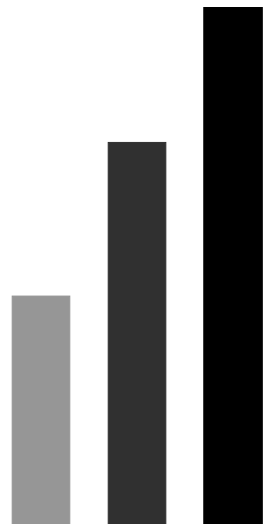


Agenda 2017

Education & Communities Committee

For meeting on:

17	January	2017
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A meeting of the Education & Communities Committee will be held on Tuesday 17 January 2017 at 2pm within the Municipal Buildings, Greenock.

Please note that consideration of the Education items of business will commence at 4pm or following conclusion of the Communities business, whichever is the later.

GERARD MALONE
Head of Legal and Property Services

BUSINESS

****Copy to follow**

1. Apologies, Substitutions and Declarations of Interest	Page
<u>COMMUNITIES</u>	
PERFORMANCE MANAGEMENT	
2. Communities 2016/17 Revenue Budget – Period 7 to 31 October 2016 Report by Chief Financial Officer and Corporate Director Education, Communities & Organisational Development	p
3. Communities Capital Programme 2016-2018 Report by Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	p
4. Clune Park Regeneration Update ** Report by Head of Legal & Property Services	
NEW BUSINESS	
5. Watt Complex Closure – Alternative Service Provision Report by Corporate Director Education, Communities & Organisational Development	p
6. Implementing a Trusted Trader Scheme in Inverclyde Report by Corporate Director Education, Communities & Organisational Development	p

7.	Public Space CCTV Provision - Update Report by Corporate Director Education, Communities & Organisational Development	p
8.	Grants to Voluntary Organisations 2017-2018 Report by Corporate Director Education, Communities & Organisational Development	p
<u>EDUCATION</u>		
PERFORMANCE MANAGEMENT		
9.	Education Scotland Report on St Ninian's Primary School Report by Corporate Director Education, Communities & Organisational Development	p
10.	Education 2016/17 Revenue Budget – Period 7 to 31 October 2016 Report by Chief Financial Officer and Corporate Director Education, Communities & Organisational Development	p
11.	Education Capital Programme 2016-2018 Progress Report by Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	p
12.	Education and Communities Corporate Directorate Improvement Plan 2016/19 Performance Report Report by Head of Inclusive Education, Culture & Corporate Policy	p
13.	Update in Respect of the Governance of External Early Learning and Childcare Partner Establishments Report by Corporate Director Education, Communities & Organisational Development	p
14.	National Improvement Framework for Scottish Education Report by Corporate Director Education, Communities & Organisational Development	p
NEW BUSINESS		
15.	Outcome of the Consultation on the Relocation of Glenbrae Children's Centre and Kelly Street Children's Centre Report by Corporate Director Education, Communities & Organisational Development	p
16.	Draft Revised Policy for Admission and Pupil Placement in Mainstream Schools Report by Corporate Director Education, Communities & Organisational Development	p

<p>17. Baillie Gwynne Report – Inverclyde Response Report by Head of Inclusive Education, Culture & Corporate Policy</p>	<p>p</p>
<p>The documentation relative to the following items has been treated as exempt information in terms of the Local Government (Scotland) Act 1973 as amended, the nature of the exempt information being that set out in paragraph 6 of Part I of Schedule 7(A) of the Act.</p>	
<p><u>COMMUNITIES</u></p> <p>PERFORMANCE MANAGEMENT</p>	
<p>18. Governance of Council Commissioned External Organisations Report by Corporate Director Education, Communities & Organisational Development providing an update on the governance of Council commissioned external organisations</p>	<p>p</p>
<p>19. Annual Update on the Beacon Arts Centre: The Greenock Arts Guild Limited Report by Corporate Director Education, Communities & Organisational Development providing an annual update on the Beacon Arts Centre/Greenock Arts Guild Limited as part of the Council's commitment to reporting on the governance of external organisations</p>	<p>p</p>

Enquiries to - **Sharon Lang** - Tel 01475 712112

Report To:	Education & Communities Committee	Date:	17 January 2017
Report By:	Chief Financial Officer and Corporate Director Education, Communities and Organisational Development	Report No:	FIN/117/16/AP/IC
Contact Officer:	Iain Cameron	Contact No:	01475 712832
Subject:	Communities 2016/17 Revenue Budget Report- Period 7 to 31 October 2016		

1.0 PURPOSE

- 1.1 To advise the Committee of the 2016/17 Revenue Budget position at Period 7 to 31 October 2016.

2.0 SUMMARY

- 2.1 The total Communities budget for 2016/17, excluding Earmarked Reserves, is currently £8,499,370. This is an increase of £152,890 from the approved budget. Appendix 1 provides details of this movement. The latest projection is an overspend of £16,000, which is an decrease of £21,000 since the last Committee.
- 2.3 The main variances to highlight for the 2016/17 Revenue Budget are –
- (a) Projected underspend of £53,000 for Support for Community Facilities, a reduction of £7,000 from the amount reported to the last Committee. This budget is not required until later in 2016/17 when the final new facilities open.
 - (b) A previously reported £119,000 overspend due to a prior year adjustment being required following a review of historical debt related to school / pitch lets income. The review was carried out in conjunction with Inverclyde Leisure and concluded that there was an over statement of income in 2015/16.
- 2.4 Earmarked Reserves for 2016/17 total £3,145,000 of which £1,361,000 is projected to be spent in the current financial year. To date expenditure of £279,000 (20.5%) has been incurred. The spend to date per profiling was expected to be £373,000, therefore the year to date expenditure is £94,000 or 25.2% behind phased spend at the end of Period 7. Slippage has improved by 10.6% since the last Committee report. The majority of the slippage relates to Support For Owners.

3.0 RECOMMENDATIONS

- 3.1 That the Committee note the current projected overspend of £16,000 for the 2016/17 Revenue Budget as at Period 7 to 31 October 2016; and

3.2 That the Committee note the current projected overspend of £16,000 is being contained within the overall Education & Communities Directorate Revenue Budget due to a projected underspend of £515,000 in the Education budget.

Alan Puckrin
Chief Financial Officer

Wilma Bain
**Corporate Director Education, Communities
and Organisational Development**

4.0 BACKGROUND

- 4.1 The purpose of this report is to advise the Committee of the current position of the 2016/17 Revenue Budget as at Period 7, 31 October 2016 and highlight the main issues contributing to the projected overspend of £16,000.

5.0 2016/17 PROJECTION

- 5.1 The current Communities budget for 2016/17 is £8,499,370. This is an increase of £152,890 from the approved Revenue Budget. Appendix 1 provides details of the virements responsible for this increase.
- 5.2 The main issues to highlight in relation to the projected overspend of £16,000 for the 2016/17 Revenue Budget are :-

Sports & Leisure: Projected Overspend £114,000

The Sports & Leisure budget is projected to overspend by £114,000. This is mainly due to the previously reported Provision of £119,000 that is required to be made for Lets Income at the end of Financial Year 2016/17. A review of all historical debt was carried out in conjunction with Inverclyde Leisure and concluded that an overstatement of income was made at the end of 2015/16. The projected overspend has increased by £5,000 since the last Committee.

Community Halls: Projected Underspend £62,000

The Community Halls budget is projected to underspend by £62,000. The Support for Community Facilities budget is projected to underspend by £53,000 due to the budget not being required until later in 2016/17 when new community facilities open. The projected underspend has decreased by £7,000 since the last Committee.

- 5.3 It should be noted that the £16,000 projected overspend for the Communities Revenue Budget is being contained within the overall Education & Communities Directorate Revenue Budget due to the projected underspend of £515,000 for Education.

6.0 EARMARKED RESERVES

- 6.1 Total funding for Earmarked Reserves is £3,145,000 of which £1,361,000 is projected to be spent in 2016/17. The remaining balance of £1,784,000 will be carried forward for use in 2017/18 and beyond. As at Period 7, the expenditure was £279,000 or 20.5% of the 2016/17 projected spend.
- The spend to date per profiling was expected to be £373,000, therefore the year to date expenditure is £94,000 or 25.2% behind phased spend at the end of Period 7. The majority of the slippage relates to Support For Owners.

7.0 VIREMENTS

- 7.1 There are no virements this Committee cycle.

8.0 IMPLICATIONS

8.1 Finance

All financial implications are discussed in detail within the report above.

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

Annually Recurring Costs / (Savings)

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

8.2 Legal

There are no specific legal implications arising from this report.

8.3 Human Resources

There are no specific human resources implications arising from this report.

8.4 Equalities

There are no equalities issues within this report.

8.5 Repopulation

There are no repopulation issues within this report.

9.0 CONSULTATION

9.1 The paper has been jointly prepared by the Chief Financial Officer and the Corporate Director Education, Communities and Organisational Development.

