

The Highland Council
Education, Children and Adult Services Committee
26 January 2017

Agenda Item	10.
Report No	ECAS 06/17

Statutory Consultation – Catchment Boundary between Lundavra Primary School and Inverloch Primary School

Report by Director of Care and Learning

Summary

This report seeks Members' agreement to conduct a statutory consultation proposing a minor change to the catchment boundary between the above mentioned schools.

1. Background

1.1 This proposal is being advanced because a new housing development is being constructed across the historic boundary between the two schools. It is proposed to move the boundary to ensure all the properties within the development are within a single school catchment. The Council also proposes to take the opportunity to make other marginal adjustments to the catchment boundary, so that it follows a line that more closely matches local developments and landmarks.

2. The Proposal

2.1 It is proposed to proceed to statutory consultation on the basis of the Proposal Paper and appendices set out in **Appendix 1**. The map at Appendix A of the Proposal Paper shows the current catchment boundary as a pink line and the proposed new boundary as a dotted blue line. The new housing development consists of 13 units within the area marked "Site 15/02350/FUL". The proposal, if implemented, will move all the housing units in the new development into the catchment area for Inverloch Primary School. The reasons for moving the boundary in favour of Inverloch Primary are set out in paragraph 5.3 of the Proposal Paper in **Appendix 1**.

2.2 The proposal is being brought forward following informal discussions with local stakeholders and elected members.

2.3 Subject to a Committee decision to proceed to statutory consultation, a public meeting will be held to discuss the Council's proposal, and there will be considerable opportunity for stakeholders to submit views to the Council in advance of any final decision being made. At this stage, it is expected the statutory consultation timeline would see a final recommendation being considered by the Committee in August 2017, though this may be subject to change to ensure the Council has sufficient time to consider and respond to matters arising from the consultation.

3. Implications

- 3.1 There are no Resource, Equalities, Climate Change/Carbon Clever, Gaelic or Rural implications and no significant risks.
- 3.2 Legal – the statutory consultation will be taken forward according to the requirements of the Schools (Consultation) (Scotland) Act 2010.

4. Recommendation

- 4.1 Members are asked to agree to proceed to statutory consultation on the proposal to change the catchment boundary between Lundavra Primary School and Inverlochy Primary School, as set out in **Appendix 1**.

Designation: Director of Care and Learning

Date: 16 January 2017

Authors: Brian Porter, Head of Resources
Ian Jackson, Education Officer

THE HIGHLAND COUNCIL

EDUCATION, CHILDREN AND ADULT SERVICES COMMITTEE

CATCHMENT BOUNDARY BETWEEN INVERLOCHY PRIMARY SCHOOL AND LUNDAVRA PRIMARY SCHOOL

The proposal is to make a minor change to the catchment boundary between Lundavra Primary School and Inverlochry Primary School, as a result of a new housing development straddling the existing boundary.

EDUCATIONAL BENEFITS STATEMENT

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

The Highland Council is proposing, subject to the outcome of the statutory consultation process, to make a minor change to the catchment boundary between Lundavra Primary School and Inverlochry Primary School. The change is required because a new housing development being built across the line of the existing boundary.

Legislative Background

- 1.1 The proposal is advanced within the context of all applicable legislation. Amongst other duties, education authorities are required to secure adequate and efficient provision of school education (S.1 of the Education Act 1980).

Reason for the Proposal

- 2.1 This proposal is being advanced because a new housing development is being constructed across the historic boundary between the two schools. It would be reasonable to move the boundary to ensure all the properties within the development are within a single school catchment. The Council also proposes to make other marginal adjustments to the catchment boundary, so that it follows a line that more closely matches local developments and landmarks.
- 2.2 The current boundary is shown as a solid pink line on the drawing at **Appendix A**. The proposed new boundary is shown as a dotted blue line. The new housing development is within the area marked "Site 15/02350/FUL". There are 13 Housing units within the site.
- 2.3 The consultation process for this Proposal is set out at **Appendix B**.

