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<b>Report To:</b>	<b>Education &amp; Lifelong Learning Committee</b>	<b>Date:</b>	<b>11 May 2010</b>
<b>Report By:</b>	<b>Corporate Director Education &amp; Communities</b>	<b>Report No:</b>	<b>EDUC/33/10/JF</b>
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<b>Subject:</b>	<b>Curriculum Delivery at Clydeview Academy Update</b>		

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## 1.0 PURPOSE

1.1 The purpose of this paper is to provide an update on the progress with the curriculum delivery exercise for Clydeview Academy in its first two years when it is over capacity

## 2.0 SUMMARY

2.1 The roll projections for the first two years on Clydeview Academy show the school to be overcapacity.

2.2 The design capacity of the new school was set at 950 pupils although the likely actual capacity calculated using Standard Circular 3.2 show a figure of 990 at present. The final capacity will be calculated prior to opening.

2.3 Due to concerns on curriculum delivery during the over capacity years an independent timetabler has completed a report on the issues and logistics to timetable the curriculum in the new school. This significant work has been reported on over a number of meetings.

2.4 The first stage of this exercise by the independent timetabler has now been completed and was reported on over a number of meetings. A copy of the formal report is attached as Appendix 1.

2.5 The conclusions of the report are: -

- The curriculum can be timetabled within the new school building without detriment to delivery.
- The curriculum can be delivered with no negative impact on Learning and Teaching.
- There is no need to transport any pupil outwith the school for specialist or other accommodation.
- There is no need to provide any temporary accommodation.
- There will be no restriction on subject choice from what is currently offered at present in both Gourock High School and Greenock Academy.
- The analysis of all curriculum areas maximised the potential pupil numbers to ensure that the new school could deliver in all perceivable realistic scenarios.

2.6 It is planned to continue this exercise using the following route plan: -

- The Head Teachers of both schools will conduct a consultation exercise with staff in April and May 2010 on the S1 and S2 curriculum structure for the new school.
- An outline S1/2 curriculum structure for Clydeview Academy will be agreed in May 2010.
- The results of this and updated option choice information will be used to create and present a sample timetable for the first year of the new school. This will be

- Further meetings with the parental working group to present the sample timetable and to discuss progress will take place in June 2010.

### **3.0 RECOMMENDATIONS**

3.1 Members are asked to:-

- i. Note the progress or the curriculum delivery exercise
- ii. Note the report in Appendix 1

**Albert Henderson**  
**Director of Education**

## **4.0 BACKGROUND**

- 4.1 As part of the PPP Schools Project within the School Estate Management Plan (SEMP) Gourrock High School and Greenock Academy will amalgamate into a new school built on the former site of St. Columba's High School at Reservoir Road in Gourrock. The new school will be named Clydeview Academy and has a design capacity of 950 pupils.
- 4.2 Clydeview Academy will be over capacity in its first two years: sessions 2011/2012 and 2013/2014. Thereafter the over capacity will reduce to within manageable levels.
- 4.3 Due to concerns on curriculum delivery during the over capacity years an independent timetabler has completed a report on the issues and logistics to timetable the curriculum in the new school. This significant work has been reported on over a number of meetings with the parental working group.
- 4.4 A formal report has been produced on the finding of the independent timetabler's analysis and conclusion presented.

## **5.0 PROPOSALS**

- 5.1 It is proposed to complete a sample timetable in June 2010 for session 2011-2012 based on all available information.
- 5.2 It is proposed to continue to make further progress with this support throughout session 2010–2011 to enable a full curriculum delivery for the new school session 2011–12 and into the flowing years.

## **6.0 IMPLICATIONS**

- 6.1 Financial  
There are no issues for Finance.
- 6.2 Legal  
The Head of Legal and Democratic Services has been consulted.
- 6.3 Human Resources  
N/A

## **7.0 EQUALITIES**

- 7.1 There are no equality issues.

**Curriculum Delivery  
Report  
March 2010**

**Clydeview Academy  
2011-2013**

This report has been produced from the work done in early 2010 by an independent timetabler. The task was to analyse the available information and to carry out an independent curriculum delivery exercise for the first years of Clydeview Academy when it is projected to be over capacity.

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## Conclusions

### 1 Purpose

- 1.1 The purpose of this exercise has been to assess the feasibility of Clydeview Academy operating for its first two sessions within the new building while the roll is in excess of the design capacity of the building. In particular, the size of the S5/6 roll will be far larger than that anticipated for the first few years in comparison to the long term future roll demographics.
- 1.2 This exercise has made use of current timetables (session 2009-2010) for both Greenock Academy and Gourrock High School, uptake numbers for the current S3, S4 and S5/6 stages, detailed drawings of the proposed Clydeview Academy and roll projection figures for the separate and joint schools.
- 1.3 **Appendix 1** shows the accommodation available at another school (first column) described in terms of Inverclyde Council's Standard Circular 3.2. The last column shows the maximum availability within Clydeview using all spaces as is likely to be necessary. The particular session in the other school which most closely matches Clydeview in 2011 -2012 is 2007-2008 when the school had just returned from a year at a distant campus while refurbishment led to the accommodation schedule as listed. That session was the first time that the other school fully operated practical sized classes in both English and Maths (9 in each of S1 and S2).
- 1.4 **Appendix 1** suggests that the load factor (roll divided by places) in Clydeview for session 2011-2012 is slightly lower than the load factor at the other school for session 2007-2008. The roll at the other school had been 950 consisting of slightly under 165 in each of S1 and S2, slightly over 170 in each of S3 and S4, 160 in S5 and 120 in S6 i.e. 280 in S5/6.
- 1.5 While this is a broad brush approach it does suggest that a solution is possible. This solution has to be worked through in a detailed manner. The experience at the other school was that many staff required to be peripatetic within the building for some of the time and that small classes, particularly senior ones, would at times be taught in accommodation which was not specialised or able to hold a full sized grouping. At all times due regard was made to appropriate access to specialist accommodation as necessary.

### 2 Approach

- 2.1 The summary of the departmental needs is shown in **Appendix 2**. These suggest maximum and minimum requirements in each subject area. In the majority of cases the answer will lie between these limits. More certainty will be available soon following the options exercise for S3 for 2010-2011. It may be that one or two departments will be operating at or near the maximums shown in **Appendix 2** but others will not as gains for one course are at the expense of others. However it may be necessary to limit full freedom of access to courses if uneconomic spreads of numbers occur. This is common practice in all schools and is driven with regard to resources in respect of both staffing and accommodation.

2.2 The approach taken is to associate some of the unallocated rooms (the full size ones) with certain departments. This is done to meet obvious shortfalls but also to give departments confidence to know that they have a major control over allocation of rooms. Under the plans for Clydeview with 7 rooms for English, for example, it would never be possible to timetable all first year or all third year classes simultaneously. The choice would be to split columns or accept that some classes have to be housed outwith the department. Departments would in the first instance allocate their classes within their own resources and then declare to the timetabler those classes which have to be housed elsewhere. The priority then becomes appropriateness and continuity of room for a given class.

2.3 **Appendix 2** begins to show where problems occur. Ideally the maximum requirement for each department would lie well within the accommodation allocation of that department. This is not the case for most departments. Some departments clearly have many more classes than accommodation if operating at their maximum (English, Maths, Social Subjects, Science, PE), others match about evenly (Modern Languages, ICT, Art & Design, Home Economics, Technical, PSE), others have some surplus (RME, Music). Not all locations within the school have been included in this department by department exercise and these would be available to provide opportunities, particularly for small groupings of senior and sometimes middle school pupils and occasionally junior pupils: the 3 tutorial areas of English, Modern Languages and ICT, the flexible areas in Art & Design, Music and Drama, the 3 Pupil Support rooms all offer some freedom. Taken together there could be 288 teaching spaces available throughout the school week beyond those spaces already associated with departments. At all times every space, including those associated with departments has to be considered as a whole school resource rather than as the property of the individual department.

### 3 Structure

3.1 General structure is important to maximise flexibility of allocation of resources. S1 has a maximum roll of 180. This suggests 6 register classes of 30 pupils each and 9 practical sized classes of 20 each. These will probably be organised so that every 2 register classes will form 3 practical classes. S2 has a maximum roll of 200. Any drift below this figure might suggest attempting 6 register classes of 33. 10 practical classes would still be formed. If 6 register classes are used then 3 (99 pupils) would form into 5 practical classes (20, 20, 20, 20, and 19). This would allow savings at times when only 6 register need housing (PE, PSE, French, and Social Subjects) but could be fairly unwieldy when trying to find available homes for all classes at the final stages of timetabling. Another approach might be to accept 7 register classes but to organise them as 3 totalling 80 pupils and equating to 4 practical classes and 2 pairs of 2 each totalling 60 pupils and equating to 3 practical classes.

3.2 Decisions for S1 and S2 are required. The number of teaching periods allocated to each course area and the organisation of delivery of PSE for example. **Appendix 3** shows that the current practices at the two schools would suggest a need for 34 periods over the week to deliver the more generous allocation in each area. The "maximum" requirements shown in **Appendix 2** correspond to the 34 period situation meaning that there is a small overstatement of requirements. Assuming one practical and one non practical class are subtracted from this total for each of S1 and S2 then 32 extra spaces become available.

- 3.3 For S3 with the roll at 216 there would be a need for 8 register classes. The basic structure in both schools is for 4 periods each for English and Maths, 3 periods each for six chosen Standard Grade or equivalent courses, 3 periods for PE and 1 for PSE plus an additional period in Media Studies in Greenock Academy and an additional English period in Gourock High for personal presentation and vocational issues. Decisions will have to be taken in Clydeview Academy as to the actual structure but this is allowed for in **Appendix 2** as 2 periods of PSE.
- 3.4 For S4 with the roll at 194 there would be a need for 7 register classes. As for S3 the basic structure in both schools is for 4 periods each for English and Maths, 3 periods each for six chosen Standard Grade or equivalent courses, 3 periods for PE and 1 for PSE plus an additional period in Study Skills in Greenock Academy and an additional period in Gourock High on PSE related issues. Decisions will have to be taken in Clydeview Academy as to the actual structure but this is allowed for in **Appendix 2** as 2 periods of PSE.
- 3.5 For S5 with the roll at 262 there would be a need for 9 register classes. The basic structure in both schools is for 6 periods each for 5 chosen courses. **Appendix 2** shows 1 period for PE and 1 for PSE. For S6 with the roll of 179 at least 6 register classes are required. Decisions about any formal PE and PSE are required. **Appendix 2** assumes 1 period of PSE, none of PE.

