planning Capacity)	93.3%
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No. of Classes	6
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Average Year Size	20.0
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Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1/P2	25	23	2
P2/P3	25	23	2
P3/P4	25	23	2
P4/P5	25	23	2
P5/P6	25	24	1
P6/P7	25	24	1
GP			
Totals	150	140	10

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
20	3						23
	17	6					23
		14	9				23
			11	12			23
				8	16		24
					4	20	24
							0
20	20	20	20	20	20	20	140

Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
Total			150

Occupancy (Based on Planning Capacity)	110.0%
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No. of Classes	7
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Average Year Size	23.6
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Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	20	5
P2	30	25	5
P3	30	28	2
P4	33	28	5
P5	33	24	9
P6	33	17	16
P7	33	23	10
Totals	217	165	52

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
20							20
	25						25
		28					28
			28				28
				24			24
					17		17
						23	23
20	25	28	28	24	17	23	165

Check	20	25	28	28	24	17	23	165
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
Total			150

Occupancy (Based on Planning Capacity)	111.3%
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No. of Classes	7
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Average Year Size	23.9
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Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	25	0
P2	30	20	10
P3	30	25	5
P4	33	28	5
P5	33	28	5
P6	33	24	9
P7	33	17	16
Totals	217	167	50

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
25							25
	20						20
		25					25
			28				28
				28			28
					24		24
						17	17
25	20	25	28	28	24	17	167

Check	25	20	25	28	28	24	17	167
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
Total			150

Occupancy (Based on Planning Capacity)	111.3%
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No. of Classes	7
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Average Year Size	23.9
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Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	17	8
P2	30	25	5
P3	30	20	10
P4	33	25	8
P5	33	28	5
P6	33	28	5
P7	33	24	9
Totals	217	167	50

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
17							17
	25						25
		20					20
			25				25
				28			28
					28		28
						24	24
17	25	20	25	28	28	24	167

Check	17	25	20	25	28	28	24	167
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
Total			150

Occupancy (Based on Planning Capacity)	108.7%
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No. of Classes	7
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Average Year Size	23.3
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Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	20	5
P2	30	17	13
P3	30	25	5
P4	33	20	13
P5	33	25	8
P6	33	28	5
P7	33	28	5
Totals	217	163	54

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
20							20
	17						17
		25					25
			20				20
				25			25
					28		28
						28	28
20	17	25	20	25	28	28	163

Check	20	17	25	20	25	28	28	163
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
Total			150

Occupancy (Based on Planning Capacity)	105.3%
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No. of Classes	7
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Average Year Size	22.6
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Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	20	5
P2	30	21	9
P3	30	18	12
P4	33	26	7
P5	33	20	13
P6	33	25	8
P7	33	28	5
Totals	217	158	59

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
20							20
	21						21
		18					18
			26				26
				20			20
					25		25
						28	28
20	21	18	26	20	25	28	158

Check	20	21	18	26	20	25	28	158
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
Total			150

Occupancy (Based on Planning Capacity)	102.0%
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No. of Classes	7
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Average Year Size	21.9
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Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	20	5
P2	30	21	9
P3	30	22	8
P4	33	19	14
P5	33	26	7
P6	33	20	13
P7	33	25	8
Totals	217	153	64

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
20							20
	21						21
		22					22
			19				19
				26			26
					20		20
						25	25
20	21	22	19	26	20	25	153

Check	20	21	22	19	26	20	25	153
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
Total			150

Occupancy (Based on Planning Capacity)	101.3%
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No. of Classes	7
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Average Year Size	21.7
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Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	21	4
P2	30	21	9
P3	30	22	8
P4	33	22	11
P5	33	19	14
P6	33	27	6
P7	33	20	13
Totals	217	152	65

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
21							21
	21						21
		22					22
			22				22
				19			19
					27		27
						20	20
21	21	22	22	19	27	20	152

Check	21	21	22	22	19	27	20	152
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
Total			150

Occupancy (Based on Planning Capacity)	105.3%
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No. of Classes	7
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Average Year Size	22.6
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Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	21	4
P2	30	22	8
P3	30	22	8
P4	33	22	11
P5	33	23	10
P6	33	20	13
P7	33	28	5
Totals	217	158	59

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
21							21
	22						22
		22					22
			22				22
				23			23
					20		20
						28	28
21	22	22	22	23	20	28	158

Check	21	22	22	22	23	20	28	158
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
Total			150

Occupancy (Based on Planning Capacity)	104.0%
--	--------

No. of Classes	7
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Average Year Size	22.3
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Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	22	3
P2	30	22	8
P3	30	22	8
P4	33	22	11
P5	33	23	10
P6	33	24	9
P7	33	21	12
Totals	217	156	61

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
22							22
	22						22
		22					22
			22				22
				23			23
					24		24
						21	21
22	22	22	22	23	24	21	156

Check	22	22	22	22	23	24	21	156
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
Total			150

Occupancy (Based on Planning Capacity)	108.0%
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No. of Classes	7
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Average Year Size	23.1
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Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	23	2
P2	30	23	7
P3	30	23	7
P4	33	23	10
P5	33	23	10
P6	33	23	10
P7	33	24	9
Totals	217	162	55

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
23							23
	23						23
		23					23
			23				23
				23			23
					23		23
						24	24
23	23	23	23	23	23	24	162

Check	23	23	23	23	23	23	24	162
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
Total			150

Occupancy (Based on Planning Capacity)	112.0%
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No. of Classes	7
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Average Year Size	24.0
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Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	24	1
P2	30	24	6
P3	30	24	6
P4	33	24	9
P5	33	24	9
P6	33	24	9
P7	33	24	9
Totals	217	168	49

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
24							24
	24						24
		24					24
			24				24
				24			24
					24		24
						24	24
24	24	24	24	24	24	24	168

Check	24	24	24	24	24	24	24	168
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
Total			150

Occupancy (Based on Planning Capacity)	112.0%
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No. of Classes	7
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Average Year Size	24.0
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Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	24	1
P2	30	24	6
P3	30	24	6
P4	33	24	9
P5	33	24	9
P6	33	24	9
P7	33	24	9
Totals	217	168	49

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
24							24
	24						24
		24					24
			24				24
				24			24
					24		24
						24	24
24	24	24	24	24	24	24	168

Check	24	24	24	24	24	24	24	168
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
Total			150

Occupancy (Based on Planning Capacity)	116.7%
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No. of Classes	7
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Average Year Size	25.0
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Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	25	0
P2	30	25	5
P3	30	25	5
P4	33	25	8
P5	33	25	8
P6	33	25	8
P7	33	25	8
Totals	217	175	42

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
25							25
	25						25
		25					25
			25				25
				25			25
					25		25
						25	25
25	25	25	25	25	25	25	175

Check	25	25	25	25	25	25	25	175
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	29	0
8			
Total			150

Occupancy (Based on Planning Capacity)	120.7%
--	--------

No. of Classes	8
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Average Year Size	25.9
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Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	13	12
P1	25	13	12
P2	30	26	4
P3	33	26	7
P4	33	26	7
P5	33	26	7
P6	33	26	7
P7	33	25	8
Totals	245	181	64

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
13							13
13							13
	26						26
		26					26
			26				26
				26			26
					26		26
						25	25
26	26	26	26	26	26	25	181

Check	26	26	26	26	26	26	25	181
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
8			
Total			150

Occupancy (Based on Planning Capacity)	0.0%
--	------

No. of Classes	
----------------	--

Average Year Size	0.0
-------------------	-----

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
		0	0
		0	0
		0	0
		0	0
		0	0
		0	0
		0	0
		0	0
		0	0
Totals	0	0	0

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
							0
							0
							0
							0
							0
							0
							0
							0
							0
0	0	0	0	0	0	0	0

Check	0	0	0	0	0	0	0
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Classrooms in School	6
GP Rooms in School	1
Potential Teaching Spaces	7

Planning Capacity (Based on No. of Classrooms)	150
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	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Projected Roll	165	167	167	163	158	153	152	158	156	162	168	168	175	181	0
No. of Classes	7	7	7	7	7	7	7	7	7	7	7	7	7	8	0
Occupancy (Based on Planning Capacity)	110.0%	111.3%	111.3%	108.7%	105.3%	102.0%	101.3%	105.3%	104.0%	108.0%	112.0%	112.0%	116.7%	120.7%	0.0%

Key	
	Not all classrooms in use
	All classrooms in use
	GP Room in use
	Additional teaching space required

Knockbreck Primary

Roll Projections

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
P1	20	25	17	20	20	20	21	21	22	23	24	24	25	26	
P2	25	20	25	17	21	21	21	22	22	23	24	24	25	26	
P3	28	25	20	25	18	22	22	22	22	23	24	24	25	26	
P4	28	28	25	20	26	19	22	22	22	23	24	24	25	26	
P5	24	28	28	25	20	26	19	23	23	23	24	24	25	26	
P6	17	24	28	28	25	20	27	20	24	23	24	24	25	26	
P7	23	17	24	28	28	25	20	28	21	24	24	24	25	25	
Total Primary Roll	165	167	167	163	158	153	152	158	156	162	168	168	175	181	0

Knockbreck Primary

Optimum

Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67.320	33	25
2	62.839	33	25
3	63.000	33	25
4	52.701	31	25
5	48.251	28	25
6	49.647	29	25
7	42.614	25	
Total			150

Occupancy (Based on Planning Capacity)	93.3%
--	-------

No. of Classes	6
----------------	---

Average Year Size	20.0
-------------------	------

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1/P2	25	23	2
P2/P3	25	23	2
P3/P4	25	23	2
P4/P5	25	23	2
P5/P6	25	24	1
P6/P7	25	24	1
GP			
Totals	150	140	10

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
20	3						23
	17	6					23
		14	9				23
			11	12			23
				8	16		24
					4	20	24
							0
20	20	20	20	20	20	20	140

Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
Total			150

Occupancy (Based on Planning Capacity)	110.0%
--	--------

No. of Classes	7
----------------	---

Average Year Size	23.6
-------------------	------

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	20	5
P2	30	25	5
P3	30	28	2
P4	33	28	5
P5	33	24	9
P6	33	17	16
P7	33	23	10
Totals	217	165	52

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
20							20
	25						25
		28					28
			28				28
				24			24
					17		17
						23	23
20	25	28	28	24	17	23	165

Check	20	25	28	28	24	17	23	165
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
Total			150

Occupancy (Based on Planning Capacity)	111.3%
--	--------

No. of Classes	7
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Average Year Size	23.9
-------------------	------

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	25	0
P2	30	20	10
P3	30	25	5
P4	33	28	5
P5	33	28	5
P6	33	24	9
P7	33	17	16
Totals	217	167	50

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
25							25
	20						20
		25					25
			28				28
				28			28
					24		24
						17	17
25	20	25	28	28	24	17	167

Check	25	20	25	28	28	24	17	167
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
Total			150

Occupancy (Based on Planning Capacity)	111.3%
--	--------

No. of Classes	7
----------------	---

Average Year Size	23.9
-------------------	------

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	17	8
P2	30	25	5
P3	30	20	10
P4	33	25	8
P5	33	28	5
P6	33	28	5
P7	33	24	9
Totals	217	167	50

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
17							17
	25						25
		20					20
			25				25
				28			28
					28		28
						24	24
17	25	20	25	28	28	24	167

Check	17	25	20	25	28	28	24	167
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
Total			150

Occupancy (Based on Planning Capacity)	108.7%
--	--------

No. of Classes	7
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Average Year Size	23.3
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Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	20	5
P2	30	17	13
P3	30	25	5
P4	33	20	13
P5	33	25	8
P6	33	28	5
P7	33	28	5
Totals	217	163	54

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
20							20
	17						17
		25					25
			20				20
				25			25
					28		28
						28	28
20	17	25	20	25	28	28	163

Check	20	17	25	20	25	28	28	163
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
Total			150

Occupancy (Based on Planning Capacity)	105.3%
--	--------

No. of Classes	7
----------------	---

Average Year Size	22.6
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Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	20	5
P2	30	21	9
P3	30	18	12
P4	33	26	7
P5	33	20	13
P6	33	25	8
P7	33	28	5
Totals	217	158	59

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
20							20
	21						21
		18					18
			26				26
				20			20
					25		25
						28	28
20	21	18	26	20	25	28	158

Check	20	21	18	26	20	25	28	158
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
Total			150

Occupancy (Based on Planning Capacity)	102.0%
--	--------

No. of Classes	7
----------------	---

Average Year Size	21.9
-------------------	------

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	20	5
P2	30	21	9
P3	30	22	8
P4	33	19	14
P5	33	26	7
P6	33	20	13
P7	33	25	8
Totals	217	153	64

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
20							20
	21						21
		22					22
			19				19
				26			26
					20		20
						25	25
20	21	22	19	26	20	25	153

Check	20	21	22	19	26	20	25	153
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
Total			150

Occupancy (Based on Planning Capacity)	101.3%
--	--------

No. of Classes	7
----------------	---

Average Year Size	21.7
-------------------	------

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	21	4
P2	30	21	9
P3	30	22	8
P4	33	22	11
P5	33	19	14
P6	33	27	6
P7	33	20	13
Totals	217	152	65

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
21							21
	21						21
		22					22
			22				22
				19			19
					27		27
						20	20
21	21	22	22	19	27	20	152

Check	21	21	22	22	19	27	20	152
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
Total			150

Occupancy (Based on Planning Capacity)	105.3%
--	--------

No. of Classes	7
----------------	---

Average Year Size	22.6
-------------------	------

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	21	4
P2	30	22	8
P3	30	22	8
P4	33	22	11
P5	33	23	10
P6	33	20	13
P7	33	28	5
Totals	217	158	59

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
21							21
	22						22
		22					22
			22				22
				23			23
					20		20
						28	28
21	22	22	22	23	20	28	158

Check	21	22	22	22	23	20	28	158
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
Total			150

Occupancy (Based on Planning Capacity)	104.0%
--	--------

No. of Classes	7
----------------	---

Average Year Size	22.3
-------------------	------

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	22	3
P2	30	22	8
P3	30	22	8
P4	33	22	11
P5	33	23	10
P6	33	24	9
P7	33	21	12
Totals	217	156	61

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
22							22
	22						22
		22					22
			22				22
				23			23
					24		24
						21	21
22	22	22	22	23	24	21	156

Check	22	22	22	22	23	24	21	156
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
Total			150

Occupancy (Based on Planning Capacity)	108.0%
--	--------

No. of Classes	7
----------------	---

Average Year Size	23.1
-------------------	------

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	23	2
P2	30	23	7
P3	30	23	7
P4	33	23	10
P5	33	23	10
P6	33	23	10
P7	33	24	9
Totals	217	162	55

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
23							23
	23						23
		23					23
			23				23
				23			23
					23		23
						24	24
23	23	23	23	23	23	24	162

Check	23	23	23	23	23	23	24	162
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
Total			150

Occupancy (Based on Planning Capacity)	112.0%
--	--------

No. of Classes	7
----------------	---

Average Year Size	24.0
-------------------	------

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	24	1
P2	30	24	6
P3	30	24	6
P4	33	24	9
P5	33	24	9
P6	33	24	9
P7	33	24	9
Totals	217	168	49

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
24							24
	24						24
		24					24
			24				24
				24			24
					24		24
						24	24
24	24	24	24	24	24	24	168

Check	24	24	24	24	24	24	24	168
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
Total			150

Occupancy (Based on Planning Capacity)	112.0%
--	--------

No. of Classes	7
----------------	---

Average Year Size	24.0
-------------------	------

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	24	1
P2	30	24	6
P3	30	24	6
P4	33	24	9
P5	33	24	9
P6	33	24	9
P7	33	24	9
Totals	217	168	49

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
24							24
	24						24
		24					24
			24				24
				24			24
					24		24
						24	24
24	24	24	24	24	24	24	168

Check	24	24	24	24	24	24	24	168
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
Total			150

Occupancy (Based on Planning Capacity)	116.7%
--	--------

No. of Classes	7
----------------	---

Average Year Size	25.0
-------------------	------

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	25	0
P2	30	25	5
P3	30	25	5
P4	33	25	8
P5	33	25	8
P6	33	25	8
P7	33	25	8
Totals	217	175	42

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
25							25
	25						25
		25					25
			25				25
				25			25
					25		25
						25	25
25	25	25	25	25	25	25	175

Check	25	25	25	25	25	25	25	175
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	29	0
8			
Total			150

Occupancy (Based on Planning Capacity)	120.7%
--	--------

No. of Classes	8
----------------	---

Average Year Size	25.9
-------------------	------

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
P1	25	13	12
P1	25	13	12
P2	30	26	4
P3	33	26	7
P4	33	26	7
P5	33	26	7
P6	33	26	7
P7	33	25	8
Totals	245	181	64

Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
13							13
13							13
	26						26
		26					26
			26				26
				26			26
					26		26
						25	25
26	26	26	26	26	26	25	181

Check	26	26	26	26	26	26	25	181
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Accommodation			
Room Ref.	Room Area (m2)	Maximum Capacity	Planning Capacity
1	67	33	25
2	63	33	25
3	63	33	25
4	53	31	25
5	48	28	25
6	50	29	25
7	43	25	0
8			
Total			150

Occupancy (Based on Planning Capacity)	0.0%
--	------

No. of Classes	
----------------	--

Average Year Size	0.0
-------------------	-----

Optimum Class Distribution			
Class	Working Capacity	Pupils	Spare
		0	0
		0	0
		0	0
		0	0
		0	0
		0	0
		0	0
		0	0
		0	0
Totals	0	0	0

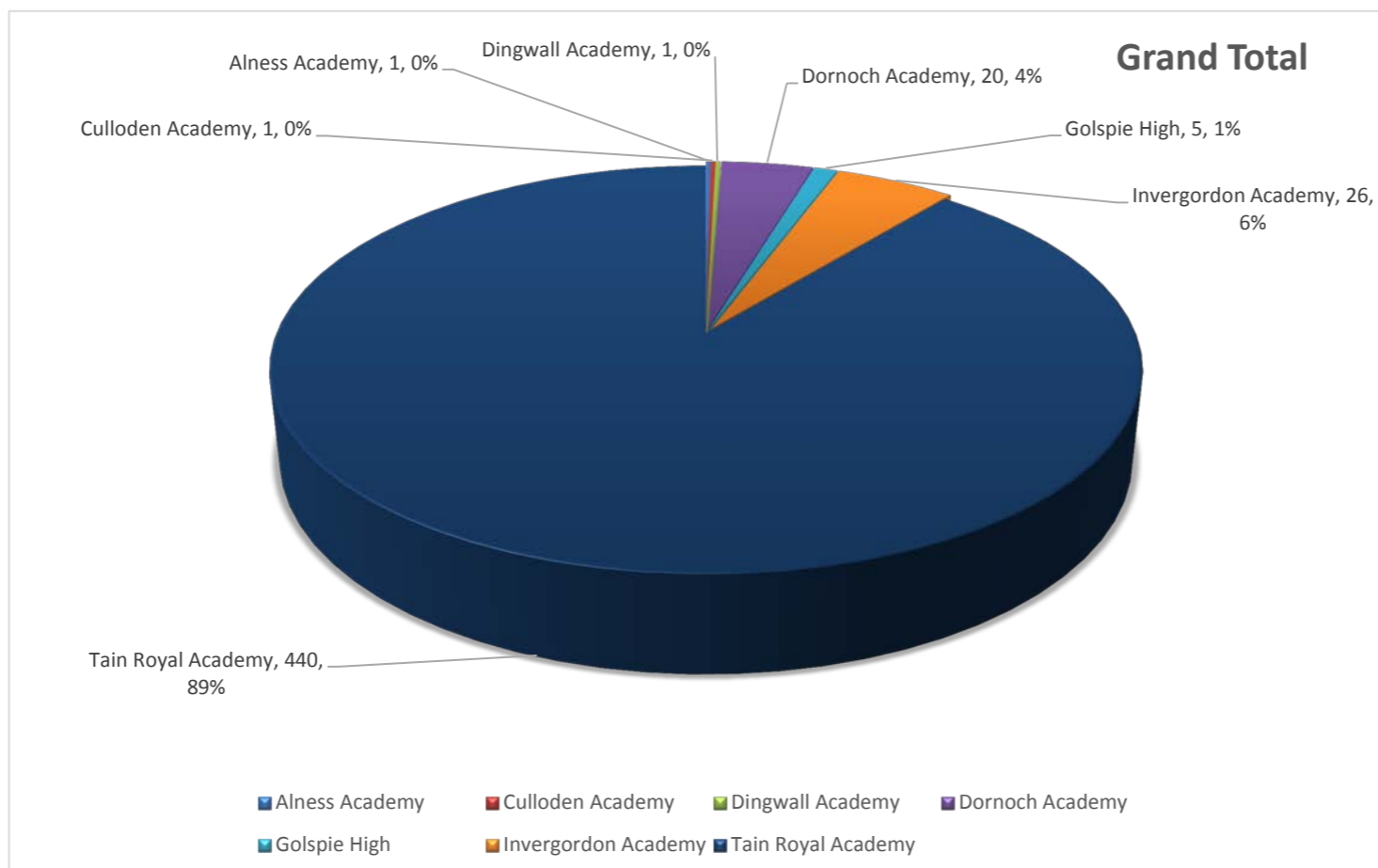
Optimum Pupil Distribution							
P1	P2	P3	P4	P5	P6	P7	Totals
							0
							0
							0
							0
							0
							0
							0
							0
							0
0	0	0	0	0	0	0	0

Check	0	0	0	0	0	0	0
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**Home catchment area
of pupils attending
TRA**

Appendix 4 C

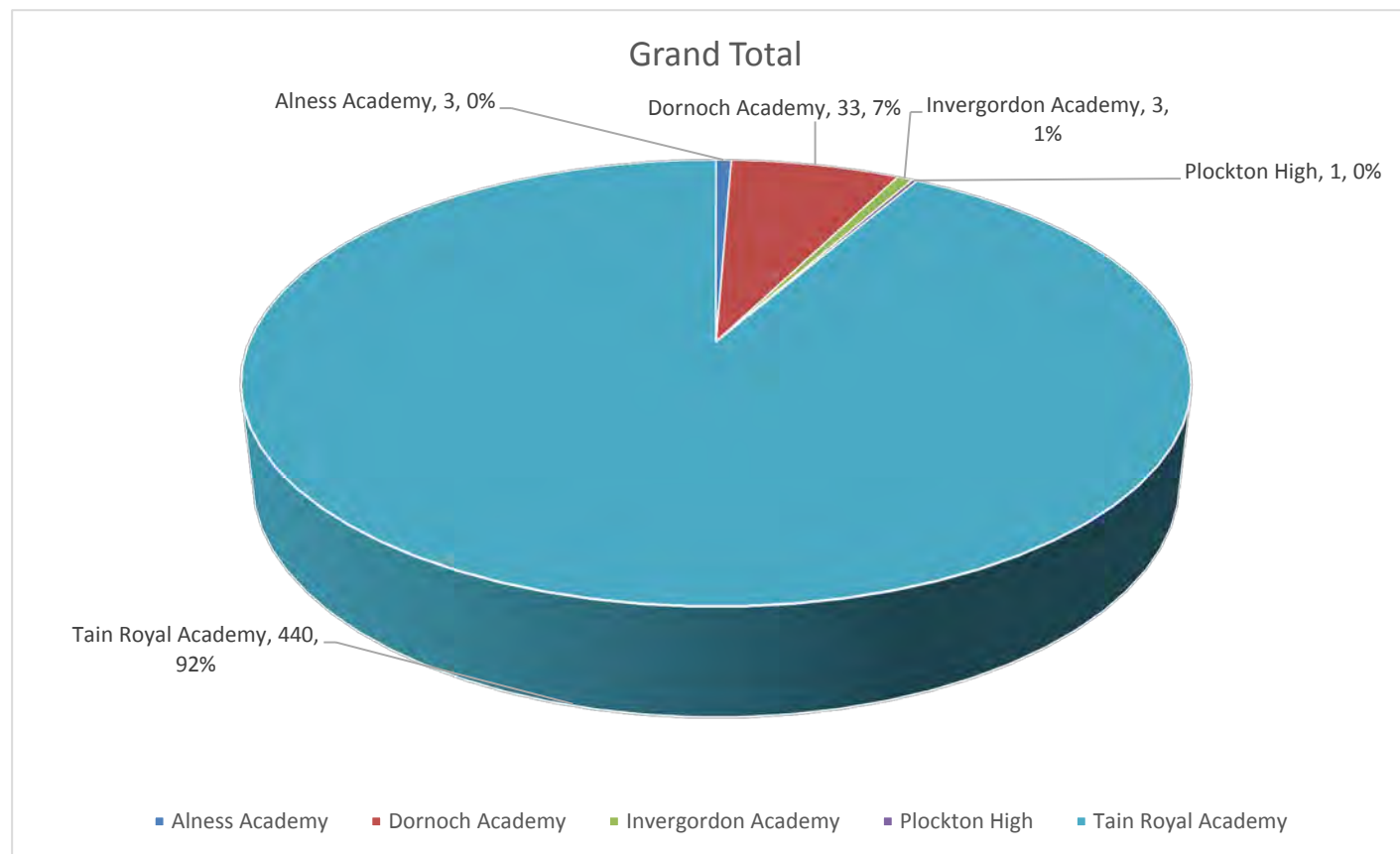
School Living In	S1	S2	S3	S4	S5	S6	Grand Total
Alness Academy			1				1
Culloden Academy					1		1
Dingwall Academy					1		1
Dornoch Academy	4	6	3	1	3	3	20
Golspie High	1		1	1	2		5
Invergordon Academy	6	4	4	4	5	3	26
Tain Royal Academy	67	70	75	93	82	53	440
Grand Total	78	81	83	101	92	59	494



Schools attended by pupils living in TRA catchment area

Appendix 4 C

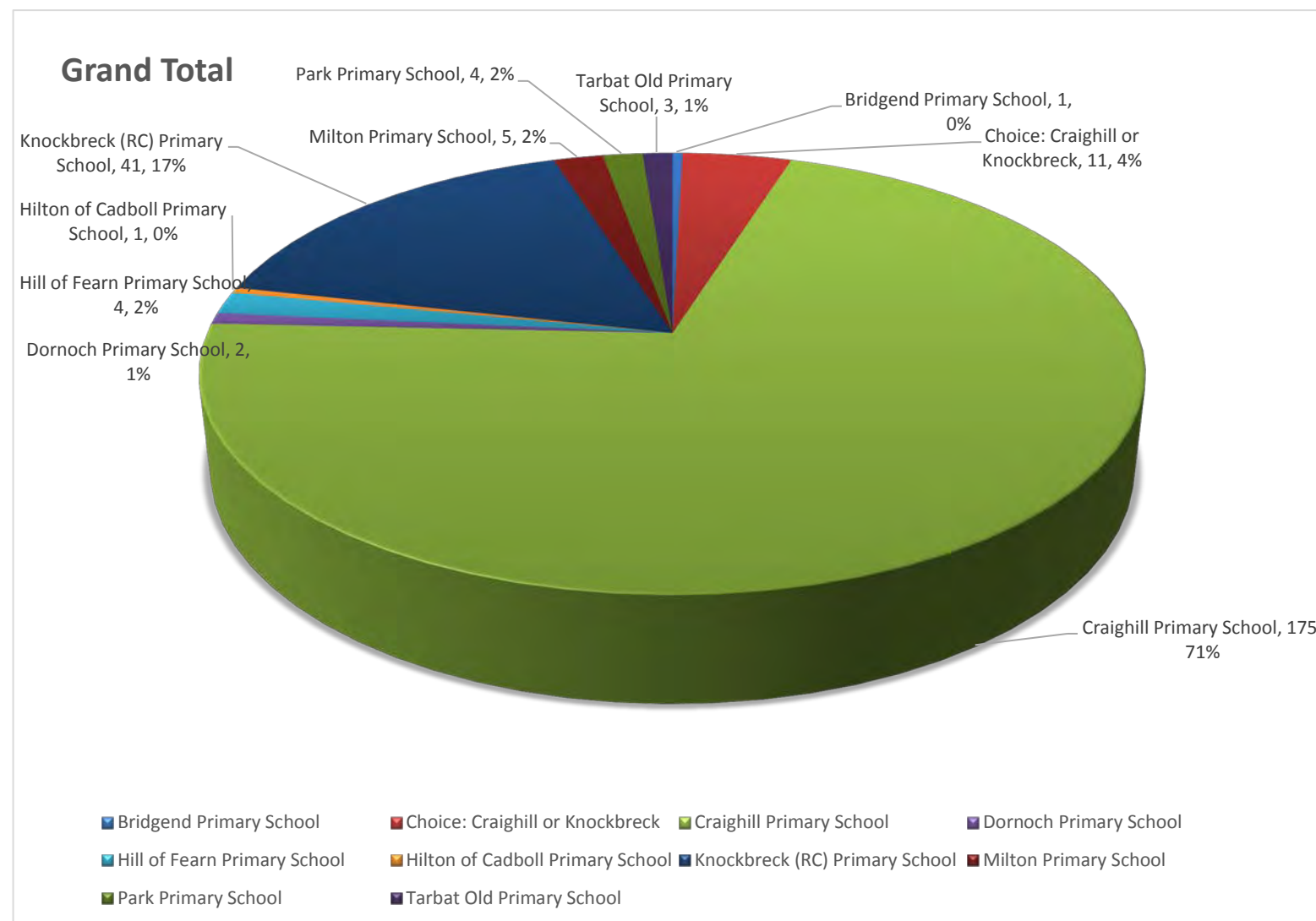
School Attending	S1	S2	S3	S4	S5	S6	Grand Total
Alness Academy				1		1	3
Dornoch Academy	4		3	10	6	7	33
Invergordon Academy			1		1	1	3
Plockton High							1
Tain Royal Academy	67	70	75	93	82	53	440
Grand Total	71	74	86	100	91	58	480