10.0 BACKGROUND PAPERS

10.1 There are no background papers for this report.

Communities Budget Movement - 2016/17**Period 7: 1st April - 31st October 2016**

Service	Approved Budget	Inflation £000	Virement £000	Movements	Transferred to EMR £000	Revised Budget
	2016/17 £000			Supplementary Budgets £000		2016/17 £000
Libraries & Museum	1,508	(5)				1,503
Sport & Leisure	1,710		69			1,779
Safer Communities	3,354		63			3,417
Housing	602					602
Community Halls	929		26			955
Grants to Voluntary Organisations	243					243
Totals	<u>8,346</u>	<u>(5)</u>	<u>158</u>	<u>0</u>	<u>0</u>	<u>8,499</u>

Movement Details

£000

External ResourcesVirements

From ED Committee - CLD Streetmates Upload Correction	70
From ED Committee - Funding Waivers	69
From ED Committee - Funding School Lets Income Shortfall	26
From E&R Committee - Parking Income	(7)
	<u>158</u>

Inflation

Reduction in Utilities Budgets	(7)
Increase SWAN Line Charges	2

Savings/Reductions153

COMMUNITIES**REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****PERIOD 7 : 1st April 2016 - 31st October 2016**

<u>Out Turn</u> <u>2015/16</u> <u>£000</u>	<u>Budget</u> <u>Heading</u>	<u>Budget</u> <u>2016/17</u> <u>£000</u>	<u>Proportion</u> <u>of Budget</u>	<u>Actual to</u> <u>31-Oct-16</u> <u>£000</u>	<u>Projection</u> <u>2016/17</u> <u>£000</u>	<u>(Under)/Over</u> <u>Budget</u> <u>£000</u>	<u>Percentage</u> <u>Over / (Under)</u>
0	Sports & Leisure Bad Debt Provision	0	0	0	119	119	-
10	Community Halls Support For Comm Facilities	100	58	8	47	(53)	(53.0%)
Total Material Variances						66	

COMMUNITIES**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****PERIOD 7 : 1st April 2016 - 31st October 2016**

2015/16 Actual £000	Subjective Heading	Approved Budget 2016/17 £000	Revised Budget 2016/17 £000	Projected Out-turn 2016/17 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
4,058	Employee Costs	4,271	4,334	4,327	(7)	(0.2%)
716	Property Costs	728	722	700	(22)	(3.0%)
1,775	Supplies & Services	1,652	1,664	1,664	0	-
39	Transport Costs	35	35	35	0	-
300	Administration Costs	56	56	56	0	-
4,154	Other Expenditure	2,084	2,143	2,198	55	2.6%
(2,694)	Income	(480)	(455)	(465)	(10)	2.2%
8,348	TOTAL NET EXPENDITURE	8,346	8,499	8,515	16	0.2%
	Earmarked Reserves	0	0	0	0	
	TOTAL NET EXPENDITURE excluding Earmarked Reserves	8,346	8,499	8,515	16	

2015/16 Actual £000	Objective Heading	Approved Budget 2016/17 £000	Revised Budget 2016/17 £000	Projected Out-turn 2016/17 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
1,452	Libraries & Museum	1,508	1,503	1,481	(22)	(1.5%)
1,936	Sports & Leisure	1,710	1,779	1,893	114	6.4%
3,019	Safer Communities	3,354	3,417	3,407	(10)	(0.3%)
863	Housing	602	602	598	(4)	(0.7%)
837	Community Halls	929	955	893	(62)	(6.5%)
241	Grants to Vol Orgs	243	243	243	0	-
8,348	TOTAL COMMUNITIES	8,346	8,499	8,515	16	0.2%
	Earmarked Reserves	0	0	0	0	

EARMARKED RESERVES POSITION STATEMENT

COMMITTEE: Communities

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>Total Funding 2016/17</u>	<u>Phased Budget To Period 7 2016/17</u>	<u>Actual To Period 7 2016/17</u>	<u>Projected Spend 2016/17</u>	<u>Amount to be Earmarked for 2017/18 & Beyond</u>	<u>Lead Officer Update</u>
		<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	
Support for Owners	John Arthur	921	100	12	921	0	Expenditure to be completed by 31/03/17 per Scottish Government.
Renewal of Clune Park	John Arthur	1,910	63	164	320	1,590	Expenditure to date relates to Home Loss Payments, Legal Fees (internal & external) and Architects / Engineers fees.
Support for Community Facilities	John Arthur	29	29	29	29	0	£12k payment made to Grosvenor Bowling Club and £17k payment made to Branchton Community Centre. Spending now completed.
Investment Fund for Council Owned Bowling Clubs	John Arthur	156	102	7	12	144	£150k has been allocated for refurb of Lady Alice toilets. Following issues discovered at survey stage work now not expected to be completed in 2016/17.
Summer Playschemes	John Arthur	29	29	17	29	0	£17k Employee costs for Play4All & £12k to IL to maintain price at £2.50 has still to be invoiced.
Grants to Vol Orgs	John Arthur	100	50	50	50	50	£50k allocated to first round of applications 16/17 and £50k c/f for use in 17/18
Total		3,145	373	279	1,361	1,784	

COMMUNITIES COMMITTEE**VIREMENT REQUESTS**

Budget Heading	Increase Budget £	(Decrease) Budget £
	2	
	0	0

Note

Report To:	Education & Communities Committee	Date:	17 January 2017
Report By:	Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	Report No:	EDUCOM/13/17/JA
Contact Officer:	Wilma Bain	Contact No:	01475 712761
Subject:	Communities Capital Programme 2016 to 2018		

1.0 PURPOSE

- 1.1 The purpose of the report is to update the Committee in respect of the status of the projects forming the Communities Capital Programme and to highlight the overall financial position.

2.0 SUMMARY

- 2.1 This report advises the Committee in respect of the progress and financial status of the projects within the Communities Capital Programme.
- 2.2 Overall the Committee is projecting to contain the costs of the 2016-2018 Capital Programme within available budgets.
- 2.3 Appendix 1 contains details of the projected spend and cashflow for the Capital Programme over the 2 years of the current programme together with a projected allocation for future years.
- 2.4 Expenditure at 30 November 2016 is £1,812,000 or 66.8% of the 2016/17 approved budget.

3.0 RECOMMENDATIONS

- 3.1 That the Committee note the progress with the specific projects as detailed in Appendix 1 and the projected acceleration of £998,000 or 9.8% expenditure.

John Arthur
Head of Safer & Inclusive
Communities.

Alan Puckrin
Chief Financial Officer

4.0 BACKGROUND

4.1 This report shows the current position of the approved Communities Capital Programme.

5.0 HOUSING SCHEME OF ASSISTANCE (SOA)

5.1 The Scheme of Assistance provides statutory housing assistance for the improvement and repair of private sector housing within Inverclyde. There is a 3-strand approach to delivery, namely Advice & Information, Practical Assistance and Financial Assistance. In order to meet the objectives of the Local Housing Strategy, repairs and improvements for the following areas are given priority – work to meet needs of disabled persons, houses which fail the tolerable standard, tackling fuel poverty, replacement of lead drinking water pipes and communal Scottish Housing Quality Standard works. Funding for SOA in the period 2016 to 2019 is £2.572m.

Expenditure to 30 November 2016 is £438,000 or 59.2% of the approved 2016/17 budget 2016/17 (£739,000)

6.0 WATT COMPLEX REFURBISHMENT

6.1 The immediate priority for the complex is to ensure that all essential repairs are carried out to the external envelope, ensuring that the building is wind, watertight and safe. The capital programme has been amended to take account of this with a total of £2million being earmarked for essential repair and upgrading by the end of 2017/18.

Dry rot works have been carried and, following tender, were less expensive than expected, contributing to an actual expenditure of £184k for 2015/16. Expenditure to 30 November 2016 is £62,000 or 11.8% of the 2016/17 budget (£523,000).

Emergency stone repairs are required as part of the overall refurbishment. Tender documents are currently being prepared by Property Services and the formal tender process is expected to commence in January 2017.

Tender documents for the main external work are also currently being prepared by Property Services and are expected to formally go out to tender in January with an estimated on-site date of Summer 2017.

Preparation work for the decant of the facility is currently on-going with the decant expected to commence early 2017.

Historic Environment Scotland (HES) approved a grant application for £297,000 for the project in August 2016. This award will ensure that the required works for Phase 1 are kept within the budget allowance.

7.0 INVERKIP COMMUNITY FACILITY & LIBRARY FITOUT

7.1 Construction of a new Community Facility for Inverkip commenced on site in November 2015 and is now complete with handover to the community group taking place on 21 December 2016.

Expenditure at 30 November 2016 is £1,017,000 or 96.7% of the 2016/17 budget (£1.052m).

8.0 WOODHALL COMMUNITY FACILITY

- 8.1 The purpose of this project was to build a Multi-Use Games Area (MUGA) and a small tenants' hall at a vacant site in Parkhill Square, Port Glasgow. The Woodhall Tenants' and Residents Association were successful in obtaining lottery funding for the MUGA but expressed no interest in proceeding with the tenants' hall project at this time.

In order to resolve an unforeseen land acquisition issue, the sum of up to £30k from the current capital allocation was earmarked to allow purchase of the land (including professional fees) without further delay.

Officers have agreed with Woodhall Tenants' and Residents' Association that the current allocation from the capital budget will be allocated toward provision of CCTV to combat fly tipping, and road calming and other road safety measures in the area

Expenditure to 30 November 2016 is £5000, 7.7% of the 2016/17 budget (£65,000).

9.0 NEW COMMUNITY FACILITY BROOMHILL

- 9.1 The Environment & Regeneration Committee of January 2013 approved in principle that the site of the former Mearns Centre and the adjoining blaes pitch at Nile Street Greenock would be made available to Inverclyde Action on Mental Health (IAMH) to develop a joint Social Enterprise / Community Facility. A planning application has been submitted and the former Mearns Centre building has now been demolished and the site cleared.
- 9.2 IAMH have been successful in their bid to the Big Lottery, and the Scottish Government has confirmed the award of Regeneration Capital Grant to the Council to support his project. The Environment and Regeneration Committee at its meeting of 05 March 2015 approved the recommendation to transfer the ground/ agree a 99 year lease at Mearns Street/ Nile Street in support of the project.
- 9.3 At the Education and Communities Committee of 19 January 2016, members agreed to provide an additional £300k to provide sufficient funds to allow this project to progress in 2016/17. This brings the Council's contribution to the project to £1.350million, including land acquisition, demolition of the former school and fees.
- 9.4 The Regeneration Capital Grant Fund application for draw down of the award of £397k has been approved and funds have now been transferred to the Council. This is reflected in the total cost of the project noted in Appendix 1. The project is now on site and ground and foundation works are now well advanced. The project is reported to be on programme with and anticipated completion of June 2017.
- 9.5 Cash flow projections have now been received from IAMH's contractors which indicate 81% spend of the total project budget within this financial year. The revised estimated budget within the capital programme has been adjusted, in light of this information, to £1,246,590 for 2016/17, with the remaining £292,410 projected for 2017/18.
- 9.6 Expenditure to 30 November 2016 is £259,000 or 104% of the approved 2016/17 budget (£249,000), 20.8% of the revised estimated budget for 2016/17 of £1,246,590.