#### 4 Pupil Options

- 4.1 Demand for accommodation in S1 and S2 is predictable and certain decisions can be taken up front which can direct that demand. The situation in S3, S4 and S5-6 is much less predictable and is subject to the needs/desires of the pupil population. **Appendix 4** attempts a projection of the number of classes likely to be needed for S3 and S4 based on current uptake patterns. There are no certainties at this stage but some clarity will soon be available as a result of the options exercise for pupils entering S3 in June/August 2010 and hence S4 for the first year of operation of Clydeview Academy. **Appendix 6** shows an exercise to confirm that no pupil has been ignored from the current S3 in both schools and **Appendix 7** is a similar exercise for the current S4. These 2 appendices additionally show demand for some specialist accommodation which has to be allocated carefully.
- 4.2 The new S3 (2010-2011) will total 194 pupils and thus is a reduction from both the current combined S3 (2009-2010) of 278 and the current combined S4 (2009-2010) of 253. This cohort will operate separately in the two schools for next session and then be combined in the amalgamated school. It is likely that the two groups can be fully integrated for column A English and column B Maths. It is also likely that since both schools operate columns C and D with French and a Social Subject for each pupil that a remix can take place here ensuring that all pupils continue with their choices. (Any pupil support extraction should be able to continue). If the number of sections projected in **Appendix 4** is operated the pupil/staff ratio is quite low. A slightly higher pupil/staff ratio would require fewer classes and would perhaps allow other choices to be made elsewhere.

- 4.3 The situation for columns E to H may be different. Specialist accommodation is required for the most part. It is probable that the two cohorts can be mixed and matched while guaranteeing continuity for every pupil, for every course. The schools have similar numbers in S2 (94 in Greenock Academy, 100 in Gourrock). There is a gender imbalance towards boys in Gourrock which may lead to a greater uptake than normal in, say, Craft & Design, PE Studies, Computing as opposed to a smaller uptake in Home Economics, Administration and Spanish.
- 4.4 Both schools must accommodate and staff their S3 classes for 2010-2011 within their current resources. When the schools amalgamate for session 2011-2012 there may be some opportunities to make some economies of scale but continuity of course will be ensured for all pupils.
- 4.5 The cohort becoming S3 in 2011 is larger than the preceding group (218 as opposed to 194). The number of classes will rise, pro rata, for columns A to D but will possibly be broadly neutral for columns E to F because timetabling will be a fully unitary affair and there will be no need for any parallel class structure to guarantee continuity.
- 4.6 The total number entering S5 is very large (262) as opposed to 245 at the projected stage for the current session. Those entering S6 is 179 as opposed to 203 at the projected stage currently. The total S5-6 roll is projected to be 441 as opposed 449 currently. A significant factor is the size of S5 which has 100% requirement for all pupils to be timetabled whereas an S6 pupil may only be timetabled for 80% of 60% of the time depending on choices made. It is at the commencement of courses that classes have to be allowed for not at later stages in the school session when there may have been a downward drift in pupil numbers. (Enrolled pupils jointly post Christmas break are 403). **Appendix 5** shows an attempt to project possible course uptake for 2011. **Appendix 8** is an exercise in ensuring pupils have not been accounted for and that pressure points are revealed. These numbers have been fed back into **Appendix 2** to establish a maximum likely requirement to accommodate classes.

## 5 Departments

- 5.1 It is necessary to look at options to deliver courses department by department across the school within the restricted accommodation. In some departments there is a degree of freedom to decide how many classes and therefore how many rooms are required. For many departments the nature of the room is not critical, only its size. Others have very specific needs although specialism of accommodation may not be needed for every period of delivery.
- 5.2 For English the “maximum” shown in **Appendix 2** is not a feasible option for itself or for the rest of the school. In S1 delivery does not necessarily require 9 English or other full sized rooms. Adherence to council policy can be maintained by organising 6 classes with cooperative teaching. This would free up most space but may not be the only way. If some kind of setting was introduced and an asymmetric approach was adopted then it could be possible to utilise Pupil Support rooms furnished to accept 18 pupils (not unduly restrictive within their 40 sq m). Depending on how the classes are delivered to the English department (all 6 register classes at once, 2 groups of 3 register classes or 3 pairs of register classes) then all sections can be accommodated with some recourse to Pupil Support classrooms. Demand on full sized rooms can be reduced. A similar situation for S2 but slightly more complicated. (an 8 + 2 option – 8 in English rooms, 2 in Pupil Support). The closer to contract numbers operated in S3, S4 and S5-6 then the more freedom there is to be expansive in S1 and S2. It is



possible to envisage a situation where S1 operates as 8 + 1, S2 as 8 + 2, S3 as 9, S4 as 8, S5-6 as 15 sections (many in column A, some in column B) but access to other accommodation necessary at column A times. The middle and senior classes are still more generously provided than contract minimum and the possibility remains that some of these may be able operate in other than full sized rooms. Such an arrangement would require a maximum of 230 full size classroom spaces. This is beginning to lie more comfortably within the 256 English full sized spaces available. (+26)

- 5.3 Maths almost replicates the English situation with the addition that a decision about S2 classes may result in only 4 periods being offered. This would reduce the uptake. On the same basis as for English above and still operating 5 periods for S2 the demand is for 230 full sized classroom spaces out of the 256 available. (+26)
- 5.4 Modern Languages demand in S1 and S2 cannot be reduced unless a decision is made to reduce the number of periods allocated. There is scope to run 9 French classes in S3 and 8 in S4 while still operating above minimum contract levels. Spanish classes in S3 and S4 are likely to be 1 each but if 2 prove necessary then one could be made deliberately small. In senior school even if a total of 8 classes proves necessary, it is likely that the 2 AH classes at least will be small enough to operate in the ML tutorial area. It would seem unlikely that more than 139 are needed out of the 160 available. (+21)
- 5.5 It is probably sensible to take Social Subjects and Religious Studies together. The number of classes in S1 and S2 are fixed except for the possible decision about 3 or 4 periods for Social Subjects. The numbers of classes in middle school is the hardest to gauge with complications of the columns C and D split, the variability in History and Geography uptakes over recent years, the uncertainty of whether Religious Studies will run in GHS and what effects the availability of a second social subject in GHS will have. Assuming that everything listed in **Appendix 2** runs then at least 3 of the classes and probably more are likely to be able to operate in smaller venues. The worst case of need is likely to be 209 full sized classroom spaces out of 224 available. (+15)
- 5.6 The last subject area which uses full sized classrooms and in that sense has flexibility about where it is able to meet is PSE. In **Appendix 2** all PSE equivalent need is catered for including S2 and 2 period delivery in both S3 and S4. There is little scope for a reduction from this. This means 60 full sized classroom spaces out of 64 available. (+4)
- 5.7 In summary, the total demand on full size classroom space is below the capacity available. There should be capacity within this sector of the school to allow sufficient flexibility to timetable all classes of these departments. Only modest use is being made of other (less than full sized) teaching spaces that the school has available.
- 5.8 Science is the department where there is clear difficulty in accommodating all classes within the specialist accommodation. If all classes shown in **Appendix 2** operate then it would be very challenging. Current uptakes in S3 suggest 1.43 science subjects per pupil and for S4 it is 1.48. If these uptake levels continue and even if there is an unfortunate split between the four courses on offer in middle school it would seem unlikely that the demand for classes in S3 and S4 should exceed 19 in each year. In senior school the number of classes is generously stated. One matter for consideration could be the offering of both Biology and Human Biology at Higher level. This reduces the opportunity for economies of scale between these two courses at the

point of amalgamation. Assuming that all classes specified in **Appendix 2** operate with the exception of a reduction to 19 classes in each of S3 and S4 then a total of 303 classes require rooms. This is in excess of the 288 spaces available. These spaces include the commitment of one ICT rich room to Science which is not suitable for practical experimental work. However much appropriate work can be conducted with a number of classes. A total of 32 periods can be accommodated in the ICT rich room leaving 15 periods elsewhere in the school. Several approaches to this may be considered by the schools. It is likely that senior classes will be most affected by accommodation in non-laboratory environments. The 256 laboratory spaces available should allow appropriate access for all classes.

- 5.9 For ICT **Appendix 2** states the maximum and this can just be delivered within the available accommodation. The number of classes in S3 and S4 are probably overstated. Higher Business Management can be delivered in the flexible area or classroom. The delivery of the Knowledge & Understanding part of Administration can also be delivered in the flexible area (about one period in 3 in S3 and S4). Accountancy & Finance has catered for small numbers at Higher in the past and some at least of its delivery may be possible in the ICT tutorial area. The dual offering of Computing Studies and Information Systems at Higher level may bear some consideration. By factoring in a probable maximum of 11 classes at S3 and 10 at S4, a reduction of 6 periods overall compared to **Appendix 2**, means the required number of rooms is 183 and the accommodation provides 192 spaces. These numbers are calculated on the basis of 41% intake for current S4 Computing Studies and 25% for Administration. Current S3 uptakes are 42% and 28% respectively. Assuming a 45% uptake for Computing this would yield a group of 88 and 5 classes in S4 2011 and 99 and 5 classes in S3 2011. Assuming a 30% uptake for Administration this would yield 59 for S4 at 3 classes and 66 for S3 at 4 classes. To each year group are added 1 Business Management class and 1 Accounting & Finance class. At senior level the assumption is 3 Higher/I2 Computing, 1 Higher Information Systems, 3 Higher Administration, 1 I2 Administration, 2 Higher/I2 Business Management classes and 1 Higher Accounting class plus 1 Advanced Higher Information Systems. ICT should be able to accommodate all its classes within its own resources. The total of 192 spaces includes the non-specialist flexible area. Candidates for this could include the third period in S2 (10 periods), Higher Business Management (12), Higher Accounting (6 although the Tutorial area might also be appropriate), 2 periods for each of Higher and Intermediate 2 Administration (8), 2 periods for each of the standard grade Business Management and Accounting & Finance classes (8). These total 44 which is greater than the flexible area provides. Should there be requirement to free up additional specialised ICT areas for other departments then Higher Business Management, for instance, could operate from ordinary classrooms elsewhere in the school. Other classes within ICT may have some capacity for being delivered elsewhere such as one period for each standard grade Administration class. This type of solution might be required if uptake is unusually high at any stage of the school.
- 5.10 For Technical **Appendix 2** states the maximum. This is unlikely to be reached with the size of middle school uptake. The difficulty lies not with total accommodation but with the demand for Graphic Design rooms. Graphic Communication classes probably need full time access to Graphic Design rooms. Craft & Design need some access to non-workshop accommodation and Graphic Design rooms are the preferred option. There may be flexibility in the course content of S1 and S2 classes which could make greater use of workshop space. Alternatively some space may be sought in ICT rooms for drawing or CAD applications which may suffice for a Graphic Communication class generally or junior classes at the introductory stage. Assuming S1 and S2 remain at 2 periods and the course splits equally between workshop

spaces and graphic design rooms then 19 spaces are needed in GD rooms. Current S3 uptake has 39% opting for Graphic Communication and 26% for Craft & Design. Current S4 has 22% and 25% respectively. On the basis of 40% opting for Graphic Communication in S4 2011 and S3 2011 groups of 78 and 88 would form requiring 4 and 5 sections. On the basis of 30% opting for Craft & Design in S4 2011 and S3 2011 groups of 59 and 66 would form requiring 3 and 4 sections respectively. This would total 34 spaces in graphic design (or other suitable spaces). In senior school 3 graphic communication classes are likely to be required: two Higher and one Advanced Higher. These total 18 spaces. The total demand on graphic communication spaces (or equivalent) would be 71 and thus some accommodation beyond the technical area is required. There will be surplus space in the workshop areas but this is not useful accommodation for the purposes of this analysis.