Home catchment area of pupils attending Craighill Primary School

Appendix 4 C

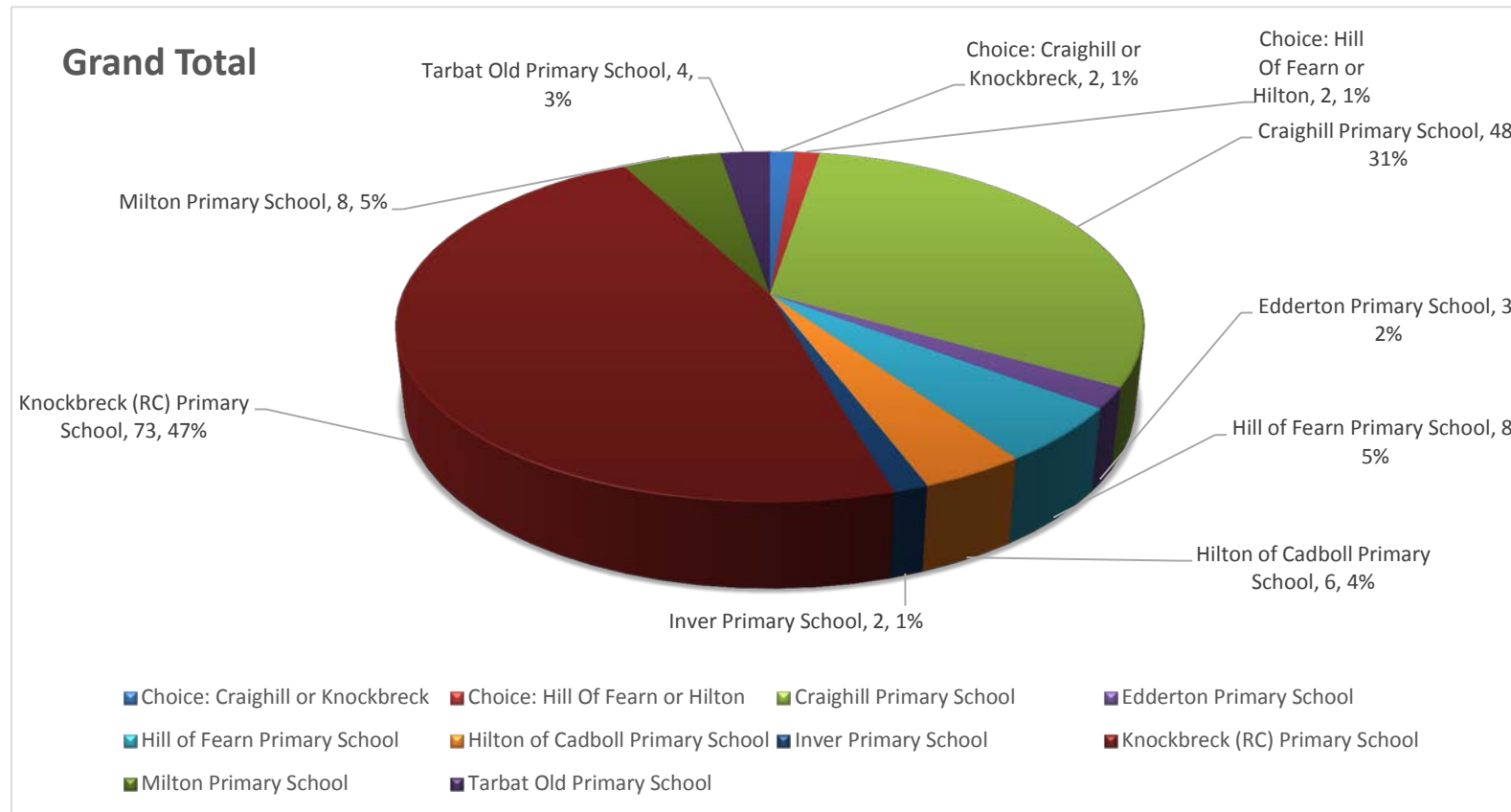
School Living In	P1	P2	P3	P4	P5	P6	P7	Grand Total
Bridgend Primary School								1
Choice: Craighill or Knockbre	2	2	1	1	2	2	1	11
Craighill Primary School	28	39	28	20	20	15	25	175
Dornoch Primary School	1		1					2
Hill of Fearn Primary School	1	1	1	1				4
Hilton of Cadboll Primary School					1			1
Knockbreck (RC) Primary Sch	6	6	2	10	8	5	4	41
Milton Primary School			1	1	1	1	1	5
Park Primary School			2			1	1	4
Tarbat Old Primary School			1				2	3
Grand Total	39	48	37	34	32	24	33	247



Home catchment area of pupils attending Knockbreck Primary School

Appendix 4 C

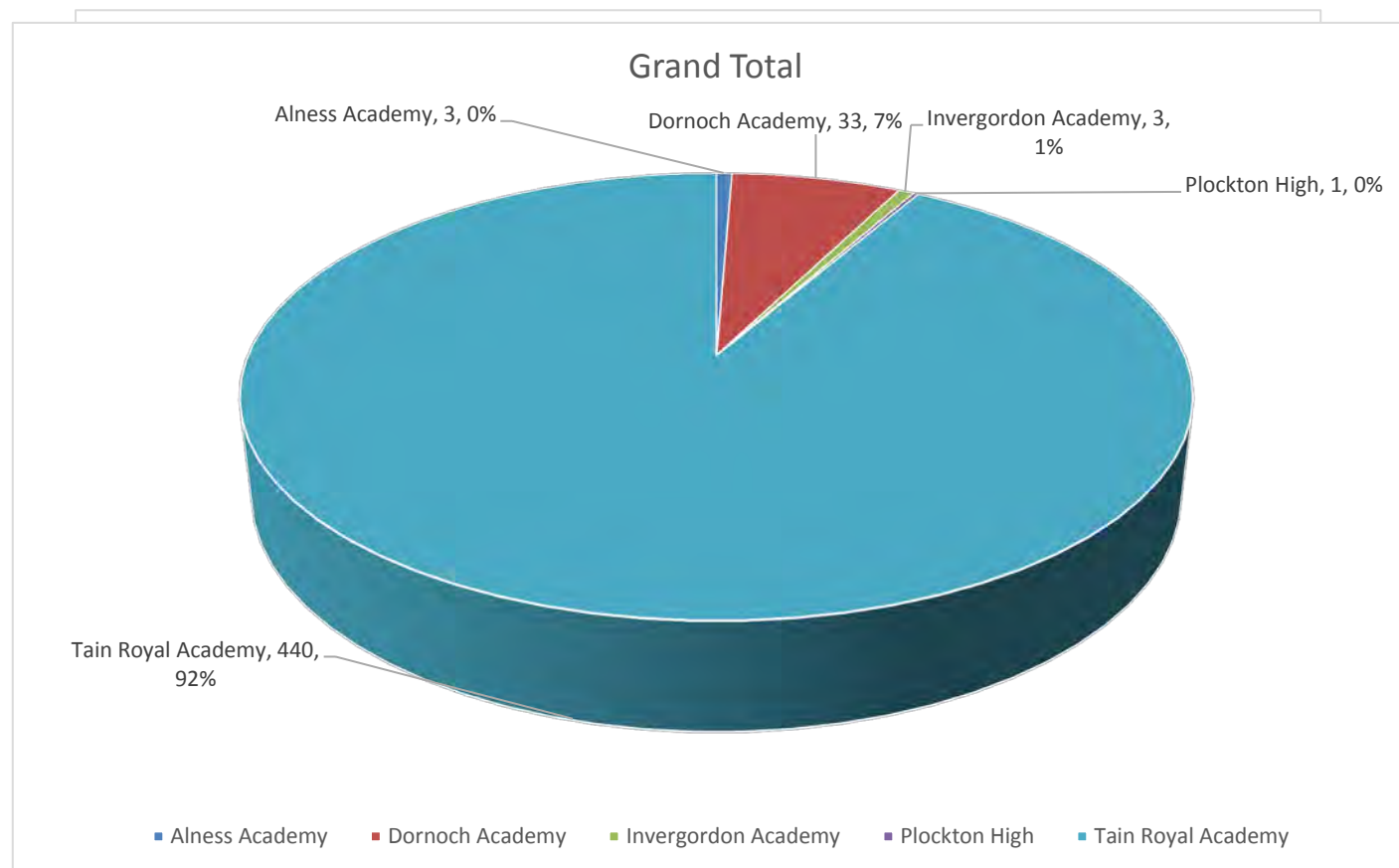
School Living In	P1	P2	P3	P4	P5	P6	P7	Grand Total
Choice: Craighill or Knockbreck			1			1		2
Choice: Hill Of Fearn or Hilton								2
Craighill Primary School	5	11	6	8	5	8	5	48
Edderton Primary School					1	2		3
Hill of Fearn Primary School	1	2	3	1	1			8
Hilton of Cadboll Primary School			1			1	3	6
Inver Primary School		1					1	2
Knockbreck (RC) Primary School	17	9	13	9	6	9	10	73
Milton Primary School	2	1			3	1		8
Tarbat Old Primary School			1				2	4
Grand Total	25	25	24	22	17	23	20	156



**Schools attended
by pupils living in
Craighill PS
catchment area**

Appendix 4 C

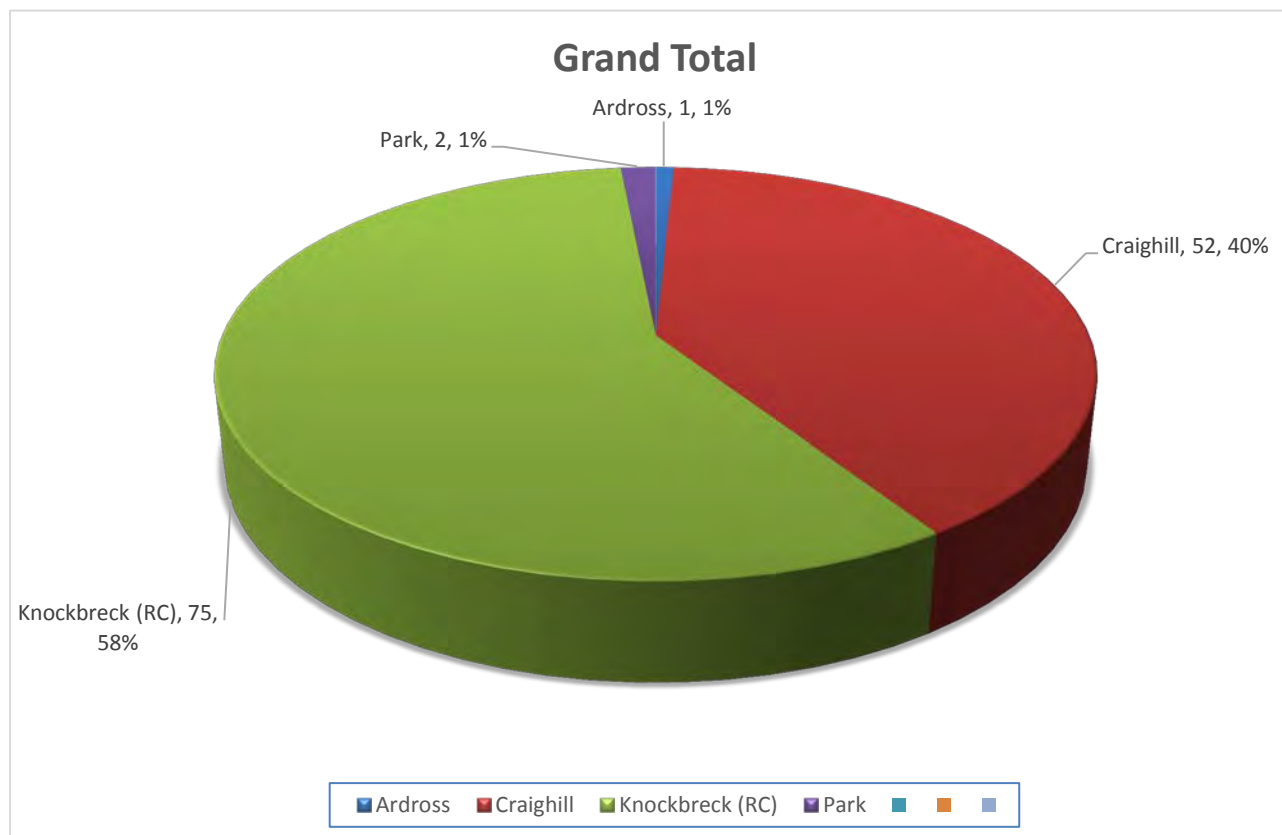
School Attending	S1	S2	S3	S4	S5	S6	Grand Total
Alness Academy				1		1	3
Dornoch Academy		4	3	10	6	7	33
Invergordon Academy			1		1	1	3
Plockton High							1
Tain Royal Academy	67	70	75	93	82	53	440
Grand Total	71	74	86	100	91	58	480



**Schools attended
by pupils living in
Knockbreck PS
catchment area**

Appendix 4 C

School Attending	P1	P2	P3	P4	P5	P6	P7	Grand Total
Ardross								1
Craighill		8	8	3	11	10	7	5
Knockbreck (RC)		17	10	13	9	7	9	10
Park					1	1		2
Grand Total		25	18	16	21	18	16	130



TAIN STAFFING OPTIONS - CURRENT ENTITLEMENTS

APPENDIX 5

	Head Teacher FTE	DHT FTE	PT FTE	Teachers FTE	ASN Teachers (secondary) FTE	Management Time FTE	CCR FTE	Admin Assistant FTE	Clerical Assistant FTE	PSA FTE	Technicians FTE	Playground Supervisor FTE	Early Years Assistant FTE	Janitors/F MA FTE	Catering FTE	Cleaning FTE	TOTAL FTE
Tain Royal Academy	1.00	2.00	8.00	25.34	1.50	0.00		1.00	2.53	0.00	1.25			2.87	3.58	5.34	54.42
Knockbreck	0.50	1.00	1.00	6.00	0.00	0.20	0.40		0.80	0.00	0.00	0.16	0.00	1.00	0.97	0.70	12.73
Craighill	1.00	1.00	1.00	7.00	0.00	1.20	0.50		1.17	0.00	0.00	0.16	3.04	1.00	4.00	1.29	22.35
St Duthus	1.00	0.00	1.00	1.50	0.00	0.00	0.00	0.42	0.00	5.54	0.00		0.00		0.32	0.17	9.96
Total	3.50	4.00	11.00	39.84	1.50	1.40	0.90	1.42	4.50	5.54	1.25	0.31	3.04	4.87	8.88	7.50	99.46

SCHOOL TRANSPORT - ROUTES

Appendix 6

Schools served	Route description	Gaelic Medium	Annual cost
TRA/Craighill PS	Balintore/Arabella/Nigg/Hilton	N	136,333.92
TRA/Craighill PS	Portmahomack	N	92,594.40
TRA/Craighill PS	Dornoch/Badinish	Y	13,300.00
TRA	Milton/Arabella/Barbaraville	N	68,034.96
TRA	Migdale	N	6,688.00
TRA	Fearn	N	33,299.40
TRA	Amat/Ardgay	N	18,186.80
TRA	Arday/Bonar Bridge/Edderton	N	42,765.20
TRA	Culrain	N	1,900.00
TRA	Altass/Achany	Y	8,892.00
TRA	Lamington/ Hartmount/ Heathmount/Scotsburn	N	26,856.50
Craighill PS	Scotsburn/Lamington/Heathmont	N	20,768.90
Craighill PS	Fearn/Portmahomack	Y	16,271.60
Craighill PS	Invergordon	Y	7,733.00
Craighill PS	Pitcalnie	Y	2,470.00
St Duthus School	Lochside/Tain	N	24,211.70
St Duthus School	Alness	N	13,300.00
St Duthus School	Hill of Fearn	N	4,081.20
St Duthus School	Evelix	N	3,439.00
St Duthus School	Balintore	N	23,940.00
TOTAL COST			565,066.58

Lets at TRACC and TRA

APPENDIX 7

GROUP/CLUB NAME	SCHOOL/COMMUNITY	SITE	ACTIVITY UNDERTAKEN	DAY / TIME
Gizzen Briggs	School	Assembly Hall	Gaelic Music	Monday 7.00-9.00pm
McLelland Football	Community	Gameshall	Football	Monday 7.00-8.00pm
Royal Burgh Tain Pipe Band	Community	Dining Room and Classroom	Pipers	Tuesday 6.00-9.00pm
Tain Juniors	Community	All Weather Pitch (AWP)	Football	Wednesday 6.30-8.30pm
Tain Juniors	Community	AWP	Football	Friday 6.00-8.00pm
Scottish Kempo Academy	Community	Small Gym	Kempo	Thursday 3.45-4.45pm Friday 6.45-8.45pm
Waddell FB	Community	AWP	Football	Friday 8.00-9.00pm
TASC	Community	Pool	Tain Swimming Club	Mon-Fri (Excluding Wed) 4.00-6.00pm
Gaelic Karate	Community	Multi Purpose Hall (MPH)	Karate	Friday 6.30-8.00pm
Do Soccer	Community	AWP	Football	Mon & Thurs 6.00-8.00pm Tuesday 5.00-6.00pm
Andy's Indoor	Community	Gameshall	Football	Monday 8.00-9.00pm
Tain Badminton Club	Community	Gameshall	Badminton	Tuesday 7.00-9.00pm
Friends of Rankin Dance Theatre Club	Community	Small Gym	Dance	Monday 4.15-5.45pm
Tain Gaelic Youth Theatre	Community	Small Gym	Youth Theatre	Tuesday 3.40-5.00pm
Sewing for Beginners	Community	Room 22	Sewing	Thursday 7.00-9.00pm



1 April 2014

Dear Parent/Carer

**Knockbreck Primary School
The Highland Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including the impact of new teaching methods on children's attainment, the effectiveness of the school's assessment and tracking procedures and the impact of the new writing programme. As a result, we were able to find out how good the school is at improving children's education.

How well do children learn and achieve?

Overall, the quality of children's learning is very good. Children are highly motivated and actively involved in their learning. In most lessons, children work very well on their own, in small groups and in whole-class settings. They support each other very effectively when working together. Relationships between children and staff are very positive. Children use their personal learning plans very well to set relevant and achievable next steps in learning which they agree with their teacher and parents. Teachers are giving them increasing opportunities to take on responsibility. For example, children are members of the pupil council, the school nutrition action group, junior road safety officers, and team green, and act as buddies to younger children. Most children participate in a very wide range of experiences beyond the classroom. Commendably, teachers are helping children build on these achievements in school. Children are developing very important skills for learning, life and work through, for example, working with chefs to prepare a 'Gala Dinner' as part of the Albert Roux 'Adopt A School' initiative.

Children are making very good progress in their literacy. Across the school, children listen very well to their teachers and to each other. They are articulate and can express themselves confidently. By P7, children are fluent and confident readers who talk enthusiastically about their favourite authors and some of the techniques they use in their writing. Children are benefitting from applying their writing skills across the curriculum and in relevant and real-life contexts. For example, they wrote a personal journal following their whole day experience of living life as an evacuee. Children's numeracy skills are developing well. They are able to apply their numeracy skills in different contexts. For example, children were using bank statements to develop an

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Transforming lives through learning

understanding of negative numbers and the need to budget. Across the school, children are developing good skills in written calculations. In religious and moral education, children are developing an understanding of and respect for a wide range of world religions. Children are aware of the benefits of eating a healthy diet and being active. They are developing a very good understanding of social and emotional wellbeing through engagement with the 'Resilient Kids Programme'. The school has been awarded two 'Green Flags' from Eco-Schools Scotland. Children talk knowledgeably about the need to protect the environment.

How well does the school support children to develop and learn?

Staff have successfully created a nurturing environment where children feel included and respected. Teachers plan tasks and activities at an appropriate level for most children. They now need to increase the pace of learning across the school and ensure that all tasks provide sufficient challenge for all children. Together, staff form an effective team, delivering many high-quality learning experiences for children. Teachers and support staff work closely and effectively with a range of partners to support children who need extra help with their learning, including those who have English as an additional language. The school should now proceed with its plans to involve children further in setting personal learning targets. Teachers have worked together with colleagues in neighbouring schools to refresh the curriculum in line with Curriculum for Excellence. Across the school, children have a broad and balanced experience across all curricular areas. Staff have developed new curriculum planners which are leading to more consistent learning approaches across the school. They provide children with relevant themes to link their learning across curriculum areas. Staff should now ensure that programmes for all curriculum areas develop children's skills systematically and provide progression in learning across all levels. Staff now successfully track children's progress in literacy, numeracy and health and wellbeing. They should now use this information better in setting next steps in learning. The school has successfully informed and involved parents in developing the curriculum. The school works closely with local schools in the Tain Associated School Group to develop a shared curriculum, which aims to support children to build on their learning when they enter S1.

How well does the school improve the quality of its work?

The headteacher, since her appointment eighteen months ago, has provided strong leadership and has gained the confidence of children, staff, parents and partners. She has a clear understanding of what needs to be done to improve the school. She has developed several areas of the school successfully. This has led to improvements in the quality of children's learning experiences and an improved curriculum. The views of staff, parents and children are now sought regularly and inform school improvement. The headteacher observes class lessons, samples children's work and talks to children about their learning. Teachers now regularly reflect, individually and collectively, on their practice. These approaches are leading to improved and more consistent learning experiences for children. Parents are very positive about the school and the way in which they are involved in their children's learning.

This inspection found the following key strengths.

- Enthusiastic, motivated and respectful children who are proud to be at Knockbreck Primary School.
- Partnership working between parents and the school to improve children's learning experiences.
- Teamwork of the staff and their positive relationships with the children.
- Leadership of the headteacher which is bringing about school improvement.

We discussed with staff and the Highland Council how they might continue to improve the school. This is what we agreed with them.

- Continue with the school's plans to develop progressive programmes for all curricular areas.
- Further develop the school's use of tracking of progress information to set next steps in learning.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, the Highland Council will inform parents about the school's progress.

Peter Gollogly
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/KnockbreckPrimarySchoolTainHighland.asp>

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.



**Education
Scotland**
Foghlam Alba

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Knockbreck Primary School.

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	good

We also evaluated the following aspects of the work of the school.

The curriculum	good
Improvement through self-evaluation	good

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/KnockbreckPrimarySchoolTainHighland.asp>

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf. Please note that the term "adequate" in the document has been replaced with "satisfactory".

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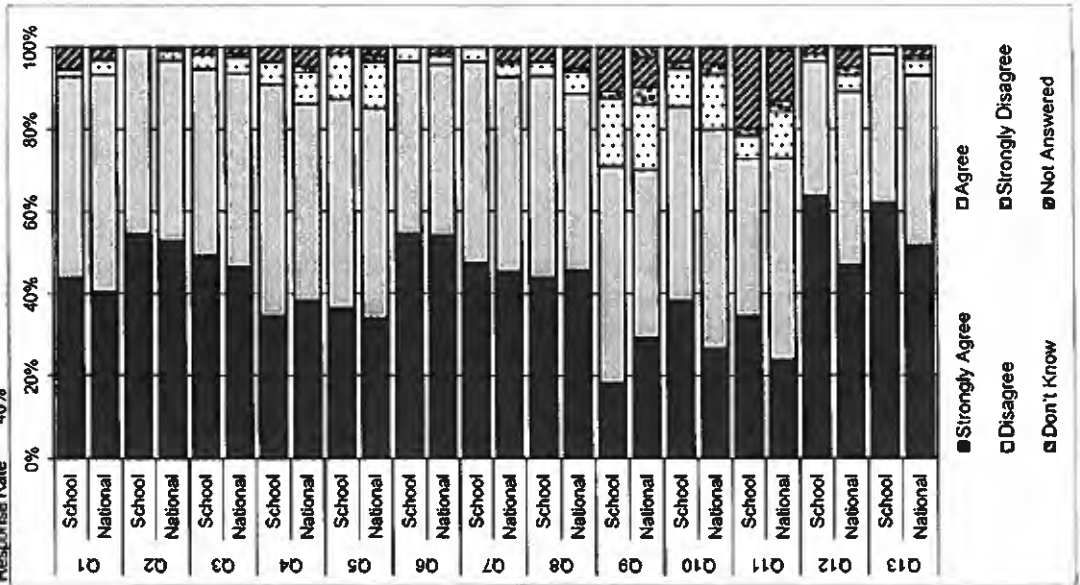
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Transforming lives through learning

A sample of parents, children and young people, and all members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views informed the inspection process, including the nature of discussions in a number of meetings. Strengths and issues identified were explored by the inspection team, and the findings are included in the inspection report. The following information gives the statistical detail from those that returned questionnaires.

Parent Questionnaire Summary

Centre Name Knockbreck Primary School
 SEED Number 5118328
 Quest. Issued 120
 Quest. Input 55
 Response Rate 46%

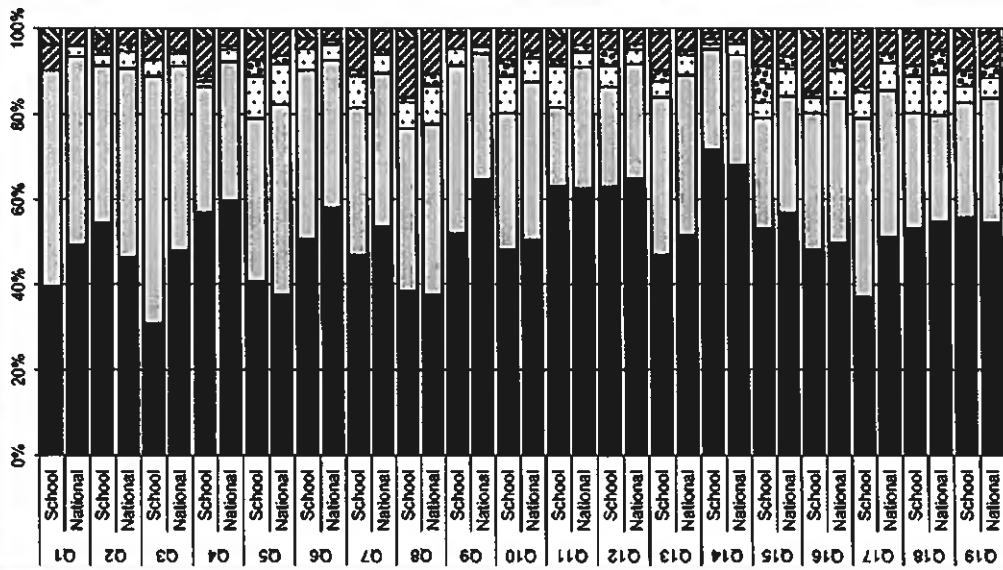


Question	Percentage %				
	Strongly Agree	Disagree	Strongly Disagree	Don't Know	Not Answered
Q1	44%	2%	0%	5%	0%
Q2	55%	0%	0%	0%	0%
Q3	49%	4%	0%	2%	0%
Q4	36%	5%	0%	4%	0%
Q5	55%	4%	0%	0%	0%
Q6	47%	4%	0%	0%	0%
Q7	44%	4%	0%	4%	0%
Q8	18%	16%	2%	11%	0%
Q9	38%	9%	2%	4%	0%
Q10	35%	5%	2%	20%	0%
Q11	64%	2%	0%	0%	0%
Q12	62%	2%	0%	0%	0%
Q13	62%	2%	0%	0%	0%

Note: Will not always sum to 100% due to rounding

Pupil Questionnaire Summary

Centre Name: Knockbreck Primary School
 SEED Number: 5118328
 Quest. Issued: 85
 Quest. Input: 81
 Response Rate: 95%



Strongly Agree Agree
 Disagree Strongly Disagree
 Don't Know Not Answered

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	40%	51%	0%	0%	6%	4%	90%	0%
Q2	54%	37%	2%	1%	2%	2%	91%	4%
Q3	31%	58%	4%	0%	5%	2%	89%	4%
Q4	57%	30%	1%	1%	9%	2%	86%	2%
Q5	41%	38%	10%	4%	5%	2%	79%	14%
Q6	51%	40%	5%	0%	2%	2%	90%	5%
Q7	47%	35%	7%	1%	7%	2%	81%	9%
Q8	38%	38%	6%	1%	14%	2%	77%	7%
Q9	52%	40%	4%	0%	4%	1%	91%	4%
Q10	48%	32%	9%	4%	6%	1%	80%	12%
Q11	63%	19%	10%	1%	5%	2%	81%	11%
Q12	63%	23%	5%	4%	4%	1%	86%	9%
Q13	47%	37%	4%	2%	9%	1%	84%	6%
Q14	72%	23%	1%	1%	1%	1%	95%	2%
Q15	53%	26%	4%	1%	6%	2%	79%	12%
Q16	48%	32%	4%	1%	12%	2%	80%	5%
Q17	37%	42%	6%	1%	12%	1%	79%	7%
Q18	53%	27%	9%	2%	7%	1%	80%	11%
Q19	56%	27%	4%	4%	7%	2%	83%	7%

Note: Will not always sum to 100% due to rounding.