10.0 BIRKMYRE PARK PITCH IMPROVEMENTS

- 10.1 The current budget for Birkmyre Park pitch improvements is £350k. The estimated cost of the necessary drainage works at the site is £400k including a £50k contribution from St Columba's School.

Officers have prepared a drainage scheme and submitted this for Planning approval. It is

anticipated that work will begin in late 2016/17 and be completed in 2017/18.

11.0 MOUNTAIN BIKE TRACK, RANKIN PARK

- 11.1 The Committee approved funding of £150k in support of a successful bid to Sports Scotland's 'Active Places' fund at the meeting in May 2015. The full budget for the project is £240k (inclusive of grant of £90k). The project is now completed and the track was formally opened on 22 June 2016. Informal feedback from users to date has been very positive. The pilot curricular trail biking programme commenced in early December 2016, with two schools already engaged, and which had achieved level 2, in the 'Bikeability' programme. The curricular trail biking programme is led by Active Schools and Sports Development with a qualified UKCC instructor in partnership with Clyde Muirshiel Park Authority instructors.
- 11.2 Expenditure to 30 November 2016 is £31,000 or 43.6% of the 2016/17 budget (£61,000).

12.0 IMPLICATIONS

Finance

- 12.1 The actual spend for communities at 30 November 2016 for 2016/17 is £1,812m compared to an approved budget of £2.709m. This is 66.8% of approved budget.

The expenditure at 30 November 2016 for Housing, Scheme of Assistance is £438,000, 59.3% of the approved budget of £739,000. The expenditure at 30 November 2016 for Cultural and Sports is £1,347,000 or 69.4% of the approved budget of £1.970m

Current 16/17 projections show an acceleration of £998,000 or 9.8% expenditure.

- 12.2 The current budget (16/18) of £10.341m is made up of £2.572 for Scheme of Assistance (SOA) and £6.648m for Cultural & Sports projects. Please refer to Appendix 1 for details of expenditure by project.

Legal

- 12.3 There are no legal issues.

Human Resources

- 12.4 There are no human resources issues.

Equalities

- 12.5 There are no equalities issues.

Repopulation

- 12.6 There are no repopulation issues.

13.0 CONSULTATION

13.1 The report has been jointly prepared by the Corporate Director Education, Communities & Organisational Development and the Chief Finance Officer.

14.0 BACKGROUND PAPERS

14.1 None.

COMMUNITIES CAPITAL REPORT

COMMITTEE: EDUCATION & COMMUNITIES

Appendix 1

Project Name	1	2	3	4	5	6	7	8	9	10	11	Status
	Est Total Cost	Actual to 31/3/16	Approved Budget 2016/17	Revised Est. 2016/17	Actual to 30/11/16	Est 2017/18	Est 2018/19	Future Years	Start Date	Original Completion Date	Current Completion Date	
	£000	£000	£000	£000	£000	£000	£000					
Housing												
Clune Park Regeneration	1,000	0	0	0	0	0	0	1,000				
Scheme of Assistance	2,572	0	739	739	438	1,000	833	0				
	3,572	0	739	739	438	1,000	833	1,000				
Cultural & Sports												
Watt Complex Refurbishment	2,000	184	523	523	62	1,293	0	0				
Inverkip Community Facility & Library Fit Out	2,161	1009	1,052	1,052	1017	100	0	0				
Community Facilities Investment Woodhall	100	35	0	65	5	0	0	0				
New Community Facility Broomhill	1,747	198	249	1,247	259	302	0	0				
Contribution to Birkmyre Park Pitch Improvements	400	0	75	75	0	325	0	0				
Rankin Park Mountain Bike Track	240	179	71	61	31	0	0	0				
	6,648	1,605	1,970	3,023	1,374	2,020	0	0				
Communities Total	10,220	1,605	2,709	3,762	1,812	3,020	833	1,000				

Report To:	Education and Communities Committee	Date:	17 January 2017
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/05/17/AW
Contact Officer:	Alana Ward	Contact No:	01475 712330
Subject:	Watt Complex Closure – Alternative Service Provision		

1.0 PURPOSE

- 1.1 The purpose of this report is to seek approval from the Education and Communities Committee to use an alternative location from which to deliver a Library and Museum service to residents and visitors to Inverclyde during the closure period of the Watt Complex for refurbishment works.

2.0 SUMMARY

- 2.1 The Education and Communities Committee recently approved the closure of the Watt Complex for a period of 18 months – 2 years while necessary refurbishment works to the external fabric of the building take place. Officers were asked to investigate the possibility of running Library and Museum services elsewhere during the closure period of the Complex.
- 2.2 Officers investigated the suitability and costs involved of running Library and Museum services from the Business Store in Cathcart Street. Previously used as office accommodation and a temporary Central Library, this part of the Business Store has been unused since the Central Library relocated to Wallace Place in January 2015.
- 2.3 The Business Store was found to be a highly suitable alternative location from which to deliver Library and Museum services. It would be possible to offer all of the existing public services available at the Watt Complex from the Business Store.
- 2.4 The cost of the Library and Museum occupying two thirds of the Business Store can be met by savings found from the closure of the Watt Complex and can therefore be contained within the current Libraries and Museum revenue budget.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee approve part of the Business Store being utilised as a temporary location from which to run the Watt Library and the McLean Museum, for a total estimated period of around 18 months. The building would be open to the public for around 12 months of this time.
- 3.2 It is recommended that the decision of the Committee is referred to the next meeting of the Inverclyde Council for noting as Trustees of the Watt Institution.

Wilma Bain
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 At its meeting of 01 November 2016, the Education and Communities Committee approved the Watt Complex refurbishment proposals, the Library and Museum decant plan, and the closure period of the Complex to allow the contract work, decant and re-instatement to take place.
- 4.2 The decant plan involves 3 levels of decant work: external storage for high value items; utilising, where possible, parts of the building unaffected by the contract work as a temporary store for the bulk of the Museum collections; and on-site protection of items which would be too heavy and/or large to move. The decant process is being managed in-house by the Council's Library, Museum and Archive professional staff, and therefore it is not possible to run a public service at the same time as managing the decant process. The service disruption profile is as follows:

Time Period	Event
December 2016	Library & Museum close to the public (Greenock Philosophical Society can continue to access Watt Hall until Feb 2017).
Jan-Summer 2017	-Limited Watt Library service offered from Central Library. -Museum staff prepare, pack, move objects for decant.
Summer 2017-Summer 2018	Library and Museum - alternative service delivery in the Business Store.
Summer 2018-Autumn 2018	End of contract. Library & Museum contents re-instated.
Autumn 2018	Library & Museum re-open to the public.

- 4.3 While it is possible to provide a limited Watt Library service from Greenock Central Library during the closure period, it is not possible to run a Museum service from the Library and therefore officers were requested to investigate options for the potential temporary delivery of service for a period of 12 months in the middle of the closure period (Summer 2017-Summer 2018) after the decant process has finished and before the re-instatement process begins.
- 4.4 The McLean Museum and Watt Library form a key part of Inverclyde's tourism, culture and heritage offer, providing significant services to visitors and residents of Inverclyde. The relocation – and co-location – of services in the Business Store affords the opportunity for Library and Museum services to work in partnership with each other and with others to promote the unique social history and heritage of the area, occupy a building which is currently partially empty, and to contribute to the Greenock Town Centre Regeneration Strategy by using arts and culture to drive resident and visitor footfall towards the town centre and to the waterfront beyond.

5.0 PROPOSALS

- 5.1 Should the Committee approve the Library and Museum relocation to the Business Store, the service would propose to close the Watt Complex to the public from December 2016 and commence occupancy of the Business Store from January 2017 to enable relocation of books, archives and artefacts there as part of the decant process, which is estimated to last from Jan-Summer 2017. Once the decant has been completed, the majority of Library and Museum staff will relocate to the Business Store and commence the public service.
- 5.2 Two curatorial staff with responsibilities for the fine arts, world cultures, natural history and geology collections, which will not be on display in the Business Store, will remain in the Watt Complex during the closure period, working from the office area which is not involved in the contract work. This satisfies the Council's insurers' requirement that the building remains occupied, but does not forfeit the right to 100% rates relief while the building is closed to the public and the contract work is ongoing. It also ensures that there are staff with a good

knowledge of the building on site to work with the contractors where necessary, and gives curatorial staff the opportunity to carry out collections care and research, and operate the online Museum research and enquiry service.

- 5.3 The public service to be operated from the Business Store will focus on the local history and heritage of Inverclyde and will bring together Watt Library and McLean Museum staff in the same building for the first time. Services available will be identical to those available in the Watt Complex (with the exception of popular fiction lending) and will include access to books, archives, artefacts and objects, genealogical databases and information, an enquiry service, microfilm readers and public PCs with free internet access.
- 5.4 The current opening hours of the Watt Library are 34 per week (10am-5pm Mon, Tues, Thurs, Fri and 10am-1pm Wed and Sat) and those of the McLean Museum are 42 per week (10am-5pm Mon-Sat). It is proposed to operate the relocated service to match existing Museum hours, subject to filling a current vacancy on a temporary basis.

6.0 IMPLICATIONS

6.1 Finance

Please see Appendix 1 for detailed costs/savings.

Financial Implications:

One off Costs/ (Savings)

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
Watt Library & Museum	Relocation	2016/18	(£1.6k)		Savings mainly from rebate of NDR and utilities. Offset by Business Store rental and loss of hall lets and merchandise income. (See Appendix 1)

6.2 Legal

The Head of Legal and Property Services comments that, as the Watt Institution is held and administered by the Council as Trustees, any recommendation of this Committee will require to be referred to the Trustees of the Watt Institution for noting.