- 5.11 For Art & Design **Appendix 2** states the maximum. It is unlikely that Art & Design would not be able to operate within its own area. Any specific periods in the week where the accommodation came under pressure is likely to be alleviated by senior pupils being able to be accommodated in the open flexible area. This flexible area will often be available for other users but is likely to be required at various times for senior Art students pursuing coursework.
- 5.12 For Home Economics **Appendix 2** states the maximum. There is little room for manoeuvre if the numbers reach this maximum. There is some overstatement in the sections for S3 and S4 but for senior school the number of sections will probably be reached. A limitation is that there are 2 kitchen and 1 flex area. The majority of middle and senior classes require kitchen accommodation. The programme for S1 and S2 classes may have to reflect the availability of kitchen space. Home Economics should be able to deliver all its classes within its own area. At specific periods overcrowding may be alleviated by SVS classes, in particular, being accommodated elsewhere in the school.
- 5.13 For Music **Appendix 2** states the maximum. Similar but on a less pressured scale to Art & Design. Demand may be reduced from this dependent on decisions on the S1,2 curriculum. Again the flexible area will frequently be available for other users.
- 5.14 For PE **Appendix 2** states the maximum. The problem for PE is not the lack of delivery areas with the 3 internal facilities and generous outdoor provision, backed up by the availability of the drama studio and, for inclement weather, the central assembly hall. It is access to changing room accommodation. While there are no rules stipulating a maximum to the number of pupils that may be accommodated at any time issues of overcrowding and duty of care would suggest a practical limitation. The situation may not be as bad as would be thought at first. Certificate classes do not always require to change. There are times of theory input where PE kit is not necessary. The existence of the drama studio suggests a suitable place for the delivery of theory. Its associated make-up and changing facilities provides an additional space for, mostly, girls groups to change when showering is not necessary. Alternatively male senior groups, particularly for certificate classes may at certain times have access.
- 5.15 In summary the total demand for specialist space is reasonably manageable within most departments. The exceptions are Science, Technical, Home Economics and PE. If maximum uptake levels do not materialise in middle school then Home Economics ceases to be a problem and the problems within Technical and PE reduce. In these cases a solution lies with utilising some accommodation beyond the resources of these departments. There is a small surplus of full sized rooms available overall and

there are other locations which can provide appropriate accommodation such as ICT rooms for Graphic Design overspill. Solutions, or “approaches” could also include looking at the S1,2 curriculum both in the periods allocated and in the balance of activities within courses. Restrictions on the complete freedom to demand specific courses by all pupils may be necessary if particular uptake patterns require a significant number of uneconomic classes to be formed. Clearly both schools work within these limitations of staffing and accommodation as they offer courses for S3 and S5/6 in their final year of independent operation as well as guaranteeing continuity for those entering S4.

- 5.16 The options and choices alluded to in this report are not exhaustive and the new Head teacher may well explore and decide on other strategies for curriculum delivery in the new school. Additionally once further information becomes available (e.g. actual pupil option choice) the uses of the accommodation can be more accurately planned.

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## Appendix 1 - Accommodation – an Initial Analysis

### Outline figures comparing expected roll and accommodation in another school and Clydeview Academy.

The other school operated very tightly with 950 on roll with large S5 and S6, typically 280 combined. Rooming availability as follows

#### Standard classroom subjects (30)

	Other school		Clydeview	
English	7	210	7	210
			+1 very small tutorial room	12
Maths	6	180	7	210
	+1 very small tutorial room	8		
Social Subjects	5	150	4	120
Modern Languages	4	120	5	150
			+1 very small tutorial room	12
PSE	1	30	0	0
RME	1	30	2	60
Other		0	3 inc. LRC	90
	<b>24</b> + 1 compromised areas	<b>728</b>	<b>28</b> + 2 compromised areas	<b>864</b>
<b>Practical specialist (20)</b>				
Science	8	160	8	160
Physical Education	1 games hall	30	1 games hall	30
	1 gym	30	1 gym	30
	1 fitness	30	1 fitness	30
Home Econ	2 food	40	2 food	40
	1 GP	20	1 GP	20
Business + ICT	4 ICT	80	5	100
			1 flexible	30
			+1 very small tutorial room	12
Technical	2 D&G	40	2	40
	1 WW	20	1 flexible	20
	1 MW	20	1 flexible	20
Art & Design	3	60	3	60
	1 studio	8	1 flexible	12
Music	2	40	2	40
			1 ICT	20
		0	1 flexible	12
Drama & Dance	0	0	1	20
Enterprise	1 suitable for 12 maximum	12	0	0
Other	0	0	3 ICT unallocated	90
SfL	1	12	3	36
	<b>20</b>	<b>442</b>	<b>24</b> + 1 compromised area	<b>662</b>
Places		1170		1526
Capacity (0.76 x places) – 150		739.2		1009.76
Roll		950		1233
Load factor (roll/places)		<b>1.285</b>		<b>1.22108</b>

The calculations are based on Inverclyde Standard Circular 3.2 (draft).  
An assumption is that no class will operate in excess of 30 pupils

## Appendix 2 - Departmental Rooming Analysis

### English

English	Numbers	Periods	Sections max	Room periods	Sections min	Room periods
S1	180	5	9	45	8	40
S2	200	4	10	40	8	32
S3	218	4	10	40	8	32
S4	194	4	9	36	7	28
S5	262	6	13	78	12	72
S6	100	6	5	30	1	6
				<b>269</b>		<b>210</b>
Total period spaces available			English 1 – 7 only + unallocated ICT as E8 (in its corridor)		224	256

#### Notes

- S1** Max. assumes practical sized English classes, min. assumes register sized classes.
- S2** Max. assumes practical sized English classes, min. assumes register sized classes.
- S3** Max. assumes some relaxation to allow a reasonable amount of setting within S3. Min. is the minimum number of sections allowed by contract
- S4** English is one subject for which full integration of both schools' intakes is feasible. Max. and min. as for S3. I have assumed the GA practice of 4 periods in S4 rather than the 5 in GHS which includes PSE issues.
- S5** 100% of S5 uptake would be taking English in one form or another. Because English is delivered at 3 levels efficiencies are lost. It may be desirable to "broad band" and deliver I2 and I1 together, although smaller classes would be welcome for that.
- S6** I have assumed that approximately 50% of S6 will undertake English in one form or another. This would appear as slightly on the high side for GA's current S6. Economies of scale may be possible by integrating fully with S5 but it may be preferable to keep separate S6 from S5 as the pursuit of Higher in S6 is usually as a result of repeating or else from the pursuit of I2 rather than coming from Standard Grade for the S5 Higher candidate. The total of maximum sections is generous.

## Mathematics

Maths	Numbers	Periods	Sections max	Room periods	Sections min	Room periods
S1	180	5	9	45	8	40
S2	200	4	10	40	8	32
S3	218	4	10	40	8	32
S4	194	4	9	36	7	28
S5	262	6	13	78	12	72
S6	100	6	5	30	1	6
				<b>269</b>		<b>210</b>

Total period spaces available

Maths 1 – 7 only  
+ unallocated ICT as M8  
(directly above)

224

256

### Notes

- S1** Mainly as for English. I have assumed GHS practice of 5 periods in S1.
- S2** Mainly as for English.
- S3** Max. assumes some relaxation to allow a reasonable amount of setting within S3. Min. is the minimum number of sections allowed by contract
- S4** Maths may be a subject for which full integration of both schools' intakes is feasible. Max. and min. as for S3.
- S5** As for English S5.
- S6** 190 have elected for Maths in some form or other in GA while the corresponding number for English is 169. the same number of teaching sections have been allocated in each subject despite this disparity. It may reflect the normal practice rather than an individual year. However if this difference persists into Clydeview Academy then Maths is more likely to operate nearer its max. whereas English might be trimmed closer to its min.

## Modern Languages

Mod. Lang.	Numbers	Periods	Sections max	Room periods	Sections min	Room periods
S1	180	4	6	24	6	24
S2	200	4	7	28	7	28
S3 French	218	3	10	30	8	24
S3 Spanish	30-40	3	2	6	1	3
S4 French	194	3	9	27	7	21
S4 Spanish	30-40	3	2	6	1	3
S5 French	50-70	6	3	18	2	12
S5 Spanish	20-30	6	2	12	1	6
S6 Fr/Sp	6 Fr, 4 Sp	6	2	12	2	12
				<b>163</b>		<b>121</b>
Total period spaces available			ML1-5 only		160	

### Notes

- S1** GA operates only 3 periods with S1, GHS 4. I have assumed "worse case" i.e. GHS
- S2** Both schools use 4 periods in S2
- S3** Could compromise and operate 8 S3 classes still with flexibility
- S4** May need to stick with the maximum of 9 sections. Unifying GA and GHS should be acceptable because both schools use columns C and D but a little flexibility would be useful.
- S5** Likely to offer the same flexibility in S5 with 1 fewer than max.
- S6** This assumes AH in both Spanish and French. These small classes may well be accommodated within ML tutorial area.



## Social Subjects

Soc. Subj.	Numbers	Periods	Sections max	Room periods	Sections min	Room periods
S1	180	3	6	18	6	18
S2	200	4	7	28	7	28
S3 all 3 courses	218	3	10	30	8	24
S4 all 3 courses	194	3	9	27	7	21
S5 all 3 courses	180-220	6	9	54	9	54
S6 all 3 courses	10 Geo, 5 His	6	3	18	1	6
				<b>175</b>		<b>151</b>

Total period spaces available

SS1-4 only  
+ GP  
(directly above)

128  
160

### Notes

- S1** Both schools use 3 periods in S1 and offer integrated courses
- S2** GA uses 3 periods in S2 and GHS uses 4. Both offer integrated courses. Assumed "worse case" i.e. GHS
- S3** Both schools use columns C and D for delivery. More sections than numbers because of discrete courses. GHS offering the opportunity to select more than one social subject which implies uptake and columns beyond C and D.
- S4** May need to stick with the maximum of 11 sections. Unifying GA and GHS should be acceptable because both schools use columns C and D but a little flexibility would be useful.
- S5** Assuming 2 Higher and 1 Intermediate in each subject.
- S6** This assumes AH in all three subjects. Only Geography currently offered and likely small uptake in one or two of these would suggest easy to accommodate elsewhere in the building.