Teacher Questionnaire Summary

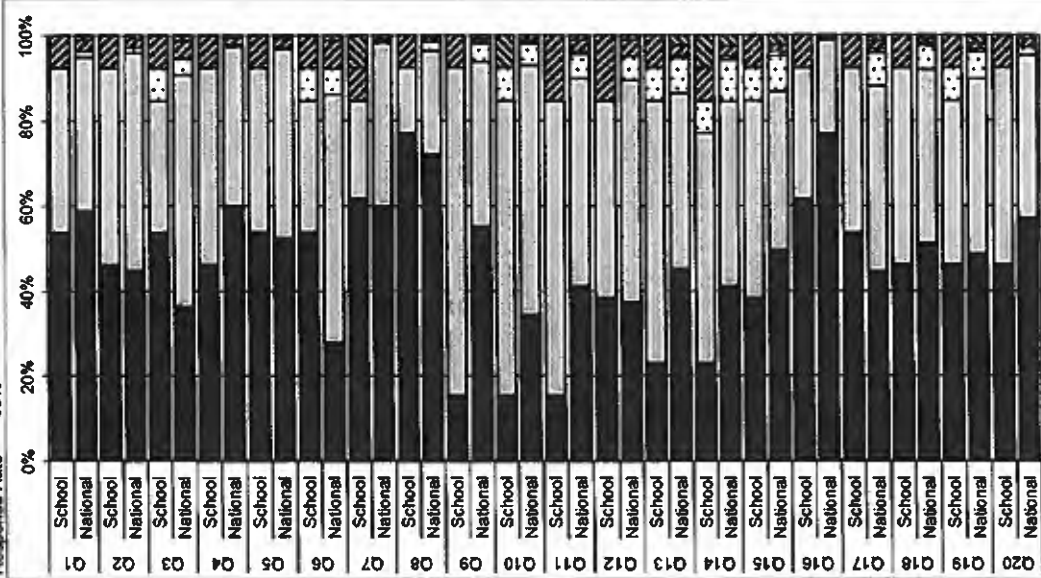
Centre Name Knockbreck Primary School

SEED Number 5118328

Quest. Issued 14

Quest. Input 13

Response Rate 93%



Strongly Agree Agree
 Disagree Strongly Disagree
 Don't Know Not Answered

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Disagree	Strongly Agree & Strongly Disagree
Q1	54%	38%	0%	0%	8%	0%	0%	0%
Q2	48%	46%	0%	0%	0%	0%	0%	0%
Q3	54%	31%	0%	0%	8%	0%	0%	0%
Q4	48%	46%	0%	0%	0%	0%	0%	0%
Q5	54%	38%	0%	0%	0%	0%	0%	0%
Q6	54%	31%	0%	0%	8%	0%	0%	0%
Q7	62%	23%	0%	0%	0%	0%	0%	0%
Q8	77%	15%	0%	0%	0%	0%	0%	0%
Q9	18%	77%	0%	0%	0%	0%	0%	0%
Q10	15%	69%	0%	0%	0%	0%	0%	0%
Q11	15%	68%	0%	0%	15%	0%	0%	0%
Q12	38%	46%	0%	0%	0%	0%	0%	0%
Q13	23%	62%	0%	0%	0%	0%	0%	0%
Q14	23%	54%	0%	0%	0%	0%	0%	0%
Q15	38%	46%	0%	0%	0%	0%	0%	0%
Q16	62%	31%	0%	0%	0%	0%	0%	0%
Q17	54%	38%	0%	0%	0%	0%	0%	0%
Q18	46%	46%	0%	0%	0%	0%	0%	0%
Q19	46%	38%	0%	0%	0%	0%	0%	0%
Q20	46%	46%	0%	0%	0%	0%	0%	0%

Note: Will not always sum to 100% due to rounding

DISCLOSURE CONTROL APPLIED

Non-Teaching Questionnaire Summary

Centre Name: Knockbreck Primary School

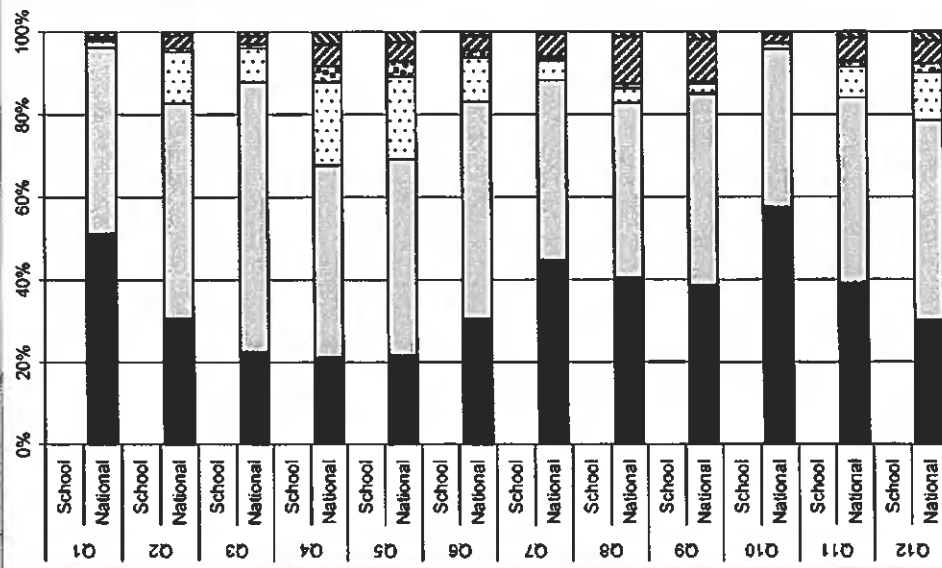
SEED Number: 5118328

Quest. Issued: 3

Quest. Input: 1

Response Rate: 33%

Fewer than 10 responses received therefore the data has not been published.



Strongly Agree Agree Disagree
 Strongly Disagree Don't Know Not Answered

Question	Percentage %					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered
Q1	0%	0%	0%	0%	0%	0%
Q2	0%	0%	0%	0%	0%	0%
Q3	0%	0%	0%	0%	0%	0%
Q4	0%	0%	0%	0%	0%	0%
Q5	0%	0%	0%	0%	0%	0%
Q6	0%	0%	0%	0%	0%	0%
Q7	0%	0%	0%	0%	0%	0%
Q8	0%	0%	0%	0%	0%	0%
Q9	0%	0%	0%	0%	0%	0%
Q10	0%	0%	0%	0%	0%	0%
Q11	0%	0%	0%	0%	0%	0%
Q12	0%	0%	0%	0%	0%	0%

Q1 I have access to the information I need to carry out my work.
 Q2 All staff and pupils respect each other.
 Q3 Pupils are well behaved.
 Q4 I am involved in staff discussions about how to achieve school priorities.
 Q5 I have good opportunities to be involved in making decisions.
 Q6 Staff communicate effectively with each other.
 Q7 Staff treat all pupils equally.
 Q8 Support for pupils with additional support needs is effective.
 Q9 Parents are fully involved in the school and their children's learning.
 Q10 I am aware of the school's procedures for protecting children.
 Q11 Leadership at all levels is effective.
 Q12 I have good opportunities to take part in training activities.

Note: Will not always sum to 100% due to rounding

Appendix 1 Indicators of quality

The sections in the table below follow the order in this report. You can find the main comments made about each of the quality indicators in those sections. However, aspects of some quality indicators are relevant to other sections of the report and may also be mentioned in those other sections.

How good are learning, teaching and achievement?	
Structure of the curriculum	good
The teaching process	good
Pupils' learning experiences	adequate
Pupils' attainment in English language	good
Pupils' attainment in Gaelic language	very good
Pupils' attainment in mathematics	good

How well are pupils' learning needs met?	
Meeting pupils' needs	good

How good is the environment for learning?	
Pastoral care	very good
Accommodation and facilities	adequate
Climate and relationships	very good
Expectations and promoting achievement	very good
Equality and fairness	good
Partnership with parents, the Parent Council, and the community	excellent

Leading and improving the school	
Leadership of the headteacher	very good
Self-evaluation	good

This report uses the following word scale to make clear judgements made by inspectors:

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
adequate	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

26 November 2013

Dear Parent/Carer

**Tain Royal Academy
The Highland Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and young people and worked closely with the headteacher and staff. We wanted to find out how well young people are learning and achieving and how well the school supports young people to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including how well the school's approaches to self-evaluation are helping to raise attainment. As a result, we were able to find out how good the school is at improving young people's education.

How well do young people learn and achieve?

Most young people enjoy school and learn well. In almost all classes, relationships are positive and young people feel safe and well looked after. Most young people listen well to instructions and contribute willingly when answering questions and sharing their thoughts. In most classes, they settle quickly and the majority remain engaged in their learning. Young people would benefit from more opportunities to take responsibility for their work. When they have the opportunity, they work well together, developing their skills in team working. Learners' experiences are enriched through a range of visits to places of interest and local and international trips, including annual visits to France and Poland. There is scope for staff to improve the consistency of how effectively they give feedback to pupils about their learning. Young people are not always sure about what they need to do to improve. Young people would like to have more opportunities to discuss their learning with staff and to have a greater say in making the way they learn better.

Young people gain confidence and new skills through taking part in various activities, including out-of-hours clubs. Young people at S5/S6 take on leadership roles with enthusiasm and support younger pupils well as mentors or buddies. Across the stages, a large number of young people participate in sporting and cultural activities. The junior and senior *Gizzen Briggs* traditional music groups demonstrate consistently high standards of performance. At S3, young people in the construction skills group have worked very well together with partners in the community to create an impressive new learning area. At S2, young people learn various skills, including project management, by participating in the *Youth Philanthropy Initiative*. Staff should continue to develop approaches to gathering information about young people's

achievements and skill development in and out of school. The school does not collate information on the progress and attainment of young people from S1 to S3 across all their subjects. At S4 to S6, the attainment of young people is, overall, below national averages and poorer than in schools serving young people with similar needs and backgrounds. There is considerable scope to improve the attainment of young people by the end of S5. The proportion of young people who leave school and move on to further and higher education, employment or training is below local and national averages.

How well does the school support young people to develop and learn?

In the majority of lessons we observed, tasks and activities were well-matched to the needs of most learners. In some classes, teachers' expectations were suitably high and lessons were pitched at a level of difficulty which ensured that all young people were encouraged and challenged to do their best. In a significant number of lessons, however, activities were too easy and the pace of learning was too slow, especially for higher-achieving pupils. Young people who require additional support with their learning are identified effectively. Across the school, staff are very caring, and support for learning teachers and assistants provide effective support. A range of partners, including the youth action team, help staff to support young people and their families. Staff are working to make better use of available information on pupils' progress to ensure that young people's support needs are met. Staff should now look to improve strategies for reducing absence and exclusion from school. In line with national advice, staff need to develop their approaches for ensuring that all young people receive appropriate personal support for their learning.

Staff are developing a clear vision for the curriculum, based on raising attainment, which takes appropriate account of Curriculum for Excellence. At S1 to S3, young people experience a broad range of courses with some opportunities for choice. A range of interdisciplinary learning projects helps young people to link their learning across different subjects. Partners from a range of organisations, including Tain Youth Café and the Youth Development officer work well with staff and make a positive contribution to young people's learning. Staff have identified that young people at S4 to S6 would benefit from a wider range of opportunities and should look to develop existing links with partners, including other schools, colleges and employers. Across the school, some courses need to be improved. For example, the quality of provision for Gaelic across the stages does not meet young people's needs well. The programme of personal and social education should be developed further to ensure that all young people receive appropriate advice and information.

How well does the school improve the quality of its work?

The school's approaches to self-evaluation and planning for improvement are not having enough impact on young people's learning experiences and achievements. In some faculties, staff are highly reflective and their planning for improvement is thorough. Overall, however, whole-school approaches to monitoring and improving the quality of young people's learning and progress are not effective enough. Across the school there is a positive, caring ethos and staff are very supportive of each other. Staff find the senior management team approachable and appreciate the support they provide. Senior staff now need to provide a stronger lead for school improvement,

providing clearer direction and sharing their vision and expectations more effectively. In doing this, staff have identified that they should take greater account of the views of parents and other partners.

This inspection found the following key strengths.

- Positive relationships between staff and young people.
- The safe and caring environment.
- The commitment of staff to providing young people with a wide range of learning experiences.

We discussed with staff and the Highland Council how they might continue to improve the school. This is what we agreed with them.

- Increase the involvement of young people in their own learning and the life of the school.
- Increase the level of expectation and challenge in young people's learning.
- Improve the quality of provision of Gaelic within the curriculum.
- Continue to develop the curriculum to meet the needs of all learners.
- Improve approaches to self-evaluation to raise young people's attainment.

What happens at the end of the inspection?

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. Our Area Lead Officer will discuss with the Highland Council the most appropriate support in order to build capacity for improvement, and will maintain contact to monitor progress. We will return to carry out a further inspection within 18 months of publication of this letter. We will then issue another letter to parents on the extent to which the school has improved.

Alistair Brown
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/TainRoyalAcademyHighland.asp>

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Tain Royal Academy.

Improvements in performance	weak
Learners' experiences	good
Meeting learning needs	satisfactory

We also evaluated the following aspects of the work of the school.

The curriculum	satisfactory
Improvement through self-evaluation	weak

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/TainRoyalAcademyHighland.asp>.

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf. Please note that the term "adequate" in the document has been replaced with "satisfactory".

Tha comharran càileachd a' cuideachadh sgoiltean, ùghdarrasan foghlaim agus luchd-sgrùdaidh a' breithneachadh dè tha math agus dè dh'fheumas a bhith air a leasachadh ann an obair sgoile. Gheibh sibh na comharran càileachd sin anns an fhoilseachadh *Dè cho math 's a tha an sgoil againn?*¹.

'S iad seo na measaidhean airson Tain Royal Academy.

Leasachaidhean ann an coileanadh	lag
Suidhichidhean luchd-ionnsachaidh	math
Coinneachadh ri feuman ionnsachaidh	riarachail

Rinn sinn measadh cuideachd air na roinnean a leanas de dh'obair na sgoile.

An clàr-teagaisg	riarachail
Leasachadh tro fhèin-mheasadh	lag

Gheibhear lethbhreac den litir air fad air làrach-lìn Foghlam Alba
www.educationscotland.gov.uk no le bhith a' cliogadh a' cheangail seo
<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/TainRoyalAcademyHighland.asp>.

¹ *Dè cho math 's a tha an sgoil againn? An t-Slighe gu Sàr-Mhathais: earrann 3, Luchd-sgrùdaidh na Banrigh airson Foghlaim, 2007,*
http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf. Anns a' Phàipeir seo, thathar air an facal "iomchaidh" atharrachadh gu "riarachail".

A sample of parents, children and young people, and all members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views informed the inspection process, including the nature of discussions in a number of meetings. Strengths and issues identified were explored by the inspection team, and the findings are included in the inspection report. The following information gives the statistical detail from those that returned questionnaires.

Parent Questionnaire Summary

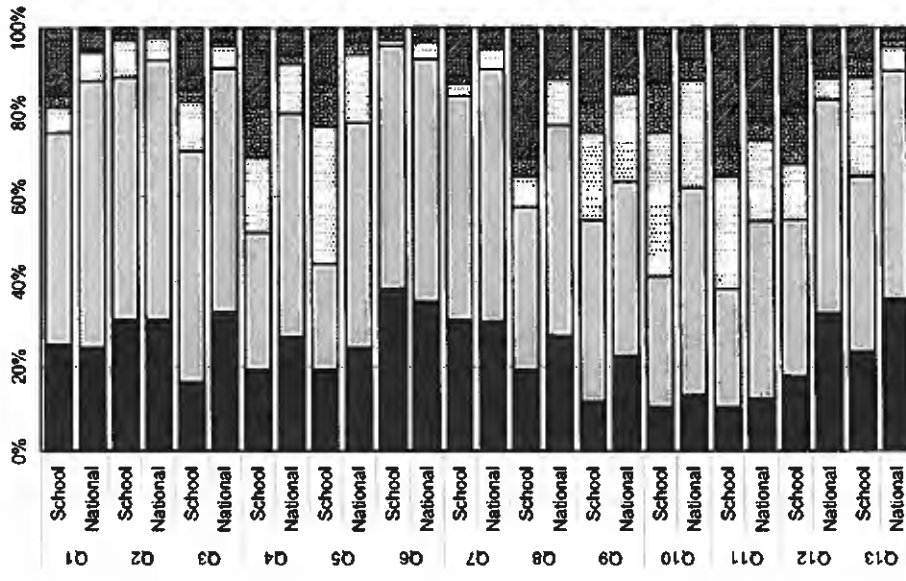
Centre Name Tain Royal Academy

SEED Number 5119839

Quest. Issued 186

Quest. Input 68

Response Rate 37%



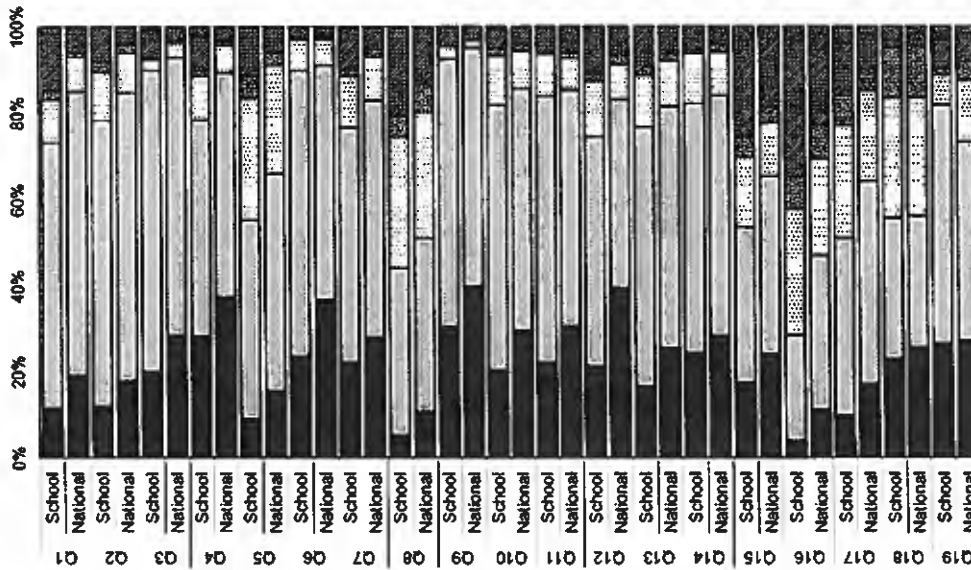
Strongly Agree
 Disagree
 Don't Know
 Agree
 Strongly Disagree
 Not Answered

Question	Strongly Agree	Disagree	Don't Know	Agree	Strongly Disagree
Q1	25%	3%	13%	50%	9%
Q2	31%	1%	1%	57%	10%
Q3	16%	3%	12%	54%	15%
Q4	19%	3%	18%	32%	29%
Q5	19%	10%	12%	25%	43%
Q6	38%	1%	1%	57%	3%
Q7	31%	3%	1%	53%	4%
Q8	19%	7%	26%	38%	12%
Q9	12%	4%	15%	43%	28%
Q10	10%	3%	12%	31%	46%
Q11	10%	7%	28%	28%	34%
Q12	18%	13%	18%	37%	25%
Q13	24%	4%	7%	41%	28%

Note: Will not always sum to 100% due to rounding

Pupil Questionnaire Summary

Centre Name Tain Royal Academy
 SEED Number 5119639
 Quest. Issued 240
 Quest. Input 235
 Response Rate 98%



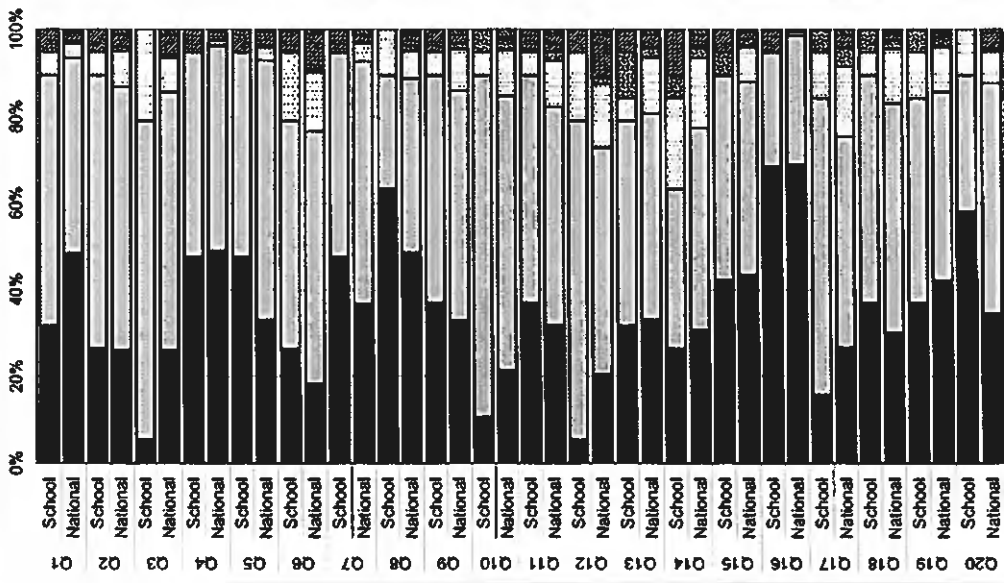
Strongly Agree Agree
 Disagree Strongly Disagree
 Don't Know Not Answered

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Disagree
Q1	11%	62%	10%	2%	13%	2%	73%
Q2	12%	66%	11%	3%	8%	0%	78%
Q3	20%	70%	3%	0%	6%	1%	90%
Q4	28%	50%	10%	1%	8%	2%	78%
Q5	9%	46%	28%	5%	11%	0%	55%
Q6	23%	66%	7%	0%	3%	0%	90%
Q7	22%	54%	12%	2%	9%	0%	77%
Q8	5%	39%	30%	5%	21%	0%	44%
Q9	31%	62%	3%	0%	5%	0%	92%
Q10	20%	61%	11%	2%	4%	1%	82%
Q11	22%	62%	10%	0%	6%	0%	84%
Q12	21%	53%	13%	2%	11%	0%	74%
Q13	17%	60%	12%	2%	9%	0%	77%
Q14	17%	58%	11%	1%	6%	0%	82%
Q15	17%	36%	16%	5%	22%	3%	54%
Q16	4%	25%	29%	7%	31%	3%	29%
Q17	10%	41%	28%	7%	12%	4%	51%
Q18	23%	33%	28%	11%	2%	3%	56%
Q19	26%	55%	7%	2%	7%	3%	82%

Note: Will not always sum to 100% due to rounding

Teacher Questionnaire Summary

Centre Name Tain Royal Academy
 SEED Number 5119839
 Quest. Issued 50
 Quest. Input 19
 Response Rate 38%



Strongly Agree Disagree Not Answered
 Strongly Disagree Don't Know

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree	Agree	Disagree	Strongly Disagree
Q1	32%	58%	0%	0%	0%	0%	89%	89%	0%	5%
Q2	26%	63%	5%	0%	0%	0%	89%	89%	0%	5%
Q3	5%	74%	21%	0%	0%	0%	79%	79%	0%	21%
Q4	47%	47%	0%	0%	0%	0%	95%	95%	0%	0%
Q5	47%	47%	0%	0%	0%	0%	95%	95%	0%	0%
Q6	26%	53%	16%	0%	0%	0%	79%	79%	0%	16%
Q7	47%	47%	0%	0%	0%	0%	89%	89%	0%	0%
Q8	63%	26%	11%	0%	0%	0%	89%	89%	0%	5%
Q9	37%	53%	5%	0%	0%	0%	88%	88%	0%	11%
Q10	11%	79%	5%	0%	0%	0%	89%	89%	0%	5%
Q11	37%	53%	5%	0%	0%	0%	89%	89%	0%	5%
Q12	5%	74%	16%	0%	0%	0%	79%	79%	0%	16%
Q13	32%	47%	5%	11%	0%	0%	79%	79%	0%	16%
Q14	26%	37%	21%	5%	11%	0%	63%	63%	0%	26%
Q15	42%	47%	0%	5%	0%	0%	89%	89%	0%	5%
Q16	68%	26%	0%	0%	0%	0%	95%	95%	0%	0%
Q17	16%	68%	11%	5%	0%	0%	84%	84%	0%	16%
Q18	37%	53%	5%	0%	0%	0%	89%	89%	0%	11%
Q19	37%	47%	11%	5%	0%	0%	84%	84%	0%	16%
Q20	58%	32%	11%	0%	0%	0%	89%	89%	0%	11%

Q1 Staff regularly discuss how to improve achievement for all pupils at both stage and whole-school level.

Q2 All pupils are given activities which meet their learning needs.

Q3 Pupils are involved in setting learning targets.

Q4 Pupils are provided with regular feedback on what they need to do to improve.

Q5 Pupils are provided with opportunities to evaluate their own work and that of others.

Q6 Staff regularly ask for pupils' views on how their learning experiences could be improved

Q7 Pupils take an active part in their learning.

Q8 Staff treat all pupils equally.

Q9 Staff and pupils respect each other.

Q10 The pupils are well behaved.

Q11 Support for pupils with additional support needs is effective.

Q12 Parents are fully involved in the school and their children's learning.

Q13 I have been actively involved in developing the school's vision and values.

Q14 I am actively involved in setting priorities to improve the school.

Q15 I have regular opportunities to help shape the curriculum by having staff discussions and working groups.

Q16 I am aware of the school's procedures for protecting children.

Q17 Leadership at all levels is effective.

Q18 Staff communicate effectively with each other.

Q19 I have good opportunities to take part in continuing professional development.

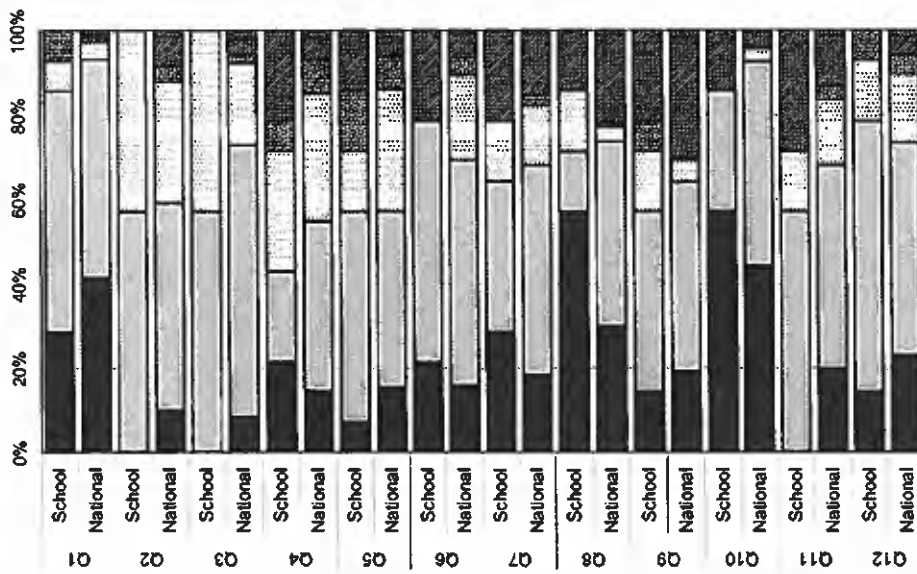
Q20 Staff across the school share good practice.

Note: Will not always sum to 100% due to rounding

DISCLOSURE CONTROL APPLIED

Non-Teaching Questionnaire Summary

Centre Name Tain Royal Academy
 SEED Number 5119839
 Quest. Issued 22
 Quest. Input 14
 Response Rate 64%



Strongly Agree
 Agree
 Disagree
 Not Answered
 Strongly Disagree
 Don't Know

DISCLOSURE CONTROL APPLIED

Question	Percentage %					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered
Q1	29%	57%	7%	7%	0%	0%
Q2	0%	57%	43%	0%	0%	0%
Q3	0%	57%	43%	0%	0%	0%
Q4	21%	21%	29%	7%	21%	0%
Q5	7%	50%	14%	14%	14%	0%
Q6	21%	57%	0%	0%	21%	0%
Q7	29%	36%	14%	0%	21%	0%
Q8	57%	14%	14%	0%	14%	0%
Q9	14%	43%	14%	7%	21%	0%
Q10	57%	29%	0%	0%	14%	0%
Q11	0%	57%	14%	0%	29%	0%
Q12	14%	64%	14%	7%	0%	0%

Note: Will not always sum to 100% due to rounding

Q1 I have access to the information I need to carry out my work.
 Q2 All staff and pupils respect each other.
 Q3 Pupils are well behaved.
 Q4 I am involved in staff discussions about how to achieve school priorities.
 Q5 I have good opportunities to be involved in making decisions.
 Q6 Staff communicate effectively with each other.
 Q7 Staff treat all pupils equally.
 Q8 Support for pupils with additional support needs is effective.
 Q9 Parents are fully involved in the school and their children's learning.
 Q10 I am aware of the school's procedures for protecting children.
 Q11 Leadership at all levels is effective.
 Q12 I have good opportunities to take part in training activities.

Additional inspection evidence

Selected attainment information

Inspectors use this information together with a wide range of other information gathered during the inspection to evaluate and report on young people's overall achievement. It helps inspectors and schools to understand how successful young people are in SQA qualifications compared to young people nationally and to those in other schools which serve young people with similar needs and backgrounds¹. However, this is only one aspect of young people's achievement, and it is only by blending these results with a wide range of other information, including achievement in the four capacities of curriculum for excellence², the quality of learning in lessons and other activities, the impact of the curriculum, and the extent to which learning needs are being met, that a well-informed evaluation of achievement can be made. You can find this evaluation of young people's overall achievement in the report on the school, published on this website.

Scottish Credit and Qualifications Framework (SCQF) levels:

7: Advanced Higher at A-C/CSYS at A-C

6: Higher at A-C

5: Intermediate 2 at A-C; Standard Grade at 1-2

4: Intermediate 1 at A-C; Standard Grade at 3-4

3: Access 3 Cluster; Standard Grade at 5-6

Percentage of relevant S4 roll gaining awards by end of S4

		2011	2012	2013
English and Mathematics @ Level 3	Tain Royal Academy	100	93	94
	Comparator schools ¹	93	94	94
	National	93	94	94
5+ @ Level 3 or better	Tain Royal Academy	97	90	92
	Comparator schools	91	93	94
	National	93	94	95
5+ @ Level 4 or better	Tain Royal Academy	89	72	89
	Comparator schools	78	79	80
	National	79	80	82
5+ @ Level 5 or better	Tain Royal Academy	30	22	31
	Comparator schools	32	35	37
	National	36	37	38

Percentage of relevant S4 roll gaining awards by end of S5

		2011	2012	20133
5+ @ Level 4 or better	Tain Royal Academy	78	89	76
	Comparator schools ¹	82	82	83
	National	81	82	84
5+ @ Level 5 or better	Tain Royal Academy	38	56	40
	Comparator schools	50	50	50
	National	51	52	54
1+ @ Level 6 or better	Tain Royal Academy	31	52	38
	Comparator schools	42	43	43
	National	45	47	48
3+ @ Level 6 or better	Tain Royal Academy	15	21	14
	Comparator schools	22	23	25
	National	26	27	28
5+ @ Level 6 or better	Tain Royal Academy	2	8	5
	Comparator schools	10	10	11
	National	12	13	13

Percentage of relevant S4 roll gaining awards by end of S6

		2011	2012	20133
5+ @ Level 5 or better	Tain Royal Academy	57	41	62
	Comparator schools ¹	51	54	55
	National	53	55	56
1+ @ Level 6 or better	Tain Royal Academy	51	37	59
	Comparator schools	48	51	51
	National	50	52	53
3+ @ Level 6 or better	Tain Royal Academy	38	25	35
	Comparator schools	31	33	34
	National	35	37	38
5+ @ Level 6 or better	Tain Royal Academy	26	8	20
	Comparator schools	21	22	22
	National	24	26	26
1+ @ Level 7 or better	Tain Royal Academy	14	4	6
	Comparator schools	12	13	13
	National	16	16	17

More attainment information and other statistics for this school can be found on the Scottish Schools Online Website <http://www.ltscotland.org.uk/scottishschoolsonline/>

¹ The comparator schools taken into account in HMIE's evaluations are those schools (up to 20) which are statistically close enough to the school in terms of the key characteristics of the school population.