6.3 Human Resources

There are no staffing implications, other than some re-alignment of working hours, and the filling of a current vacancy on a temporary basis.

6.4 Equalities

Has an Equality Impact Assessment been carried out?

Yes See attached appendix

No This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

6.5 Repopulation

The McLean Museum and Watt Library form a key part of Inverclyde's tourism, culture and heritage offer, providing significant services to visitors and residents of Inverclyde. The overall project offers an opportunity to invest significantly into one of Inverclyde's best regarded heritage assets.

7.0 LIST OF BACKGROUND PAPERS

7.1 Appendix 1 – Costs/Savings of Library and Museum Relocation to Business Store

APPENDIX 1

Watt Complex Decant Costing

<u>Closing Watt Complex and locating to Business Store</u>	£	Notes
Employee costs	-	No saving as all staff still needed fro service provision
NDR	62,720	Saving based on complex being empty from Jan 2017 and re-opening in Autumn 2018
Utilities	14,516	Only savings on Water Rates and Electricity. The gas provision is not Zonal and hence there is no saving. Gas still required to heat remaining artefacts.
Exhibitions	5,679	Saving based on only 50% of budget being used from Jan 2017 to Autumn 2018
Goods for resale	5,469	Based on reducing to only 50% of current budget for Jan 2017- Autumn 2018
Loss of income - Sales, Fees and Charges	- 9,462	Based on loss of income of 33% for Jan 2017- Autumn 2018
Loss of photocopying income	- 520	Based on 6 months of lost income
Halls lets lost income	- 1,785	Based on Hall lets lost income for 1.75 years
<u>Saving</u>	<u>76,617</u>	
<u>Costs of Option 2</u>		
New Location costs	70,000	Use of Business store from Jan 2017 to Autumn 2018 based at £40k a year (This is a 2/3rd share of the full Business Store costs)
Refit Costs	5,000	Estimated
<u>Total Saving</u>	<u>1,617</u>	

Report To:	Education & Communities Committee	Date:	17th January 2017
Report By:	Wilma Bain Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/09/17/MM
Contact Officer:	Martin McNab	Contact No:	01475 714246
Subject:	Implementing a Trusted Trader Scheme in Inverclyde		

1.0 PURPOSE

- 1.1 To seek approval to implement a Trusted Trader Scheme in Inverclyde.

2.0 SUMMARY

- 2.1 Members may recall a report brought to the Education & Communities Committee in May 2014 seeking approval for the promotion of the Construction Licensing Executive (CLE) in Inverclyde. At that time, given the resources available to the Trading Standards section and the fact that the CLE was supported by the Scottish Government, this appeared to be the most cost effective means of promoting responsible traders to residents of Inverclyde.
- 2.2 Unfortunately for this proposal the Government subsequently withdrew support from the CLE causing it to fold and it has not been possible to revisit this issue until now. The need to have a means for residents in Inverclyde to identify responsible local traders and for such traders to market themselves remains a pressing issue. There are great benefits in such a scheme in providing an accredited list of traders which can help residents avoid rogue traders and help respectable traders to compete with those whose standards may be lower.
- 2.3 There are currently 17 Trusted Trader or equivalent schemes operated across Scotland including schemes in West Dunbartonshire and Renfrewshire. The absence of a scheme in Inverclyde puts reputable traders from Inverclyde at a competitive disadvantage with residents from Inverclyde being able to identify traders from outwith Inverclyde who have a measure of independent accreditation.
- 2.4 It is therefore proposed that we launch a Trusted Trader scheme in Inverclyde. This will be achieved within existing Safer & Inclusive Communities resources.

3.0 RECOMMENDATIONS

- 3.1 That the Committee approves the development and launch of an Inverclyde Trusted Trader scheme. An update on the implementation of the scheme will be provided to Committee in due course.
- 3.2 That the Committee approves a charge to participating firms of £50 in the first year of the scheme increasing to £100 in subsequent years.

**Wilma Bain
Corporate Director
Education, Communities and Organisational Development**

4.0 BACKGROUND

- 4.1 Trusted Trader Schemes are an invaluable means for local consumers to access an up to date list of traders in their area who can be relied upon to deal fairly and legally with them. They obviously also benefit reputable traders in seeking to compete fairly against those who would cut corners or trade illegally. They are generally focused on the home repair sector where Inverclyde has had significant issues with rogue traders in recent years. The schemes can be used by individuals to identify reliable companies and also by agencies seeking to advise or assist vulnerable consumers in identifying such traders.
- 4.2 There are a number of different trader accreditation schemes in operation across Scotland currently, including Buy With Confidence and Trusted Traders. Inverclyde Council endorsed the now defunct Construction Licensing Executive in 2014 as there was a lack of consistency in the various schemes across Scotland and this seemed, at the time, the most cost effective model. The collapse of the CLE however and ongoing issues with rogue traders in the area mean that this issue needs to be revisited.
- 4.3 Internal reorganisation in Safer & Inclusive Communities over the last year has freed up some resources for Trading Standards with the result that we now have three qualified Trading Standards Officers. One of those officers leads the Trading Standards & Enforcement Team so there is now scope to use the resources of that team to support the TSOs where necessary. The overall result of this is that there is now capacity within the team to take a Trusted Trader Scheme forward.
- 4.4 A review of schemes across a number of local authorities indicates that there are a number of options for the delivery of such a scheme. A Trusted Trader scheme is essentially a list of traders operating in the area who must meet certain minimum standards in their dealings with customers to qualify. Once traders are on the list they are required to hand out feedback forms to all customers. These are then used, together with information arising from complaints about the traders to judge whether they can remain on the scheme. There is therefore an initial resource requirement to audit the traders' systems followed by an ongoing back office function in maintaining the system. Some authorities use external organisations to run the back office system whereas others run the whole system in house.
- 4.5 Although the option of farming out the back office system seems initially attractive closer examination reveals a number of single points of failure in these arrangements. It is therefore proposed that the Inverclyde system is run entirely in house. There may be moves to consolidate all schemes into a single system in due course but the transition to such a system would be relatively straightforward once a scheme is up and running in Inverclyde.
- 4.6 ICT have been consulted and it would appear that the setup of a system to mesh with the Council's website is relatively straightforward and can be in place by early spring 2017. This will enable officers to promote the benefits of the scheme and sign up businesses with a view to launching the scheme publicly by autumn 2017.
- 4.7 The position regarding charging businesses for membership is varied across the country. Some authorities do not charge at all whereas the highest fee which could be established is £240 per annum. While it is important that the fee charged does not put barriers in the way of companies wishing to be included it is also often the case that free services do not tend to be valued as highly by participants. It is therefore proposed that a fee of £50 per business should be charged for the first year of operation rising to £100 for subsequent years. This charge will be used to partially offset the ongoing costs of the scheme particularly the costs of advertising and associated materials such as signage on vehicles.
- 4.8 Administrative details for the scheme will be finalised before the scheme is launched and will be published on the scheme website and made available to all firms interested in participating. The scheme details will obviously be based upon schemes already in existence and will be drafted to ensure an easy transfer for participating firms should a national scheme come into existence.

5.0 PROPOSALS

- 5.1 That a Trusted Trader Scheme is launched in Inverclyde in 2017. Administrative details and scheme rules will be finalised before the launch and an update on the scheme implementation will be provided to Committee in due course.
- 5.2 That the fee for participation in the scheme be set at £50 for the first year rising to £100 in subsequent years.

6.0 IMPLICATIONS

Finance

- 6.1 It is proposed to contain the costs of the scheme within existing Safer & Inclusive Communities resources.

Financial Implications:

One off Costs

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments

Legal

- 6.2 None

Human Resources

- 6.3 None

Equalities

- 6.4 None

Repopulation

- 6.5 None

7.0 CONSULTATIONS

- 7.0 N/A

8.0 BACKGROUND PAPERS

- 8.1 Construction Licensing Executive – E&CC May 2014 EDUCOM/49/14/MM

Report To: Education & Communities Committee **Date:** 17th January 2017

Report By: Wilma Bain, Corporate Director, Education, Communities and Organisational Development **Report No:** EDUCOM/10/17/DH

Contact Officer: Drew Hall **Contact No:** 01475 714272

Subject: Public Space CCTV Provision - Update

1.0 PURPOSE

- 1.1 To advise the Committee of the outcome of a remit from the Inverclyde Council meeting in September regarding the continued operation of public space CCTV by Inverclyde Council.

2.0 SUMMARY

- 2.1 The Policy & Resources Committee on 20th Sept 2016, following consideration of a report on Public Space CCTV Provision decided :-

(1) that agreement be given to the investment of up to £321,000 funded via Prudential Borrowing to fund the replacement costs of the public space CCTV system and that tenders be invited for the design and build of the system;

(2) that a further report on the tender options be submitted to the Committee for approval; and

(3) that the Chief Executive make a formal approach to Police Scotland seeking funding for the ongoing maintenance and monitoring of the system.

- 2.2 At the Inverclyde Council meeting on 29th Sept 2016 the following was decided in respect of the Policy & Resources Committee of 20 September 2016 :-

(1) to agree in relation to paragraph 543 (Public Space CCTV Provision), that a report on tender options is not required; and

(2) to agree in relation to decision 3 of paragraph 543, that a report be made to the Education & Communities Committee on the outcome of the formal approach to Police Scotland for funding for the ongoing maintenance and monitoring of the CCTV system

Ref
Inverclyde
Council
minute
29/09/16

- 2.3 Police Scotland were again contacted and requested to provide funding support for the ongoing maintenance and monitoring costs for the Inverclyde Public Space CCTV System. The response from an Assistant Chief Constable is appended to this report. We are advised that Police Scotland, Scottish Government and COSLA plan to set up a working group to consider the funding issues with Public Space CCTV in Scotland and that funding for CCTV contracts is currently under negotiation by Police Scotland and funding for next year for this Council's System, if any, is still to be agreed.

3.0 RECOMMENDATIONS

- 3.1 That the Committee.

1. Note that there is no commitment of new, current or future funding for CCTV provision in Inverclyde from Police Scotland.