## RME

RME	Numbers	Periods	Sections max	Room periods	Sections min	Room periods
S1 core	180	1	6	6	6	6
S2 core	200	1	7	7	7	7
S3 core	218	1	8	8	8	8
S3	0-30	3	1	3	0	0
S4 core	194	1	7	7	7	7
S4	0-30	3	1	3	0	0
S5	30-50	6	3	18	2	12
				<b>52</b>		<b>40</b>

Total period spaces available

RME 1-2

64

### Notes

- S1** Both schools use 1 period for each standard class
- S2** Both schools use 1 period for each standard class
- S3** Both schools use 1 period for each standard class  
GHS offering SG Religious Studies on options sheet
- S4** Both schools use 1 period for each standard class  
GHS offering SG Religious Studies on options sheet
- S5** Assuming 2 Higher and 1 Intermediate.
- S6** No discrete offering.

## Science

Science	Numbers	Periods	Sections max	Room periods	Sections min	Room periods
S1	180	3	9	27	9	27
S2	200	3	10	30	10	30
S3	310-340	3	21	63	19	57
S4	280-300	3	21	63	19	57
S5	220-260	6	17	102	15	90
S6	50-70	6	5	30	3	18
			<b>315</b>			<b>279</b>

Total period spaces available

Science 1-8  
+ unallocated ICT as Science  
(ML corridor)

256  
288

### Notes

- S1** Both schools offer 3 periods and integrate their courses  
**S2** Both schools offer 3 periods and integrate their courses  
**S3** Four courses: Biology, Chemistry, Physics and Science.  
**S4** Four courses with fixed cross settings. Smaller numbers but less efficient than S3.  
**S5** GA only offers Human Biology at Higher.  
**S6** One class each of AH with the possibility of 1 of these being oversubscribed.

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## ICT

ICT	Numbers	Periods	Sections max	Room periods	Sections min	Room periods
S1	180	2	9	18	9	18
S2	200	3	10	30	10	30
S3	150-190	3	12	36	10	30
S4	130-170	3	11	33	9	27
S5	170-200	6	11	66	9	54
S6	10 to 15	6	1	6	1	6
				<b>189</b>		<b>165</b>

Total period spaces available

ICT 1-5  
+ ICT 6 (flexible)

160  
192

### Notes

- S1** GA operates 2 periods per week in S1, GHS 1 period.
- S2** GA operates 2 periods per week in S2, GHS 3 periods. I have assumed GHS "worst case"
- S3** Four courses: Admin, Computing, Accounts (GA) and Business Mgt (GHS)- these last two non-practical.
- S4** Four courses with fixed cross settings. Smaller numbers but less efficient than S3.
- S5** GA offers Highers in IT and Comp, H and I2 in Admin, BM (all 1 class each). Some pupils pursuing Accountancy but not on timetable. GHS offers 3 classes within Business Education and two within Computing.
- S6** One class of AH IS current in GA.

## Art & Design

Art & Des	Numbers	Periods	Sections max	Room periods	Sections min	Room periods
S1	180	2	9	18	9	18
S2	200	2	10	20	10	20
S3	65-80	3	5	15	4	12
S4	65-80	3	5	15	4	12
S5	40-60	6	4	24	3	18
S6	12 to 18	6	1	6	1	6
				<b>98</b>		<b>86</b>

Total period spaces available

Art 1-3

96

### Notes

**S1**

Both schools operate 2 periods per week

**S2**

Both schools operate 2 periods per week

**S3**

**S4**

**S5**

**S6**

One class of AH IS current in GA. This would probably use the flexible area for much of the time as could the Higher classes for some of the time.

## Music

Music	Numbers	Periods	Sections max	Room periods	Sections min	Room periods
S1	180	2	9	18	9	18
S2	200	2	10	20	10	20
S3	35-55	3	4	12	3	9
S4	30-40	3	3	9	2	6
S5	15-25	6	3	18	2	12
S6	3 to 5	6	1	6	1	6
				<b>83</b>		<b>71</b>

Total period spaces available

Music 1,2 and ICT

96

### Notes

- S1** GA currently offers 2 periods in S1, GHS only 1.
- S2** GA currently offers 2 periods in S2, GHS only 1.
- S3** Practical aspects of Music may render access to flexible area unattractive to other users.
- S4** Practical aspects of Music may render access to flexible area unattractive to other users.
- S5** Presence of practice rooms may free up the flexible area at times. GHS has some column X short course music
- S6** Currently no specific S6 classes

## Home Economics

Home Ec	Numbers	Periods	Sections max	Room periods	Sections min	Room periods
S1	180	2	9	18	9	18
S2	200	2	10	20	10	20
S3	50-70	3	6	18	4	12
S4	50-70	3	6	18	5	15
S5	35-45	6	3	18	3	18
S6	0-30	6	0	0	0	0
				<b>92</b>		<b>83</b>

Total period spaces available

HE 1,2 and Multipurpose

96

### Notes

- S1** Both schools operate 2 periods per week
- S2** Both schools operate 2 periods per week
- S3** GA currently offers SVS in addition to Home Ec. GHS may do but this is not separately shown on the timetable.
- S4** GA currently offers SVS in addition to Home Ec
- S5** Hospitality in Senior school
- S6** Currently no specific S6 classes

## Technical

Technical	Numbers	Periods	Sections max	Room periods	Sections min	Room periods
S1	180	2	9	18	9	18
S2	200	2	10	20	10	20
S3	120-150	3	10	30	9	27
S4	100-130	3	9	27	7	21
S5	55-75	6	4	24	3	18
S6	8 to 15	6	1	6	1	6
				<b>125</b>		<b>110</b>

Total period spaces available

Craft (Flex) + Graphic Design

128

### Notes

- S1** Both schools operate 2 periods per week
- S2** Both schools operate 2 periods per week
- S3** Includes both Craft & Design and Graphic Communication
- S4** Includes both Craft & Design and Graphic Communication
- S5** GA offers Graphic Comm and Practical Craft Skills. GHS may offer Product Design
- S6** AH Graphic Comm currently offered.

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## Physical Education (PE)

PE	Numbers	Periods	Sections max	Room periods	Sections min	Room periods
S1	180	2	6	12	6	12
S2	200	2	7	14	7	14
S3 core	216	3	8	24	8	24
S3	60-90	3	5	15	4	12
S4 core	194	3	7	21	7	21
S4	60-90	3	5	15	4	12
S5 core	262	1	9	9	9	9
S5	70-80	6	5	30	4	24
S6			0	0	0	0
				<b>140</b>		<b>128</b>

Total period spaces available

Four areas determined by changing accommodation

128

### Notes

- S1** Both schools operate 2 periods per week
- S2** Both schools operate 2 periods per week
- S3 core** Both schools currently offer 3 periods in S3 core
- S3**
- S4 core** Both schools currently offer 3 periods in S4 core
- S4**
- S5 core** GA currently offers 1 period for S5 core. None at GHS
- S5** Higher PE is offered by both schools. Dance by GA
- S6** Currently no specific S6 classes

## Personal & Social Education (PSE)

PSE	Numbers	Periods	Sections max	Room periods	Sections min	Room periods
S1	180	1	6	6	6	6
S2	200	1	7	7	7	7
S3	216	2	8	16	8	16
S4	194	2	7	14	7	14
S5	262	1	10	10	9	9
S6	203	1	7	7	7	7
				<b>60</b>		<b>59</b>

Total period spaces available

2 teaching areas in Library  
Resource Centre

64

### Notes

#### S1

Both schools offer 1 period per register class.

#### S2

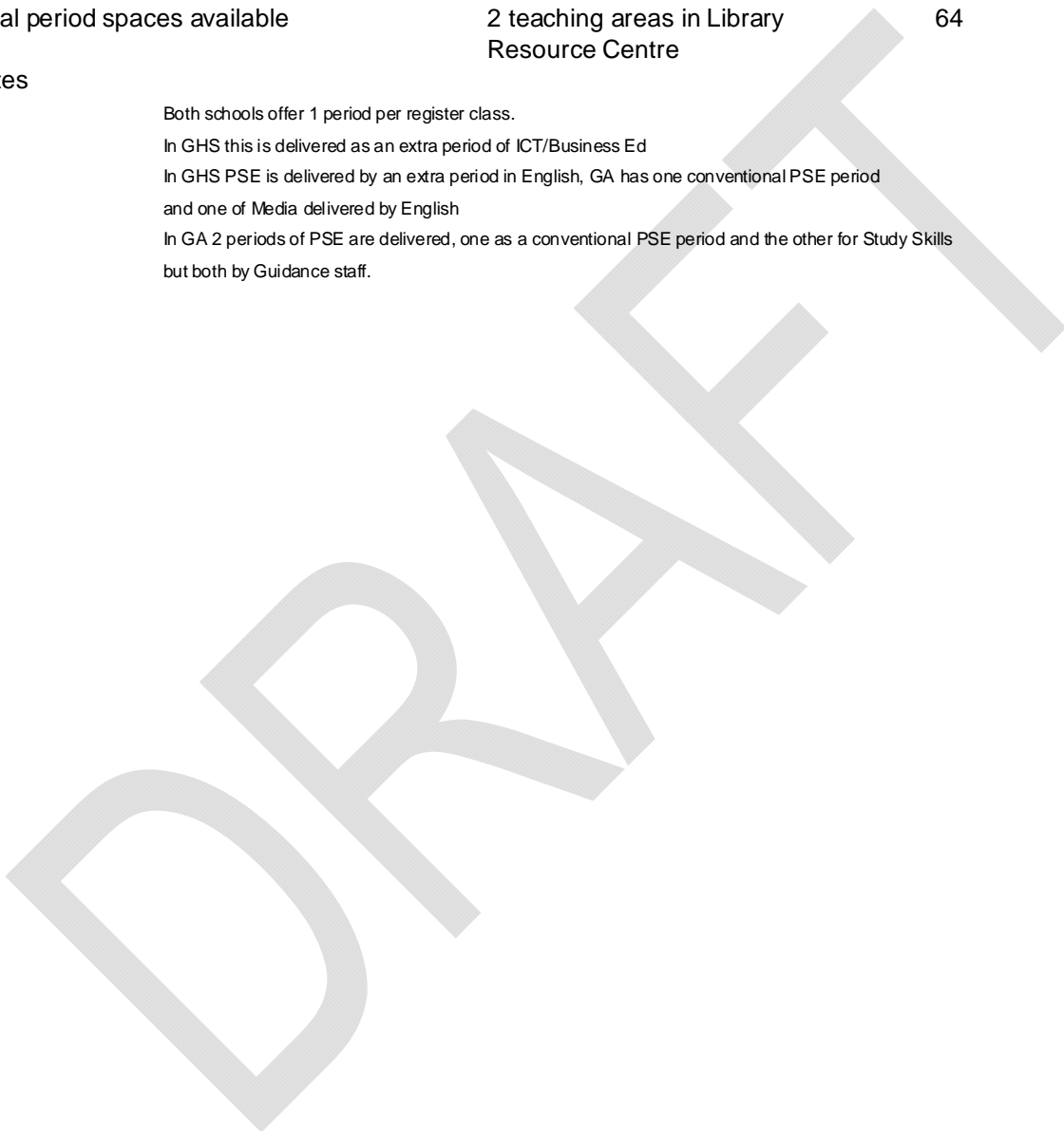
In GHS this is delivered as an extra period of ICT/Business Ed

#### S3

In GHS PSE is delivered by an extra period in English, GA has one conventional PSE period and one of Media delivered by English

#### S4

In GA 2 periods of PSE are delivered, one as a conventional PSE period and the other for Study Skills but both by Guidance staff.