² The four capacities are successful learners, confident individuals, responsible citizens, effective contributors.

³ 2013 Pre Appeal

**Craighill Primary School
and Nursery Classes
Tain
The Highland Council
18 March 2008**

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1. Background

Craighill Primary School and nursery classes were inspected in December 2007 as part of a national sample of primary and nursery education. The inspection covered key aspects of the work of the school at all stages. It evaluated nursery children's and pupils' achievements, the effectiveness of the school, the environment for learning, the school's processes for self-evaluation and innovation, and its capacity for improvement. There was a particular focus on attainment in English language, Gaelic language and mathematics.

HM Inspectors examined the quality of the children's experience in the nurseries, pupils' work and interviewed groups of pupils, including the pupil council, and staff. Members of the inspection team also met the chairperson of the Parent Council, and a group of parents¹.

The school serves the north-western area of the town of Tain. At the time of the inspection the roll was 334, including 41 children in the nursery classes. Forty-four pupils were in three primary Gaelic-medium classes and eight children were in the Gaelic-medium nursery class. The proportion of pupils who were entitled to free school meals was in line with the national average. Pupils' attendance was in line with the national average.

Evaluations in this report, except where otherwise indicated, apply equally to the Gaelic-medium and English-medium classes.

2. Key strengths

HM Inspectors identified the following key strengths.

- Partnership with parents and the wider community.
- The leadership of the headteacher.
- Pupils' attainment in Gaelic language in the Gaelic-medium classes.
- The promotion and celebration of pupils' wider achievements.
- Effective transition arrangements from the nursery to P1 and from P7 to S1.

¹ Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

3. What are the views of parents, pupils and staff?

HM Inspectors analysed responses to questionnaires issued to a sample of parents, P4 to P7 pupils, and to all staff. Information about the responses to the questionnaires appears in Appendix 2.

Parents, staff and pupils were very positive about the work of the school. All parents of nursery children felt welcome in the nursery and thought that their children were well cared for there. At the primary stages almost all parents thought that the school was well led and that parents' evenings were helpful and informative. All parents felt that the school had helped to explain to them how they could support their children with their homework. Pupils were pleased with almost all aspects of the school. Almost all felt safe and well looked after in school and enjoyed being there. A quarter of pupils expressed concerns about the behaviour of other pupils. Staff were very positive about working in the school and praised the effective communication with senior managers. A few support staff would have liked more opportunities to be involved in making decisions.

4. How good are learning, teaching and achievement?

Pupils' learning experiences and achievements

The overall quality of the curriculum was good. In the nursery classes, children chose independently from a wide range of activities. They had appropriate opportunities to learn through well planned play activities. At the primary stages, staff had planned a broad and balanced range of experiences for pupils. At the early stages, pupils did not have sufficient opportunities to learn through play. Staff had effectively allocated additional time within the school week to English language and mathematics. The school had recently allocated some additional time for physical education (PE) but had not yet succeeded in providing two hours each week for all pupils, in line with national recommendations. Visiting specialist teachers made a positive contribution to pupils' development in art and design, music and PE. Staff did not systematically develop pupils' skills in information and communications technology (ICT) throughout the school. The quality of teaching was good overall with some examples of very effective teaching. Almost all teachers were well organised and gave clear explanations. Most teachers interacted well with pupils and taught whole class groups effectively. Too few teachers consistently shared the aims of lessons with pupils or reviewed learning at the end of lessons. Homework was set regularly and helped to reinforce pupils' learning in class.

The overall quality of pupils' learning was adequate. In the nurseries, children effectively developed their awareness of space and engaged in energetic physical activity outdoors on the climbing frame. They were able to express themselves confidently through their paintings and collage work. Staff did not always intervene sufficiently to extend children's play activities or to develop their skills. In the primary classes, almost all pupils were well-behaved, motivated to learn, and interacted well together. Staff had worked successfully to establish a positive learning environment. Pupils did not have sufficient opportunities to work independently or collaboratively in groups. At all stages, pupils produced good quality art work. Pupils in the P5-7

Gaelic-medium class worked well to produce interesting models in a technology lesson. Pupils at P7 were developing confidence in inventing tunes in music. At all stages, in too many lessons, the pace of learning was too slow.

Children in the nursery classes were happy and settled. Staff successfully encouraged the development of children's early social skills. In the primary classes, staff had taken effective steps to develop pupils' wider achievements. At all stages, most pupils had made good progress in developing their confidence and self-esteem. They were effectively involved in making decisions in the school. They contributed effectively to the school by being part of committees, such as the Eco School committee, the School's Nutrition Action Group and pupil council. Pupils at the upper stages enjoyed developing good citizenship skills by being buddies to younger pupils. Pupils at P7 contributed well to the community by organising events to raise money for a cancer charity. Across the stages, pupils had developed skills of teamwork by performing to audiences through music and drama. They enjoyed and benefited socially from many opportunities to contribute to events in the community, for example, P3 taking part in St Duthac Day celebrations in the local church along with another local primary school. A significant number of pupils in the Gaelic classes competed successfully at the national Mòd.

English language

Children in the nursery were making good progress in communication and language. They listened well to instructions and talked with confidence to adults and each other. They enjoyed story time and listened attentively. Staff did not always encourage children to predict what might happen next or develop their ideas sufficiently. Across the primary classes, the overall quality of pupils' attainment in English language was good. In recent years standards of attainment in reading had been consistently good and had steadily improved in writing. Most pupils were attaining appropriate national levels in listening, talking, reading and writing. Across the stages, a significant number of pupils were attaining these levels earlier than might normally be expected. Most pupils had developed good skills in talking and listening and were confident in a range of different situations. Across the stages, most pupils were fluent readers and were keen to read for pleasure. At P7, pupils demonstrated effective skills in analysing written texts. At all stages, pupils were developing a sound knowledge of language and produced good quality writing in a range of styles. Pupils' skills in writing at length were not sufficiently well developed. Across the stages, pupils presented written work neatly.

Gaelic language

In the Gaelic nursery, children were making very good progress in learning the Gaelic language. They listened well to instructions and stories and were developing confidence in speaking to adults. Children developed social skills by playing imaginatively and by taking turns to play a matching game. In the primary Gaelic-medium classes, the overall quality of attainment in Gaelic language was very good. Almost all pupils achieved national levels in listening, talking, reading and writing. They were making very good progress with their coursework. At all stages, almost all pupils were making very positive progress in the acquisition of the Gaelic language. Almost all pupils listened attentively to their teachers' instructions and responded appropriately. Almost all pupils spoke confidently and used

Gaelic very well in discussion with their teachers and each other. They read fluently and with understanding. By P7, pupils were able to talk in depth and give opinions on their favourite books and authors. Pupils performed well in small group discussions. At the early stages, pupils were making a good start in writing stories. At the middle and upper stages, pupils wrote effectively for a range of purposes.

Mathematics

Children in the nursery classes were making good progress in their understanding of early mathematics. Most could identify simple colours and patterns. They used a range of puzzles and computer games to match and sort. Children's skills in counting, investigating and solving simple mathematical problems were not yet well developed. In the primary classes, the overall quality of attainment in mathematics was good. Almost all pupils at the early stages, and most at the middle and upper stages, were achieving appropriate national levels of attainment. A significant number of pupils attained these levels earlier than might normally be expected. Standards of attainment had improved in recent years. Across the stages, pupils could interpret accurately information from appropriate graphs and charts. Their skills in using ICT to organise and present information using spreadsheets and databases were not well developed. Pupils at P1 were making effective progress in learning early number skills. At all stages, pupils were developing appropriate skills in mental calculation. At P7, pupils demonstrated effective skills in working with units of measurement. At the middle stages, pupils had a sound understanding of two- and three-dimensional shapes. At the upper stages, pupils showed appropriate knowledge of coordinates. Across the stages, pupils had successfully developed appropriate strategies in problem solving.

5. How well are pupils' learning needs met?

Arrangements for meeting children's and pupils' learning needs were good overall. Staff in the nursery classes supported children well and were sensitive and responsive to the needs of individuals. They assessed children's progress regularly but did not always use this information to focus sufficiently on children's learning needs. Staff did not always organise groups and activities to provide effective challenge for all. In the primary classes, teachers set tasks and activities which were well matched to the needs of individual pupils in most classes. Staff did not always set challenging tasks for more able pupils and pupils were not given sufficient opportunities to learn independently. There were effective procedures for identifying pupils requiring additional help with their learning. Support staff gave helpful support to individual pupils and groups of pupils. Staff worked well in partnership with a range of support agencies to assist pupils with additional support needs. Pupils were well supported in transferring from pre-school to P1 and from P7 to Tain Royal Academy through, for example, the effective links developed by the Children's Services Worker.

6. How good is the environment for learning?

Aspect	Comment
Pastoral care	<p>In the nursery classes, staff provided a very safe and welcoming environment for learning. At the primary stages, staff had very good arrangements for pastoral care. These included appropriate procedures for action against bullying, administration of medicines and safe use of the Internet. All staff had undertaken appropriate training in child protection. Pupils were confident that staff would deal effectively with any incidents of bullying. Pupils had a range of appropriate ways of informing staff of any concerns. They were knowledgeable about keeping healthy and benefited from taking part in a wide range of after-school clubs which promoted physical activity. Pupils at P7 provided helpful support to pupils entering P1. Parents had been kept well informed about how sensitive health issues were taught.</p>
Quality of accommodation and facilities	<p>The overall quality of accommodation was adequate. There were appropriate security arrangements in place for access to the nurseries and school buildings. Teaching areas were too small and restricted some pupils' activities. Access for users and visitors with restricted mobility was limited. Storage space was insufficient. The school hall was of a reasonable size and was in almost constant use for PE, drama and school assemblies. Many windows did not open properly and were in a poor state of repair. In some areas, heating was difficult to control. The demountable buildings provided spacious classrooms but required redecoration.</p>

Aspect	Comment
<p>Climate and relationships, expectations and promoting achievement and equality</p>	<p>Staff had created a very welcoming environment for pupils, parents and visitors. Relationships between staff and pupils were very good and almost all pupils were polite and friendly. Pupils had a very strong sense of pride in the school and had appropriate opportunities to be involved in making decisions. Staff had high expectations of pupils' behaviour and attendance. Teachers' expectations for pupils' attainment were not consistently high enough. The school successfully celebrated pupils' school and wider achievements at assemblies, special awards and through displays. All pupils had an achievement folder which was used very successfully to record a wide range of their achievements. There were appropriately frequent opportunities for religious observance. The school had an appropriate policy for racial equality and pupils were treated fairly in school. The school did not consistently promote diversity and equality issues through the curriculum.</p>
<p>Partnership with parents and the community</p>	<p>The school had developed excellent links with parents and the community. Parents and members of the community made a significant contribution to pupils' learning by, for example, helping in classes, on trips and with clubs. A small group of parents provided helpful administrative support and assisted in the library. Parents and other members of the community worked well with staff and pupils in the various school committees and action groups, including the active Parent Council and PTA. The headteacher produced regular and informative newsletters and met frequently with parents. He had provided very helpful advice for parents on various ways in which they could help with their children's learning. For example, the headteacher, assisted by pupils, demonstrated effective story-telling skills for parents. School reports were clear and provided helpful advice. The school had developed sound links with community organisations and businesses who regularly visited the school and contributed to pupils' learning. School performances and events were very well supported by parents and the local community. The school had developed very effective links with local nurseries and schools. Pupils benefited from positive curricular links with Tain Royal Academy. For example, pupils at P7 transferring to S1 developed a range of skills through an effective problem solving activity day.</p>

7. Leading and improving the school

Appendix 1 provides HM Inspectors' overall evaluation of the work of the school.

Overall, the quality of education provided by Craighill Primary School had many strengths. The school, led by the very caring and enthusiastic headteacher, provided a welcoming and supportive environment in which almost all pupils were well behaved. Parents provided very good support for the school. Pupils' attainment in English language and mathematics was good, and, in the Gaelic-medium classes, very good in Gaelic language. The quality of teaching was good overall but was not maintained consistently across all classes. Teachers were committed to the school and worked well with senior managers and the wide range of support staff. Staff had not yet ensured the consistent development of pupils' skills in learning independently and in collaborating with each other.

The experienced headteacher provided very effective leadership. He had gained the respect and confidence of parents, pupils and staff. He showed a very strong commitment to pupils' education and well-being. The headteacher demonstrated a high level of professional competence and staff appreciated his enthusiasm and support. He had improved several aspects of the school's work, for example, by successfully involving parents in school life and in recording and celebrating pupils' achievements. The headteacher and his two deputy headteachers formed an effective senior management team. The deputy headteachers fulfilled their appropriate remits well and had led some successful initiatives including the school's buddy scheme and pupil council. They worked well with the headteacher to monitor and evaluate the work of the school using a wide range of approaches. The senior management team worked effectively with teachers to systematically track the progress of pupils and to set learning targets for them in reading, writing and mathematics. They met regularly with teachers to discuss pupils' progress. The headteacher and deputy headteachers formally visited lessons and gave teachers some helpful feedback for improvements. These arrangements were not sufficiently rigorous and had yet to result in sustained and consistent improvements in learning and teaching. Senior managers worked with staff to evaluate the school's work and had identified a number of appropriate priorities for improvement. The headteacher, with the support of his deputy headteachers and the education authority, had the capacity to make continued improvements.

Nursery staff were aware of the implications of the Scottish Social Services Council's Codes of Practice. At the last Care Commission inspection of the nursery classes there was one requirement. This had been addressed satisfactorily.

Main points for action

The school and education authority should take action to improve learning and teaching. In doing so they should take account of the need to:

- provide more opportunities for pupils to be independent, active learners;
- develop more systematic procedures for monitoring and evaluating classroom practice to ensure consistently effective teaching and learning across the school; and
- ensure that pupils develop more systematically and consistently, across the school, their skills in using information and communications technology.

What happens next

The school and the education authority have been asked to prepare an action plan indicating how they will address the main findings of the report, and to share that plan with parents. Within two years of the publication of this report parents will be informed about the progress made by the school.

Alistair Brown
HM Inspector

18 March 2008

Appendix 1 Indicators of quality

The sections in the table below follow the order in this report. You can find the main comments made about each of the quality indicators in those sections. However, aspects of some quality indicators are relevant to other sections of the report and may also be mentioned in those other sections.

How good are learning, teaching and achievement?	
Structure of the curriculum	good
The teaching process	good
Pupils' learning experiences	adequate
Pupils' attainment in English language	good
Pupils' attainment in Gaelic language	very good
Pupils' attainment in mathematics	good

How well are pupils' learning needs met?	
Meeting pupils' needs	good

How good is the environment for learning?	
Pastoral care	very good
Accommodation and facilities	adequate
Climate and relationships	very good
Expectations and promoting achievement	very good
Equality and fairness	good
Partnership with parents, the Parent Council, and the community	excellent

Leading and improving the school	
Leadership of the headteacher	very good
Self-evaluation	good

This report uses the following word scale to make clear judgements made by inspectors:

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
adequate	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

Appendix 2 Summary of questionnaire responses

Important features of responses from the various groups which received questionnaires are listed below.

<p>What parents thought the school did well</p>	<p>What parents think the school could do better</p>
<ul style="list-style-type: none"> • Staff made them feel welcome in the school. • Parents' evenings were helpful and informative. • The school had explained how parents could help children with homework. • Their children were treated fairly in the school. • The school was good at consulting parents on decisions affecting their children. • The school was well led. 	<ul style="list-style-type: none"> • Almost a fifth of parents felt that school buildings had not been kept in good order.
<p>What pupils thought the school did well</p>	<p>What pupils think the school could do better</p>
<ul style="list-style-type: none"> • Teachers told them when they had done something well. • Teachers expected them to work to the best of their ability. • The school helped them to keep themselves safe and healthy. • If they were upset, the school was good at helping to sort things out. 	<ul style="list-style-type: none"> • A quarter of pupils felt that pupils could be better behaved.
<p>What staff thought the school did well</p>	<p>What staff think the school could do better</p>
<ul style="list-style-type: none"> • The school was well led. • Pupils' success was regularly celebrated. • They liked working in the school. • Staff showed concern for the care and welfare of pupils. 	<ul style="list-style-type: none"> • A few non-teaching staff wanted to be more involved in decision-making processes.

How can you contact us?

If you would like an additional copy of this report

Copies of this report have been sent to the headteacher and school staff, the Director of Education, Culture and Sport, local councillors and appropriate Members of the Scottish Parliament. Subject to availability, further copies may be obtained free of charge from HM Inspectorate of Education, Longman House, 28 Longman Road, Inverness, IV1 1SF or by telephoning 01463 253115. Copies are also available on our website www.hmie.gov.uk.

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Should you wish to comment on any aspect of primary inspections, you should write in the first instance to Chris McIlroy, HMCI, at HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

If you have a concern about this report, you should write in the first instance to our Complaints Manager, HMIE Business Management and Communications Team, Second Floor, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA. You can also e-mail HMIEComplaints@hmie.gsi.gov.uk. A copy of our complaints procedure is available from this office, by telephoning 01506 600200 or from our website at www.hmie.gov.uk.

If you are not satisfied with the action we have taken at the end of our complaints procedure, you can raise your complaint with the Scottish Public Services Ombudsman (SPSO). The SPSO is fully independent and has powers to investigate complaints about Government departments and agencies. You should write to the SPSO, Freepost EH641, Edinburgh EH3 0BR. You can also telephone 0800 377 7330 fax 0800 377 7331 or e-mail: ask@spsa.org.uk. More information about the Ombudsman's office can be obtained from the website: www.spsa.org.uk.

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TAIN ROYAL ACADEMY

TRAVEL PLAN

Revised December 2002

Contents

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Appendices: Location Map
 School Road Safety Policy

Background

The 'new' Tain Royal Academy was opened in 1969 with a further extension in 1974 as the school roll climbed to over 800. Since the economic circumstances have changed locally and the roll has stabilised at just under 700.

The catchment area stretches from Ardgay to Nigg and includes the associated primary schools, Craighill, Edderton, Gledfield, Hill of Fearn, Hilton, Inver, Knockbreck and Tarbat Old. In addition, some pupils from Bonar Bridge and Milton transfer to TRA as a result of parental placing requests.

The school is one of four designated community schools in Highland. Facilities are shared with the community and, increasingly this happens during the school day, in clubs ranging from Third Agers to Young Parents. Work on a new all weather pitch begins in January and plans are being put in place to refurbish indoor sports facilities, including a new fitness room.

In 2002 TRA acquired 'new community school' status in recognition of the diversity of needs in the catchment area. A raft of initiatives are expected to follow in the next 3 / 4 years, not least in the area of health promotion in its widest sense.

A third additional component is the developing curricular links with St. Duthus Special School whose pupils are beginning to access the specialist facilities of the secondary school.

Tain Royal Academy is, in all senses, a fully comprehensive secondary school.

School Ethos

The school's single aim is encapsulated in the statement 'The needs of the individual are at the centre of everything that we do.'

This aim applies to all, adults and children alike, who come on to TRA campus. It is intended to be all embracing and refers as much to pupil safety as it does to pupil achievement.

As stated elsewhere, most pupils have no option but to travel to and from school by bus. But all others are encouraged to travel by the most environmentally friendly method of transport possible.

The incidence of 'lifts' to and from school rises in the winter months and parents/carers are discouraged from dropping off/picking up children on Scotsburn Road. Despite our advice, examples of inconsiderate parking, particularly at the end of the school day, add to the hazard created by buses on Scotsburn Road. Where drivers are identified as parents / carers of pupils at

school, we appeal directly to them and advise them to use the school car park rather than the street. All taxi drivers comply with this request.

The Action Plan on page 9 summarises the actions taken in relation to pupil safety on roads.

Existing Travel Plans

The scattered nature of the catchment area means that most pupils have no option but to travel to and from school by bus.

For pupils who live within walking distance of the school, seasonal factors affect the statistics. In the winter the number of 'lifts' to school rises and in the summer the number of cyclists roughly doubles compared to winter statistics. The following figures relate to early October 2002.

52% travel by bus

41% walk

4% travel by car

3% cycle

Of the 108 adults who work at TRA

46% travel by car

46% walk

6% cycle

2% travel by bus

Issues

The key issues are summarised in the Action Plan Record on page 9.

But the main issue at the moment is the need to provide off road parking for school buses at the beginning and end of the school day.

Scotsburn Road is a busy road and one of the main routes from the by-pass to Tain town centre. Apart from providing the main access to the school, it also has a series of entrances to private houses. The entrance to the Mansfield Hotel is opposite the pedestrian access to the school. One of the main access points to the police station and ambulance station is also on Scotsburn Road.

The existing bus bay at the school will hold three buses and a minibus (double parked) with the remaining five buses parked on Scotsburn Road. The bus bay also houses the main pedestrian access/exit to the school.

Scotsburn Road curves slightly and with buses parked on the road, sight lines are lost. On a dark winter's afternoon or on a busy summer day, the combination of parked buses, moving traffic, parked cars, multiple entrances to private homes and the Mansfield Hotel, pedestrians and cyclists is felt to create all the circumstances for an accident waiting to happen.

It is the view of the School Board and the School Safety Team and the school staff that there is an urgent need to address this problem.

Future Plans Likely to Impact on Travel Pattern

The rural nature of the catchment area means that there is unlikely to be any change to the number of pupils dependent on school transport for travelling to and from school.

However, the following factors are likely to increase congestion on Scotsburn Road in the next few years.

- increased community use of school facilities during the school day once a new all weather pitch is opened (May 2003) and indoor facilities are refurbished (October 2003).
- increased adult use of classroom facilities through adult learning initiatives.
- increased adult/child use of school campus through Healthy Living Centre status – co-ordinator to be in post by February 2003.

Background to the Current Proposal

The congestion on Scotsburn Road at the beginning and end of the school day has been the subject of public/parental/staff comment for several years. However, the resources were not available to address the problem effectively.

Following consultations in 2000 with Highland Council's Road Safety Officer, Highland Council Roads Department and Northern Constabulary, it was agreed to draw up proposals to convert the car park at the Scotsburn Road side of the school into a bus park.

Plans were drawn up and presented to the School Board and TRA Health and Safety Committee. Both groups felt that the proposals created new problems and that the mix of buses, pedestrians and cyclists in school grounds was as dangerous as the situation pertaining on Scotsburn Road. The plans were rejected.

The School Board contacted Northern Constabulary for further advice and with a request that a traffic warden be on duty on Scotsburn Road at peak times. However, it was impossible, to guarantee that a traffic warden could be available in this location twice a day for five days a week during term time. Peak times on Scotsburn Road were also peak times in the town centre.

In 2001, the School Board put forward two further proposals:

- i) The creation of a second entrance on the Hartfield Road side of the school, the removal of a grassed area and the construction of a bus park. A pedestrian access would also be required.
- ii) The purchase of derelict buildings on Victoria Road (at the bottom of TRA playing fields), the demolition of said buildings and the creation of a new bus park area. A new pathway from Victoria Road to the Academy would also be required.

However, both options proved to be prohibitively expensive and were not considered further.

In June 2001 it was agreed that the school should prepare a Safer Routes to School Plan as suggested in the Scottish Executive Guidance on *How to Run Safer Routes to School*. The existing school Health and Safety team consisting of the Rector, representative of the three teacher unions, head janitor, centre co-ordinator and pupil representative should take on the remit of School Safety Team and draw up a plan which would be updated annually. The rector would also liaise with TRA School Board on all safety issues.

In January 2002, TRA School Board and the School Safety Team considered seven options put forward by Highland Council Roads Department.

- i) Create a dedicated long bus bay on Scotsburn Road to accommodate all the buses.
- ii) Create a loop road into the school grounds off Scotsburn Road.
- iii) Make Scotsburn Road a one way street from the entrance to Mansfield House Hotel to Quebec Avenue.
- iv) Make Scotsburn Road a one way street from Victoria Road to Quebec Avenue.
- v) Install part time signals on Scotsburn Road to regulate the flow of traffic to single working at peak times.
- vi) Create a dedicated bus stance off Scotsburn Road.
- vii) Relocate some buses from Scotsburn Road to Hartfield Road.

All seven options were fully considered by both the School Board and the SST. Option 1, although the preferred option, at £68,000 (estimate) was felt to be outwith the resources likely to be available in the near future. Similarly,

COSTINGS

3/12/2002

CONTRACTORY PRICE TO BUILD LAYBY 54,000 Pat Munko

CONTRACTORY PRICE TO REBUILD WALL 14,000

COST TO INSTALL ZEBRA CROSSINGS 6,000 Roads

PUBLIC UTILITY COSTS FOR PLANT DIVERSION 15,000 BT
↑ upper price.

ESTIMATED WORKS COST 89,000

CONTRIBUTION FROM A. CHIND 21,000

CONTRIBUTION FROM S. PATTERSON 32,000 TEL

OUTSTANDING BALANCE: 36,000

[Signature]

Options 2 and 6, with outline costs of £61,000 and £97,000 respectively, were felt to be unaffordable. Options 3 and 4 were expected to incur objections from the public and local residents who would be inconvenienced by a one way system. Strategy 7 was rejected on the basis that it was simply moving the problem rather than solving it. The exits on Hartfield Road would also need considerable improvement. Both groups felt that Option 7 at £16,000 was the most cost effective and this opinion was relayed to Mr Jim Stevenson, Head of Resources, Education Department, Highland Council and from there to the Roads Department.

On 19 March 2001, School Board members were informed by the Roads Department that there were legal implications associated with the erection of part-time traffic lights, particularly if they were to be controlled by the school. It was agreed that an extended bus bay should be the number one objective if funding could be identified. Mr Bill Robbins, Highland Council Roads and Transport Dept. confirmed that there was sufficient room for the provision of a long bus bay adjacent to the proposed new all weather pitch.

Costed Proposal

The proposal for an extended bus bay has been costed in December 2002 by Mr Jim Yuill, Highland Council Technical Services as follows:

Contractor's price to build layby	£54,000
Contractor's price to rebuild wall	£14,000
Cost to install zebra crossing	£ 6,000
Public utility cost for plant diversion	<u>£15,000</u>
Estimated total cost	<u>£89,000</u>

Funding Sources

* Contribution from Councillor Alasdair Rhind	£21,000
* Contribution from Councillor Jim Patterson	£32,000
Outstanding balance	<u>£36,000</u>

- Both councillors have agreed to divert a substantial proportion of Scottish Executive 'windfall money' to this project. Councillor Richard Durham's windfall funding has been allocated to other priorities but this project enjoys his complete support.

Note:- The projected cost of £89,000 contains an element of contingency funding. In reality, a further contribution of £30,000 is likely to close the gap.

Benefits of Proposal

The first and most obvious benefit is to move the buses off Scotsburn Road which will restore sight lines for all traffic moving traffic up and down the road.

The restoration of two way traffic will make it considerably safer for cyclists emerging on to Scotsburn Road. The zebra crossing will improve safety for pedestrians, particularly pupils going to the Mansfield housing estate, the pedestrian entrance to which is linked to the proposal crossing.

Partners in the Proposal

Councillors Richard Durham, Jim Patterson and Alastair Rhind
Craighill Primary School
Highland Council Education, Culture and Sport Department
Highland Council Technical Services Department
MSP Jamie Stone
Tain Royal Academy Pupil Council
Tain Royal Academy School Board
Tain Royal Academy School Safety Team

Why Now?

Work on a new all weather pitch on the school grounds adjacent to Scotsburn Road is contracted to begin on 6 January 2003. The project will involve breaking into the existing wall. With a contractor scheduled to be 'on site' for five months, there is an opportunity to have the layby constructed at the same time.

The fact that £54,000 worth of funding is available from local councillors' 'windfall allocation' is a one-off opportunity. A £30,000 contribution from Safety Routes to School would effectively close the funding gap.

Alternatives

The Background to the Current Proposal section describes in detail the steps that were taken before deciding that extending the bus bay was the only viable option. If this opportunity is missed, it may be some considerable time before Council funding can be found to carry out this much needed work. In the short term, if no action is taken, the congestion at the school gates will continue to pose a real risk of serious injury or worse, to the many pupils and adults who access or exit TRA from the Scotsburn Road side.

KNOCKBRECK PRIMARY SCHOOL
School Travel Plan

I

Travel To and From School

Pupils should be encouraged to walk to school. Parents accompanying young children should take the opportunity to teach their children how to come to school safely, highlighting issues such as-

- using the Green Cross Code
- being aware of "Stranger Danger"
- never playing with balls or toys on route to school

TECHNICAL
RECL.
- 4 APR 2003

When entering or leaving the school grounds always close the gates and use the patrolled crossings.

If parents drive their children to school, please ensure your child exits the vehicle on the pavement side, never on the road side. Park carefully away from entrances and zigzag lines. Please do not park in staff car park.

If children are transported to school by bus, parents and teachers should reinforce the rules of-
always siting properly and using the seat belts
no shouting or distracting the driver
thank the driver on exiting the bus

Only children who have gained the Cycling Proficiency Award are allowed to cycle to school. Helmets must always be worn. Cyclists should park their bikes in the cycle racks (these are to be provided by the safer routes to school funding). **NEVER** cycle in the school playground, even after the school day.

Cycling Proficiency lessons are to be given to primary 6 and primary 7 if anyone misses them. At the end of the course, a visiting officer for the Cycling Proficiency Award tests pupils.

No child is allowed to leave the school premises during the school day without permission from their teacher. If pupils, who are normally picked up, find no parent to meet them, they must return in to the school and report to their teacher or the school secretary.

Any teacher driving a Highland Council minibus must have passed the Council's minibus test. Any classes or groups of pupils using private contractors' transport must be accompanied by a staff member.

Classes or groups of pupils visiting local places of interest on foot must be accompanied by adults on a 1-10 ratio. They should walk in twos, in an orderly fashion, on the inside of the pavement making sure they consider other walkers.