Current Details – Inverloch Primary School

- 3.1 Inverloch Primary School is situated within the Fort William urban area. Inverloch was once a self-contained village and still retains something of a separate identity within the wider community of Fort William. The 2016-17 roll is 175 pupils in P1-7 and 27 in nursery. A rising roll is projected. The proposal is expected to have a negligible effect on the future school roll.
- 3.2 The Highland Council assesses all of its schools for Suitability and Condition, in line with the Scottish Government's School Estate Management guidelines. Schools are assessed on a scale with the ratings "A" (good) "B" (satisfactory), "C" (poor) and "D" (bad). Inverloch Primary School is currently rated as "B" for educational suitability of the building and "B" for building condition.
- 3.3 The last Education Scotland Inspection Report for Inverloch Primary was published in November 2013 and a copy is at **Appendix C**.
- 3.4 The houses affected by the proposal are located approximately 0.5 miles from Inverloch Primary, within the statutory walking distance.

Current Details – Lundavra Primary

- 4.1 Lundavra Primary is a new school, created from a merger of Upper Achintore Primary and Fort William Primary. For the 2016-17 school session, there are 228 children in the P1-7 roll and 40 in the nursery. A rising roll is projected. The proposed change is expected to have a negligible effect on the future school roll.
- 4.2 Lundavra Primary is currently assessed as "A" for building Suitability and "A" for building Condition.
- 4.3 Education Scotland has not yet carried out an inspection of the new school.
- 4.4 The houses affected by the proposal are located approximately 1.3 miles from Lundavra Primary, within the statutory walking distance.

Educational Benefits

- 5.1 In educational terms, Highland Council does not have a preference between Inverloch Primary School and Lundavra Primary School.
- 5.2 However, recent housing developments have created an anomalous position with the current catchment boundary. It would be sensible to amend the boundary to take account of those developments.
- 5.3 Although Lundavra Primary has higher ratings for Suitability and Condition, the bulk of the site in question is already within the Inverloch Primary catchment. The site is also closer to Inverloch Primary than it is to Lundavra Primary. The Craigs Burial Ground, immediately adjacent to the site, provides a gap in housing and an obvious location for the catchment boundary to be drawn.

- 5.4 For the above reasons, Highland Council recommends that the current boundary is shifted slightly in favour of the Inverlochry Primary School catchment, ensuring that the whole of the new housing development is included within that school's catchment.
- 5.5 The Council will however take account of any views expressed during consultation, contrary to the recommendation in this Paper.

Effects on School Transport

- 6.1 As already indicated, both schools are within the statutory walking distance of the catchment boundary. School transport is not a relevant consideration for the proposal.

Effects on Staff and School Management Arrangements

- 7.1 The proposal is not expected to have any impact on staff and school management arrangements.

Effect on the Local Community

- 8.1 The proposal is not expected to have any impact on the wider local community.

Recommendation

- 9.1 Highland Council recommends that the catchment boundary between Inverlochry Primary and Lundavra Primary is redrawn along the blue dotted line shown at Appendix A.
- 9.2 This consultation paper is issued in terms of the authority's procedures to meet the relevant statutory requirements. Following the consultation period, a report and submissions received will be presented to the Education, Children and Adult Services Committee of the Highland Council.

Legend

Primary Schools Catchments

Proposed amendment to catchment boundary

Lundavra

Site 15/02350/FUL - 13 dwellings

Inverlochy

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Lundavra and Inverlochy Catchment Boundaries



0 12.5 25 50 75 100 Meters

1:3,761

Ref: Sch_Lun_Invl
Date: 27/09/2016



CONSULTATIVE PROCESS

SUMMARY OF PROCESS FOR THIS PROPOSAL DOCUMENT

CATCHMENT BOUNDARY BETWEEN INVERLOCHY PRIMARY SCHOOL AND LUNDAVRA PRIMARY SCHOOL

Consideration by the Education, Children and Adult Services Committee

The Proposal paper has been issued as a result of a decision approved by the above Committee.

Prior to submission to Committee, pre-consultation discussions took place between Highland Council officials and local elected members, and the Chairs of the Parent Councils for both schools.