## Appendix 3 - S1-2 Curriculum/Period Spread

### S1

	<b>GA</b>	<b>GHS</b>	<b>CA</b>
English	5	5	5
Maths	4	5	5
French	3	4	4
Social subj.	3	3	3
Science	3	3	3
Art	2	2	2
Music	2	1	2
ICT	2	1	2
Home Ec	2	2	2
Technical	2	2	2
PE	2	2	2
PSE	1	1	1
RME	1	1	1
	<b>32</b>	<b>32</b>	<b>34</b>

### S2

	<b>GA</b>	<b>GHS</b>	<b>CA</b>
English	4	4	4
Maths	4	4	4
French	4	4	4
Social subj.	3	4	4
Science	3	3	3
Art	2	2	2
Music	2	1	2
ICT	2	3	3
Home Ec	2	2	2
Technical	2	2	2
PE	2	2	2
PSE	1	0	1
RME	1	1	1
	<b>32</b>	<b>32</b>	<b>34</b>

## Appendix 4 - S3-4 Section Count

S3 numbers for CA S3 2011 = (GA + GHS) x 218/278 rounded up.

S4 numbers for CA S4 2011 = (GA + GHS) x 194/253 rounded up

English	<b>English</b>										TOTAL	Average
	School	Numbers	Col A	Col B	Col C	Col D	Col E	Col F	Col G	Col H		
	GA S3 2009	158	7								7	22.57
	GHS S3 2009	120	5								5	24.00
	CA S3 2011	218	10								<b>10</b>	21.80
	GA S4 2009	138	6								6	23.00
	GHS S4 2009	116	5								5	23.20
	CA S4 2011	194	9								<b>9</b>	21.56

Maths	<b>Maths</b>										TOTAL	Average
	School	Numbers	Col A	Col B	Col C	Col D	Col E	Col F	Col G	Col H		
	GA S3 2009	158		7							7	22.57
	GHS S3 2009	120		5							5	24.00
	CA S3 2011	218		10							<b>10</b>	21.80
	GA S4 2009	138		6							6	23.00
	GHS S4 2009	116		5							5	23.20
	CA S4 2011	194		9							<b>9</b>	21.56

Mod Lang	<b>French</b>										TOTAL	Average
	School	Numbers	Col A	Col B	Col C	Col D	Col E	Col F	Col G	Col H		
	GA S3 2009	153			5	2					7	21.86
	GHS S3 2009	110			3	2					5	22.00
	CA S3 2011	218			5	5					<b>10</b>	21.80
	GA S4 2009	134			4	2					6	22.33
	GHS S4 2009	110			2	3					5	22.00
	CA S4 2011	194			5	4					<b>9</b>	21.56

Mod Lang	<b>Spanish</b>										TOTAL	Average
	School	Numbers	Col A	Col B	Col C	Col D	Col E	Col F	Col G	Col H		
	GA S3 2009	20							1		1	20.00
	GHS S3 2009	12								1	1	12.00
	CA S3 2011	26								2	<b>2</b>	13.00
	GA S4 2009	18								1	1	18.00
	GHS S4 2009	18								1	1	18.00
	CA S4 2011	28								2	<b>2</b>	14.00

## Appendix 4 - S3-4 Section Count (continued)

Social Subj	<b>Geography</b>		Numbers	Col A	Col B	Col C	Col D	Col E	Col F	Col G	Col H	TOTAL	Average
	School												
	GA S3 2009		38				2					2	19.00
	GHS S3 2009		33			1	1					2	16.50
	CA S3 2011		56				2					2	28.00
	GA S4 2009		29				1					1	29.00
	GHS S4 2009		55			1	1					2	27.50
	CA S4 2011		65			2	1					3	21.67

Social Subj	<b>History</b>		Numbers	Col A	Col B	Col C	Col D	Col E	Col F	Col G	Col H	TOTAL	Average
	School												
	GA S3 2009		84				3					3	28.00
	GHS S3 2009		58			1	1					2	29.00
	CA S3 2011		112			2	2					4	28.00
	GA S4 2009		78			2	2					4	19.50
	GHS S4 2009		30			1	1					2	15.00
	CA S4 2011		83			1	2					3	27.67

Social Subj	<b>Modern St.</b>		Numbers	Col A	Col B	Col C	Col D	Col E	Col F	Col G	Col H	TOTAL	Average
	School												
	GA S3 2009		36			2						2	18.00
	GHS S3 2009		29				1					1	29.00
	CA S3 2011		51			1	1					2	25.50
	GA S4 2009		29				1					1	29.00
	GHS S4 2009		29				1					1	29.00
	CA S4 2011		45			1	1					2	22.50

Social Subj	<b>Religious St.</b>		Numbers	Col A	Col B	Col C	Col D	Col E	Col F	Col G	Col H	TOTAL	Average
	School												
	GA S3 2009		0									0	
	GHS S3 2009											0	
	CA S3 2011		0									0	
	GA S4 2009		0									0	
	GHS S4 2009											0	
	CA S4 2011		0									0	

## Appendix 4 - S3-4 Section Count (continued)

ICT	<b>Computing</b>	School	Numbers	Col A	Col B	Col C	Col D	Col E	Col F	Col G	Col H	TOTAL	Average
		GA S3 2009	76					1	2	1		4	19.00
		GHS S3 2009	40						1		1	2	20.00
		CA S3 2011	91					1	2	1	1	5	18.20
		GA S4 2009	62						2	1	1	4	15.50
		GHS S4 2009	40					1	1			2	20.00
		CA S4 2011	79					1	2	1	1	5	15.80

ICT	<b>Admin</b>	School	Numbers	Col A	Col B	Col C	Col D	Col E	Col F	Col G	Col H	TOTAL	Average
		GA S3 2009	49					1	1		1	3	16.33
		GHS S3 2009	28					1	1			2	14.00
		CA S3 2011	61					2	1		1	4	15.25
		GA S4 2009	39						2			2	19.50
		GHS S4 2009	23						2			2	11.50
		CA S4 2011	48						3			3	16.00

ICT	<b>Accounting</b>	School	Numbers	Col A	Col B	Col C	Col D	Col E	Col F	Col G	Col H	TOTAL	Average
		GA S3 2009	12							1		1	12.00
		GHS S3 2009	0									0	
		CA S3 2011	10							1		1	10.00
		GA S4 2009	14								1	1	14.00
		GHS S4 2009	0									0	
		CA S4 2011	11								1	1	11.00

ICT	<b>Business M</b>	School	Numbers	Col A	Col B	Col C	Col D	Col E	Col F	Col G	Col H	TOTAL	Average
		GA S3 2009	0									0	
		GHS S3 2009	0									0	
		CA S3 2011	0									0	
		GA S4 2009	0									0	
		GHS S4 2009	0									0	
		CA S4 2011	0									0	

## Appendix 4 - S3-4 Section Count (continued)

Technical	<b>Craft &amp; Des</b>	School	Numbers	Col A	Col B	Col C	Col D	Col E	Col F	Col G	Col H	TOTAL	Average
		GA S3 2009	33							1	1	2	16.50
		GHS S3 2009	38						1	1		2	19.00
		CA S3 2011	56						1	2	1	4	14.00
		GA S4 2009	20							1		1	20.00
		GHS S4 2009	36						1	1		2	18.00
		CA S4 2011	43						1	2		3	14.33
Technical	<b>Graphic Com</b>	School	Numbers	Col A	Col B	Col C	Col D	Col E	Col F	Col G	Col H	TOTAL	Average
		GA S3 2009	59						2	1		3	19.67
		GHS S3 2009	48					1	1		1	3	16.00
		CA S3 2011	84					1	2	1	1	5	16.80
		GA S4 2009	28					2				2	14.00
		GHS S4 2009	34						1		1	2	17.00
		CA S4 2011	48					2	1		1	4	12.00
Art & Des	<b>Art &amp; Des</b>	School	Numbers	Col A	Col B	Col C	Col D	Col E	Col F	Col G	Col H	TOTAL	Average
		GA S3 2009	53							2	1	3	17.67
		GHS S3 2009	38							2		2	19.00
		CA S3 2011	72							2	2	4	18.00
		GA S4 2009	35							1	1	2	17.50
		GHS S4 2009	59							2	2	4	14.75
		CA S4 2011	73							2	2	4	18.25
Music	<b>Music</b>	School	Numbers	Col A	Col B	Col C	Col D	Col E	Col F	Col G	Col H	TOTAL	Average
		GA S3 2009	30							1	1	2	15.00
		GHS S3 2009	26					1		1		2	13.00
		CA S3 2011	44						1	1	1	3	14.67
		GA S4 2009	31						1	1		2	15.50
		GHS S4 2009	11							1		1	11.00
		CA S4 2011	33							1	1	2	16.50

## Appendix 4 - S3-4 Section Count (continued)

Home Ec	Home Ec	School	Numbers	Col A	Col B	Col C	Col D	Col E	Col F	Col G	Col H	TOTAL	Average
		GA S3 2009	17					1				1	17.00
		GHS S3 2009	12							1		1	12.00
		CA S3 2011	23					1		1		2	11.50
		GA S4 2009	12							1		1	12.00
		GHS S4 2009	16							1		1	16.00
		CA S4 2011	22							2		2	11.00
Home Ec	<b>Hospitality</b>	School	Numbers	Col A	Col B	Col C	Col D	Col E	Col F	Col G	Col H	TOTAL	Average
		GA S3 2009	0									0	
		GHS S3 2009	15								1	1	15.00
		CA S3 2011	12								1	1	12.00
		GA S4 2009	0									0	
		GHS S4 2009	7								1	1	7.00
		CA S4 2011	5.367589								1	1	5.37
Home Ec	<b>SVS</b>	School	Numbers	Col A	Col B	Col C	Col D	Col E	Col F	Col G	Col H	TOTAL	Average
		GA S3 2009	15						1			1	15.00
		GHS S3 2009	8						1			1	8.00
		CA S3 2011	19						1			1	19.00
		GA S4 2009	21					1	1			2	10.50
		GHS S4 2009	9						1			1	9.00
		CA S4 2011	23.00395					1	1			2	11.50
PE	<b>PE Studies</b>	School	Numbers	Col A	Col B	Col C	Col D	Col E	Col F	Col G	Col H	TOTAL	Average
		GA S3 2009	43								3	3	14.33
		GHS S3 2009	42							1	1	2	21.00
		CA S3 2011	67							2	2	4	16.75
		GA S4 2009	54							3		3	18.00
		GHS S4 2009	37							2		2	18.50
		CA S4 2011	70							2	2	4	17.50