Travel plan objectives:

To reduce the risk of accidents and injuries.

To encourage pupils, parents and the community into making healthier, safer and more energy efficient school and other journeys. To achieve a more equitable balance between the vehicle speed culture and the safety needs of pupils.

KNOCKBRECK PRIMARY SCHOOL

School Travel Plan

To provide a safe footpath from the Fendom road end of the school, increase parking facilities within the school grounds, widen exit for emergency vehicle access and make motorists aware they are entering a school zone. Provide cycle racks for cyclists.

Travel Plan Benefits:

An improved environment and culture within the school and wider community.

Greater community consciousness of the safety needs of school pupils.

More effective safety education for our young people.

Who Will Benefit:

PUPILS - travel habits developed early in life are usually maintained. Walking to school, cycling, respecting public transport encourages social interaction, develops road safety and personal safety skills.

COMMUNITY - the fast vehicle culture is difficult to change but a raised awareness of young people's needs will help complement new measures to reduce risks.

What the project will bring to the school:

Improved health and safety for our young people from age 5-12 .

An increased awareness of road safety for all concerned reflected in more responsible and considerate behaviour of all road users.

More responsible behaviour of pupils traveling on school buses.

A greater appreciation by parents and community (including drivers) of the travel problems faced by schools in an expanding urban and rural environment.

ALTERNATIVES:

In the short term, if no action is taken, there will remain a high risk of a fatal accident on the Fendom Road entrance to the school.

Failure to encourage walking and cycling will continue to have a detrimental effect on our poor national health record.

The school plans to:

Work in partnership with Highland Council, Northern Constabulary and other stakeholders.
Make a significant contribution to the attainment of Scottish Executive Targets.
This to be achieved through the Safer Routes to School project which will itself be implemented in the personal and social development of the school.

KNOCKBRECK PRIMARY SCHOOL
School Travel Plan

Action required by parents:

Encourage their children to behave in a safe and sensible manner at all times during their journey to and from school.

Encourage their children to follow the basic road safety rules as pedestrians, cyclists and as motorists.

Make appropriate democratic representations to public authorities in order to secure improvements.

Act as a role model and lead by example.

Action required by others:

Elected representatives to take account of the wishes of the local communities in these matters.

Travel Plan Targets:

Update the school through a newsletter of the Safer Routes to school project.

Have the necessary work started by Aug 2003 to make the Fendom road end, carparking, widening of emergency exits and cycle racks.

Reporting Changes

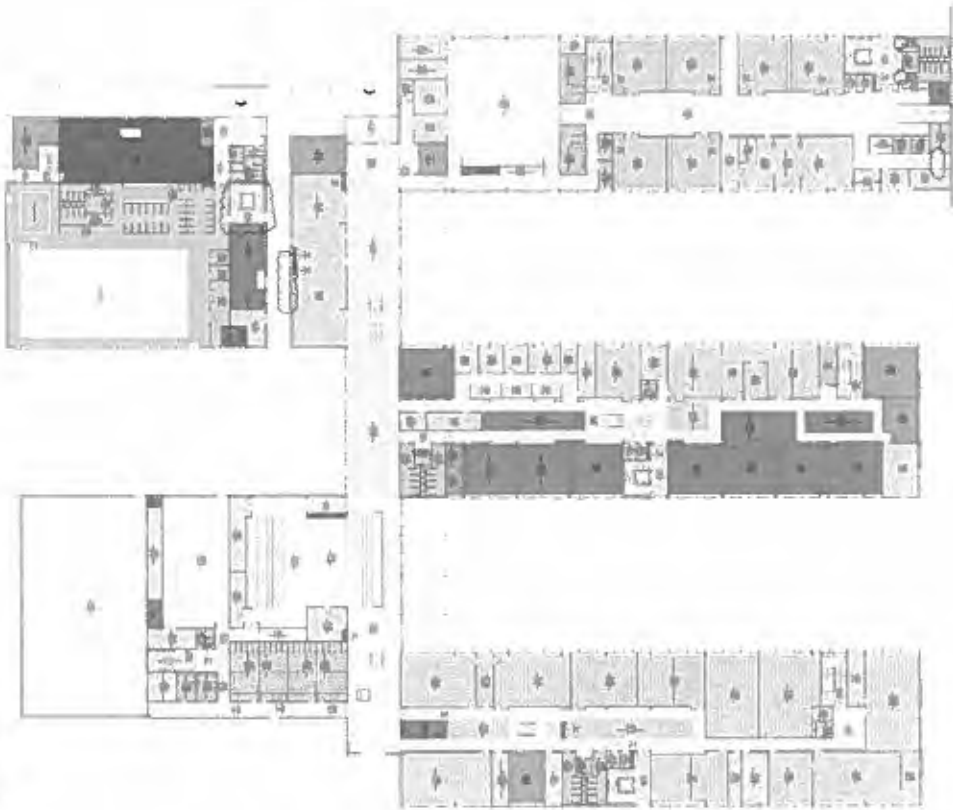
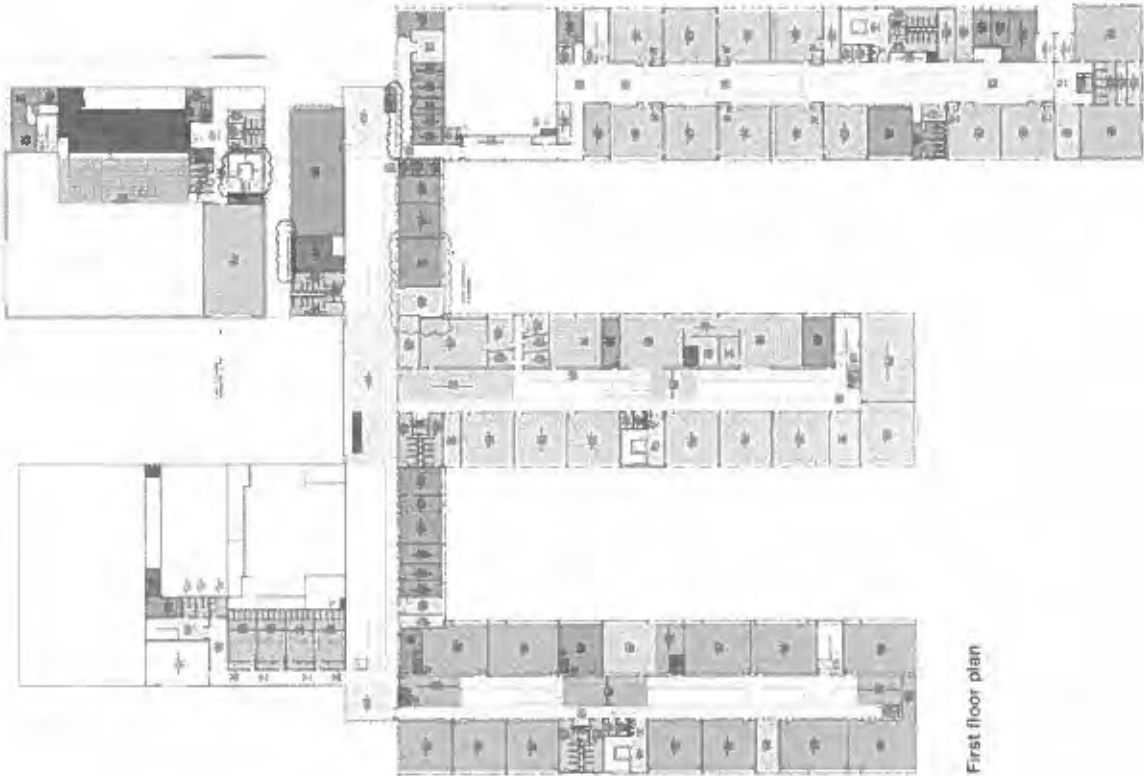
Safer Routes to school working party to meet once a term.

Minutes to be circulated to interested parties.

Annual review of the travel plan by the Safer Routes to school working party.

Wick Campus

Ryder



First floor plan

Ground floor plan

Highland Council

Wick Joint Campus & East Caithness Community Facility
Current Ground and First floorplans

Option 1A.01 - Tain Royal Academy



New-build 3-18 campus

SECONDARY

Maximum Roof Projection
824 (m²)
Area Based on SFT Method
8,312m²

PERIMETRY (incl. 2 x 60 Nursery pods)

Maximum Roof Projection
429 pods
Area
7m
Classrooms
16
Area Based on THC Accommodation Schedule
3,746m²

ABN
Area
800m²

COMMUNITY USE

Area
3000m²

TOTAL
14,788m²

EXTERNAL SPACES
(based on Sportscode guidelines)

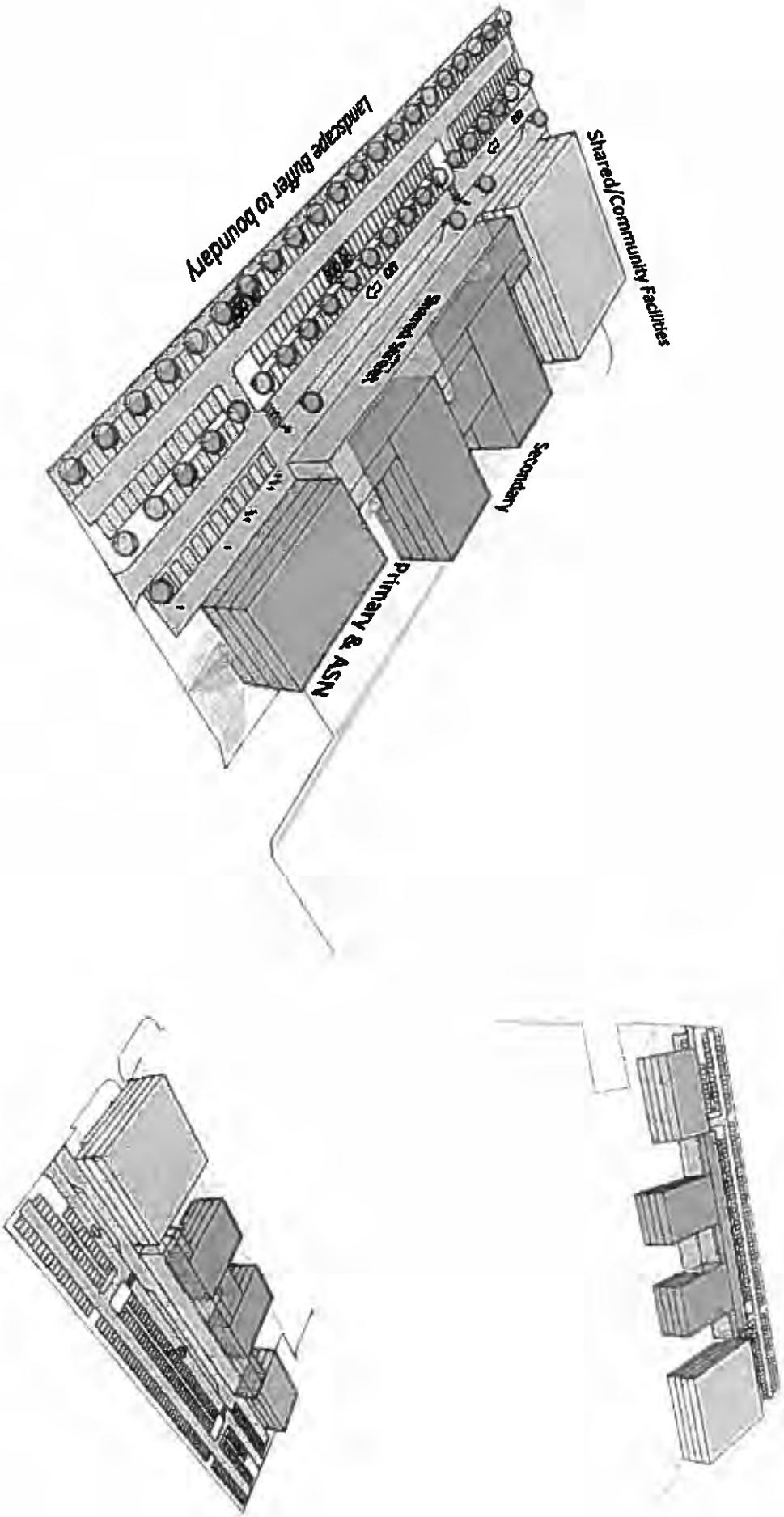
All Weather Pitch - 101 x 60m (108 x 60m with run-off)
Football Pitch Size 1 - 108 x 60m (108 x 60m with run-off)
Pugby Pitch Size 1 - 120 x 70m (130 x 80m with run-off)
MATCHA - 60 x 10m (4 x 3m run-off)

PARKING

218 spaces

DROP-OFF & THROUGH ROUTE

Option 1A.01 - Tain Royal Academy



1 Introduction

The 3-18 Campus will consist of a Primary School, with Nursery and Additional Support Needs (ASN) provision, a Secondary School with full provision to meet the requirements for 650 pupils, together with ASN provision, and community facilities, all as outlined in more detail below.

It should be noted that the detailed accommodation brief for this provision will only be completed following full consultation with staff and Stakeholder Groups to be set up specifically for this project.

2 Primary School Provision

The current joint school roll projected for August 2014 is 406. The combined roll is projected to rise to 429 by 2027/28. The proposed Primary School will provide for a maximum of 442 primary age pupils, 120 Nursery age pupils, Gaelic provision for Primary and Nursery age pupils, have ASN provision for those pupils of Nursery / Primary school age who require it.

The new school will consist of:

- 16 classrooms, each with built in store and cloakroom
- Expressive arts and music rooms
- Gaelic provision
- Library and break-out space
- 2 nursery rooms, with kitchen, cloakrooms, toilets and storage
- 2 learning support rooms
- Enhanced provision area for children with specific needs
- Games hall – 2 badminton court size, with changing and stores
- Offices – administration, head teacher and deposes, staff work base
- Dining facilities
- Medical room, inter agency meeting room, offices for Children's' Services and Active Schools Coordinator
- Multi Use Games Area (MUGA) and grass pitch
- External areas including garden area – for work and play
- Car and cycle parking and drop off area

3 Secondary School

The current projected roll for August 2014 is 487. The school roll is projected to rise to 634 by 2027/28. The proposed High School will provide for 650 pupils, and have ASN provision for those pupils of secondary school age who require it. Please note that the actual number of classrooms required will only be calculated after detailed consultation with senior staff in the school and within the authority.

The new Tain Royal Academy will consist of:

- General classrooms - all to a very high standard of ICT provision, and to include all new furnishings
- Specialist facilities for art and design, music, drama, home economics, business and computer education, technology and science equipped to the most modern standards
- Specialist vocational provision for practical craft skills, professional cookery and hair and beauty
- Specialist provision for assisted support needs
- Collaborative and cooperative break out space to promote a variety of teaching methods
- An Assembly Hall
- Kitchen and dining facilities
- One full sized synthetic pitch (existing)
- Grass Pitches
- Car and cycle parking, drop off area and bus bays

3 Community Building

This facility will be managed and operated by High Life Highland (HLH).

The provision would consist of:

- Reception, with café area
- 4 court Games Hall
- Gymnasium
- Gymnasium / Dance Studio
- Fitness suite
- Associated changing rooms etc for the above
- Swimming pool with floating floor
- Sauna and Steam rooms
- Associated changing rooms for the pool
- Meeting / party room
- Offices and other ancillary space as required to manage the building

The Schools would have priority use of the community building as required during the school day and for extra curricular activities, with community use during the evenings, at weekends, and during the school holidays.

Tain SSER- Financial Template- Table 1- School Revenue Costs

Current revenue costs for school proposed for closure	Option 1- bring existing schools up to A/A standard				
	Costs for full financial year- Tain Royal Academy	Costs for full financial year- Craighill Primary School	Costs for full financial year- Knockbreck Primary School	Costs for full financial year- St Duthus Special School	TOTAL COST OF SCHOOLS UNDER OPTION 1
<i>Employee costs</i>					
teaching staff	1,807,913	407,452	549,235	173,317	2,937,917
support staff	114,476	19,287	109,272	159,861	402,897
teaching staff training (CPD etc)	5,951	1,347	1,883	536	9,717
support staff training	732	146	669	912	2,459
Supply costs	54,237	15,269	19,054	6,933	95,493
<i>Building costs:</i>					
property insurance	8,500	2,900	2,800	270	14,470
non domestic rates	171,592	15,304	41,452	0	228,348
water & sewerage charges	34,041	1,310	6,819	1,819	43,989
energy costs	102,723	10,424	-3,108	6,368	116,407
cleaning (contract or inhouse)	94,039	12,405	24,744	3,285	134,473
building repair & maintenance	11,512	2,271	4,290	361	18,433
grounds maintenance	11,500	2,200	3,000	0	16,700
facilities management costs	71,662	24,969	24,969	0	121,601
other	0	0	0	0	0
<i>School operational costs:</i>					
learning materials	53,246	10,123	17,441	8,407	89,218
catering (contract or inhouse)	77,355	18,303	80,240	6,101	182,000
SQA costs	37,995	0	0	0	37,995
other school operational costs (e.g. licences)	36,000	0	0	0	36,000
<i>Transport costs:</i>					
home to school	403,773	0	92,321	68,972	565,067
other pupil transport costs	0	0	0	0	0
staff travel	1,983	324	380	77	2,764
SCHOOL COSTS SUB-TOTAL	3,099,232	544,035	975,461	437,219	5,055,946
<i>Income:</i>					
Sale of meals	-52,188	-18,184	-28,692	-1,778	-100,842
Lets	0	0	0	0	0
External care provider	0	0	0	0	0
Other	0	0	0	0	0
SCHOOL INCOME SUB-TOTAL	-52,188	-18,184	-28,692	-1,778	-100,842
TOTAL COSTS MINUS INCOME FOR SCHOOL	3,047,044	525,851	946,769	435,441	4,955,105
revenue costs arising from capital	1,936,117	608,667	443,501		2,988,285
TOTAL NET COST INCLUDING COST OF CAPITAL	4,983,161	1,134,518	1,390,269	435,441	7,943,389

UNIT COST PER PUPIL PER YEAR (excl. costs of capital)

5,151

APPENDIX 12

Option 2- new 3-18 campus	
Tain 3-18 campus cost- TRACC site	Annual recurring additional cost/(savings)
2,832,223	-105,693
370,515	-32,382
8,960	-756
2,286	-173
91,038	-4,455
20,400	5,930
338,819	110,471
50,264	6,275
136,428	20,021
161,330	26,858
21,117	2,683
11,500	-5,200
99,878	-21,723
0	0
87,411	-1,807
165,977	-16,023
37,995	0
61,000	25,000
565,067	0
0	0
2,470	-293
5,064,678	8,732
-100,842	0
0	0
0	0
0	0
-100,842	0
4,963,837	8,732
2,594,519	-393,766
7,558,355	-385,034

5,160

Tain SSER- Financial Template- Table 2- Capital Costs

Option 1- bring existing schools up to A/A standard	
Capital costs	Receiving school
Construction costs	43,614,211
Capital Life Cycle cost	55,305,029
Third party contributions to capital costs	0
Capital receipts	0
	98,919,240

Option 2- new 3-18 campus	
Capital costs	Receiving school
Construction costs	44,222,769
Capital Life Cycle cost	40,068,854
Third party contributions to capital costs	0
Capital receipts	-1,247,000
	83,044,623

Tain SSER- Financial Template- Table 3- Annual Property Costs Incurred Until Disposal

Option 1- bring existing schools up to A/A standard

No properties will be disposed of under option 1 so there will be no such costs under this option

Option 2- new 3-18 campus

Annual Property costs incurred (moth-balling) until disposal	
property insurance	1,400
non domestic rates	0
water & sewerage charges	655
energy costs	3,000
cleaning (contract or inhouse)	0
security costs	500
building repair & maintenance	500
grounds maintenance	200
facilities management costs	0
other	0
TOTAL ANNUAL COST UNTIL DISPOSAL	6,255

Under this option the sites at Craighill, Knockbreck and St Duthus will become surplus. It is intended that the Craighill building is demolished immediately and the cost of this will be offset against the capital receipt realised from the sale of the land. The Knockbreck PS building is category B listed and will not be demolished. The costs in the table above reflect the property costs for mothballing that building. The modular buildings will be removed from the St Duthus site and any site clearance costs offset against the capital receipt realised from the sale of the land.

Tain SSER- Financial Template- Table 4- Non-Recurring Revenue Costs

Option 1- bring existing schools up to A/A standard

Non-recurring revenue costs	
No such costs expected	-
TOTAL NON-RECURRING REVENUE COSTS	0

Option 2- new 3-18 campus

Non-recurring revenue costs	
Removals costs	50,000
Knockbreck PS- securing of buildings	10,000
TOTAL NON-RECURRING REVENUE COSTS	60,000

Under this option it is assumed that any surplus staff members will be redeployed elsewhere within the Council at no additional cost or be managed through natural wastage

Tain SSER- Financial Template- Table 5- Impact on GAE

Option 1- bring existing schools up to A/A standard

Impact on GAE - note 5	
No impact on GAE	0
GAE IMPACT	0

No change to the current situation is proposed under option 1. Consequently there will not be any impact on GAE

Option 2- new 3-18 campus

Impact on GAE - note 5	
No impact on GAE	0
GAE IMPACT	0

There is not anticipated to be any impact on GAE as a result of this proposal. Any possible impact would only occur if the schools affected had a roll of fewer than 70 pupils.

TAIN 3 TO 18 STAFFING IMPLICATIONS

APPENDIX 13

FTE ENTITLEMENTS

	SCHOOL ROLL - SEPTEMBER 2013				Head Teacher FTE	DHT FTE	PT FTE	Teachers FTE	ASN Teachers (secondary) FTE	Management Time FTE	CCR FTE	Admin Assistant FTE	Clerical Assistant FTE	PSA FTE	Technicians FTE	Playground Supervisor FTE	Early Years Assistant FTE	Janitors/F MA FTE	Catering FTE	Cleaning FTE	TOTAL FTE
	Sec	Special	Prim	Nurs																	
Tain Royal Academy	494				1.00	2.00	8.00	25.34	1.50	0.00		1.00	2.53	0.00	1.25			2.87	3.58	5.34	54.42
Knockbreck			156		0.50	1.00	1.00	6.00	0.00	0.20	0.40		0.80	0.00	0.00	0.16	0.00	1.00	0.97	0.70	12.73
Craighill			247	51	1.00	1.00	1.00	7.00	0.00	1.20	0.50		1.17	0.00	0.00	0.16	3.04	1.00	4.00	1.29	22.35
St Duthus		14			1.00	0.00	1.00	1.50	0.00	0.00	0.00	0.42	0.00	5.54	0.00		0.00		0.32	0.17	9.96
Total					3.50	4.00	11.00	39.84	1.50	1.40	0.90	1.42	4.50	5.54	1.25	0.31	3.04	4.87	8.88	7.50	99.46

Tain 3-18 Campus	494				1.00	2.00	8.00	25.34	1.50	0.00	0.00	0.90	2.28	0.00	1.25	0.00	0.00	4.00	7.91	9.33	63.50
Primary			403	51	1.00	1.00	4.00	10.00	0.00	1.60	0.80		1.39	0.00	0.00	0.16	3.04				22.99
Special		14			0.00	1.00	1.00	1.50	0.00	0.00	0.30	0.38	0.00	5.54	0.00		0.00				9.72
Saving resulting from Declustering of Knockbreck/Inver					0.50	0.00	-1.00	0.00	0.00	0.10											-0.40
Total	494	14	403	51	2.50	4.00	12.00	36.84	1.50	1.70	1.10	1.28	3.67	5.54	1.25	0.16	3.04	4.00	7.91	9.33	95.81

Change in FTE entitlements					-1.00	0.00	1.00	-3.00	0.00	0.30	0.20	-0.14	-0.84	0.00	0.00	-0.16	0.00	-0.87	-0.97	1.82	-3.65
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COSTING OF ABOVE FTE ENTITLEMENTS

	SCHOOL ROLL - SEPTEMBER 2013				Head Teacher £	DHT £	PT £	Teachers £	ASN Teachers (secondary) £	Management Time £	CCR £	Admin Assistant £	Clerical Assistant £	PSA 1 £	Technicians £	Playground Supervisor £	Early Years Assistant £	Janitors/F MA £	Catering £	Cleaning £	TOTAL £
	Sec	Special	Prim	Nurs																	
Option 1																					
Tain Royal Academy	494				92,031	129,018	436,069	1,086,481	64,314	-	-	23,620	52,274		38,583		-	71,662	77,355	94,039	2,165,446
Knockbreck			156		30,982	46,744	46,744	257,257	-	8,575	17,150		16,529		-	2,758	-	24,969	18,303	12,405	482,417
Craighill			247	51	69,142	60,327	46,744	300,133	-	51,451	21,438		24,203		-	2,758	82,311	24,969	80,240	24,744	788,460
St Duthus		14			60,327		48,676	64,314				9,991	-	149,869	-		-	-	6,101	3,285	342,563
Total					252,482	236,088	578,232	1,708,185	64,314	60,027	38,589	33,611	93,006	149,869	38,583	5,516	82,311	121,601	182,000	134,473	3,778,887

Option 2																					
Tain 3-18 Campus	494				92,031	129,018	436,069	1,086,481	64,314	-	-	21,258	47,046		38,583	-	-	99,878	165,977	161,330	2,341,985
Primary			403	51	69,142	63,763	186,975	428,761	-	68,602	34,301	-	28,690		-	2,758	82,311				965,303
Special		14			-	58,387	48,676	64,314	-		12,863		149,869		-		-				334,110
Saving resulting from Declustering of Knockbreck/Inver					30,982		- 46,744			4,288											- 11,474
Total					192,155	251,168	624,976	1,579,556	64,314	72,889	47,164	21,258	75,736	149,869	38,583	2,758	82,311	99,878	165,977	161,330	3,629,923

Change in staffing budgets					- 60,327	15,080	46,744	- 128,628	-	12,863	8,575	- 12,353	- 17,270	-	-	- 2,758	-	- 21,723	- 16,023	26,858	- 148,964
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Note of Public Meeting held at Tain Royal Academy, 7pm on 15 September 2014

Chairperson Alasdair Christie, Chairperson, Education, Children and Adult Services Committee

Highland Council Brian Porter, Head of Resources
Officials Maurice McIntyre, Area Education Manager
 Robert Campbell, Estate Strategy Manager
 Edward Foster, Finance Manager
 Robert Ferrier, Consultancy Manager
 Bruce Ross, Architect

Other official representatives

Ken Allan, advisor to Highland Council
Graeme Ross, Highlife Highland Area Facilities Manager

Attendees approximately 70 (attendance sheets available)

It was explained that the purpose of the meeting was to consult on the proposal to:

- To discontinue education provision at the following campuses – Tain Craighill Primary School, Tain Knockbreck Primary School and St Duthus Special School and to relocate provision to a new 3 to 18 campus to be established on the site of the existing Tain Royal Academy;
- As an interim measure, until the proposed 3 to 18 campus is available, to relocate current Pre School provision from St. Duthus School campus (English Medium) and the Tain Knockbreck Primary School campus (Gaelic Medium) to temporary modular accommodation on the current Tain Craighill Primary School campus;
- To establish a new 3 to 18 community campus on the site of the existing Tain Royal Academy comprising Early Years, Primary, Secondary, Additional Support Needs (ASN) and Gaelic Medium provision to replace all other local authority education provision within Tain, including the existing Tain Royal Academy building and Community Complex;
- To combine the existing school catchment areas of Tain Craighill Primary School and Tain Knockbreck Primary School to become the catchment area of the new combined Primary School within the 3 to 18 campus.

It was stated that the basis of the consultation procedure is set out in legislation in the amended Schools (Consultation) (Scotland) Act 2010 and the meeting was a statutory consultation in line with that legislation. Letters had been issued to relevant consultees, and notice given on the Council's website to alert people to the proposal, including the time, date and place of tonight's meeting.

It was explained that all the comments made at the meeting would be written up and included with any submissions received during the statutory consultation period, and provided to Education Scotland. The final consultation report will be made available to all interested parties at least 3 weeks before the Education, Children's and Adult

Services Committee meets on 11 February 2015 when it is intended a final decision will be made.

It was explained that at the meeting of the Education, Children's and Adult Services Committee held on 28 August 2014 it was agreed to consult on the proposal in the consultation paper. Following this decision the relevant consultation paper was issued to those potentially affected by the proposal and to other relevant parties and made available to the public at large. It was advised that all representations and submissions must be received by the closing date and should be sent to The Highland Council, Glenurquhart Road, Inverness, IV3 5NX **not later than 29 October 2014.**

A summary of the consultation process was explained by Brian Porter. A summary of the educational benefits set out within the proposal report was explained by Maurice McIntyre.

A question and answer session then followed (name and status of the person asking the question shown where it was stated at the meeting).

David MacDonald – chair of Community Council

Q1 You say a meeting has been called but there was no notification anywhere in the town. It claims on the document that it is open to the general public how are the public to know if they cannot access the website?

A1 *The formal statutory consultation process, notifications and letters issued as described in the opening remarks was again explained by Alasdair Christie.*

Ian Morrison – parent and chair of Tain Royal Academy parent council

Q2A In terms of looking at the proposals one point is about the relationship with Tain Royal Academy Community Complex. Currently we have an issue with safeguarding children. Concern that members of the public are kept away from the children and the security of play areas.

A2A *There are two aspects that The Highland Council would seek to address. Firstly, the physical layout of the design with separate access points, physical segregation, which is being taken forward in other projects such as Wick. Secondly how the building is managed. The dining facility for example, there will be a single dining facility but it will be managed via separate dining times.*

Q2B There needs to be clarity between High Life Highland and The Highland Council on their roles within the new campus.

A2B *Through the community facility management by High Life Highland we can increase the utilisation of community space. High Life Highland has the skills and the expertise to ensure they can market the facility effectively. Roles and responsibilities will be clearly defined.*

Q2C The concern of primary parents would be security at playtimes etc. What security has been built in?

A2C *Ken Allan: There will be further dialogue on design engaging with stakeholders. Very similar concerns were raised in Wick by the parent council and suffice to say they are satisfied with the final design.*

Mairi Campbell

Q3A I was concerned about the children getting moved from Knockbreck Primary School and St Duthus.