4.0 BACKGROUND

4.1 The Council operates an ageing network of 49 Public Space cameras distributed throughout Inverclyde but concentrated in town centres. The network was originally funded through ring-fenced community safety funds and was expanded over a number of years as funds became available. The system needs to be replaced due to equipment condition and increasing fibre network charges.

4.2 The Policy & Resources Committee on 20th Sept 2016, following consideration of a report on Public Space CCTV Provision decided :-

Ref
PR/20/16/WB/DH

(1) that agreement be given to the investment of up to £321,000 funded via Prudential Borrowing to fund the replacement costs of the public space CCTV system and that tenders be invited for the design and build of the system;

(2) that a further report on the tender options be submitted to the Committee for approval; and

(3) that the Chief Executive make a formal approach to Police Scotland seeking funding for the ongoing maintenance and monitoring of the system

4.3 At the Inverclyde Council meeting on 29th Sept 2016 the following was decided in respect of the Policy & Resources Committee of 20 September 2016 :-

Ref
Inverclyde Council
minute 29/09/16

(1) to agree in relation to paragraph 543 (Public Space CCTV Provision), that a report on tender options is not required; and

(2) to agree in relation to decision 3 of paragraph 543, that a report be made to the Education & Communities Committee on the outcome of the formal approach to Police Scotland for funding for the ongoing maintenance and monitoring of the CCTV system

5.0 UPDATE

5.1 The Chief Executive wrote to the Chief Constable on 3rd October 2016 to ask that Police Scotland consider taking on the full revenue cost of monitoring and maintaining the Public Space CCTV service (c£200,000 per annum), or at the very least making a substantial contribution to that cost, from 1st April 2018. The response from Police Scotland is in the appendix to this report

Appendix

5.2 We are advised that Police Scotland, the Scottish Government and COSLA plan to set up a working group to consider the funding issues with Public Space CCTV in Scotland, also that funding for CCTV contracts is currently under negotiation by Police Scotland and funding for next year for this Council's System, if any, is still to be agreed.

6.0 IMPLICATIONS

Finance

6.1

Ref
PR/20/16/WB/DH

Financial Implications:

One off Costs

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

Legal

6.2 None

Human Resources

6.3 None

Equalities

6.4 None.

Repopulation

6.5 None.

7.0 BACKGROUND PAPERS

7.1

- Public Space CCTV Provision – P&RC, September 2016. PR/20/16/WB/DH

NOT PROTECTIVELY MARKED

21 October 2016
 Your Ref: ACCLPW-CC2065.16
 Our Ref:

Mr Aubrey Fawcett
 Chief Executive
 Inverclyde Council
 Municipal Buildings
 Clyde Square
 Greenock
 PA15 1LY



Assistant Chief Constable
 Mark Williams
 Tulliallan Castle
 Alloa
 FK10 4BE

Telephone No: 01259 733136
 ACC.LocalPolicingWest@scotland.pnn.police.uk

Dear Mr Fawcett

Funding of Public Space CCTV in Inverclyde

I refer to your letter dated 3 October 2016 to Chief Constable Phil Gormley QPM.

Following consultation with our national policy lead for CCTV, I can advise you as follows:

Approximately fifteen years ago legacy Strathclyde Police made the decision to allocate funds (£600,000) to support local council CCTV. The allocation was calculated by population size with a caveat that no local authority would receive less than £30,000. As there has been no interim review of this allocation formula, Inverclyde Council therefore receive £30,000.

My understanding is that Inverclyde's running costs for CCTV is currently £186,000 per annum and Police Scotland's contribution amounts to approximately 16% of this total cost. There is some significant disparity across the country in relation to funding for CCTV e.g. Edinburgh City Council receives no funding whereas Aberdeen City Council is fully funded by Police Scotland at over £400,000 per year.

I am aware that several Local Authorities have raised this inconsistent funding issue with Police Scotland, the Scottish Government and also COSLA. As a result a working group will be established, inviting staff from the Scottish Government, Police Scotland and COSLA.

The funding for CCTV contracts is currently under negotiation and I am not in a position to confirm what contribution, if any, Police Scotland will provide to local authorities for the next financial year.

I hope this is of assistance for you.

Yours sincerely

Mark Williams
 Assistant Chief Constable
 Local Policing West

CHIEF EXECUTIVE RECEIVED	
28 OCT 2016	
FILE 49	FOR

NOT PROTECTIVELY MARKED

Report To:	Education & Communities Committee	Date:	17 January 2017
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/16/17/HS
Contact Officer:	Hugh Scott	Contact No:	01475 715459
Subject:	Grants to Voluntary Organisations 2017-2018		

1.0 PURPOSE

- 1.1 The purpose of this report is give consideration to funding from the Grants to Voluntary Organisations Budget in 2017/18

2.0 SUMMARY

- 2.1 3 year awards were last made in financial year 2014/15. The third payment for each organisation has either been drawn or is due to be drawn by the end of the financial year 2017/18.
- 2.2 Given the budget consultation currently taking place, it would not be feasible to offer 3 year awards in the financial year 2017/18. Officers are recommending that a one year extension is offered to all organisations that were in receipt of a 3 year award during 2014/15, subject to their meeting all Conditions of Grant for previous awards.
- 2.3 One organisation exempt from the grant extension would be Ocean Youth Trust. Their award was issued as match funding for a three year project and we do not propose to support a one year grant for an additional year.
- 2.4 The core budget for 2017/18 is £243,190. In addition, £50,000 for EMR funding remains for use in this financial year. A one year extension to the 3 year awards granted in 2014/15 will cost £183,161. In addition, £17,600 of the core budget is allocated to pay commercial rents of two third sector organisations. The balance available for new one-off applications is therefore £92,429 funded from £50,000 Earmarked Reserves and £42,429 from core GTVO budget.

3.0 RECOMMENDATIONS

It is recommended that the Education & Communities Committee:

- 3.1 Agrees to the one year extension of funding to all organisations previously in receipt of 3 year awards who meet all Conditions of Grants.
- 3.2 Notes that the cost of the one year extension is contained within the existing 2017/18 core budget for GTVO.

Wilma Bain
Corporate Director Education , Communities & Organisational Development

4.0 BACKGROUND

4.1 Total available funding for GTVO in 2017/18 is £293,190.

4.2 The core Budget for 2017/18 is £243,190. In addition, Earmarked Reserves of £50,000 are available. A one year extension to the 2014/15 3 year awards will cost £183,161. In addition £17,600 of the core budget has been allocated to pay the commercial rent of two third sector organisations. The balance available for new one-off applications is therefore £92,429 funded from £50,000 Earmarked Reserves and £42,429 from core GTVO budget.

5.0 IMPLICATIONS

Finance

5.1 All financial implications are discussed in detail within the report above.

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
GTVO	PTOB – EMR	2017/18	50	N/A	
GTVO	PTOB – 1 Year Ext	2017/18	176	N/A	

Annually Recurring Costs / (Savings)

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
GTVO	PTOB- Rent	2017/18	18	N/A	

Legal

5.2 There are no specific legal implications arising from this report.

5.3 Human Resources

There are no specific human resources implications arising from this report.

5.4 Equalities

There are no equalities issues within this report.

Repopulation

5.5 There are no repopulation issues within this report

10.0 CONSULTATION

10.1 Finance Services have been fully consulted in the preparation of this report Education, Communities and Organisational Development.

11.0 BACKGROUND PAPERS

11.1 There are no background papers for this report.

Report To:	Education & Communities Committee	Date: 17 January 2017
Report By:	Corporate Director Education, Communities and Organisational Development	Report No: EDUCOM/08/17/RB
Contact Officer:	Ruth Binks	Contact No: 01475 712761
Subject:	Education Scotland Report on St Ninian's Primary School	

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Education & Communities Committee of an Education Scotland external inspection of St Ninian's Primary School.

2.0 SUMMARY

- 2.1 St Ninian's Primary school was inspected in September 2016. "How good is our school?" 4th edition was used to evaluate the work of the school. This is a new set of quality indicators which is substantially different from the previous one.

The school has received a positive report from Education Scotland. They are confident that the school has the capacity to continue to improve and so no more visits in connection with this inspection will be made. Members should note that in the indicators of quality, all four were found to be satisfactory.

The report was published on 06 December 2016.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education & Communities Committee note the Education Scotland report on St Ninian's Primary School.

Wilma Bain
Corporate Director
Education, Communities & Organisational Development

4.0	BACKGROUND	
4.1	<p>St Ninian's Primary School was inspected by Education Scotland in September 2016. The inspection covered key aspects of the work of the school at all stages, identified key strengths and areas for improvement using the following six-point scale:</p> <p>6 - Excellent – outstanding, sector leading 5 - Very Good – major strengths 4 - Good – important strengths with some areas for improvement 3 - Satisfactory – strengths just outweigh weaknesses 2 - Weak – important weaknesses 1 - Unsatisfactory – major weaknesses</p>	
4.2	<p>Education Scotland assessed and reported on the views of parents, pupils and staff, the quality of learning and teaching, how well the school was raising achievement for all pupils, the school's processes for self-evaluation and innovation and the school's capacity for improvement.</p>	
4.3	<p>The report was published on 06 December 2016. It has been issued to staff, parents, local elected members and the Convener and Vice-Convener for Education & Communities.</p>	
4.4	<p>St Ninian's Primary School was inspected under the evaluation framework "How Good is Our School?" 4th Edition. This has a new set of quality indicators which is substantially different from the previous one.</p>	
4.5	<p>In assessing the indicators of quality, Education Scotland found all four core indicators to be satisfactory. These included:</p> <ul style="list-style-type: none"> • Leadership of Change • Learning, teaching and assessment • Raising attainment and achievement • Ensuring wellbeing, equality and inclusion 	
4.6	<p>The report lists four particular strengths of the school:</p> <ul style="list-style-type: none"> • Well mannered children who have a positive attitude to learning and who are nurtured through a caring ethos built around the Gospel values. • The high quality of children's writing across the school. • The well rounded approach taken to promote health and well-being for all children. • Senior leaders who are receptive to change and demonstrate a strong commitment to professional learning and development. 	
4.7	<p>The report lists three areas identified for improvement:</p> <ul style="list-style-type: none"> • Improve learning, teaching and assessment to ensure children's learning needs are well met and that children's learning experiences are of a consistently high quality across the school. • Develop leadership at all levels so that all staff develop and implement well informed change that leads to continuous improvement in children's experiences. • Ensure self evaluation leads clearly to improvements in children's learning experiences and achievements. <p>Education Scotland's Area Lead Officer will link with Inverclyde Council to monitor on – going support for the school. The Authority will report on progress made within twelve months.</p>	
5.0	IMPLICATIONS	