## Appendix 5 - S5-6 Section Count

English	English	School	Numbers	Col A	Col B	Col C	Col D	Col E	TOTAL	Average
		GA H 2009	92	3	1				4	23.00
		GHS H 2009	74	3					3	24.67
		CA H 2011	172	5	2				7	24.57
		GA I2 2009	46	2	1				3	15.33
		GHS I2 2009	48	2					2	24.00
		CA I2 2011	97	3	1				4	24.25
		GA I1 2009	26	1	1				2	13.00
		GHS I1 2009	15	1					1	15.00
		CA I1 2011	43	2	1				3	14.33
		GA AH 2009	5	1					1	5.00
		GHS AH 2009	11				1		1	
		CA AH 2011	17	1					1	17.00

Maths	Maths	School	Numbers	Col A	Col B	Col C	Col D	Col E	TOTAL	Average
		GA H 2009	111	1	3				4	27.75
		GHS H 2009	63		3				3	21.00
		CA H 2011	180	2	5				7	25.71
		GA I2 2009	50	2	1				3	16.67
		GHS I2 2009	46		3				3	15.33
		CA I2 2011	99	1	4				5	19.80
		GA I1 2009	20		1				1	20.00
		GHS I1 2009	18		1				1	18.00
		CA I1 2011	40		2				2	20.00
		GA AH 2009	9		1				1	9.00
		GHS AH 2009	14			1			1	14.00
		CA AH 2011	24		1				1	24.00

Mod Lang	French	School	Numbers	Col A	Col B	Col C	Col D	Col E	TOTAL	Average
		GA H 2009	23				1	1	2	11.50
		GHS H 2009	23			1			1	23.00
		CA H 2011	48			1	1	1	3	16.00
		GA I2 2009	4				0	0	0	
		GHS I2 2009	10			1			1	10.00
		CA I2 2011	15			0	0	0	0	
		GA AH 2009	3			1			1	3.00
		GHS AH 2009	2			0			0	
		CA AH 2011	6			1			1	6.00

Bi level classes H/I2

Mod Lang	Spanish	School	Numbers	Col A	Col B	Col C	Col D	Col E	TOTAL	Average
		GA H 2009	6					1	1	6.00
		GHS H 2009	11					1	1	11.00
		CA H 2011	18					1	1	18.00
		GA I2 2009	3					0	0	
		GHS I2 2009	3					0	0	
		CA I2 2011	7					0	0	
		GA AH 2009	2					1	1	2.00
		GHS AH 2009	1						0	
		CA AH 2011	4					1	1	4.00

Bi level classes H/I2

## Appendix 5 - S5-6 Section Count (continued)

Social Sut	<b>Geography</b>	School	Numbers	Col A	Col B	Col C	Col D	Col E	TOTAL	Average
		GA H 2009	28			1			1	28.00
		GHS H 2009	23			1			1	23.00
		CA H 2011	53			2			2	26.50
		GA I2 2009	6			1			1	6.00
		GHS I2 2009	10			1			1	10.00
		CA I2 2011	17			1			1	17.00
		GA I1 2009	1			0			0	
		GHS I1 2009							0	
		CA I1 2011	2			0			0	
		GA AH 2009	4				1		1	4.00
		GHS AH 2009	5		1				1	
		CA AH 2011	10			1			1	10.00

Social Sut	<b>History</b>	School	Numbers	Col A	Col B	Col C	Col D	Col E	TOTAL	Average
		GA H 2009	24			1			1	24.00
		GHS H 2009	18			1			1	18.00
		CA H 2011	44			2			2	22.00
		GA I2 2009	19			1			1	19.00
		GHS I2 2009	3						0	
		CA I2 2011	23			1			1	23.00
		GA AH 2009							0	
		GHS AH 2009	2	0					0	
		CA AH 2011	3	1					1	

Social Sut	<b>Modern St</b>	School	Numbers	Col A	Col B	Col C	Col D	Col E	TOTAL	Average
		GA H 2009	32			1			1	32.00
		GHS H 2009	13		3	1			4	3.25
		CA H 2011	47			2			2	23.50
		GA I2 2009	9						0	
		GHS I2 2009	0			1			1	
		CA I2 2011	10			1			1	10.00

Social Sut	<b>RMPS</b>	School	Numbers	Col A	Col B	Col C	Col D	Col E	TOTAL	Average
		GA H 2009	29				1		1	29.00
		GHS H 2009	0				0		0	
		CA H 2011	30				2		2	15.00
		GA I2 2009	6				1		1	6.00
		GHS I2 2009	0				0		0	
		CA I2 2011	7				1		1	7.00

## Appendix 5 - S5-6 Section Count (continued)

Science	<b>Biology</b>		Numbers	Col A	Col B	Col C	Col D	Col E	TOTAL	Average
	School									
	GA H 2009								0	
	GHS H 2009		28					2	2	14.00
	CA H 2011		29					2	2	14.50
	GA I2 2009		4					0	0	#DIV/0!
	GHS I2 2009		16					1	1	
	CA I2 2011		21					1	1	21.00
	GA AH 2009		13	1					1	
	GHS AH 2009		5	0			0		0	
	CA AH 2011		19		1				1	

Science	<b>Human Biol</b>		Numbers	Col A	Col B	Col C	Col D	Col E	TOTAL	Average
	School									
	GA H 2009		37				1	1	2	18.50
	GHS H 2009		2				0		0	#DIV/0!
	CA H 2011		41				1	1	2	20.50

Science	<b>Chemistry</b>		Numbers	Col A	Col B	Col C	Col D	Col E	TOTAL	Average
	School									
	GA H 2009		37			1	1		2	18.50
	GHS H 2009		23				1		1	23.00
	CA H 2011		62			2	2		4	15.50
	GA I2 2009						1		1	0.00
	GHS I2 2009		6				1		1	
	CA I2 2011		7				1		1	7.00
	GA AH 2009		10					1	1	
	GHS AH 2009		9	1					1	
	CA AH 2011		20			1			1	

Science	<b>Physics</b>		Numbers	Col A	Col B	Col C	Col D	Col E	TOTAL	Average
	School									
	GA H 2009		41				1	1	2	20.50
	GHS H 2009		31				1	1	2	15.50
	CA H 2011		75				2	2	4	18.75
	GA I2 2009								0	
	GHS I2 2009		6					1	1	
	CA I2 2011		6					1	1	6.19
	GA AH 2009		9			1			1	
	GHS AH 2009		13	1					1	
	CA AH 2011		23	1		1			2	

## Appendix 5 - S5-6 Section Count (continued)

ICT	<b>Computing</b>								
	School	Numbers	Col A	Col B	Col C	Col D	Col E	TOTAL	Average
	GA H 2009	20					1	1	20.00
	GHS H 2009	27				1	1	2	13.50
	CA H 2011	49				1	2	3	16.33
	GA I2 2009							0	
	GHS I2 2009	8				0	0	0	
	CA I2 2011	9						0	
								0	
ICT	<b>Info T/S</b>								
	School	Numbers	Col A	Col B	Col C	Col D	Col E	TOTAL	Average
	GA H 2009	16				1		1	16.00
	GHS H 2009							0	
	CA H 2011	17				1		1	17.00
	GA I2 2009	2				0		0	
	GHS I2 2009					0		0	
	CA I2 2011	3						0	
	GA AH 2009	10				1		1	10.00
	GHS AH 2009	1				0		0	
	CA AH 2011	12				1		1	12.00
ICT	<b>Admin</b>								
	School	Numbers	Col A	Col B	Col C	Col D	Col E	TOTAL	Average
	GA H 2009	21			1			1	21.00
	GHS H 2009	31				1	1	2	15.50
	CA H 2011	54			1	1	1	3	18.00
	GA I2 2009	7			1	0		1	7.00
	GHS I2 2009	1				0		0	
	CA I2 2011	9			1			1	9.00
ICT	<b>Business M</b>								
	School	Numbers	Col A	Col B	Col C	Col D	Col E	TOTAL	Average
	GA H 2009	12		1				1	12.00
	GHS H 2009	19				1		1	19.00
	CA H 2011	32		1		1		2	16.00
	GA I2 2009							0	
	GHS I2 2009	1				0		0	
	CA I2 2011	2			0			0	
ICT	<b>Accounting</b>								
	School	Numbers	Col A	Col B	Col C	Col D	Col E	TOTAL	Average
	GA H 2009	3				0	0	0	
	GHS H 2009	4					0	0	
	CA H 2011	8					1	1	8.00

## Appendix 5 - S5-6 Section Count (continued)

### Technical **Graphic Com**

School	Numbers	Col A	Col B	Col C	Col D	Col E	TOTAL	Average
GA H 2009	13				1		1	13.00
GHS H 2009	16			1			1	
CA H 2011	30			1	1		2	15.00
GA I2 2009							0	
GHS I2 2009	3			0			0	
CA I2 2011	4						0	
GA AH 2009	7				1		1	7.00
GHS AH 2009	1				0		0	
CA AH 2011	9				1		1	9.00

### Technical **Prac. Cr. Sk.**

School	Numbers	Col A	Col B	Col C	Col D	Col E	TOTAL	Average
GA I2 2009	7					1	1	7.00
GHS I2 2009	15				1		1	
CA I2 2011	23				1	1	2	11.50
GA I1 2009	4					0	0	
GHS I1 2009							0	
CA I1 2011	5						0	

### Art & Des **Art & Des**

School	Numbers	Col A	Col B	Col C	Col D	Col E	TOTAL	Average
GA H 2009	23		0			1	1	23.00
GHS H 2009	16			1	1		2	8.00
CA H 2011	41			1	1	1	3	13.67
GA I2 2009	1					0	0	
GHS I2 2009	5			0	0		0	
CA I2 2011	7			0	0	0	0	
GA AH 2009	5		1				1	5.00
GHS AH 2009	7			1			1	7.00
CA AH 2011	13		1				1	13.00