A3A *Maurice McIntyre: St Duthus: we are hoping to have 4 demountables on site in the near future. The transition will be sensitively managed. In terms of Knockbreck Primary School we are talking about children local to the town and it will be within walking distance, as is currently the case for the majority of pupils.*

Q3B What will the time difference be for them being in Craighill Primary School before going to 3-18 campus?

A3B *Maurice McIntyre: No time frame at this stage.*

Q3C The children moving from Knockbreck Primary School will be moved and moved again.

A3C *The details of that can be looked at in more detail and in consultation with parents.*

Fiona Norman – parent

Q4 I am curious about how the whole design brief will be managed and will the teachers have an input to that?

A4 *The staff do form part of the stakeholder group and would have the opportunity for input. Several designs will be put forward to the stakeholder group and then to the wider community for comment.*

Wendy Milligan – Parent St Duthus

Q5 I would like to know the philosophy behind the move from St Duthus to the new school. Will it be separate or merged in? It concerns us from the document that it is not necessarily providing the environment that they need?

A5 *Maurice McIntyre: The new St Duthus school will be integrated into the one building. We can explore the detail of this as part of the stakeholders' phase, once the project is considered at Committee. The design and facilities in this part of the new building will reflect the needs of children.*

Karen - Parent

Q6 On the transfer of Knockbreck and St Duthus to Craighill Primary School, have any of the panel been at Craighill Primary School at 8.50 am? I would like to know:

- a) how are you going to get all the children there?
- b) the traffic, how is that going to work with parents, children and cars?

A6 *We have a dedicated team within the council who review and provide recommendations in relation to Safer Routes to School and who would take forward discussions on appropriate solutions.. Other possibilities can be explored such as staggered starts during the construction phase to minimise traffic congestion.*

With the new health centre creating extra traffic it will be ridiculous.

Neil Munro – Community Council

Q7 Having looked at the basic plans we have seen, the school roll - how future proof with regards to school roll it be, will be it continue to be big enough?

A7 *Brian Porter: In terms of school roll, the proposal report takes account of projections to 2027-28 and accommodating the forecast numbers over that period. School roll projections are clearly an estimate and can be difficult to estimate over the long-term. In terms of how the council takes forward the plans for schools, account is taken of expansion.*

Susan Weir – parent

Q8 With a conservative estimate of 1000 people accessing this site twice a day how can this be managed? That does not include the increased community complex activity.

A8 *The traffic impact was a key part of the site selection process. The existing Tain Royal Academy site was the best site in terms of traffic flow in the view of the professionals that manage traffic at The Highland Council. A safer routes to school team will be setup as the process runs forward to advise on appropriate arrangements.*

David MacDonald – chair of Community Council

Q9A The report states that the Community Council was part of the consultation process but I was not aware of anything more than being drip fed information.

A9 *Alasdair Christie: I am disappointed to hear that.*

Q9B This is potentially Tain's most prestigious ever development affecting all of us and those in the wider catchment area as well. I am concerned like my colleague that there is limited scope for expansion. I would like very much to see how you are going to cope with expansion 3 or 4 generations down the line.

As representatives of the Community Council we will feed back to the Community Council later this month and will submit questions in due course.

In terms of school projections, the Inner Moray Firth local plan states there could be 725 new houses in the catchment area if these are developed I wonder to what extent that figure has been taken into account?

To what extent are you taking into account the proposed growth of the Cromarty Firth area?

When does all this detail become available for further consultation?

At that stage will we have comprehensive plans to look at?

A9B Response to school roll and capacity questions were answered in response to earlier question.

Detailed design and proposals would be taken forward after a decision is made on the consultation proposal, and stakeholders would be engaged in that process.

Lorna MacKay – parent

Q10 Whilst we appreciate £44m going into the new building, the buildings are not the most important thing - it is the teaching and the staff. Will there be rationalisation of teaching staff or would you be expanding teaching staff? Will there be a crossover of staff between secondary and primary schools?

If you did have extra staff would you look at the them teaching other subjects as we do not have certain subjects taught in Tain Royal Academy that are taught in other parts of Highland.

A10 Maurice McIntyre: The Highland Council has a no redundancy policy where at all possible. Consideration could be given to early retirement or redeployment in such circumstances. However an employee on a permanent contract would be subject to the agreed protocols with the teachers' unions and professional associations in terms of an alternative offer of employment in the event they were surplus to the needs of the new campus.

Ian Morrison

Q11 There is jargon in the paper that talks about a campus manager, leader of learners. What is a campus manager and can you give us reassurance that this campus manager is not a head teacher on the cheap?

A11 Maurice McIntyre – There will be a head teacher.

Andrew Mackenzie – parent and representative of Craighill Primary School Council

Q12 Following on from that point, the report suggests that this is a move towards one head teacher as opposed to one secondary head teacher and one primary head teacher. So will there always be a primary head teacher on this campus? Has the uncertainty contributed to difficulties in recruiting a head teacher currently?

A12 Maurice McIntyre: We are disappointed in the lack of interest but this is a national issue. In order to attract further interest, this vacancy is now advertised on a national recruitment website.

Katie - parent Craighill Primary School Gaelic medium

Q13 I was just wondering if it is your intention to keep the Gaelic medium separate from the English medium?

A13 Maurice McIntyre – this is currently the case in Craighill only because of lack of space. It would be part of the further discussion with all interested parties to determine which room(s) would be for GM education. However the main benefit for both EM and GM nursery pupils is that there would be in a single building with all the benefits (especially transition and cross stage pupil activity) would bring.

Tom Agnew – technology teacher Tain Royal Academy

Q14 We lost out badly with the Fujitsu contract. Can we have a guarantee that ICT provision will be sufficient so we do not lose out twice?

A14 *Alasdair Christie – They will ensure the correct provision.*

David McAllister – retired teacher and member of Community Council

Q15 You mention the learning experience of secondary pupils there is no mention of a library, even in these days of ICT a library is still required.

A15 *Alasdair Christie – yes there will be a library.*

Derek – Community Council

Q16 Towards the end of the package of information there are cost tables. In Table 2 on capital costs it talks about construction costs being £44m, lifecycle costs £40m - I wonder if you can clarify what that is?

It is square with a flat roof. I am sure people here will remember that a flat roof has not really been thought of as an optimum solution. Wick and Inverness Royal Academy both seem to have flat roofs. The design shows it will be south facing so it will benefit from passive solar but will solar thermals also be taken into account as part of the design? You could have 6 months of free hot water, you should be looking to benefit from where the building is facing.

A16 *Alasdair Christie: Design details will be discussed once a decision has been reached on the consultation proposal, at stakeholder group meetings.*

Fiona Robertson – Parent and Councillor

Q17 Maurice, can we change the document and all future documents to remove reference to campus manager and show there is a secondary HT and a primary HT to eliminate further confusion?

A17 Noted

Wendy Milligan

Q18 The paper states the primary head teacher will also be head teacher of St Duthus. We have had a period of that and it doesn't work. The role of the primary head teacher will get bigger as will the role of St Duthus. What is the thinking behind not having a St Duthus head teacher and is that set in stone?

A18 *Maurice McIntyre: The staffing profile is illustrative only.*

Alasdair Christie: Some tasks can be undertaken by the primary head teacher. There will be discussions with parents on this.

Duncan MacGillivray

Q19 I am rather surprised that a building costing £44m only lasts for 60 years and I wonder if that is because the roof is going to be flat?

A19 60 years is the typical period used to consider costs over the lifecycle of the building. The illustrative layout is just that, not intended to represent a detailed design.

Anon

Q20 I just wonder how the design of the building will be procured and can we be really careful about ensuring the designer actually listens to the stakeholders?

A20 Stakeholders will be engaged as part of the detailed design process.

Tom Agnew – technology teacher Tain Royal Academy

Q21 In the consultation process we have got a nominal time scale of 4 years. At what time and at what level do the pupils and the staff join the stakeholder process?

A21 *Alasdair Christie – The process will start as early as possible after February 2015*

Heather McAllister - retired teacher Tain Royal Academy

Q22 What happens to the existing Tain Royal Academy buildings and what are the health and safety implications if they are to be demolished and what happens to Craighill Primary School and Knockbreck Primary School?

A22A *Robert Ferrier: The contractors have experience of working on a live site.*

Alasdair Christie: There is a similar situation at the Inverness Royal Academy and there is a close working relationship between one depute rector and the contractors in that they are willing to work around the exam period to include no noise.

David McAllister – retired teacher and member of Community Council

Q23 There are considerable concerns in the area roundabout the school about the development. It is a very confined site very close to houses. There will be four storey buildings being built 50 metres from private housing. How much disruption will there be for the surrounding area?

A23A *Alasdair Christie – This will form part of the planning process and discussed fully with neighbours, community councils and ward members. The community council will be represented on the stakeholder group.*

Wim Chalmet – acting head teacher Tain Royal Academy

Q24 As you mentioned there was an allocation of an extra depute head teacher at Inverness Royal Academy will that be available for this project?

A24A *Alasdair Christie – There is capacity within the existing staffing arrangements at the Inverness Royal Academy to allow for a depute to work closely with the constructors and managements arrangements changed to free time for this.*

Jane MacGillivray

Q25 I am very curious as to how many publications are out there with regard to psychological reports when children are condemned to a 3-18 campus. I wonder if there are many reports out there?

A25 Maurice McIntyre : I am not aware of any studies but I would challenge the use of “condemned” as if approved the council is committing to expenditure of over £40M to provide the most up to date facilities it can. In light of the replacement of existing and in the case of Knockbreck PS overcrowded existing accommodation, I would be surprised if everyone occupying the eventual campus were not energised with new and state of the art facilities.

Carol MacRae – grandparent

Q26 Has there ever been on the table two separate sites, one for secondary and community and one for primary and early years?

A26 The proposal is for a 3-18 Campus on a single site.

Anon

Q27 Could you explain to us briefly why The Highland Council feels that the 3-18 model is of such good benefit to our children? I appreciate the financial concepts but for the children and teaching do you actually feel it is a better model?

A27A Alasdair Christie – Section 5 of the proposal explains in detail the educational benefits.

Maurice McIntyre – The transition for nursery pupils to primary 1 is a lot easier as well as bringing the EM nursery onto the same campus.

Community Council

Q28 There is an issue with the block at the end that deals with special needs, nursery and primary. I am assuming ASN will be on the ground floor with the nursery and that primary will be on the first and second floor. Are there any schools out there that have this and is it a good idea? I am questioning the suitability for primary children.

A28 This is an illustrative layout. These matters would be considered as part of detailed design discussions.

Anon

Q29 For every positive you have mentioned I see a negative far outweighing the positive. You say it is easy to monitor and track my child from P1 to S6 but I would like my child to attend a primary school where they are known as a person. Secondly you say it makes transition easier, that raises negatives about issues getting to and

from school and I don't want my P1 going to school at the same time as secondary children.

A29 Maurice McIntyre: *There will be different start and finish times for dining. Pupils will be known as individuals which I can confirm having experience of a 1,000m pupil primary in the central belt, where the staff were on first name terms with the children across all stages. We have a duty as a service to track and monitor individual progress to ensure we are delivering a high quality experience for your children and young people.*

Roy Munro – Parent

Q30 The funding for the whole project - am I right in thinking it is a fully council owned project and there are no other partners involved?

A30 Brian Porter: at this time the Council expects the project to be a traditional capital project i.e. construction procured and financed by the Council, and build owned by the Council.

David McAllister

Q31 In Table 2 of the document it mentions third party contributions of £1.25m, where would this be coming from?

A31 Brian Porter – *This is estimated capital receipts.*

Anon

Q32 Will the transcript of tonight's meeting be available on The Highland Council website or be available in some way for people to look at?

A32 Brian Porter – *we had hoped to have an audio recording of this evening, however this was not possible due to technical difficulties. The council are obliged to provide Education Scotland with a note of the meeting..*

Anon

Q33 What happens if the decision is no? Do we go into another consultation or does the whole thing stop?

A33 Alasdair Christie – *The proposal is solely on a 3 – 18 campus.*

Summation:

The process going forward was explained and a reminder of the deadline for comment of 29 October was explained by Alasdair Christie.

Meeting closed.

Note of Public Meeting held at Tain Royal Academy, 7pm on 8 October 2014

Chairperson	Maurice McIntyre, Area Education Manager
Officials	Jim Steven, Head of Education Bill Couston, Senior Education Officer Ruth Binks, Quality Improvement Manager James Cook, Literacy and Assessment Development Officer
Attendees	28

Maurice McIntyre welcomed and thanked all present for their attendance. Maurice McIntyre explained that the purpose of the meeting was to discuss the educational benefits of the proposed 3-18 campus for Tain in more detail with the community. He noted that it had been agreed with Councillor Alasdair Christie (Chair of the Education, Children and Adult Services Committee) that the consultation process should be expanded to include this further meeting (in addition to the public consultation meeting that took place on 15th September 2014) to gain more detailed views and comments from the community regarding the educational benefits of the 3-18 campus arrangement proposed.

Maurice McIntyre introduced the officers present and confirmed that Jim Steven (Head of Education) would join the meeting as soon as he could after his previous commitment. Maurice McIntyre further reminded the audience of the previous confirmation from Councillor Christie that a decision would be made at Committee in February 2015 to decide on progression with the Tain 3-18 Campus and only after that time would it be appropriate to start to have detailed discussion about the school design/layout etc.

Maurice McIntyre then invited Ruth and James to make their presentation (Powerpoint presentation attached as Appendix 2 with narrative from speakers included).

Maurice McIntyre thanked Ruth and James for their presentation and invited questions and/or comments from the assembled audience.

Ruth Allan – Senior Pupil at Tain Royal Academy

Q1 - What will the benefits of the 3-18 campus be for S5 and S6 pupils?

A1 – *Ruth Binks – Older pupils will have further opportunities in the 3-18 model for leadership roles/responsibilities. An example of sports leaders for younger pupils was provided.*

A1 – *James Cook – There will be no issues around the logistics of sports leaders and leadership roles for older pupils given the shared campus arrangement.*

A1 – Jim Steven – *There would be a fantastic opportunity for senior pupils to set the tone and standard of behaviour in the campus. The opportunities to build better relationships between older and younger pupils would certainly assist in positive whole school behaviour/ethos. This would also link with the community and provide leadership skills for senior pupils that would be of benefit to them progressing to university and into the world of work.*

Nigel Jones – Parent

Q2 – Will the new campus have clear benefits/opportunities to attract teachers/staff?

A2 – Ruth Binks – *We are constantly promoting employment opportunities for staff in the Highlands via teacher training colleges and there will be further attraction because of the development opportunities between colleagues in literacy/numeracy/health and wellbeing in the 3-18 setting.*

A2 – James Cook – *An advantage for primary teachers will be the opportunities to access secondary specialist staff for on campus development particularly for the broad general education phase.*

A2 – Maurice McIntyre – *The new General Teaching Council for Scotland Professional Standards for teachers will be greatly facilitated within the 3-18 model allowing the creation of a 3-18 internal learning community.*

A2 – Jim Steven – *The new 3-18 campus would benefit from the most recent and up-to-date technology for ICT in education and this would be a further draw to the campus for staff. We are also keen to produce our own teachers in the Highlands and with links to businesses and the wider community the 3-18 structure supports this will make the campus attractive to internal as well as external staff.*

Dave Macrae – Teacher and Parent

Q3 – Is there any research on the impact of a large 3-18 campus model on pupils traditionally coming from small rural primary schools?

A3 – Ruth Binks – *There is no research as such I am aware of but we need to be mindful of this factor in the transition planning for the new 3-18 campus and ensure there are plenty of opportunities for pupils to make new friends through a number of planned transition activities.*

A3 - James Cook – *The Associated School Group approach will be key to assist in effective transitions.*

A3 – Maurice McIntyre – *James is quite right to point to the success of the Tain Associated School group as staff groups are very supportive and collegiate and very effective in organising transitions for pupils from smaller primaries into the secondary at present. Pastoral transitions are particularly effective and there would be no concern that pupils coming from a smaller and more rural school than others would be disadvantaged in any way coming into a larger 3-18 campus arrangement.*

Lorna Morgan – Parent

Q4 - Would the timetabling for specialist facilities within the 3-18 campus be prioritised for secondary pupils i.e. Home Economics (accepting certificate examination requirements)?

A4 – *Ruth Binks - It will be important to ensure there is a parity of access to such facilities taking into account the needs of the wider curriculum and certificate classes.*

A4 – *Jim Steven – We will need to ensure there is a timetable that is sensibly constructed to meet all needs in the campus. If we invest resources in our early stages it pays great dividends in later years. The fundamentals of pupils feeling safe and being happy at school are key for pupils to achieve and attain to their fullest potential.*

Angela Main – Parent

Q5 - Is the 3-18 model being proposed slightly short sighted in that it only covers the Tain town primary schools and not the outlying primaries in the wider associated school group such as Hilton of Cadboll etc? Are we potentially disadvantaging those pupils from the rural areas by not including them in the campus model?

A5 – *Ruth Binks and James Cook – For curricular and out of school opportunities the campus will still be available to schools in the wider Tain Associated School Group and therefore they will still benefit from the new facilities.*

A5 - *Maurice McIntyre – We have to be mindful that the funding for this project is tightly defined on the basis of a finite budget and also on the basis of the condition and suitability of schools as a priority. The Tain town schools and wider education provision has been assessed as the poorest condition in surveys carried out by our colleagues in our Housing and Property department and therefore that is why they are included in the proposal. There are also additional transport considerations when looking at the wider primaries in the ASG and issues relating to journey times for younger pupils.*

Mhairi Miller – Parent

Q6 – Would there be funding put in place for transport costs associated with pupils from outlying areas of the Tain Associated School Group accessing the new 3-18 Campus facilities?

A6 - *Maurice McIntyre – We would consider what funding was required to support appropriate access and this could be included within existing budget frameworks that support the running of the integrated Associated School Group.*

A6 - *Ruth Binks – We currently have a number of initiatives for small schools to share good practise and project work across associated school groups that are funded and work very well.*

A6 - Jane Mackay (Head Teacher of Knockbreck and Inver primary School Cluster)
- *At present Inver primary school accesses the facilities/resources of the larger cluster partner (Knockbreck primary School) and associated school group resources. This happens effectively at present.*

Niamh Murray – Senior pupil Tain Royal Academy

Q7 - Would pupils miss out on the experience of the bigger transition from primary to secondary in the new 3-18 campus model that would detrimentally effect their ability to cope with future transitions (i.e. university)?

A7 - Ruth Binks – *I wouldn't agree with the view that you could cope with one transition better (i.e. to university) because you've had three previous transitions. Minimising the impact of the transitions through planning and being prepared for next phases of life/education are more key. The main reason for drop out rates in the first year of university is down to pupils not having the required self directed learning skills.*

A7 – Maurice McIntyre – *There is a responsibility on senior pupils to indicate to staff what support they feel they need to assist in their particular transition. The new campus will assist in this process given the integrated nature of staff/services.*

A7 – James Cook – *The recent 'Wood Report' discusses life skills developed at school for work/post school destinations and confirms the importance of transitions and development of these skills through primary and into the senior phase of education. The 3-18 campus will strongly support the attainment of these skills and develop confidence for pupils.*

A7 – Jim Steven – *The 'Wood Report' emphasises the importance of bringing the reality of work into school and to support young people making positive progress to future destinations with increased confidence and aspirations. We need to embrace this with the new 3-18 campus and further develop positive links with the community and businesses. The new UHI campus in Inverness will also allow us to develop partnerships and opportunities more locally for young people.*

Nigel Jones – Parent

Q8 - Can I confirm the decision making process to make the new 3-18 school a reality? Does the Council require the parents to say they wish for the new school to ensure it becomes a reality?

A8 - Maurice McIntyre – *Yes, the more positive the response we receive from parents the better. I would encourage the community in Tain to demonstrate their support for the proposal.*

A8 - Jim Steven – *This is a wonderful opportunity for the broader community to benefit from such a proposed provision.*

Comment – Nigel Jones – Parent

C8 - I feel we should use this meeting as an opportunity to confirm formally that the Tain community fully supports the new 3-18 school campus proposal.

Comment - Angela Main – Parent

C9 - I did have concerns previously regarding the proposal but after this evenings discussion I now think it is a great idea.

David McAllister – Tain Community Council

Q10 – I feel tonight you are preaching to the converted as the majority of people are in favour of the project. One of the issues is with the site for the school and community concern about getting such a large building or group of buildings onto the existing school footprint. There is concern over the detail of this.

A10 – *Maurice McIntyre – The detail of this would take us into the next phase after a decision has been made early next year on the project. We will be advised by our specialist teams in our architects and property sections.*

A10 – *Bill Couston – The previous information provided by our architect/property staff at the first consultation meeting confirmed that the designs they provided at the time were for illustrative purposes only on the basis that they were demonstrating that the building footprint/required space for the new 3-18 campus could fit onto the existing site. Aspects of the detailed design and layout will be subject to future discussion and planning requirements.*

Comment - Martyn Ross – Teacher

C11 – The 3-18 campus proposal will be of great benefit to the pupils and community of Tain. The existing school facilities throughout the town are in urgent need of replacement and upgrading.

Lorna Morgan – Parent

Q12 - The roll has increased at Knockbreck Primary School over recent times and the concern is with a growing school population in Tain will the new school have enough space to cope with all pupils aged 3-18?

A12 - *Bill Couston – The planning for the capacity of the new 3-18 campus includes roll projections which factors in new house building in the area and estimates the numbers of pupils that would result from the new housing. Therefore it is expected there will be adequate space for future pupil numbers.*

A12 – *Maurice McIntyre/Jim Steven – The roll projection information we have provides a clear indication of pupil numbers that we are required to accommodate.*

David McAllister – Tain Community Council

Q13 - The consultation document states that the highest roll projected for the secondary school will be 634 pupils and the capacity is indicated at being just over

that figure at 650 are you sure there will be enough space as that seems like only a slight margin of extra capacity?

A13 - Bill Couston – *The design of the school will be as flexible as possible to allow for future needs and this would also take into account any future requirement for additional space. This means that general purpose rooms/areas could be converted into future curricular purposes if need be.*

Michael Bremner – Pupil – School Captain TRA

Q14 – I am concerned that specialist areas of the school could be lost in future if there is a need to convert them to classrooms.

A14 - Bill Couston – *I can reassure you that it is not normal practise to convert specialist provisions for general classroom accommodation. The school will be designed to accommodate the number of expected future pupils and if there was a need for further space then general areas would be looked at for expansion. That is what has happened in my experience in the past.*

Lorna Morgan – parent

Q14 – I would re-emphasise the need to retain specialist facilities in the 3-18 campus to ensure all pupils had access and were not disadvantaged.

A14 - Maurice McIntyre/Jim Steven – *We can reassure you that the design of the new 3-18 campus will have the necessary capacity built in to accommodate planned pupil populations and to ensure it is fit for purpose for all curricular/community requirements. Please remember that this will all be within a definitive amount of capital funding.*

George Trimble – Principal Teacher TRA

Q15 - One of my recollections of a rewarding provision that previously existed at this school was adult education can we reintroduce this as part of the new community campus?

A15 - Jim Steven – *Yes, the proposal is for a 3-18 provision at the heart of the community offering appropriate facilities and opportunities. Such adult education programmes do need the community to engage and much of this is organised via partners such as High Life Highland.*

Maurice McIntyre thanked everyone for their attendance and for their valued contributions to the evening. It was noted that the meeting ended at 8.20 pm.



Dear Sirs

Proposed Tain 3-18 Campus

I refer to your proposal document and to your meetings of Monday 15th September and Wednesday 8th October. I would like to note that I fully support development of a 3-18 campus but would like to comment on the following points.

- I do not feel that the current projected figures of a school roll increase are high enough. While the figure seems to take into account a comfortable level of pupil increase, if there were to be further expansion of the town, any potential housing developments would potentially have the ability to make this current provision a squeeze with very little room for expansion. There is also the potential of pupils out with the town perhaps moving catchment and coming into the new campus school. I do not feel that the proposed figure is enough.
- Currently in Tain we have the provision of St Duthus Special School which is a specialist school for young children with various special needs. The proposal document has stated that the primary school will house the "ASN" provision in an enhanced provision area. Some of these children have profound complex needs far greater than the need of being placed somewhere within the primary school building. I feel that more consideration should be made towards a far more suitable and sympathetic accommodation provision. I also feel that when it comes to the special school, you have noted in Appendix 13 that there will be no specialist head teacher for the special school, although there will be a depute which they currently do not have, they will have the same head who will cover the primary and the nursery, which I hope is really given much more consideration closer to the time it comes to making these decisions as I feel strongly that this would not work. The best proposal would be to have someone come in that it more suited to this more specialist school provision.
- A suitable separate area for Gaelic Medium pupils, taking into consideration that the provision housed sensitively as the recommendations are that Gaelic pupils should not be immersed with English speaking pupils until roughly around primary 4 until the appropriate level of Gaelic is achieved.
- External areas for the primary children should be as large as is possible and with ample consideration to ensure that the amount they are exposed to the secondary children is kept to a minimum. There are behaviours and language that they could be exposed to that should be limited to minimum. I believe that Wick 3-18 campus has addressed this issue but as I have no direct way of viewing this I would like my own opinion heard. The primary should have as many outdoor areas as possible, in as much as large grassed and multi surfaced play areas and small areas that can be assessable directly from as many of the classrooms as possible.
- The Community Building could potentially take up a lot of space in the immediate vicinity of the school, could it be feasible to have this building moved to another position within the site, this would possibly allow for more space for the school campus alone but continuing to ensure that the pupils can continue to have easy

access to it. Parking areas surrounding this facility would then mean problems of visitors cars to this facility could then be moved away from the immediate school area.

- Problems occurring with high volumes of traffic around the campus with drop offs and staff at the school could be alleviated by having a one way system around the area. Another solution could be to move the vast bulk of the parking at the school to the Craighill site. This could be of a permit parking system, which would enable staff being issued with a permit and then parking there for free. You would have much fewer cars in and around the school on a daily basis as you would not need as many car parking spaces at the school, freeing up some more suitable playground space. It may perhaps be an idea to charge a fee to the Health Board for their staff to park there also as unfortunately, their parking allowance has not been very well thought through. Therefore utilising an empty site and solving a problem already in the town.
- The biggest advantage would be for a Safer Routes to Schools program implemented and children being encouraged to walk or cycle to school, in the proposal document there has been no note of the road crossing officers in the Appendix 13, hopefully just an oversight but something that is vital to the schools.
- I also feel it is preferable to have the Council's own in-house team design and manage up keep of the school, having the edge on sympathetic and sustainable design choices for their own buildings which should enable it to last through time.

I appreciate that these matters will be addressed thoroughly further into the planning stage but wanted to have my concerns noted from the outset. I look forward to comments and the next stage of the development.

Yours faithfully

██████████

On behalf of St. Duthus Special School, Parents and Parent Council we wish to raise the following points with regards to the proposal document for the Tain 3- 18 School.

Whilst we can see many benefits to the new building we want to highlight a number of areas.

In general:

The document references 'ASN and provision' and St. Duthus School. There is a fundamental difference between ASN and the complex healthcare, medical and sensory requirements for children who currently attend St. Duthus School. There needs to be separate distinction when referencing these requirements as they are distinct needs which will require distinct separate facilities.

e.g 5.6.7 talks about replacement St. Duthus school, however then goes on to talk about ASN often with medical needs. A more detailed understanding of the difference of provision is essential in the development of the proposal.

2.4 Project Roll estimate: The current roll is 14, however this would be more if the current accommodation for St. Duthus could accommodate such.

Therefore projected requirements need to be enhanced significantly in order that the space allowed is then not cramped as too many pupils crammed in due to gross underestimations.

New legislation means that vulnerable children aged 2 and upwards will also need to be included in the St. Duthus roll call, which hasn't been included previously.

2.9 Confirmation required that current transport arrangements will remain the same as it is not appropriate the St. Duthus children are on the same buses.

3.6 Separate consultation is required with St. Duthus school and parents/Parent Council as part of this process, to ensure the necessary specialist provisions are in place and understood fully.

4.4 Initial description of campus. We fully understand this is for illustrative purposes. However it shows St. Duthus on the ground floor of a primary school building. It has been previously agreed St. Duthus special school would have it's own building, own entrance, security, dining facilities, playground, parking etc. etc. Therefore this is critical as this impacts the whole proposal and space required for the site. It is wholly inappropriate for the pupils to be in the same building sharing the facilities with Primary School children. And similarly it would be inappropriate for mainstream Primary School children to be sharing facilities with 18 year old children with special needs.

Security – these requirements will have to be clearly defined and distinct from ordinary Primary/Secondary school provisions for very obvious reasons.

4.5.8.0 Staffing Implications - St. Duthus has primary and secondary pupils. There appears to be a lack of understanding of the population of the current role in that the proposed management structure has a Depute reporting to a Primary school, however there could well be more Secondary Pupils in the St. Duthus pupil roll count.

Appendix 11(b)

1 Introduction: no reference to separate St. Duthus school

2 Primary School Provision: again, St. Duthus seems to be subsumed within Primary School arrangements. Facilities need to include separate classrooms, sensory rooms, safe space, toilet/changing facilities, dining room. In addition double wide corridors/doors for provision of 2X wheelchairs and/or gait trainers, specialist cycle tracks (indoor & outdoor provision, similar to Drummond School), life skills kitchen, secure specialist playground equipment and fencing. Parking facilities for the school buses for their specialist trips and parent parking needs to be factored in. Plenty of storage space.

In addition there needs to be consideration for the noise levels that will be taking place outside and inside due to the nature of some of the children's disabilities. Breaktimes and the suggested staggered start times will need to be planned in consultation.

Due to the forthcoming move to the temporary modular units a lot of work has been put in to the development of that building. That needs to be closely considered in the development of this new 3 – 18 campus.

Comments from the Acting Head Teachers which also need to be factored into the design of the school:

Quiet entrance, separate space for eating, ensuring age appropriate for secondary pupils – Specialised provision situated between Primary and Secondary buildings / departments.

Emphasise that specialised provision is very different from ASN provision. Life skills flat / area for pupils to develop independent living skills.

I believe developing leisure skills is extremely important for our pupils. Most of the pupils who are here will not go on to work or supported work therefore they need to have interests and skills. I would request a cycle track so that our pupils can learn to ride trikes / bicycles as a Health and Well-being activity and life skill.