5.1 **Financial Implications**

One off Costs

Cost Centre	Budget Heading	Budget Year	Proposed Spend this Report	Virement From	Other Comments
n/a					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (if applicable)	Other Comments
n/a					

5.2 **Human Resources:**

N/A

5.3 **Legal:**

N/A

5.4 **Equalities:**

N/A

5.5 **Repopulation:**

N/A

6.0 CONSULTATION

6.1 N/A

7.0 BACKGROUND PAPERS

7.1 N/A

6 December 2016

Dear Parent/Carer

In September 2016 a team of inspectors from Education Scotland visited St Ninian's Primary School. During our visit, we talked to parents and young people and worked closely with the headteacher and staff. We gathered evidence to evaluate the quality of leadership and management, learning provision and young people's success and achievements.

The inspection team found the following strengths in the school's work:

- Well-mannered children who have a positive attitude to learning and who are nurtured through a caring ethos built around the Gospel values.
- The high quality of children's writing across the school.
- The well-rounded approach taken to promote health and well being for all children.
- Senior leaders who are receptive to change and demonstrate a strong commitment to professional learning and development.

The following areas for improvement were identified and discussed with the headteacher and a representative from Inverclyde Council:

- Improve learning, teaching and assessment to ensure children's learning needs are well met and that children's learning experiences are of a consistently high quality across the school.
- Develop leadership at all levels so that all staff develop and implement well informed change that leads to continuous improvement in children's experiences.
- Ensure self-evaluation leads clearly to improvements in children's learning experiences and achievements.

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

Here are Education Scotland's evaluations for St Ninian's Primary School.

Leadership of Change	Satisfactory
Learning, teaching and assessment	Satisfactory
Raising attainment and achievement	Satisfactory

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

Ensuring wellbeing, equality and inclusion	Satisfactory
---	---------------------

The letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/StNiniansPrimarySchoolInverclyde.asp>.

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Inverclyde Council will inform parents about the school's progress as part of its arrangements for reporting on the quality of its schools.

Guch Dhillon
HM Inspector

¹ How good is our school? (4th Edition) 2015 [How good is our school? \(fourth edition\)](#)

If you would like to receive this report in a different format, for example, in a translation please contact the administration team on the telephone number below and we will let you know what is available.

If you want to give us feedback or make a complaint about our work, please contact us by e-mail: complaints@educationscotland.gsi.gov.uk, or telephone us on the number below, or write to us addressing your letter to

The Complaints Manager

Education Scotland

Denholm House
Almondvale Business Park
Almondvale Way
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Report To:	Education & Communities Committee	Date:	17 January 2017
Report By:	Chief Financial Officer and Corporate Director Education, Communities and Organisational Development	Report No:	FIN/118/16/AP/IC
Contact Officer:	Iain Cameron	Contact No:	01475 712832
Subject:	Education 2016/17 Revenue Budget-Period 7 to 31 October 2016		

1.0 PURPOSE

- 1.1 To advise the Committee of the 2016/17 Revenue Budget position as at Period 7 to 31 October 2016.

2.0 SUMMARY

- 2.1 The total Education budget for 2016/17, excluding planned carry forward for Earmarked Reserves, is £73,713,890. The School Estate Management Plan accounts for £14,631,000 of the total Education budget. The latest projection is an underspend of £515,000, an increase of £318,000 since the last Committee.
- 2.2 The main reasons for the 2016/17 projected underspend are –
- (a) Projected underspend of £320,000 for Teachers Employee Costs. £30,000 of this relates to a saving due to the secondment of a Quality Improvement Officer (QIO) to the Attainment Challenge and £30,000 relates to a vacant post within Early Years Education. The balance of £260,000 is due to the number of teachers employed in Primary and Secondary schools projected to be less than budget for the remainder of this Financial Year.
 - (b) Projected underspend of £71,000 for Non Teachers Employee Costs. £30,000 of this underspend is due to the early achievement of a budget saving. The balance of £41,000 is due to vacant posts within Education Headquarters and Community Learning and Development.
 - (c) Projected overspend of £48,000 for Water based on latest actual meter readings. The Education Services Water budget has been increased by £14,910 since the last Committee following a Corporate review of Council Water budgets. £37,000 of the projected overspend relates to the previously reported drainage charges at Clydeview Academy and Notre Dame High School. Officers of the Council continue to negotiate with the operator of these PPP schools regarding a refund of costs against the Unitary Charge payments and corrective drainage work being carried out.
 - (d) Projected underspend of £109,000 for Contract Cleaning within schools following the early implementation of operational efficiencies by Environmental and Commercial Services. This is an increase of £33,000 since the last Committee.

-
- (e) Projected underspend of £135,000 for ASN Transport based on latest information received from SPT. The projected out-turn for 2016/17 is £86,000 less expenditure than the previous year. Approximately £10,000 of this reduction is due to children no longer being transported outwith Inverclyde. £23,000 of the reduction relates to reduction in costs for transporting children to the School Age Language Unit and Stella Maris. These children are now transported by Internal Transport vehicles. The remaining balance relates to a reduction in ASN transportation to mainstream schools due to a number of contracts ending. The projected underspend has increased by £110,000 since the last Committee.
 - (f) Projected underspend of £20,000 for ASN Placements. The budget contains a contingency for one additional placement and this was not required for the first seven months of the Financial Year.
 - (g) As previously reported, there is a projected overspend of £20,000 for ASN Support. This relates to expenditure on Audiology Services and the purchase of Assistive Technology products for Craigmarloch School and St Michael's Primary School.

2.3 Earmarked Reserves for 2016/17, excluding those for Asset Plans and Strategic Funds, total £1,400,000 of which £640,000 is projected to be spent in the current financial year. To date, expenditure of £332,000 (51.9%) has been incurred. Spend to date per profiling was expected to be £444,000, therefore year to date expenditure is £112,000 or 25.2% behind phased spend. The majority of the slippage relates to payments to The Beacon due to final retention for construction work not being finalised.

3.0 RECOMMENDATIONS

- 3.1 That the Committee note the current projected underspend of £515,000 for the 2016/17 Education Revenue budget as at Period 7 to 31 October 2016.
- 3.2 That the Committee approve the virement of £41,000 as detailed in paragraph 7.1 and appendix 5.

Alan Puckrin
Chief Financial Officer

Wilma Bain
Corporate Director Education,
Communities & Organisational Development

4.0 BACKGROUND

- 4.1 The purpose of this report is to advise the Committee of the current position of the 2016/17 Revenue Budget as at Period 7, 31 October 2016 and highlight the main issues contributing to the projected underspend of £515,000.

5.0 2016/17 PROJECTION

- 5.1 The total Education budget for 2016/17, excluding planned carry forward for Earmarked Reserves, is currently £73,713,890. This is an increase of £225,000 from the approved budget. Appendix 1 gives details of the budget movement responsible for this increase.
- 5.2 The main issues to highlight in relation to the 2016/17 projected underspend of £515,000 are:

Employee Costs - Teachers

The total budget for Teachers Employee Costs is £38,164,000 and the latest projection is an underspend of £320,000 or 0.8%, an increase in underspend of £145,000 since the last Committee.

£30,000 of this relates to a saving due to the secondment of a Quality Improvement Officer (QIO) to the Attainment Challenge and £30,000 relates to a vacant post within Early Years Education. The balance of £260,000 is due to the number of teachers employed in Primary and Secondary schools projected to be 7fte less than budget for the remainder of this Financial Year. However, it should be noted that all schools are operating with their full complement of teachers per the current staffing formula.

Employee Costs – Non Teachers

The total budget for Non Teacher Employee costs is £15,733,000 and the latest projection is an underspend of £71,000 or 0.5%. The early achievement of the Business Support in Schools budget saving accounts for £30,000 of the projected underspend. The balance of £41,000 is due to vacant posts within Education Headquarters and Community Learning and Development.

Water

The total budget for Water is £259,000 and the latest projection is an overspend of £48,000. The Education Services Water budget has been increased by £14,910 since the last Committee following a Corporate review of Council Water budgets. £37,000 of the projected overspend relates to the previously reported to drainage charges at Clydeview Academy and Notre Dame High School. Officers of the Council are continuing to negotiate with the operator of these PPP schools regarding a refund of these costs against the Unitary Charge payments and corrective drainage work being carried out.

Contract Cleaning

The total budget for Contract Cleaning is £1,292,000 and the latest projection is an underspend of £109,000, an increase in underspend of £33,000 since the last Committee. A budget saving of £100,000 for the 2017/18 Contract Cleaning budget was approved by the Policy & Resources Committee on 20 September 2016. Following a review of working practices within schools, this saving has now been achieved.

ASN Transport

The total ASN Transport budget is £508,000 and the latest projection is an underspend of £135,000. The projected out-turn for 2016/17 is £86,000 less expenditure than the previous year. Approximately £10,000 of this reduction is due to children no longer being transported outwith Inverclyde. £23,000 of the reduction relates to reduction in costs for transporting children to the School Age Language Unit and Stella Maris. These children are now transported by Internal Transport vehicles. The remaining balance relates to a reduction in ASN transportation to mainstream schools due to a number of contracts ending. The projected underspend has increased by £110,000 since the last Committee.