### Music

School	Numbers	Col A	Col B	Col C	Col D	Col E	TOTAL	Average
GA H 2009	14					1	1	14.00
GHS H 2009	4				1		1	4.00
CA H 2011	19				1	1	2	9.50
GA I2 2009	1					1	1	
GHS I2 2009	0						0	
CA I2 2011	2						0	
GA AH 2009	2					1	1	2.00
GHS AH 2009	0						0	
CA AH 2011	3					1	1	3.00

## Appendix 5 - S5-6 Section Count (continued)

Home Ec	<b>Hospitality</b>	School	Numbers	Col A	Col B	Col C	Col D	Col E	TOTAL	Average
		GA I2 2009	14				1		1	14.00
		GHS I2 2009	13				1		1	13.00
		CA I2 2011	28				2		2	14.00

Home Ec	<b>Cake décor</b>	School	Numbers	Col A	Col B	Col C	Col D	Col E	TOTAL	Average
		GA I2 2009	0						0	
		GHS I2 2009	10					1	1	
		CA I2 2011	10.311					1	1	

PE	<b>PE</b>	School	Numbers	Col A	Col B	Col C	Col D	Col E	TOTAL	Average
		GA H 2009	14				1		1	14.00
		GHS H 2009	22					1	1	22.00
		CA H 2011	38				1	1	2	19.00
		GA I2 2009	20			2	0		2	
		GHS I2 2009							0	
		CA I2 2011	21			2			2	

PE	<b>Dance</b>	School	Numbers	Col A	Col B	Col C	Col D	Col E	TOTAL	Average
		GA H 2009	12					1	1	12.00
		GHS H 2009							0	
		CA H 2011	13					1	1	13.00

## Appendix 6 - S3 Incidence Chart

		Pupils	Sectic	Pupils	Sectic	Pupils	Sectic	Pupils	Sectic	Pupils	Sectic	Pupils	Sectic	Pupils	Sectic
<b>Graphic Com</b>	GA			40	2	19	1							59	
	GHS	19	1	16	1			13	1					48	
	Combined	19	1	56	3	19	1	13	1					107	
<b>Graphic Design rooms occupied</b>				1				1						1	
<b>Music</b>	GA					11	1	19	1					30	
	GHS	17	1			9	1							26	
	Combined	17	1	0	0	20	2	19	1					56	
<b>Home Ec</b>	GA	17	1											17	
	GHS					12	1							12	
	Combined	17	1			12	1							29	
<b>Hosp. Int 1</b>	GA													0	
	GHS							15	1					15	
	Combined							15	1					15	
<b>SVS</b>	GA			15	1									15	
	GHS			8	1									8	
	Combined			23	2									23	
<b>Home Ec rooms occupied</b>					1				1				1		
<b>Art &amp; Des</b>	GA					34	2	19	1					53	
	GHS					38	2							38	
	Combined			0	0	0	0	72	4	19	1			91	
<b>Spanish</b>	GA					20	1							20	
	GHS							12	1					12	
	Combined					20	1	12	1					32	
<b>PE Studies</b>	GA							43	3					43	
	GHS					22	1	20	1					42	
	Combined			0	0	0	0	22	1	63	4			85	
		278		278		278		278		278		278		278	

## Appendix 7 – S4 Incidence Chart

S4 2009 Incident Chart		A	B	C	D	E	F	G	H	Totals			
		Pupils	Sectic Pupils	Sectic Pupils	Sectic Pupils	Sectic Pupils	Sectic Pupils	Sectic Pupils	Sectic Pupils	Sections			
<b>English</b>	GA	138	6							138			
	GHS	115	5							115			
	Combined	253	11							<b>253</b>			
<b>Maths</b>	GA		134	6						134			
	GHS		114	5						114			
	Combined		248	11						<b>248</b>			
<b>French</b>	GA			96	5	38	2			134			
	GHS			50	3	60	2			110			
	Combined			146	8	98	4			<b>244</b>			
<b>Special</b>	GA		4	4		2				10			
	GHS		1	5				1		7			
	Combined		5	9		2		1		<b>17</b>			
<b>Geography</b>	GA					29	1			29			
	GHS			30	1	25	1			55			
	Combined			30	1	54	2			<b>84</b>			
<b>History</b>	GA			38	2	40	2			78			
	GHS			30	1					30			
	Combined			68	3	40	2			<b>108</b>			
<b>Modern St</b>	GA					29	1			29			
	GHS					29	1			29			
	Combined			0	0	58	2			<b>58</b>			
<b>Biology</b>	GA					36	2	15	1	19	1	70	
	GHS					18	1			20	1	38	
	Combined					54	3	15	1	39	2	<b>108</b>	
<b>Chemistry</b>	GA					37	2	11	1	20	1	68	
	GHS					19	1	23	2	20	1	62	
	Combined					56	3	34	3	40	2	<b>130</b>	
<b>Physics</b>	GA					11	1	13	1	20	1	44	
	GHS					36	2			10	1	46	
	Combined					47	3	13	1	20	1	<b>90</b>	
<b>Science</b>	GA					14	1	11	1			25	
	GHS					22	2					22	
	Combined					36	3	11	1	0	0	<b>47</b>	
<b>Lab spaces occupied</b>						<b>12</b>		<b>6</b>	<b>1</b>		<b>5</b>		
<b>Accounting</b>	GA									14	1	14	
	GHS											0	
	Combined									14	1	<b>14</b>	
<b>Admin</b>	GA						39	2				39	
	GHS						23	2				23	
	Combined						62	4				<b>62</b>	
<b>Computing</b>	GA						27	2	15	1	20	1	62
	GHS					20	1	20	1			40	
	Combined					20	1	47	3	15	1	20	1
<b>ICT spaces occupied</b>						<b>1</b>		<b>7</b>	<b>1</b>		<b>2</b>		
<b>Craft &amp; Des</b>	GA									20	1	20	
	GHS						20	1	16	1		36	
	Combined						20	1	16	1	20	1	<b>56</b>
<b>Craft workshops occupied</b>								<b>1</b>	<b>1</b>		<b>1</b>		



## Appendix 7 – S4 Incidence Chart (continued)

S4 2009 Incident Chart		A	B	C	D	E	F	G	H	Totals				
		Pupils	Sectic	Pupils	Sectic	Pupils	Sectic	Pupils	Sectic	Pupils	Sections			
<b>Graphic Com</b>	GA					28	2				28			
	GHS							19	1	15	1	34		
	Combined					28	2	19	1	0	0	15	1	62
<b>Graphic Design rooms occupied</b>							2		1		0	1		
<b>Music</b>	GA							13	1	18	1		31	
	GHS									11	1		11	
	Combined							13	1	29	2	0	0	42
<b>Home Ec</b>	GA									12	1	11	1	23
	GHS									16	1			16
	Combined									28	2	11	1	39
<b>Hosp. Int 1</b>	GA													0
	GHS											7	1	7
	Combined											7	1	7
<b>SVS</b>	GA					12	1		9	1				21
	GHS									9	1			9
	Combined					12	1		18	2				30
<b>Home Ec rooms occupied</b>							1		2		2		2	
<b>Art &amp; Des</b>	GA									19	1	16	1	35
	GHS									34	2	25	2	59
	Combined					0	0	0	0	53	3	41	3	94
<b>Spanish</b>	GA											18	1	18
	GHS											18	1	18
	Combined											36	2	36
<b>PE Studies</b>	GA									54	3			54
	GHS									37	2			37
	Combined					0	0	0	0	91	5	0	0	91
		253	253	253	252	253	252	253	253			253		

GHS are only listing 114 pupils in D and F

### Special

Col B Priv Stud Acc 3 Maths. Col C LSS. Col D Social Acc 3

Col B Priv Stud Acc 3 Maths. Col C 2 at Deaf Unit and 3 Priv Study. Col G Priv Study

## Appendix 8 – S5-6 Incidence Chart

S5-6 2009 Incidence Chart		A		B		C		D		E		Totals
		Pupils	Sectic	Pupils	Sectic	Pupils	Sectic	Pupils	Sectic	Pupils	Sections	
<b>English</b>	GA	77	3	15	1							92
	Higher GHS	74	3									74
	Combined	151	<b>6</b>		<b>1</b>							<b>166</b>
<b>English</b>	GA	32	2	14	1							46
	Int 2 GHS	48	2									48
	Combined	80	<b>4</b>	14	<b>1</b>							<b>94</b>
<b>English</b>	GA	12	1	14	1							26
	Int 1 GHS	15	1									15
	Combined	27	<b>2</b>	14	<b>1</b>							<b>41</b>
<b>English</b>	GA	5	1									5
	AH GHS							11	1			11
	Combined	5	<b>1</b>	0				11	<b>1</b>			<b>16</b>
<b>Special</b>	GA	1										1
	GHS											0
	Combined	1										<b>1</b>
<b>Maths</b>	GA	23	1	88	3							111
	Higher GHS			63	3							63
	Combined	23	<b>1</b>	151	<b>6</b>							<b>174</b>
<b>Maths</b>	GA	30	2	20	1							50
	Int 2 GHS			46	2							46
	Combined	30	<b>2</b>	66	<b>3</b>							<b>96</b>
<b>Maths</b>	GA			20	1							20
	Int 1 GHS			18	1							18
	Combined			38	<b>2</b>							<b>38</b>
<b>Maths</b>	GA			9	1							9
	AH GHS					14	1	1	0			15
	Combined			9	<b>1</b>	14	<b>1</b>	1	<b>0</b>			<b>24</b>
<b>French</b>	GA							13	1	10	1	23
	Higher GHS					23	1					23
	Combined					23	<b>1</b>	13	<b>1</b>	10	<b>1</b>	<b>46</b>
<b>French</b>	GA							2	0	2	0	4
	Int 2 GHS					10	1					10
	Combined					10	<b>1</b>	2	<b>0</b>	2	<b>0</b>	<b>14</b>
<b>French</b>	GA			3	1							3
	AH GHS					2	0					2
	Combined			5	<b>1</b>							<b>5</b>
<b>Spanish</b>	GA									6	1	6
	Higher GHS									11	1	11
	Combined									17	<b>2</b>	<b>17</b>
<b>Spanish</b>	GA									3	0	3
	Int 2 GHS									3	0	3
	Combined									6	<b>0</b>	<b>6</b>
<b>Spanish</b>	GA									2	1	2
	AH GHS									1	0	1
	Combined									3	<b>1</b>	<b>3</b>