The need for wide corridors indoors so that pupils on the MOVE programme can travel in wheelchairs, use trikes, gait trainers in all weathers.

Storage space for all the large equipment required for pupils with profound needs is essential and can be significant.

I feel St Duthus should be all on one level and sit between the Secondary and Primary blocks it should be linked by a corridor to each school

This would allow inclusion but also give the low sensory safe building for other pupils.

I agree with your comments about the nature of the pupils St Duthus has to accommodate.

Our Numbers are currently 16 including 1 flexi learner. One more pupil is just to begin phased inclusion. The roll for the new school is up to 24.

The school also offer elaborated curriculum activities to a number of primary pupils with ASN.

Two join on a Monday for Library

Two join us for Puffin Pool

Two join us for Horse- riding

Three join us for TRA swimming.

These pupils do not attend Tain Primary schools but Seaboard Schools. The new school would I presume still need to offer specialist input to locality children not just Tain pupils so space would need to be included to accommodate them.

Tain 3-18 Campus

Comments on the Proposals and Appendices

Section	page	§	Topic	Notes & questions	Cross reference
App.1	1	0	New temporary modular accommodation?	Present temporary modular accommodation at Craighill very in poor condition	§1.1 §2.4
	1	1.1	"statutory consultation"	Did the "statutory consultation...engage meaningfully" with anyone?	
	2	1.1	"certainty" about timescale	Where is this timescale provided?	
	3	2.4	Why "or" in timescale.	Can this be longer than 5 years?	§3.4
	6	4.1	Wick campus	How can the Wick campus on a large open site be relevant to Tain on a small enclosed development site?	App.10 Opt.1A.01
	6	4.4	"accommodation required will fit on the site"	Why not hold the consultation until meaningful plans are available?	App.11a
	6	4.4	"increase the scope of the accommodation"	The site as shown provides no scope for this without reducing the sport/recreational facilities provided.	App.11a
	6	4.4	The campus specification	See App.11b below	App.11b
	7	4.5	The "shared street" includes dining facilities.	How can there be suitable separation of primary & secondary in the "shared street"? If separation is by time how will noise control be managed especially during secondary examination periods?	Opt.1A.01
	7	4.8	Neighbour concerns	Locals understand that the buildings shown in the consultation were purely illustrative, as plans do not yet exist. However due to the shape and restricted size of the site a multi-story building is inevitable and there would be little scope of realigning buildings. The proposed building is shown as 4 storeys tall (making it the tallest building in Tain). The proposal is to put this 50m from houses. The present building at 105m is 1 storey tall where there are windows and two where there are none. The present building is set considerably further down the slope than the proposed structure. The sketch plans show a 4-storey building which is stated to be the same height as the present 2-storey building (11m)!	Opt.1A.01
	8	4.10	Disruption during construction	The three comparison sites given all had a considerably larger land area for the construction.	Opt.1A.01
	8-15	5	Educational Benefits	Lots of high ideals! As a retired teacher I would hope that these would apply to any modern school building in any situation. As such they are irrelevant to the development of this specific set of buildings and can only be properly addressed when detailed plans are available	

App.1	15-16	6	Community facilities	The community facilities as shown seem to put a lot of spatial pressure on the site. I would suggest that this building would be better placed on the present Hartfield Road car park site. This would not lead to any loss of facilities from the site, and would enhance the "physical separation from the school buildings" (§4.5). On the very inadequate plans shown the new community building would appear to fit well in this site.	§4.4 §4.5 App.11a App.11b
	17	9	School transport implications	What is the relevance of including obsolete travel plans in App.9 from 2002 (TRA) and 2003 (Knockbreck) when the new arrangements will require a completely new access and drop off system for both cars and busses? Why are the new plans not outlined as the plan clearly shows a one-way system at the new complex which will have major implications for transport and traffic in the whole surrounding area especially Scotsburn Road and Hartfield Road?	App.6 App.9 App.11a
	17-18	10	Safer routes to school	Why are outline plans not included? It is not possible to assess the site if we don't have vital information and the safety of pupils must be one of the most vital, if not <u>the</u> most vital, consideration in any development.	
App.11b	1	1	'detailed accommodation brief'	How can we comment on proposals when details are not available?!	
	1	3	Secondary school numbers: expected roll rising to 634, provision 650.	Is an excess of 16 pupils (2.5%) adequate?	
	2	3	Secondary school provision	There is no mention of a library in the secondary provision. This is absolutely essential.	

Omissions from the document

- No detailed transport plan for the new campus despite it appearing that some decisions have been taken. See App.11a one-way arrows.
- No details of safer routes to school other than vague statement of intent.
- No details of accommodation, especially for the secondary provision.
 - In particular there is no mention of a library in the secondary accommodation. This is an essential even in these days where much is available in an electronic form.
- No statement of environmental policy relating to the buildings
 - Why are the roofs flat?
 - Are there to be solar panels on the considerable roof area. This would have little additional outlay and produce long-term savings, not to mention educational opportunities.
 - What will happen to the existing biomass boiler. There is no provision shown on the very inadequate plans with the document (App.11a).
 - Will there be a wind turbine on the site?

See "Working together for the Highlands" – "economy" 16 & "better infrastructure" 13

- No mention of recycling facilities
See "Working together for the Highlands" – "better infrastructure" 15
- No plans which are usable to assess the building structure in relation to the statements in the document.

It is impossible to make any adequate assessment without meaningful plans.

The illustrative diagrams shown in App.11a are totally inadequate to allow for assessment of many of the stated objectives in the document.



Dear Sirs

Proposed Tain 3-18 Campus

I refer to your proposal document and to your meeting of Monday 15th September and Wednesday 8th October. I *support* the idea of a 3-18 campus especially after attending the meeting on Wednesday 8th October and hearing the educational benefits, having said that and read through your proposal document I would like to make it known that I do have some concerns over the building itself ie

- The size of the proposed building – is it big enough?
- Car Parking
- Teacher numbers

Although I realize that this is for a later stage in the development process, I would like it recorded now.

I look forward to comments and the next stage of the development.

Yours faithfully

A black rectangular redaction mark covering the signature of the sender.

[Redacted]

27 October 2014

The Highland Council

By email only to ecsadmin@highland.gov.uk

Dear Sirs

3-18 Campus Tain, Consultation

I refer to the current consultation regarding proposals for a 3-18 teaching campus for Tain and to recent public consultation meetings in Tain.

I wish to record my personal support for this proposal.

This is a very exciting prospect for Tain and the wider community with the potential to take education to the next level. The new development and the accompanying boost to morale for staff and pupils should also assist in the recruitment of staff which has recently been an issue for Tain schools.

Please do not hesitate to contact me should you require any further information or clarification.

Yours faithfully

[Redacted Signature]

[Redacted]

[Redacted]

27 October 2014

The Highland Council

By email only to ecsadmin@highland.gov.uk

Dear Sirs

**3-18 Campus Tain, Consultation
Craighill Primary Parent Council**

I refer to the current consultation regarding proposals for a 3-18 teaching campus for Tain and to recent public consultation meetings in Tain.

At a recent meeting of the Parent Council for Craighill Primary School we discussed the current consultation. At the end of our discussion there was unanimous support for the proposals and we wish to ensure that this overwhelming support is considered within the consultation process.

This is a very exciting prospect for Tain and the wider community with the potential to take education to the next level. The new development and the accompanying boost to morale for staff and pupils should also assist in the recruitment of staff which has recently been an issue for Tain schools.

The enthusiasm for the proposal is also accompanied by a similar enthusiasm to engage in and support the detailed design which is obviously key to the long term success. In this respect we would welcome the opportunity to input at the earliest stage once the outline proposal has been considered and approved.

Please do not hesitate to contact me should you require any further information or clarification.

Yours faithfully

[Redacted signature]

[Redacted contact information]

From: [Redacted]
Sent: 23 September 2014 18:22
To: ECSAdmin
Subject: Tain Campus

Dear Highland Council

Further to your meeting on Monday 15th September 2014 in Tain, I would like to make the following comments.

It was suggested at the meeting that a more suitable option would be a separate campus for early years, primary and ASN children and then a campus for Secondary and ASN children. As a parent I think that this is a much better option for all concerned. Has the practicalities of the effects on younger children mixing with secondary age children been evaluated?

There are plenty options for sites in Tain. The Secondary Campus could be built on the existing playing fields as proposed and the Early Years/Primary campus could be built on Craighill for instance.

I don't think these decisions should be made on budget alone, GIRFEC should be considered and are we really Getting It Right For Every Child if we rush through these plans in order to spend the money allocated without looking at what is the best option for generations to come.

I look forward to hearing your comments on the concerns raised.

Regards
[Redacted]

From: [REDACTED]
Sent: 08 October 2014 17:07
To: Maurice McIntyre
Subject: Public meeting 3-18 campus

Hello there

I just wanted to advise that I am unable to attend tonight's meeting which I'm disappointed about as I attended the last one and found it disappointingly negative from the townfolks' point of view. I am a parent of children currently in p4 and p6 at Craighill and I enthusiastically support the proposal. My only concern is the health and safety issues surrounding the construction of the new building in such close proximity to the existing TRA site but I'm sure that will be addressed.

I hope the meeting goes well.

Kind regards
[REDACTED]

From: [redacted]
Sent: 27 October 2014 07:48
To: Business Support C & L - HQ & South
Subject: tain 3-18 campus

good morning

the following are my thoughts/ concerns -

1 - why was it decided that a 3-18 campus is the best thing for Tain; is there evidence for this? also are there long term effects of this?

2 - will there be rationalisation of the teaching staffing?

3 - will children be exposed to a wider range of subjects? TRA doesn't currently offer computer science which seems ridiculous in the 21st century!

4 - child safety is massive concern - will there be segregated play areas?

- how to reduce traffic in and around the school? once

the health centre is closed this could make an excellent car park for the campus; please try to secure this from NHS Highland

- TRACC - I don't like that the public currently are within

the school during the day - this is not a good thing at all and this MUST be avoided in the new design

5 - craighill primary school's head teacher is retiring in November and we can already see that there has not been a great response to the advert for a replacement presumably because an incoming head wouldn't have job security because of the 3-18 campus - what are the council's proposals for this situation.

6 - is there asbestos in the TRA building? - if so how can the council remove this when there will be children on site

7 - craighill primary school - there is already a massive issue with parking and will get worse when the medical practices move into the new health centre in the next few weeks; how are the council going to help sort this out; also adding in the nursery to this site will make situation worse

although these emails sound negative these are my concerns. I'm glad that the school situation in Tain is being resolved and look forward to more information about this project. I have concerns about the financial side of things as the build cost is given at £44 with a total build/ running cost over 25 years of £84 million - where is this coming from and what is the difference to the current running costs?.

I look forward to hearing from you

[redacted]
[redacted]
[redacted]
[redacted]

4 j

From: [REDACTED]
Sent: 29 October 2014 09:34
To: Brian Porter
Subject: Tain 3-18 Campus consultation

Brian

The 29th October has crept up in me but I may still have time to make comment on the above, I hope.

"I am totally in favour of the 3-18 campus model as it can help ameliorate many of the problems of transition for pupils at the beginning and end of the Primary stage, though every effort should be made to co-ordinate feeder Primaries into the central hub. I have seen it working particularly well over the last few years on the Dornoch 3-18 Campus and my experience of this has consolidated my very favourable appreciation of this educational structure. Such a model should also provide efficiencies arising from a flatter and more versatile school management system.

This model should not, however, be used as a pretext for the closure/mothballing of rural Primary Schools which are highly valued in their home communities and are in many cases an integral foundation for the community as a whole."

I hope you find my comments timeous and in order,

Kindest regards

[REDACTED]

From: [REDACTED]
Sent: 06 November 2014 15:02
To: Brian Porter
Cc: [REDACTED]
Subject: Re: Tain 3-18 Campus Request for additional information

Dear Mr Porter

Thank you for your email of 31 October 2014.

Your information I attended the 8 October session isn't correct. I had no knowledge of that meeting and only heard about it at our Community Council meeting on 27 October. It appears to have been yet another of the Council's poorly advertised public engagement sessions on the subject. There was a Community Councillor amongst the small number of members of the public who attended but had only heard of it late in the day through a neighbour. None of us therefore are really are much wiser on the benefits of the 3-18 concept.

As your email arrived after our Community Council meeting and there wasn't enough time to arrange a special meeting to discuss its content, I circulated it around members for comment. As insufficient additional detail was provided, despite my request in terms of the Statutory Guidance, the resolution has been to abide by our consideration of the item on 27 October, namely to express the following concerns,

Consultation

- Not enough information. The public must be offered meaningful plans in order to provide meaningful comment.
- The 'alright on the night' approach from officials is not providing sufficient assurances
- Not a large enough spread of stakeholders getting involved
- This has been a 'waste of time' box-ticking exercise.
- HC appear to be making decisions and conducting public engagement retrospectively
- Will staff and pupils be consulted over the proposed interior layout, design & sustainability ?

Principle of 3-18

- No case has been made for a 3-18 Campus (maybe in time a 2-18 Campus)
- Parental concern expressed over the mix of ages
- Danger of institutionalising kids...on same site from age 2-18.
- Reckless to house an entire generation on the one site, in event of act of terrorism or disaster.
- If driven by savings, is this paving the way for closure of the rural primary schools within the catchment area ?

Building Layout

- Concerned about the appearance and size of the proposed buildings and potential relationship with the neighbouring houses.
- The top playing field doesn't appear large enough to accommodate parking access and buildings without at least moving the tech buildings.
- The plans on display showed a landscape setting dependant upon trees on neighbouring land eg Mansefield Hotel and private gardens...nothing of significance within the TRA site itself, lending to the misrepresentation this is an open landscaped development befitting the generally held expectations of a 'campus'. Are existing trees along south edge to be retained ?
- The Campus concept demands an open landscaped feel in line with HC and Scottish Government planning policies on the principles of Place Making.
- Flat roofreally ?....in this day and age. Have lessons not been learnt from the existing TRA and Craighill problems ?
- Nursery and Primary children will need secure, separate play spaces. How will this be achieved without resembling prison exercise yards ?
- How will drainage issues on top field be resolved ?
- Where are the waste management plans ? Where are the bin areas and what are the collection arrangements ?
- Access for emergency vehicles, especially Fire ?

Accommodation issues

- Sufficient scope required for 60 years expansion. Existing TRA has doubled in size over 40 years.
- Local Plan show allowance for 725 new houses for Tain and Seaboard only. There are no figures for Portmahomack, Fearn, Nigg, Arabella, Kildary, Scotsburn, Edderton, Ardgay and all the individual rural developments inbetween.
- How realistic are projected pupil numbers ?
- What happens if the Cromarty Firth develops as widely predicted ?
- If Invergordon and Alness combine there will be pressure from the KALECC area, even some area Invergordon children to attend Tain.
- Where will the proposed library be located and will it be a Community Library, necessitating the closure of the existing Library (the 2nd busiest in Ross-shire) in the town centre ?

Pupil Amenity

- Will Nursery and Primary playspaces be away from Academy classrooms to avoid noise, especially at exam time ?
- Will access time be staggered to avoid a pupil mix entering or leaving the Campus at the same time and how will noise be contained ? How will parents be expected to deal with this ?
- How will pupil segregation be managed in a 'shared street'?
- Concern over shared canteen. Unfair to staff and pupils.
- Where are the 'safe routes to school' provision ?
- Is multi-storey really desirable for special needs, pre-school, nursery and primary school pupils ?
- How can pupil attainment levels be improved and protected during the construction phase ?

Traffic

- What was the point of drawing from 2002 Travel Plans ?
- The increased volume of traffic introduced into what is essentially a residential area, especially at peak times, is a huge concern. How will School Buses, Parental drop-off and pick-up, Staff parking, TRACC parking work? Parents of Nursery and Primary pupils will demand access right to the front door !
- The habit of parental drop-off and pick-up requires to be recognised and catered for. The school-run is a national problem and cannot be ignored. This load currently is spread around the town.
- Will junctions either end of Scotsburn or Hartfield Roads cope with additional peak time pressures.
- 218 car parking spaces only ? 230 approx. provided at the present two Primary Schools and TRA/TRACC.

Residential Amenity

- There will be significant loss of view, privacy and possibly natural light to some of the surrounding properties, especially to the south of the site. The buildings proposed may be 2, 3 or 4 storeys high and in close proximity to the properties to the south. This will give rise to issues of overlooking. The existing tech buildings are single storey, further down the slope and further away from the houses to the south.
- A potentially noisy site, with heavy use in both daytime as well as evenings. Concerts, dances and other public events will clearly be heard. This is the case now, when the buildings are situated 125m from surrounding property.

Sustainable renewable energy

- Will there be a bio mass unit and if so where?
- Will Solar PV and thermal panels be an option ?
- Insulation standards should be high.
- Eco- design should be a priority.

TRACC

- A new swimming pool will be much more popular than the present one therefore attractive to many more users.
- School security is already a problem with the public having ease of access to TRACC. How can this be resolved ?
- Realistically, can TRACC be accommodated on the site? Should it not best be located on the current Craighill Primary site, giving it and the school complex the space they need ?

Whilst the Community Council welcomes the proposed investment in the town's schools provision, your latest communication doesn't answer convincingly the questions raised nor contribute meaningfully to the very limited knowledge already in the public domain. We think a more sensible approach would have been to have determined the ability of the site to accommodate the proposed development prior to consultation on the principle of establishing the Campus there. In the event the site is not found to be sufficient in size, we would ask the Council holds on meantime to the Craighill site as a potential alternative location for the new swimming pool and the community complex, thus giving the TRA site the chance of a comfortable layout short term and the opportunity to stretch out a bit in years to come. The requirement for TRACC to be located near the town centre is not so high as the school and it would be close enough to facilitate easy pupil access.

We would hope the above concerns raised by members of the Community Council are considered at the next design stage and we shall expect to be consulted in due course, hopefully more effectively than to date.

Yours sincerely

[Redacted signature]

[Redacted name]

[Redacted address line 1]

[Redacted address line 2]

On Fri, Oct 31, 2014 at 4:54 PM, Brian Porter <Brian.Porter@highland.gov.uk> wrote:

██████████ apologies again for the delay in responding.

In relation to the statutory consultation process, any comments received by the Council during the statutory consultation, are passed to Education Scotland for their consideration in preparing their own report on the Council's proposal. As required by the legislation, the Council's final proposal for decision, which would go to a future Committee likely to be in early 2015, must take account of comments made during the consultation, and respond to those points. Therefore any comments made by the community council will be considered and responded to through that process.

As advised in my earlier email to you, consultation comments will be accepted from the Community Council by an extended deadline of Friday 7th November.

I have sought to answer your points raised as fully as possible at this time.

In relation to the 3-18 Campus concept, since receipt of your email below a follow up session was held on Wednesday 8th October to allow the Council to provide further explanation on the educational benefits arising from the proposed 3-18 Campus. I understand you were present at that session and I trust it proved useful to you in understanding the Council's proposal.

In relation to layout and design, as you note below, the Council is not currently at a stage where a detailed design or layout has been developed. What is being consulted on at this time is the principle of establishing a 3-18 Campus on that site, with detailed work on layout and design only moving forward once a decision on the campus proposal is reached by the Council. There would of course be further stakeholder engagement at the detailed design and layout stage.

The statutory consultation report, and the display boards at the public meeting, set out an illustrative layout, developed purely as a means of illustrating how a 3-18 Campus could fit onto the site. The illustrative layout should not be taken to represent a detailed layout or design.

In relation to your question on floorspace, what I can advise is that based on the illustrative layout, the relevant floor areas would be as shown below.

1. Floor space (all m²) – Secondary 8242, Primary 3746, Additional Support 800, Community 2000, Total 14788.
2. Information on segregated playground space – this matter would be considered as part of the detailed layout and design process.
3. The illustrative layout is based upon 218 parking spaces. A final proposal in relation to car parking and access would be considered as part of the detailed layout and design, following a final decision by the Council on the proposal. In relation to traffic network impact and parking, these factors were also considered as part of the decision on preferred site for the Campus.
4. The proposal report takes account of school roll projections through to 2027, which reflect a projected increase overall from the current 2014 position. The proposal is based upon a Campus which will provide for pupil numbers in excess of the roll forecast at 2027. The approach taken in arriving at those school roll projections takes account of estimated housing developments and economic activity, with the rationale in relation to development scenarios described in the document available from the link below. This document was developed in the context of the Alness/Invergordon school reviews but incorporates Tain also. http://www.highland.gov.uk/download/downloads/id/127/east_ross_sustainable_school_estate_review_-_development_scenarios

In relation to engagement, the Council has undertaken a comprehensive approach to engagement across all key stakeholders. In relation to young people, each household with children attending a school within the ASG has been provided with details of the proposal document, hard copies of the proposal have also been made available within the schools, and display boards setting out the illustrative campus layout have been made available. Subject to the decision reached by the Council on the proposal, the Council would also ensure that appropriate feedback was provided to young people and they were engaged as part of any future discussion around layout, design, etc.

I look forward to receiving comments from the Community Council, which will be considered by the Council as it develops a final report to be considered by Committee, likely in early 2015.

Brian Porter

Head of Resources

Care and Learning Service

The Highland Council



[REDACTED]

From: [REDACTED]
Sent: 08 October 2014 18:34
To: Brian Porter
Cc: [REDACTED]
Subject: Tain 3-18 Campus Request for additional information

Dear Mr Porter

Thank you for your letter of 29 August 2014 in relation to the above.

I and several other Community Council members attended the public meeting at Tain Royal Academy on 15 September 2014 whereupon we drew up a Draft list of issues and concerns which we considered required addressing before the Community Council considered it could lend its support to the proposal. This was discussed in some detail at our subsequent Community Council meeting on 29 September 2014. Arising out of both meetings was a desire to hear more of the 3-18 Campus concept to try and help allay the fears of some parents who voiced concerns at the public meeting. When the Community Council first heard of the Campus we were of the understanding it already had broad support from parents and schools alike. If the public meeting is anything to go by, this does not appear to be the case. You advised the public meeting the Community Council had been part of "extensive engagement". Whilst not actually correct, now might be an opportune moment to activate that process. In light of the deadline for submissions being 29 October 2014, we still have time to consider our response at our forthcoming 27 October 2014 meeting, where it has been resolved to invite the Headteacher of Craighill to give us his professional opinion on the 3-18 concept. We understand he is in favour, therefore who better maybe to lay our minds at ease on that matter?

However, a primary concern which the Headteacher can not help us with, relates to the size of the site available for development and the scale of the proposal, its impact upon local traffic and residential amenity, and the readily anticipated requirement for expansion over the next 50-60 year period. Naturally, we wish to secure the best facility for our community but also we need to bear in mind this is Tain's most significant and prestigious development in its history and it needs to be done right at first time of asking.

I appreciate you are not yet at the Layout Design stage but, if we are to make an informed judgement on the principle of this site being used to accommodate the 3-18 Campus, then I consider we must be given adequate information in which to do so. I have consulted the relevant Schools (Consultation) (Scotland) Act Statutory Guidance and *Para 12 -Attention to Detail* highlights the importance of high standards in published consultation documents in order to inspire confidence in a proposal amongst parents and the community in general. *Para 98 -Requests for additional information* confirms, as a matter of good practice and courtesy, the authority attempts to answer relevant questions and requests for additional information before the end of the consultation period, where raised by a relevant consultee, ie a Community Council.

The information provided to date, whether the collection of papers entitled Appendix 1 or the information boards on display at the public meeting, do not provide sufficient information upon which to base a responsible and effective consultation response. The areas which I consider require clarification include,

1. A reasonable guesstimate of floorspace accommodation requirements for the first intake of pupils, split into :

Special School

Nursery School

Primary School

Secondary School

Community Facilities

2. Segregated playground space, split into,

Special School

Nursery School

Primary School

Secondary School

3. Access, parking, parent and bus drop-off/pick-up provision, taking account of the fact the existing Primary, Secondary Schools and TRACC use approximately 230 spaces currently. Bear in mind also the anticipated attraction of many new users to a new and much improved swimming pool facility, and potentially an influx of pupils from the Kilmuir and Logie Easter Community Council area in the event of Alness being the chosen site for a combined Alness/Invergordon 3-18 campus.

4. Scope for future expansion needs taking into account the 725 new house allocation in the current IMF Local Development Plan (Tain and Seaboard only). Allowance too for employment growth at Nigg. Bear in mind the existing TRA has more than doubled in size, physically, in 40 years.

Provision of this level of information will greatly assist the Community Council and reflect the *'accurate, high quality consultation documents'* referred to in the Statutory Guidance.

Finally, a point about the Statutory Guidance section on *Consulting with Young People*. *Paras 24-29*. This is quite explicit in ensuring school pupils are properly included in the consultation process (where, of course, these pupils have the capacity and interest to understand what is being asked of them), and on an equal basis to other statutory consultees. On behalf of the pupil representatives on the Community Council, I would be interested to know to what extent the authority has fulfilled this obligation.

I shall look forward to hearing from you.

Please acknowledge receipt of this email.

Yours Sincerely

A solid black rectangular box used to redact the signature of the sender.

From: [REDACTED]
Sent: 28 October 2014 17:23
To: Business Support C & L - HQ & South
Subject: Proposal for Tain 3-18 campus

I am against the proposal for a 3-18 campus on the present site of Tain Royal Academy for the following reasons.

The proposed building will overlook my home if it is four storeys high. The argument given at the consultation meeting, that it will not necessarily be that height, does not make sense. The site has been measured out very precisely, and there is only so much space available. Any loss of height of the buildings will mean a loss of sports facilities and/or recreation spaces - both of which are necessary.

Scotsburn Road and Hartfield Road will be unable to cope with the amount of traffic which require to use them. They are already quite busy roads. People living on them will find it difficult to access/leave their homes by car with the increase in traffic, at the beginning and close of the school days.

I do not believe that it is healthy, fair or advisable for any of our young people to be *cooped up* in the manner that is proposed. I certainly don't believe that primary age children should have to work in such close proximity to high school children, no doubt witnessing some of their behaviours.

Report by Education Scotland addressing educational aspects of the proposal by The Highland Council to establish a new 3 to 18 community campus on the site of the existing Tain Royal Academy comprising Early Years, Primary, Secondary, Additional Support Needs (ASN) and Gaelic Medium provision to replace all other local authority education provision within Tain, including the existing Tain Royal Academy building and Community Complex.

1. Introduction

1.1 This report from Education Scotland has been prepared by HM Inspectors in accordance with the terms of the *Schools (Consultation) (Scotland) Act 2010* and the amendments of the *Children and Young People (Scotland) Act 2014*. The purpose of the report is to provide an independent and impartial consideration of The Highland Council's proposal to establish a new 3 to 18 community campus on the site of the existing Tain Royal Academy comprising Early Years, Primary, Secondary, ASN and Gaelic Medium provision. This will replace all other local authority education provision within Tain, including the existing Tain Royal Academy building and Community Complex. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include a copy of this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision. Where a council is proposing to close a school, it needs to follow all legislative obligations set out in the 2010 Act, including notifying Ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children and young people of the schools; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meeting held on 15 September and 8 October 2014 in connection with the council's proposals; and
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and visits to the site of Tain Royal Academy, Tain Craighill Primary School, Tain Knockbreck Primary School and St Duthus Special School, including discussion with relevant consultees.

2. Consultation Process

2.1 The Highland Council undertook the consultation on its proposal with reference to the *Schools (Consultation) (Scotland) Act 2010* and the amendments in the *Children and Young People (Scotland) Act 2014*. In 2010, The Highland Council undertook a review of its school estates, it then used an independent consultant to carry out an options analysis. In 2012, revisions were made to the options in light of funding arrangements made available from Scottish Government. The Tain 3-18 campus met the funding criteria and following stakeholder consultation it was agreed the Tain Royal Academy site would be the preferred location for the replacement school. As part of the consultation process two public meetings were held on 15 September and 8 October 2014. The council issued letters to relevant stakeholders and placed details of the formal consultation on their website. The consultation ran from 1 September to 29 October 2014. The council received 12 responses of which eight supported the proposal. Some stakeholders criticised the council's communication arrangements. They felt they received insufficient information regarding the dates and times of the public meetings. The council did not consult children and young people about the proposal during the formal consultation period.

2.2 It is not clear from the consultation documentation if The Highland Council consulted with Bòrd na Gàidhlig. Under the terms of the *Schools (Consultation) (Scotland) Act 2010* and, in taking forward the proposal, the council needs to consider Bòrd na Gàidhlig's view.

3. Educational Aspects of Proposal

3.1 The proposal by The Highland Council to create a 3-18 campus which will retain the separate identities of the schools concerned offers considerable educational benefits for children and young people. These include improved transitions for children and young people at key points in their learning journey. The existing school buildings at Craighill Primary School, Knockbreck Primary School and St Duthus Special School have deteriorated to such an extent that they are no longer fit for purpose. The proposal would also resolve the current situation of education provision being spread across four sites. It would bring together Gaelic and English Medium Education from 3-18 on the one site. Working in this way has the potential to improve progression in pupils' skills. There is scope in a modern

purpose-built campus to better meet the specific needs of children and young people, including those with severe and complex needs currently attending St Duthus Special School. Should the proposal go ahead, the council will need to reassure the staff and parents from all education establishments that the design of the building can support the diverse range of needs of children and young people from 3-18.

3.2 Implementation of the proposal will help the council make better use of its resources and meet its duty to secure best value in the delivery of its services. The provision of a 3-18 campus also has the potential to support learners from the Tain Royal Academy Associated Schools Group and the wider community. Thus spreading and sharing the benefits of a new purpose-build school and community facility more widely.