Proposal Document issued to consultees and published on Highland Council Website

Notification of the Proposal paper will be issued to the following consultees:

- (i) Parents of pupils attending Inverloch Primary School and Lundavra Primary School; 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 both schools.
- (v) Staff of both schools.
- (vi) Trade union representatives;
- (vii) Inverloch and Torlundy Community Council;
- (viii) Education Scotland;
- (ix) Highland Youth Convenor

and will be published on the Council website.

Publication in local newspapers

A notice announcing the public meeting will be placed in the *Oban Times* and on the Highland Council's Facebook page.

Length of Consultation period

The consultation period will begin on 6 February 2017. The consultation will thereafter run until close of business on 23 March 2016 which includes a period of 31 school days.

Public meeting

A public meeting will be held at 7.00pm on 8 March 2017 in Lochaber House, Fort William.. Anyone wishing to attend the public meeting is invited to do so. The meeting will be convened by the Council, will be chaired by a senior elected councillor, and will be addressed by officers of the Care and Learning Service.

The meeting will be an opportunity for the public to hear more about the proposal; to ask questions about the proposal; and to have the views of all stakeholders recorded so that they can be taken into account. A note will be taken at the meeting of questions asked and views expressed. This note will be published on the Council website. The meeting will also be recorded.

Involvement of HMI/Education Scotland

When the Proposal Document is published, a copy will also be sent to Education Scotland by the Council. Education Scotland will also be sent, by 24 April 2017, a copy of any relevant written representations that are received by the Council from any person during the consultation period. Education Scotland will also receive the summary note of the public meeting that will be held and so far as is practicable a copy of any other relevant documentation. Education Scotland will then prepare a report on the educational aspects of the proposal not later than 5 May 2017. In preparing their report, Education Scotland may visit the affected schools and make such enquiries of people there as they consider appropriate.

Preparation of Consultation Report

Highland Council will review the proposal having regard to the Education Scotland Report, written representations that it has received, and oral representations made at the public meeting. It will then prepare a Consultation Report. This Report will be published in electronic and printed formats and will be sent to anyone who submitted a written representation during consultation. It will be available on the Council website as well as at the affected school and local library, free of charge. The Report will include a summary of the written and oral representations made during consultation and a copy of the Education Scotland Report, together with the Council's considered response to the issues raised. The Report will include details of details of any alleged inaccuracies and/or omissions and how these have been handled. The Consultation Report will be published at least 3 weeks prior to being submitted to the Education, Children and Adult Services (ECAS) Committee, who will make a recommendation to the full Highland Council.

In publishing the report the Council will invite any person or party to make further representations to the Committee prior to its meeting. A notice to this effect will also be published on the Highland Council website.

At the present time the Council intends to publish its Report in July 2017, prior to submission to the ECAS Committee in August 2017. However, this timescale may change depending on the nature of issues raised during consultation, and the need to give full consideration to those issues. In the latter event, the Report may not be submitted until a later Committee meeting.

Note on Corrections

If any inaccuracy or omission is discovered in this Proposal paper, either by the Council or any other person, the Council will determine if relevant information has been omitted or, if the paper contains an inaccuracy. The Council will then take appropriate action, which may include the issue of a correction or the reissuing of the Proposal or the revision of the timescale for the consultation period, if appropriate. In that event, relevant consultees and HMI will be advised.

5 November 2013

Dear Parent/Carer

**Inverlochry Primary School and Nursery Class
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 how well children know their strengths and needs as learners. 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?