## Appendix 8 – S5-6 Incidence Chart (continued)

S5-6 2009 Incidence Chart		A	B	C	D	E	Totals
		Pupils Sectic Pupils Sectic		Pupils Sectic Pupils Sectic		Pupils Sections	
<b>Geography</b>	GA			28	1		28
Higher	GHS			23	1		23
	Combined			51	2		51
<b>Geography</b>	GA			6	1		6
Int 2	GHS			10	1		10
	Combined			16	2		16
<b>Geography</b>	GA			1	0		1
Int 1	GHS						0
	Combined			1	0		1
<b>Geography</b>	GA				4	1	4
AH	GHS	5	1				5
	Combined	5	1		4	1	9
<b>History</b>	GA			24	1		24
Higher	GHS			18	1		18
	Combined			42	2		42
<b>History</b>	GA			19	1		19
Int 2	GHS			3	0		3
	Combined			22	1		22
<b>History</b>	GA						0
AH	GHS	2	0				2
	Combined	2	0				2
<b>Modern St</b>	GA			32	1		32
Higher	GHS			13	1		13
	Combined			45	2		45
<b>Modern St</b>	GA			9	1		9
Int 2	GHS				0		0
	Combined			9	1		9
<b>Modern St</b>	GA						0
AH	GHS						0
	Combined						0
<b>RMPS</b>	GA				29	1	29
Higher	GHS						0
	Combined				29	1	29
<b>RMPS</b>	GA						0
Int 2	GHS				6		6
	Combined				6	0	6
<b>Biology</b>	GA						0
Higher	GHS					28	2
	Combined					28	2
<b>Biology</b>	GA					4	0
Int 2	GHS					16	1
	Combined					20	1
<b>Biology</b>	GA	13	1				13
AH	GHS	2	0		3	0	5
	Combined	15	1		3	0	18
<b>Human Biol</b>	GA				17	1	20
Higher	GHS				2	0	2
	Combined				19	1	20
						20	1
							39

## Appendix 8 – S5-6 Incidence Chart (continued)

S5-6 2009 Incidence Chart		A		B		C		D		E		Totals
		Pupils	Sectic	Pupils	Sectic	Pupils	Sectic	Pupils	Sectic	Pupils	Sections	
<b>Chemistry</b>	GA					20	1	17	1			37
Higher	GHS							23	1			23
	Combined					20	1	40	2			60
<b>Chemistry</b>	GA											0
Int 2	GHS							6	1			6
	Combined							6	1			6
<b>Chemistry</b>	GA									9	1	9
AH	GHS	10	1									10
	Combined	10	1							9	1	19
<b>Physics</b>	GA							20	1	21	1	41
Higher	GHS							16	1	15	1	31
	Combined							36	2	36	2	72
<b>Physics</b>	GA											0
Int 2	GHS									6	1	6
	Combined									6	1	6
<b>Physics</b>	GA					9	1					9
AH	GHS	13	1									13
	Combined	13	1			9	1					22
<b>Lab occupancy</b>		3		0		2		6		8		
<b>Computing</b>	GA									20	1	20
Higher	GHS							11	1	16	1	27
	Combined							11	1	36	2	47
<b>Computing</b>	GA											0
Int 2	GHS							6	0	2	0	8
	Combined							6	0	2	0	8
<b>Info Tech</b>	GA							16	1			16
Higher	GHS											0
	Combined							16	1			16
<b>Info Tech</b>	GA							2	0			2
Int 2	GHS											0
	Combined							2	0			2
<b>Info Sys</b>	GA							10	1			10
AH	GHS							1	0			1
	Combined							11	1			11
<b>Admin</b>	GA					21	1					21
Higher	GHS	1	0					14	1	17	1	32
	Combined	1	0			21	1	14	1	17	1	53
<b>Admin</b>	GA					7	1					7
Int 2	GHS							1	0			1
	Combined			0	0	7	1	1	0			8
<b>Business M</b>	GA			12	1							12
Higher	GHS	3	0					16	1			19
	Combined	3	0	12	1			16	1			31
<b>Business M</b>	GA											0
Int 2	GHS							1	0			1
	Combined							1	0			1
<b>Accounting</b>	GA							2	0	1	0	3
Higher	GHS									4	0	4
	Combined							2	0	5	0	7
		0		1		2		5		3		

## Appendix 8 – S5-6 Incidence Chart (continued)

S5-6 2009 Incidence Chart		A	B	C	D	E	Totals
		Pupils Sectic Pupils Sectic		Pupils Sectic Pupils Sectic		Pupils Sections	
<b>Graphic Comn</b>	GA				13	1	13
	Higher GHS			16	1		16
	Combined				13	1	<b>29</b>
<b>Graphic Comn</b>	GA						0
	Int 2 GHS			3			3
	Combined						<b>3</b>
<b>Graphic Comn</b>	GA				7	1	7
	AH GHS				1		1
	Combined				8	1	<b>8</b>
<b>PCS</b>	GA					7	1
	Int 2 GHS				15	1	15
	Combined				15	1	<b>22</b>
<b>PCS</b>	GA					4	0
	Int 1 GHS						0
	Combined					4	<b>4</b>
<b>Art &amp; Des</b>	GA	3	0			20	1
	Higher GHS			7	1	9	1
	Combined	3	0	7	1	9	1
	Combined					20	1
<b>Art &amp; Des</b>	GA						0
	Int 2 GHS			3	0	2	0
	Combined			3	0	2	0
	Combined					1	0
<b>Art &amp; Des</b>	GA	5	1				
	AH GHS			7	1		
	Combined	5	1	7	1		
<b>Hospitality</b>	GA				14	1	14
	Int 2 GHS				13	1	13
	Combined				27	2	<b>27</b>
<b>Cake décor</b>	GA						0
	Int 2 GHS					10	1
	Combined					10	1
<b>PE</b>	GA				14	1	14
	Higher GHS					22	1
	Combined				14	1	<b>36</b>
	GA			19	2	1	0
	Int 2 GHS						0
	Combined			19	2	1	<b>20</b>
<b>Dance</b>	GA					12	1
	Higher GHS						0
	Combined					12	1
	Combined						<b>12</b>
		361	317	331	339	293	
<b>Special</b>	Col A ESOL Higher						

## Appendix 9 – Presentation Table: English

English	Numbers	Periods	Sections	Rooms	
S1	180	5	9	45	practical sized classes
S2	200	4	10	40	practical sized classes
S3	218	4	10	40	relaxed to allow setting
S4	194	4	9	36	relaxed to allow setting
S5	262	6	13	78	generous allocation to allow setting
S6	100	6	5	30	S6 classes completely separate
				<b>269</b>	

Total period spaces available

English 1 – 7 only	224
+ unallocated ICT as E8 (in its corridor)	256

English	Numbers	Periods	Sections	Rooms	
S1	180	5	6	30	as register classes
S2	200	4	7	28	as register classes
S3	218	4	8	32	contract minimum
S4	194	4	7	28	contract minimum
S5	262	6	12	72	3 levels taught separately, S5 and S6 combined
S6	100	6	1	6	Only 1 AH class
				<b>196</b>	

Total period spaces available

English 1 – 7 only	224
+ unallocated ICT as E8 (in its corridor)	256

English	Numbers	Periods	Sections	Rooms	
S1	180	5	8	40	one class in Pupil Support room
S2	200	4	8	32	two classes in Pupil Support rooms
S3	218	4	9	36	some relaxation to allow setting
S4	194	4	8	32	some relaxation to allow setting
S5	262	6	11	66	3 levels taught separately, S5 only
S6	100	6	4	24	S6 classes separate
				<b>230</b>	

Total period spaces available

English 1 – 7 only	224
+ unallocated ICT as E8 (in its corridor)	256

26 spaces can be available to other users in the school.

## Appendix 9 – Presentation Table: Science

Science	Numbers	Periods	Sections	Rooms	
S1	180	3	9	27	
S2	200	3	10	30	
S3	327	3	24	72	70% efficiency, rooms rounded up
S4	291	3	21	63	70% efficiency, rooms rounded up
S5	326	6	26	156	S5/6 combined 65% efficiency, rooms rounded up
S6		6		0	
				<b>348</b>	

Total period spaces available

Science 1-8	256
+ unallocated ICT as Science 9 (ML corridor)	288

S3 assumes 1.5 science subjects per pupil, currently 1.43  
 S4 assumes 1.5 science subjects per pupil, currently 1.48  
 S5/6 assumes 0.74 science subjects per pupil, currently 0.72

Science	Numbers	Periods	Sections	Rooms	Room periods	
S1	180	3	9	27	0	
S2	200	3	10	30	0	
S3	327	3	22	66	0	75% efficiency, rooms rounded up
S4	291	3	20	60	0	75% efficiency, rooms rounded up
S5	326	6	24	144	0	S5/6 combined 70% efficiency, rooms rounded up
S6		6		0	0	
				<b>327</b>	<b>0</b>	

Total period spaces available

Science 1-8	256
+ unallocated ICT as Science 9 (ML corridor)	288

Science	Numbers	Periods	Sections	Rooms	Room periods	
S1	180	3	9	27	0	
S2	200	3	10	30	0	
S3	327	3	21	63	0	80% efficiency, rooms rounded up
S4	291	3	19	57	0	80% efficiency, rooms rounded up
S5	326	6	21	126	0	S5/6 combined 75% efficiency, rooms rounded up
S6		6		0	0	
				<b>303</b>	<b>0</b>	

Total period spaces available

Science 1-8	256
+ unallocated ICT as Science 9 (ML corridor)	288

current S3 efficiency is 86%  
 current S4 efficiency is 78%  
 current S5/6 efficiency is 76%

This still leaves a surplus of 47 occupancies above lab space

## Appendix 9 – Presentation Table: PE

PE	Numbers	Periods	Sections	Rooms	
S1	180	2	6	12	
S2	200	2	7	14	
S3 core	218	3	8	24	
S3	79	3	5	15	too close to call
S4 core	194	3	7	21	
S4	70	3	4	12	
S5 core	262	1	9	9	
S5	80	6	4	24	S5/6 combined for certificate PE
S6	?	6	1	6	S5/6 combined for Higher Dance
				<b>137</b>	

Total period spaces available      Four areas determined by changing accommodation      128

S3 assumes 36% of pupils opt for PE, currently 31%  
 S4 assumes 36% of pupils opt for PE, currently 36%  
 S5/6 assumes 18% of pupils opt for PE, currently 15%

PE	Numbers	Periods	Sections	Rooms	
S1	180	2	6	12	
S2	200	2	7	14	
S3 core	218	3	8	24	
S3	79	3	3	9	contract minimum : class size 30
S4 core	194	3	7	21	
S4	70	3	3	9	contract minimum : class size 30
S5 core	262	1	9	9	
S5	80	6	3	18	contract minimum : class size 30
S6	?	6	1	6	
				<b>122</b>	

Total period spaces available      Four areas determined by changing accommodation      128

PE	Numbers	Periods	Sections	Rooms	
S1	180	2	6	12	
S2	200	2	7	14	
S3 core	218	3	8	24	
S3	79	3	4	12	
S4 core	194	3	7	21	
S4	70	3	4	12	
S5 core	262	1	9	9	
S5	80	6	4	24	
S6	?	6	1	6	
				<b>134</b>	

Total period spaces available      Four areas determined by changing accommodation      128

It may be assumed that one period per standard grade PE Studies class