3.3 HM Inspectors met with groups of staff, parents, children and young people from all of the schools concerned. There was considerable support from each of the groups for the council's proposal to improve the quality of school accommodation across Tain. Almost all parents and staff who met with HM Inspectors were fully supportive of a 3-18 campus. A few staff, parents and community representatives expressed concern that the site would not be large enough to accommodate all the facilities outlined in the proposal document. They raised concerns over how the site would cope with the volume of traffic at peak times of the day. While the council has set out clearly the actions it will take with regards to the future leadership and management of the new campus, a few stakeholders felt the council had not provided sufficient detail on the possible leadership and management structure. Staff working with children in Gaelic Medium classes supported the proposal and hoped that children would have access to dedicated play areas. Staff and parents from St Duthus Special School highlighted the complex range of needs of the children and young people and stressed the importance of safe surroundings and appropriate resources to help support children and young people in their learning. Children and young people were looking forward to accessing high quality sporting facilities and modern technology to support their learning. A few did not have any understanding of how a 3-18 campus might operate. The Highland Council in its proposal addresses well many of the concerns raised, including information on what actions they will take if the proposal is accepted. The council now needs to provide further information about the management structures. Should the proposal go ahead the council should ensure all concerned are fully involved in discussions to develop and work towards a final design for the 3-18 campus.

4. Summary

The proposal to establish a 3-18 campus on the existing site of Tain Royal Academy has the potential to bring about significant educational benefits within a modern high quality learning environment. There is also the potential to improve educational provision across the Tain Royal Academy Associated Schools Group. The proposal will enable the council to make better use of its resources and to secure best value. Overall, the council has set out well the actions it will take to ensure safe routes to school and develop an appropriate management structure should the proposal go ahead. In taking the proposal forward, the council needs to involve fully parents, staff, children and young people and the wider community in the final design and layout of the proposed 3-18 campus.

**HM Inspectors
Education Scotland
November 2014**

Pupil views on a new 3-18 school in Tain

1. Benefits of a 3 – 18 school

- Upgrade in facilities
- Very much in favour of the whole idea
- Better transition

2. What would you like in the new 3-18 school

- More/better sport facilities
- Social areas

3. Any issues/ concerns ?

- Transition from old to new building
- Transition for pupils in feeder primaries
- Room for expansion once completed
- Behaviour of older pupils alongside younger pupils

A meeting took place on 13th November, 2014 and involved a total of 37 middle stage pupils from S1 (13), S2 (12) and S3 (12).

Comments were wide ranging and are summarised below –

WHAT WE WOULD LIKE:

- Bigger pool/slide
- Drama
- More gym halls eg badminton, tennis, table tennis
- Improved PE equipment eg football action/balls
- Bigger canteen/assembly hall
- Playground, slides and obstacles
- Improved athletics track, rugby pitch, astroturf
- Library/better seating/tables
- Better buses to the meeting areas/sauna/steam room/study bus/café
- Strict anti-bullying policy/more parking/activities for all appropriate ages
- Social areas/no internet restrictions/improved canteen/football teams
- I pads/better Wi-Fi

3-18 BENEFITS:

- Better facilities (more Gaelic/PE/TRACC)
- Know the building/teachers
- Mix ages
- Better for the community
- Better transport (bus)
- Not so big a step when coming into the Academy from Primary already in the same campus
- More business for the community due to working in the area due to new school
- More toilets (for staff and pupils)

Issues raised

- How will the secondary and primary be physically split in the new school?
- Will secondary kids be a bad influence on younger pupils eg behaviour?
- Is the £44 million only for the building or does it include transport?
- How will TRACC be affected?
- Is there a plan if the pupil role increases faster than expected?
- Would the one big school scare younger pupils?
- How will the outlying primary schools be involved, as kids from these may feel outsiders?
- Will the building of the new school distract pupils studying and their exams?
- How much disruption will there be for local houses during construction?
- Will there be an even spread of facilities between subjects?
- Will the primary children's needs take precedence over secondary kids?
- Overall – we are all in favour.

Knockbreck Primary School

Consultation with pupils on 3-18 proposals

Focus group meetings took place with pupils across P5-7, using questionnaire/proformas from Skye exercise to capture pupils' views.

A summary of responses is given below.

Stage	Really bad	Bad	Don't know	Good idea	Really good idea
P5	nil	1	2	10	4
P6	3	nil	10	2	2
P7	nil	1	1	2	1
Totals	3	2	13	14	7

A total of 39 individual pupil views were recorded.

Sample comments from across P5-7

Positive	Queries
"Bigger classrooms – science lab"	"Would pupils get lost?"
"Hope we get a new football pitch"	"What logo would we have?"
"Really excited – we'll meet more people and make more friends"	"How would all the pupils fit in?"
"Bigger canteen"	"Will we get new toilets?"
"We can all share the same playground"	"Would smaller children get bullied"
"Cool!!"	"It will be too crowded"
"I think this new school will be great!"	"I don't want my own school to close"
"It brings everyone together so when we go to the Academy we all know each other"	"When will we start and finish (the school day)?"

Craighill Primary School

Consultation with pupils on 3-18 proposals

Focus group meetings took place with pupils across P6-7 in 4 groups, using questionnaire/pro formas from Skye exercise to capture pupils' views. It should be noted that Craighill's pupil roll has a double stream arrangement ie 2 classes for P6 and 2 classes for P7.

A summary of responses is given below.

Stage	Really bad	Bad	Don't know	Good idea	Really good idea
P6	4	3	12	20	8
P7	5	1	8	23	12
Totals	9	4	20	43	20

A total of 96 individual pupil views were recorded.

Sample comments from across P6-7

Positive	Queries
"You'll get more space and make more friends"	"Will there be too many pupils in the new school?"
"Awesome. Cool. I'm really excited"	"It's a big move and will unsettle younger pupils"
"New technology will help you learn"	"Pupils might get lost"
"The new building will have sports halls"	"What will the new school be called?"
"It will be good for older pupils to help younger ones"	"What will our uniform look like?"
"We will all have the one new uniform"	"Will all the cars fit in?"
"It is good as the schools are falling apart right now"	"You could get distracted with all the noise in the new school"
"I feel excited and annoyed as I want the new school build now"	"Will all the teachers move with us to the new school?"
"It'll be good as everyone can make new friends"	"Will the younger pupils be scared of the older ones?"
"It's a new adventure for everyone"	"Will the playground be big enough for all the pupils to fit in?"
"You can use the pool and the games hall after school in the new building"	"Little kids might copy the bad behaviour of the older kids"
"It would be good to be in the same building with your other brothers and sisters"	
"More pupils and more friends to make"	



Bòrd na Gàidhlig response to the proposal for the new Tain campus (Education, Children and Adult Services Committee 28 August 2014) to discontinue education provision at the following campuses – Tain Craighill Primary School, Tain Knockbreck Primary School and St Duthus Special School and to relocate provision to a new 3 to 18 campus to be established on the site of the existing Tain Royal Academy.

1 Introduction

- 1.1 Gaelic is an essential part of Scottish identity, and providing future stability for the language in Scotland is a dedicated policy aim of the Scottish Government. Remarkable progress has been achieved in recent years towards enhancing the status of Gaelic, increasing the provision of education through Gaelic and extending access to the language through a dedicated Gaelic digital television service and through the Gaelic Language Plans of Public Authorities. The 2011 Census figures demonstrate that these initiatives have had the impact of almost halting the decline in the numbers of Gaelic speakers in Scotland after over a century of decline since 1891. This platform should now provide the springboard from which the aim of growing Gaelic in Scotland can be secured.
- 1.2 A key milestone was attained in Gaelic development when the Scottish Parliament approved the Gaelic Language Act (Scotland) 2005 (the Act). The Act established Bòrd na Gàidhlig (the “Bòrd”) as a statutory organisation with responsibility for securing the status of Gaelic as an official language in Scotland, commanding equal respect to English. The Bòrd has specific statutory responsibilities in relation to promoting Gaelic, and to providing advice to Ministers and public organisations about matters concerning Gaelic language, culture and education. The Bòrd has to execute these responsibilities towards increasing the number of Gaelic speakers, extending access and encouraging awareness of Gaelic and offering more opportunities to people involved with Gaelic matters.
- 1.3 The Act placed a duty on the Bòrd to produce a *National Plan for Gaelic* and to implement successfully the priorities identified in the National Plan. It also remitted the Bòrd to require Public Authorities in Scotland to produce Gaelic Language Plans within a framework set out in the Act. There are currently 60 organisations in Scotland either implementing Plans or preparing one.
- 1.4 The Schools Act (Consultation) (Scotland) 2010 has placed an extra duty on Bòrd na Gàidhlig as statutory consultant, with regard to recommendations which have an impact on the provision of education through Gaelic.

2. National Gaelic Education Strategy

2.1 The National Gaelic Education Strategy is an essential part of the National Plan for Gaelic. It recognises how crucial education is in the development of Gaelic. In particular, it details several priority areas where progress has to be made. These include:

- an increase in Gaelic Medium Education (GME) at pre-school, primary school and secondary school levels;
- an increase in Gaelic learners' provision within the primary school, secondary school and adult education sectors;
- an increase in childcare resources in Gaelic.

3. Response to the proposal for the development of a new Tain campus (Education, Children and Adult Services Committee 28 August 2014) and to discontinue education provision at the following campuses – Tain Craighill Primary School, Tain Knockbreck Primary School and St Duthus Special School and to relocate provision to a new 3 to 18 campus to be established on the site of the existing Tain Royal Academy.

3.1 Bòrd na Gàidhlig supports the proposal to build a new 3-18 Tain campus which will include current provision at Tain Craighill Primary School, Tain Knockbreck Primary School, St Duthus Special School and Tain Royal Academy.

3.2 Continuing Gaelic provision in the proposed new build will raise the profile of the Gaelic provision and make it attractive to potential new parents. The benefits of bilingualism are widely documented and research shows that children in Gaelic-medium education out-perform or do as well as children in English-medium education (Gaelic-medium Education in Scotland: choice and attainment at the primary and early secondary school stages, Edinburgh University). Providing the opportunity for more children to access the benefits of bilingualism and Gaelic-medium education can only be a positive development. The amalgamation of all schools in Tain opens opportunities of Gaelic-medium education, to families who had not previously considered Gaelic-medium education for their children, as a result of living outwith the Tain Craighill Primary School catchment area.

3.3 The development should ensure that there is adequate provision for expansion of Gaelic-medium education across all sectors and that Gaelic-medium provision is not calculated on current numbers of children accessing Gaelic-medium education. The National Gaelic Language Plan 2012-17 outlines the national aspiration of doubling the number of children enrolled in P1 Gaelic-medium education by 2017. Since 2012 there has been a national increase of circa 40% in the numbers enrolled in Gaelic-medium P1 and this trend sets to continue. In 2013 the number of children enrolled in Tain Craighill Primary GME was 2. This has increased to 9 in 2014. Bòrd na Gàidhlig with agreement from Highland Council has undertaken to raise the profile of Gaelic-medium education in the area through local advertisement

and promotion. At present there are around 50 children accessing 0-3 the Gaelic activities in the Tain area.

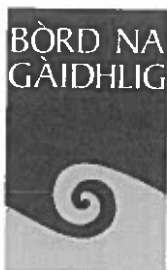
- 3.4 On establishing a 3-18 provision advantage should be taken of the opportunities to develop broader Gaelic provision as part of the 1+2 languages initiative i.e. Gaelic Medium Education (GME); Gaelic Learner Education (GLE); and the promotion of Learning about Gaelic Language and Culture (LAGC) as part of Scotland's identity. A provision where Gaelic and English languages are given equal respect can have a positive impact on the whole campus and provide an enriching experience for all who access the new campus. Including Gaelic visually across the whole campus creates a context for the learning and can enable those who access the campus to understand the place of Gaelic within the campus community and the wider Tain community. Pupils being educated in non-Gaelic-medium classes should equally have access to Gaelic language as an additional language from early years through to primary school and secondary school. Children currently attending St Duthus Special School will have the opportunity of accessing Gaelic learning and learning about and experiencing Gaelic language and culture.
- 3.5 The recruitment of Gaelic-medium staff is an on-going challenge. Establishing a sizeable Gaelic-medium provision can make it attractive to staff in terms of collegiality and career long professional learning. There will be opportunities for closer transition working between early years, primary and secondary staff to develop Gaelic education in the proposed campus and these should be realised. The development of a new modern state of the art building will also open opportunities for the campus to take advantage of the national Gaelic virtual school currently being scoped.
- 3.6 Bòrd na Gàidhlig will continue working with and supporting Highland Council in Gaelic-medium education development and in promoting an awareness of Gaelic education across all sectors.

Mary MacMillan,

Head of Education and Learning

Bòrd na Gàidhlig

January 2015



Freagairt bho Bhòrd na Gàidhlig a thaobh a' mholaidh airson àrainn foghlaim ùir ann am Baile Dhubhthaich (Comataidh nan Seirbheisean Foghlaim, Cloinne is airson Inbhich 28 Lùnastal 2014), a dheigheadh an àite nan goireasan foghlaim sna h-àiteachan a leanas – Bun-sgoil Chnoc na Creige ann am Baile Dhubhthaich, Bun-sgoil a' Chnuic Bhrìc ann am Baile Dhubhthaich agus Sgoil Shònraichte an Naoimh Dubhthach agus gus sgoilearan bho na sgoiltean sin a ghluasad gu goireas ùr airson clann aois 3-18 a thèid a stèidheachadh far a bheil Acadamaidh Rìoghail Baile Dhubhthaich.

1. Ro-ràdh

- 1.1 Tha a' Ghàidhlig na pàirt bunaiteach de dhùthchas na h-Alba, agus tha e na amas fa leth am measg phoileasaidhean Riaghaltas na h-Alba gun tèid cor na Gàidhlig a ghleidheadh air stèidh sheasmhach is tèarainte ann an Alba. Rinneadh adhartas iongantach o chionn beagan bhliadhnaichean ann a bhith ag àrdachadh inbhe na Gàidhlig, a' meudachadh foghlam tron Ghàidhlig agus a' leudachadh nan cothroman air a' chànan tro sheirbheis telebhisein dhìdseatach Ghàidhlig, agus tro na Planaichean Gàidhlig aig Ùghdarrasan Poblach. Tha na h-àireamhan bho Chunntas-sluaigh 2011 a' sealltainn gu bheil na h-oidhirpean sin air cuideachadh le bhith cur stad cha mhòr air a' chrìonadh ann an àireamh luchd-labhairt na Gàidhlig a tha air a bhith leantainn airson còrr is ceud bliadhna bho 1891. Bu chòir an soirbheachadh sin a bhith na bhun-stèidh a-nis air am faodar togail agus sinn ag iarraidh Gàidhlig a chur am feabhas ann an Alba.
- 2 Ràinig sinn dach-mhìle chudromach a thaobh adhartachadh na Gàidhlig nuair a dh'aontaich Pàrlamaid na h-Alba ri Achd na Gàidhlig (Alba) 2005. Stèidhich Achd na Gàidhlig (Alba) 2005 Bòrd na Gàidhlig (am "Bòrd") mar bhuidhinn reachdail ris a bheil e an urra inbhe na Gàidhlig a dhèanamh tèarainte mar chànan oifigeil ann an Alba, a bhios a' dleasadh na h-aon spèis agus a th' ann don Bheurla. Tha dleasan reachdail sònraichte aig a' Bhòrd gus Gàidhlig a chur air adhart, agus comhairle a thoirt do Mhinistearan is buidhnean poblach mu chùisean co-cheangailte ri cànan, cultar is foghlam na Gàidhlig. Bidh am Bòrd a' coileanadh nan dleasan sin leis an amas àireamh luchd-labhairt na Gàidhlig a mheudachadh, na cothroman a th' ann air a' Ghàidhlig agus am mothachadh a th' ann don chànan a chur am meud, agus barrachd chothroman a thoirt do dhaoine an lùib chùisean Gàidhlig.
- 3 Dh'fhàg Achd na Gàidhlig 2005 uallach air a' Bhòrd gus *Plana Cànan Nàiseanta Gàidhlig* a dhealbhadh agus gus prìomhachasan a' Phlana Nàiseanta a chur an gnìomh. Cuideachd, dh'fhàg e uallach air a' Bhòrd gus iarraidh air Ùghdarrasan Poblach ann an Alba Planaichean Gàidhlig ullachadh fo chumhachan a chaidh a chur an cèill san Achd. Tha 60 buidheann ann an Alba an-dràsta a tha an dàrna cuid a' cur Plana an gnìomh no ag ullachadh Plana.
- 4 Tha Achd nan Sgoiltean (Co-chomhairle) (Alba) 2010 air uallach a bharrachd fhàgail air Bòrd na Gàidhlig mar bhuidhinn-chomhairleachaidh reachdail, a thaobh mholaidhean a bheireadh buaidh air foghlam tron Ghàidhlig.

2. Ro-innleachd Nàiseanta airson Foghlaim Ghàidhlig

2.1 Tha an Ro-innleachd Nàiseanta airson Foghlaim Ghàidhlig na pàirt ro chudromach den Phlana Cànan Nàiseanta Ghàidhlig. Tha e a' cur an cèill cho cudromach agus a tha foghlam do dh'adhartachadh na Gàidhlig. Tha e a' toirt iomradh sònraichte air grunn raointean air a bheil prìomhachas far am feumar adhartas a dhèanamh. Nam measg tha:

- leudachadh air Foghlam tron Ghàidhlig (FtG) aig ìre ro-sgoile, bun-sgoile agus àrd-sgoile;
- leudachadh air foghlam luchd-ionnsachaidh ann am bun-sgoiltean, àrd-sgoiltean agus ann am foghlam do dh'inbhidh;
- leudachadh air goireasan cùram-chloinne Gàidhlig.

3. Freagairt don mholadh gus àrainn foghlaim ùir a stèidheachadh ann am Baile Dhubhthaich (Comataidh nan Seirbheisean Foghlaim, Cloinne is airson Inbhidh 28 Lùnastal 2014) agus gus solar foghlaim a stad sna sgoiltean a leanas – Bun-sgoil Chnoc na Creige ann am Baile Dhubhthaich, Bun-sgoil a' Chnuic Bhric ann am Baile Dhubhthaich agus Sgoil Shònraichte an Naoimh Dubhthach agus gus sgoilearan bho na sgoiltean sin a ghluasad gu goireas ùr airson clann aois 3-18 a thèid a stèidheachadh far a bheil Acadamaidh Rìoghail Baile Dhubhthaich.

3.1 Tha Bòrd na Gàidhlig a' cur taic ris a' mholadh àrainn foghlaim ùir a thogail airson clann aois 3-18 ann am Baile Dhubhthaich a bhios a' frithealadh air sgoilearan a tha an-dràsta ann am Bun-sgoil Chnoc na Creige ann am Baile Dhubhthaich, Bun-sgoil a' Chnuic Bhric ann am Baile Dhubhthaich, Sgoil Shònraichte an Naoimh Dubhthach agus Acadamaidh Rìoghail Baile Dhubhthaich.

3.2 Le bhith cumail a' dol le foghlam Gàidhlig san àrainn ùir a thathar a' moladh, thèid ìomhaigh foghlam na Gàidhlig a thogail agus bidh e tarraingeach do phàrantan, a tha a' smaoinichadh air foghlam Gàidhlig 's dòcha, gu bheil e stèidhichte an sin. Tha fianais gu leòr ann air na buannachdan a gheibhear bho dà-chànanas, agus tha rannsachadh a' sealltainn gum bi clann ann am foghlam tron Ghàidhlig a' dèanamh nas fheàrr, no a cheart cho math, ri clann ann am foghlam tron Bheurla (*Foghlam Tro Mheadhan na Gàidhlig ann an Alba: Roghainn agus Buileachadh sa Bhun-sgoil agus Tràth san Àrd-sgoil*, Oilthigh Dhùn Èideann). 'S cinnteach gur e adhartas a th' ann ma tha cothrom gu bhith aig barrachd chloinne air foghlam tron Ghàidhlig. Ma thèid na sgoiltean ann am Baile Dhubhthaich a chur còmhla, tha sin a' dol a chruthachadh barrachd cothroman a thaobh foghlam tron Ghàidhlig do theaghlaichean nach robh air beachdachadh ron seo air foghlam tron Ghàidhlig airson an cuid chloinne, seach nach eil iad a' fuireach san sgìre air a bheil Bun-sgoil Chnoc na Creige a' frithealadh.

3.3 Bu chòir dèanamh cinnteach leis a' ghoireas ùr gu bheil àite gu leòr ann gus an gabh foghlam tron Ghàidhlig a leudachadh aig gach ìre agus nach bithear ag obrachadh a-mach dè na goireasan a tha dhìth air foghlam tron Ghàidhlig a rèir na h-àireimh chloinne a tha ann am foghlam tron Ghàidhlig an-dràsta. Tha am Plana Cànan Nàiseanta Gàidhlig 2012-17 a' cur amas nàiseanta an cèill gus an àireamh de chloinn ann an P1 ann am foghlam tron Ghàidhlig a dhùblachadh ro 2017. Bho 2012 tha an àireamh de chloinn clàraichte ann am foghlam tron Ghàidhlig airson P1 gu nàiseanta air a dhol an àirde 40% agus tha coltas ann gu bheil an gluasad sin a' dol a leantainn. Ann an 2013 bha 2 dhuine cloinne clàraichte ann am FtG ann am Bun-sgoil Chnoc na Creige ann am Baile Dhubhthaich. Chaidh sin an àirde gu 9 ann am 2014. Tha Bòrd na Gàidhlig air aontachadh le Comhairle na Gàidhealtachd iomairt a chur air dòigh san sgìre gus ìomhaigh foghlam tron Ghàidhlig a thogail tro shanasachd is le bhith ga bhrosnachadh am measg

dhaoine. An-dràsta, tha mu 50 duine cloinne a' dol an sàs ann an tachartasan Gàidhlig airson aoisean 0-3 ann an sgìre Bhaile Dhubhthaich.

- 3.4 Nuair a thèid an goireas ùr airson clann 3-18 a chur air bhonn, bu chòir brath a ghabhail air na cothroman a bhios ann gus tuilleadh Gàidhlig a theagasg mar phàirt den iomairt, 1+2 chànan. Mar eisimpleir, Foghlam tron Ghàidhlig (FtG); Foghlam Luchd-ionnsachaidh na Gàidhlig (FLG); agus a' cur air adhart Ag Ionnsachadh mu Chànan is Cultar na Gàidhlig (ICCG) mar phàirt de dhearbha-aithne na h-Alba. Ma tha àrainneachd foghlaim ann far a bheil spèis cho-ionann ga nochdadh don Ghàidhlig agus a' Bheurla, dh'fhaodadh sin cur ris an àrainn foghlaim san fharsaingeachd agus faodaidh e a bhith gu buannachd a h-uile neach a tha dèanamh feum dheth no a' tadhal air an àrainn ùir. Ma thèid Gàidhlig a shealltainn air feadh an ionaid ùir, cruthaichidh sin co-theacsa don fheadhainn a tha ga h-ionnsachadh agus seallaidh e do na daoine a bhios san àrainn, agus do mhuinntir Bhaile Dhubhthaich san fharsaingeachd, dè an t-àite a th' aig a' Ghàidhlig nam measg agus sa choimhearsnachd. Bu chòir cothrom a bhith aig clann ann an clasaichean Beurla air a' Ghàidhlig mar chànan a bharrachd bho na tràth-bhliadhnaichean gu ìre na bun-sgoile agus na h-àrd-sgoile. Bidh cothrom aig clann a tha ann an Sgoil Shònraichte an Naoimh Dubhthach Gàidhlig ionnsachadh agus ionnsachadh mu chànan is cultar na Gàidhlig.
- 3.5 'S e dùbhlann a th' ann fhathast gu leòr luchd-teagaisg Gàidhlig a thrusadh. Ma thèid barrachd solair airson foghlam tron Ghàidhlig a stèidheachadh, dh'fhaodadh sin cuideachadh le bhith dèanamh dreuchd teagaisg Gàidhlig nas tarraingiche, seach gum bi barrachd cho-obraichean ann agus bidh barrachd chothroman ann airson Ionnsachadh Proifeiseanta Fad-beatha Dreuchdail. Bidh barrachd chothroman san ionad ùr do luchd-obrach aig ìre nan tràth-bhliadhnaichean, na bun-sgoile agus na h-àrd-sgoile obair còmhla a thaobh nuair a bhios clann a' gluasad bho aon ìre gu ìre eile, agus gus dèanamh cinnteach gu lean iad bho ìre gu ìre, feuch an tèid foghlam Gàidhlig am meud agus bu chòir na cothroman sin a ghabhail. Cuideachd, ma thèid togalach ùr, goireasach a thogail, bidh cothroman san ionad ùr pàirt a ghabhail san sgoil nàiseanta Gàidhlig 'air-loidhne' air a bheilear a' beachdachadh an-dràsta.
- 3.6 Cumaidh Bòrd na Gàidhlig orra ag obair còmhla ri agus a' toirt taic do Chomhairle na Gàidhealtachd gus foghlam tron Ghàidhlig a thoirt air adhart agus gus aire dhaoine a tharraing gu foghlam tron Ghàidhlig aig gach ìre.

Màiri NicIleMhaoil,

Leasaiche Foghlam agus Ionnsachadh, Bòrd na Gàidhlig

Faoilleach 2015

HIGHLAND COUNCIL

CARE AND LEARNING SERVICE

EQUALITY IMPACT ASSESSMENT - TAIN

This Equality Impact Assessment has been prepared on a proposal:

- To discontinue education provision at the following campuses – Tain Craighill Primary School, Tain Knockbreck Primary School and St Duthus Special School and to relocate provision to a new 3 to 18 campus to be established on the site of the existing Tain Royal Academy;
- As an interim measure, until the proposed 3 to 18 campus is available, to relocate current Pre School provision from St. Duthus School campus (English Medium) and the Tain Knockbreck Primary School campus (Gaelic Medium) to temporary modular accommodation on the current Tain Craighill Primary School campus;
- To establish a new 3 to 18 community campus on the site of the existing Tain Royal Academy comprising Early Years, Primary, Secondary, Additional Support Needs (ASN) and Gaelic Medium provision to replace all other local authority education provision within Tain, including the existing Tain Royal Academy building and Community Complex;
- To combine the existing school catchment areas of Tain Craighill Primary School and Tain Knockbreck Primary School to become the catchment area of the new combined Primary School within the 3 to 18 campus.

Details of Consultation Carried Out:

The Proposal was the subject of statutory consultation from XXXXX 2014 to 29 October 2014. Written representations on the proposal were sought from interested parties as defined within the Schools (Consultation) (Scotland) Act 2010.

In accordance with statutory requirements, the following were consulted:

- (i) Parents of pupils in the catchment areas of Tain Royal Academy, Craighill Primary School, Knockbreck Primary School and St. Duthus Special School, including parents of pre-school pupils;
- (ii) All S1-3 and P4-7 pupils attending Tain Royal Academy, Craighill Primary School, Knockbreck Primary School and St. Duthus Special School;
- (iii) Members of Parliament and Members of Scottish Parliament for the area affected by the proposal;
- (iv) The Parent Councils of Tain Royal Academy, Craighill Primary School, Knockbreck Primary School and St. Duthus Special School;
- (v) Staff of Tain Royal Academy, Craighill Primary School, Knockbreck Primary School and St. Duthus Special School;
- (vi) Trade union representatives;
- (vii) The community councils for the areas covered by the 4 schools;
- (viii) Education Scotland;
- (ix) Bòrd na Gàidhlig;

(x) Local Youth Forum.

The proposal document was also advertised in the local press and on the Highland Council website.

Public meetings were held in Tain Royal Academy on the 15th September and 8th October 2014. The meetings were advertised in advance in the local press and on the Highland Council website.

IDENTIFIED IMPACTS

Equality Category	Impact	Evidence
AGE	Neutral.	<p>The proposal relates to 4 schools and as such primarily affects children in the 3-18 age group, and their parents. The proposal is advanced on the basis of educational benefit to the children in the area concerned.</p> <p>No negative age related effects arise.</p> <p>Age is not a protected characteristic for the purposes of schools provision.</p>
DISABILITY	Positive.	<p>The 3-18 campus will include a replacement for the current St Duthus Special School. The existing school building at St Duthus Special School has deteriorated to such an extent that it is no longer fit for purpose. The opportunity to design in to the eventual build genuinely bespoke facilities including specialist therapy rooms for example will greatly enhance the quality of provision and experience for pupils with Additional Support Needs, often associated with medical needs.</p> <p>The 3-18 campus allows the potential to develop within the new build, discrete facilities for pupils experiencing social, emotional or behavioural difficulties (SEBN), where intensive support to develop emotional literacy for pupils (and by implication their families) can be developed. This type of facility is particularly effective in allowing pupils to be temporarily removed from the class for a brief time to access intensive support, and lead to full re-integration with their local peer group. Tain does not currently enjoy a local facility of this kind and have had in the past to place young people with SEBN in alternative facilities in AIness – inevitably leading to dislocation from their natural peer</p>

		<p>group.</p> <p>It is likely therefore that the proposal will lead to enhanced, rather than equivalent support being available to pupils and their families.</p>
GENDER	Both positive and negative impacts	<p>The new school will concentrate educational provision in Tain onto one site instead of the current 4. At present it is possible that one set of parents could have children in each of 2 or 3 different sites within the Town. The new arrangements would make drop-off and collection arrangements more convenient for parents.</p> <p>There is likely to be some loss of employment opportunity if the proposal is implemented, and this would impact upon a predominantly female workforce. On present projections 3.65 FTE posts would be lost, across both the teaching and non-teaching sectors</p>
PREGNANCY AND MATERNITY	Neutral	There would be no direct impact on pregnancy and maternity issues.
GENDER REASSIGNMENT	Neutral	The proposal will have no impact on gender reassignment equality.
MARRIAGE AND CIVIL PARTNERSHIP	Neutral	The proposal will have no impact on equality issues around marriage and civil partnership.
MINORITY LANGUAGES	Neutral, with some potentially positive effects	The new school will provide opportunities for better collaborative working and greater concentration of resources, that could potentially benefit children and families who have English as an Additional Language.
RACE	Neutral	The proposal will have no impact on race equality.
RELIGION OR BELIEF	Neutral	None of the schools affected are denominational. The proposal will have no impact on religious equality.
SEXUAL ORIENTATION	Neutral	The proposal will have no impact on equality around sexual orientation.
LOOKED AFTER CHILDREN	Neutral, though with potentially positive effects	The new school would provide opportunities for better collaborative working that could potentially benefit Looked After Children.
YOUNG CARERS	Neutral	The new school is not expected to have a significant impact on Young Carers.
CHILDREN AND YOUNG PEOPLE LIVING IN DEPRIVATION	Neutral	The proposal is being advanced on the basis of educational benefit for all children, although not specifically those living in deprivation.