In the nursery class, children learn and achieve well and are making good progress, including in their early literacy and numeracy. They play well together and talk to adults and each other with increasing confidence. We have asked staff to give children further support and encouragement to talk about what they are learning during different activities and to make decisions about what they learn next. Children enjoy listening to stories, practising early writing and joining in counting games during their play. They now need help to develop these skills more thoroughly at different activities around the playroom and outdoors. At the primary stages, almost all children feel safe in school and appreciate the ways in which the school is helping them to become more confident. Children have many worthwhile opportunities to enrich their learning by visiting places of interest and by taking part in clubs such as shinty, art, dancing and choir during lunchtimes or after school. Children's learning could be enhanced further by providing opportunities for them to use computers and other technology independently and more routinely in their work. Through the use of Learning Journeys, and by providing useful feedback, teachers are helping children to understand what they do well and how to set goals for improvement. This is helping children to be active in their learning and children are responding positively to this increased responsibility. In classes where the teacher provides challenging and well-paced lessons, children remain engaged in learning and behave well. The school now needs to ensure that children's learning experiences are of a consistently high standard in all classes. Overall, children's reading skills develop progressively as they move through the school. In all classes, children write regularly for a wide range of purposes. Teachers encourage children to make their writing more interesting and accurate but this is more effective in some classes than in others. Children are learning to develop and apply their literacy skills in other subjects, for example by

taking notes and writing reports in science. In mathematics, children often learn through games and practical activities. In the best lessons, these activities encourage the use of problem solving strategies and deepen children's thinking but this is not yet consistent enough in all classes. The school has correctly identified a need to improve children's skills in mental calculations. Most children make satisfactory progress in English and mathematics. Children's health and wellbeing is being developed through various school initiatives such as buddying and health weeks and staff are currently examining how this can be done more effectively. Teachers now need to build their own confidence in using a range of assessments to provide them with a clearer picture of how individual children are achieving in all subjects. This will help them to provide more challenging learning for a significant minority of children who could be making better progress.

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

In the nursery and primary classes, staff support children well, particularly those who require additional help to make progress. Support for learning teachers and assistants provide very high-quality support for those children who need additional help with their learning and development. Staff have developed highly productive partnerships with colleagues from other organisations to help deliver the curriculum and to provide effective support for those children who face particular challenges. Staff are working hard together to set meaningful targets and plan effective learning for those children who have individualised education plans. Class teachers prepare well for lessons and adapt resources so that tasks and activities are at the correct level of difficulty for most children. Teachers need to raise their expectations of what some children can achieve particularly in the nursery and early years. They need to ensure all lessons provide well-paced activities at the right level for all children. Children in the nursery and school receive a broad and relevant curriculum, which helps them to learn skills such as working together and taking responsibility. Teachers are working increasingly confidently with Curriculum for Excellence, helping children to make choices and to see meaningful links in their learning. In science and health and wellbeing, teachers are developing programmes to ensure children's learning builds on what they already know and can do. We have asked staff to refresh other programmes in a similar way so that all learning has enough depth and is progressive and challenging.

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

The school has developed a wide range of very effective ways to measure the quality of education it provides. Commendably, the pupil council helps the headteacher and depute headteacher to monitor teaching and learning by carrying out surveys and analysing the results. The Parent Council supports the school well by fundraising, and commenting on the school's plans for improvement. It provides an additional forum through which parents can communicate with the school. The views of staff, parents and children collectively provide the headteacher with robust information about what the school does well and what it needs to improve. This information helps the school prioritise improvements for the year ahead. Some of the school's developments have brought about clear improvements, for example the way teachers involve children actively in their learning and changes to the arrangements for children with additional support needs. Many members of staff willingly lead curricular improvements, take part in working groups and improve their own practice by undertaking additional

qualifications. The headteacher understands the need to continue to provide staff with clear direction and support so that all initiatives have a strong and sustained impact across the school and nursery. The school has begun to track children's progress but needs to gather evidence linked more closely to Curriculum for Excellence. This will help the school to monitor children's attainment and achievement more effectively and know if it is raising standards.

This inspection found the following key strengths.

- Children's active involvement in reflecting on their learning and helping to set themselves goals for improvement.
- High-quality support for children who require additional help with their learning.
- Systematic approaches to self-evaluation which include staff, parents and children.

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

- Develop consistently high-quality teaching and learning across the school to improve attainment and achievement.
- Further develop the curriculum.
- Improve arrangements to assess and track children's progress in learning, ensuring all children are appropriately challenged.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that most of 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.

Elaine Merrilees
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/InverlochyPrimarySchoolHighland.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.

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