ASN Placements

The total budget for ASN Placements is £405,000 and the latest projection is an underspend of £20,000. The budget contains a contingency for one additional placement and this was not required for the first seven months of the Financial Year.

ASN Support

The ASN Support budget for 2016/17 is £58,000 and the latest projection is an overspend of £20,000. This relates to expenditure on Audiology Services and the purchase of Assistive Technology products for Craigmarloch School and St Michael's Primary School. There is no change to this projection since the last Committee.

Appendices 2 and 3 provide more details on the projected variances.

6.0 EARMARKED RESERVES

6.1 Earmarked Reserves for 2016/17, excluding those for Asset Plans and Strategic Funds, total £1,400,000 of which £640,000 is projected to be spent in the current financial year. To date expenditure of £332,000 (51.9%) has been incurred. Spend to date per profiling was expected to be £444,000, therefore year to date expenditure is £112,000 or 25.2% behind phased spend. The majority of the slippage relates to payments to The Beacon due to final retention for construction work not being finalised.

7.0 VIREMENTS

7.1 The Committee is asked to approve the virement of £41,000 from the Gas budget to the Electricity budget as detailed in Appendix 5.

8.0 IMPLICATIONS

8.1 Finance

All financial implications are discussed in detail within the report above.

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend This Report £000	Virement From	Other Comments
N/A					

Annually Recurring Costs / (Savings)

Cost Centre	Budget Heading	Budget Years	Proposed Spend This Report £000	Virement From	Other Comments
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N/A					
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8.2 **Legal**

There are no specific legal implications arising from this report

8.3 **Human Resources**

There are no specific human resources implications arising from this report.

8.4 **Equalities**

There are no equalities issues with this report.

8.5 **Repopulation**

There are no repopulation issues with this report.

9.0 **CONSULTATION**

9.1 The paper has been jointly prepared by the Chief Financial Officer and the Corporate Director Education, Communities and Organisational Development.

10.0 **BACKGROUND PAPERS**

10.1 There are no background papers for this report.

Education Budget Movement - 2016/17**Period 7: 1st April - 31st October 2016**

Service	Approved Budget	Movements				Revised Budget
	2016/17 £000	Inflation £000	Virement £000	Supplementary Budgets £000	Transferred to EMR £000	2015/16 £000
Corporate Director	141					141
Education	70,690	(37)	(60)	440	(9,094)	61,939
Inclusive Education	9,940		(49)			9,891
Safer & Inclusive Communities	1,812		(69)			1,743
Totals	82,583	(37)	(178)	440	(9,094)	73,714

Movement Detail

£000

External Resources

1+2 Language Grant	72
Probationer Teacher Funding	368
	<u>440</u>

Virements

Street Mates from CLD to Safer Comms - upload correction	(70)
Early Achievement ASN Transport Saving	(40)
SWAN Contract	12
Water Re-Allocation	15
Janitors to Communities	(40)
Biomass to Communities	(35)
Music Tuition to Communities	(20)
	<u>(178)</u>

Inflation

SEMP Inflation	134
Gas Budget Inflation Removed	(143)
SPT Deflation	(28)
	<u>(37)</u>

Savings/Reductions225

EDUCATION**REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****PERIOD 7 : 1st April 2016 - 31st October 2016**

<u>Out Turn</u> <u>2015/16</u> <u>£000</u>	<u>Budget</u> <u>Heading</u>	<u>Budget</u> <u>2016/17</u> <u>£000</u>	<u>Proportion</u> <u>of Budget</u>	<u>Actual to</u> <u>31-Oct-16</u> <u>£000</u>	<u>Projection</u> <u>2016/17</u> <u>£000</u>	<u>(Under)/Over</u> <u>Budget</u> <u>£000</u>	<u>Percentage</u> <u>Over / (Under)</u>
37,338	Employee Costs - Teachers	38,200	22,156	21,940	37,880	(320)	(0.8%)
15,396	Employee Costs - Non teachers	15,733	8,769	8,687	15,662	(71)	(0.5%)
306	Water	259	259	313	307	48	18.5%
1,235	Contract Cleaning	1,292	757	732	1,183	(109)	(8.4%)
460	ASN Transport	508	318	1	373	(135)	(26.6%)
381	ASN Placements	405	236	147	385	(20)	(4.9%)
105	ASN Support	58	34	63	78	20	34.5%
Total Material Variances						(587)	

EDUCATION**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****PERIOD 7 : 1st April 2016 - 31st October 2016**

2015/16 Actual £000	Subjective Heading	Approved Budget 2016/17 £000	Revised Budget 2016/17 £000	Projected Out-turn 2016/17 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
37,338	Employee Costs - Teachers	37,893	38,201	37,881	(320)	(0.8%)
15,396	Employee Costs - Non Teachers	15,318	15,733	15,662	(71)	(0.5%)
14,350	Property Costs	7,659	7,463	7,494	31	0.4%
3,758	Supplies & Services	4,000	4,000	3,945	(55)	(1.4%)
2,532	Transport Costs	2,084	2,041	1,914	(127)	(6.2%)
425	Administration Costs	428	426	426	0	-
4,060	Other Expenditure	17,634	17,988	18,015	27	0.2%
(4,083)	Income	(2,433)	(3,044)	(3,044)	0	-
73,776	TOTAL NET EXPENDITURE	82,583	82,808	82,293	(515)	(0.6%)
	Earmarked Reserves	0	(4,728)	(4,728)	0	
	Loan Charges / DMR	0	(4,366)	(4,366)	0	
	TOTAL NET EXPENDITURE excluding Earmarked Reserves	82,583	73,714	73,199	(515)	

2015/16 Actual £000	Objective Heading	Approved Budget 2016/17 £000	Revised Budget 2016/17 £000	Projected Out-turn 2016/17 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
139	Corporate Director	141	141	148	7	5.0%
55,006	Education	56,193	56,393	56,069	(324)	(0.6%)
7,455	School Estate Management Plan	14,497	14,631	14,631	0	-
62,461	TOTAL EDUCATION SERVICES	70,690	71,024	70,700	(324)	(0.5%)
8,106	ASN	8,494	8,474	8,279	(195)	(2.3%)
1,371	Other Inclusive Education	1,446	1,426	1,448	22	1.5%
9,477	TOTAL INCLUSIVE EDUCATION	9,940	9,900	9,727	(173)	(1.7%)
1,518	Community Learning & Development	1,555	1,486	1,460	(26)	(1.7%)
181	Other Safer & Inclusive	257	257	258	1	0.4%
1,699	TOTAL SAFER & INCLUSIVE	1,812	1,743	1,718	(25)	(1.4%)
73,776	TOTAL EDUCATION COMMITTEE	82,583	82,808	82,293	(515)	(0.6%)
	Earmarked Reserves	0	(4,728)	(4,728)	0	

EARMARKED RESERVES POSITION STATEMENT

COMMITTEE: Education & Lifelong Learning

Project	Lead Officer/ Responsible Manager	Total Funding 2016/17	Phased Budget To Period 7 2016/17	Actual To Period 7 2016/17	Projected Spend 2016/17	Amount to be Earmarked for 2017/18 & Beyond	Lead Officer Update
		£000	£000	£000	£000	£000	
Creative Scotland Match Funding	Grant McGovern	100	50	50	100	0	Final year of funding for The Beacon Place Partnership. Spend will be completed by end of 2016/17.
Beacon Contract and Core Funding	Grant McGovern	529	265	190	270	259	Funding to Beacon for 2016/17 is £270k of Revenue Support. Balance of £130k will be used in 2017/18 and £54k held as a contingency. £75k retention payment will also now be made in 2017/18.
Funding for I Youth Zone Port Glasgow & Gourock	John Arthur	370	48	49	129	241	Projected expenditure based on £97k staff costs and £32k resources spend. P&R Committee of 20/09/16 allocated additional funding of £180k from Free Reserves to fund 2017/18.
School Clothing Grants	Grant McGovern	75	25	25	25	50	£25k now spent for 2016/17 (Year 2 of 4 year funding.) £50k c/f for remaining 2 years.
Rankin Park Bike Trail - School Use	John Arthur	60	0	0	12	48	Phase 1 roll out in Academic Year 16/17 and Phase 2 in 17/18
Primary School Swimming - P6 to P4 Move	John Arthur	60	0	0	30	30	£30k allocated for 16/17 and anticipated that invoices for buses and swim teachers will be charged to EMR at year end
PG Community Campus Apprenticeships	Ruth Binks	50	0	0	0	50	No expenditure projected for this Financial Year
Developing Young Person's Workforce	Ruth Binks	87	22	2	40	47	Phased budget included allocation of £14k to Econ Development in 16/17 & 17/18 to fund Trainee -Young Person started Nov 16 on 23 month contract, projection adjusted accordingly.
Secondary Schools Credit Union	Ruth Binks	19	19	9	19	0	£9k invoice from Tail O The Bank Credit Union for Staff Costs and Publicity was paid P6. An invoice for the balance will be received when funds are deposited in S1 pupils accounts.
School Holiday Lunches	Ruth Binks	50	15	7	15	35	£15k allocated to 16/17 for Larkfield & PG, £35k c/f EMR will be reviewed as this expenditure will be claimed against the Attainment Challenge Fund.
Total		1,400	444	332	640	760	

EDUCATION COMMITTEE**VIREMENT REQUESTS**

Budget Heading	Increase Budget		(Decrease) Budget
		£	£
Electricity Gas	1	41,000	41,000
		41,000	41,000

Note

1 - Virement of £41,000 from Schools Gas budget to the Electricity budget.

Report To: Education & Communities Committee **Date:** 17 January 2017

Report By: Corporate Director Education, Communities & Organisational Development and Chief Financial Officer **Report** EDUCOM/07/17/EM

Contact Officer: Eddie Montgomery **Contact No:** 01475 712472

Subject: Education Capital Programme 2016 – 2018 Progress

1.0 PURPOSE

1.1 The purpose of the report is to update the Committee in respect of the status of the projects forming the Education Capital Programme and to highlight the overall financial position.

2.0 SUMMARY

2.1 This report advises the Committee in respect of the progress and financial status of the projects within the overall Education Capital Programme.

2.2 The Capital Programme reflects the review of the School Estate Funding Model as reported to the November 2016 Committee. The programme covers the period 2016/18.

2.3 Overall the Committee is projecting to contain the costs of the 2016/18 Capital Programme within available budgets.

2.4 Expenditure at 30th November is 86.93% of the 2016/17 approved budget; there is net advancement from future years of £271k (3.59%) being reported. This is an increase in advancement of £109k (1.45%) since the last Committee due to minor fluctuation across budget lines.

3.0 RECOMMENDATIONS

3.1 That the Committee note the progress on the specific projects detailed in Appendix 1.

3.2 That the Committee approve the issue of tenders for the Lady Alice Primary School Refurbishment project, and grant delegated authority to the Head of Legal & Property Services to accept the most economically advantageous tender provided the cost is within the budget allocation for the project (para 6.2).

Wilma Bain
Corporate Director Education,
Communities & Organisational
Development

Alan Puckrin
Chief Financial Officer

4.0 BACKGROUND

- 4.1 This report shows the current position of the approved Education Capital Programme reflecting the allocation of resources approved by the Committee at the meeting of 1st November 2016.
- 4.2 The School Estate Strategy approved by the Committee will deliver a comprehensive programme of new and refurbished schools which will address the modernisation of the Council's entire school stock. The acceleration of the School Estate Management Plan approved at the Council budget setting meeting of 10th March 2016 will see completion of the remaining projects by 2020. The Education Capital Programme detailed in this report shows details of projects which will incur expenditure up to March 2018.

5.0 PROJECTS COMPLETE ON SITE / WITHIN DEFECTS LIABILITY PERIOD

5.1 Kilmacolm Primary School Refurbishment:

The school transferred back to the refurbished building at the end of October 2016 with the first day of operation on the 28th. The Client Services Team continues to work with the school and stakeholders in conjunction with hub West Scotland and the Contractor to address snagging and defects utilising out of hours working as required during the defects liability period. An official opening ceremony is planned for Friday 13th January 2017.

5.2 St Patrick's Primary School New Build:

The school transferred to the new facility at the end of November 2016 with the first day of operation on the 24th. The Client Services Team continues to work with the school and stakeholders in conjunction with hub West Scotland and the Contractor to address snagging and defects utilising out of hours working as required during the defects liability period.

6.0 PROJECTS AT BRIEFING/DESIGN/PRE-CONSTRUCTION STAGE

6.1 Moorfoot Primary School Refurbishment:

The brief for the project has been developed in consultation with the various stakeholders including the school and Parent Council. The procurement is being progressed through hub West Scotland with the project now progressing through the detailed design stage ahead of the Building Warrant submission. Survey and investigation works have been progressed over the summer holiday period and outwith school hours to inform the proposals and define the scope of works to the existing structure / grounds. The formal Planning application has been submitted with work on-going providing further clarification to statutory consultees. The decant strategy for the project involves use of the former Sacred Heart PS decant facility and temporary relocation of the existing Nursery Class in modular accommodation within the existing school grounds during the construction period. The temporary modular accommodation works are on-going with foundation and services connection works progressing. Officers from Education Services working in conjunction with Police Scotland, SPT (Strathclyde Partnership for Transport), Road Safety and Corporate Health & Safety have now completed the consultation exercise with parents to identify pick-up and drop-off points for decant buses. The target programme anticipates construction start circa April 2017 to complete by Easter 2018. The Client Services Team are maintaining regular contact with the school and Parent Council throughout the design development stages.

6.2 Lady Alice Primary School Refurbishment:

The brief for the project has been developed in consultation with the various stakeholders including the school and Parent Council. The Council's Technical Services Team are currently developing the project through the detailed design stage ahead of the Building Warrant submission. Survey and investigation works have been progressed over the summer holiday period to inform the proposals. The formal Planning application has been submitted with work on-going providing further clarification to statutory consultees. The decant strategy for the project involves use of the former St Stephen's HS decant facility and temporary relocation of the existing Nursery Class in modular accommodation within the existing school grounds during the construction period. The temporary modular accommodation works are on-going with foundation and services connection works progressing. Officers from Education Services working in conjunction with Police Scotland, SPT (Strathclyde Partnership for Transport), Road Safety and Corporate Health & Safety have now completed the consultation exercise with parents to identify pick-up and drop-off points for decant buses. The target programme anticipates enabling works in March / April 2017 following decant, with main contract construction start circa May 2017 to complete by Easter 2018. The Client Services Team are maintaining regular contact with the school and Parent Council throughout the design development stages.

The estimated cost of the works is £3.806m contained within the overall SEMP funding model and capital programme as detailed in Appendix 1. Permission to issue tenders and approval for delegated authority to accept the most economically advantageous tender are requested.

6.3 St Ninian's Primary School New Build:

The brief for the project has been developed in consultation with the various stakeholders including the school and Parent Council. The procurement is being progressed through hub West Scotland with the project now progressing through the detailed design stage ahead of the Building Warrant submission. Survey and investigation works have been progressed over the summer holiday period with initial consultation with Inverclyde Council Roads Design, to inform the proposals and define the scope of works to any existing services and culverts in the area. The formal Planning application has been submitted and further engagement with statutory consultees such as SEPA and Sportscotland is being progressed. The strategy for the project involves construction of a new facility on the disused blaes pitch area opposite the recently constructed multi-use games area with the school remaining in its existing accommodation during the construction phase. Transfer to the new facility on completion will be followed by demolition of the existing building. The target programme for the new facility anticipates construction start in 2nd Quarter 2017 to complete by 2nd Quarter 2018. The Client Services Team are maintaining regular contact with the school and Parent Council throughout the design development stages.

6.4 Bluebird Family Centre Refurbishment:

The brief for the above project has been developed in consultation with the centre and Early Years Service. The Council's Technical Services Team have progressed the project to tender stage with a return date in mid-December. Decant options were investigated with the agreed strategy to temporarily accommodate the centre within St Joseph's PS. Minor works were undertaken over the summer holiday period to allow the proposed decant area to be made available with further minor alteration works undertaken during term time ahead of the decant in October. The Centre is now operating from its temporary location which has allowed the existing building to be cleared. Subject to tender return and evaluation within budget it is anticipated that construction works could commence in February 2017 to complete in late summer.

6.5 Glenbrae Children's Centre Relocation (Aberfoyle Road Refurbishment):

The brief for the above project has been developed in consultation with the centre and Early Years Service. The Council's Technical Services Team have progressed the outline designs to RIBA Stage 2 ahead of the formal Planning and Building warrant submissions. The commencement of the project is linked to completion of the former District Court Offices project and the relocation of Technical/Property Services from the Aberfoyle Road building. The target programme for the project anticipates construction start in 2nd Quarter 2017 and completion in early 2018. The Centre will remain in its current location during the construction phase. A separate report on the outcome of the formal consultation for the relocation of Glenbrae Children's Centre is included later on the agenda.

6.6 New Build West End of Greenock Early Years Facility:

The proposals involve the provision of a new facility to replace the existing Kelly Street Children's Centre and Nursery within St Mary's PS. The procurement is being progressed through hub West Scotland with the project now progressing through the detailed design stage ahead of the formal Planning and Building Warrant submissions. As previously reported, site surveys and investigation works were initially delayed due to the particular site constraints and the current process being followed in connection with the original demolition contractor. The surveys have now been completed however these have highlighted that the ground conditions will require a more engineered foundation solution. It should also be noted that early engagement with Scottish Water indicates that they expect surface water from the new development to be routed to a culvert some 70m distant from the site through neighbouring streets despite the previous building having a combined connection. The design team are currently investigating the most economical solutions to these developing design issues. A further update including any impact on the projected outturn construction cost will be provided to the March Committee. The current target programme anticipated construction start in 2nd Quarter 2017 to complete by 2nd Quarter 2018 to align with the decant strategy for the future St Mary's PS Refurbishment and Extension project. A separate report on the outcome of the formal consultation for the relocation of Kelly Street Children's Centre is included later on the agenda.

7.0 IMPLICATIONS

Finance

7.1 The expenditure at 30th November 2016 is £6.557m from a budget of £7.543m. This is expenditure of 86.93% of the approved budget after 66.67% of the year. No slippage is currently being reported with net accelerated spend of £271k.

7.2 The current budget position reflects the following:

- SEMP model approved by the Committee in November 2016.
- Grant funding received in respect of implementation of the Children & Young People Bill and Free School Meals.
- Grant funding projected to be received in respect of project specific awards in connection with the Scotland's Schools for the Future programme.

The current budget is £49.707m, made up of £48.513m SEMP Supported Borrowing / Government Grant Funding and £1.194m Non-SEMP Supported Borrowing. The Current Projection is £49.707m.

7.3	Education & Communities	Approved Budget £000	Current Position £000	Overspend / (Underspend) £000
	Total School Estate	48,513	48,513	-
	Total Non School Estate	1,194	1,194	-
	Total	49,707	49,707	-

7.4 Please refer to the status reports for each project contained in Appendix 1.

Legal

7.5 There are no legal issues.

Human Resources

7.6 There are no human resources issues.

Equalities

7.7 Has an Equality Impact Assessment been carried out?

<input type="checkbox"/>	YES (see attached appendix)
<input checked="" type="checkbox"/>	NO - This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required. See below.

Individual projects consider DDA issues as part of the development of the detailed designs and Building Standards approval (where required). There are no equalities issues.

Repopulation

7.8 The regeneration works outlined in this report should contribute to retaining and increasing the population within the area. There are no repopulation issues.

8.0 CONSULTATION

8.1 There are no direct staffing implications in respect of the report and as such the Head of Organisational Development, HR and Communications has not been consulted.

8.2 There are no legal issues arising from the content of this report and as such the Head of Legal and Property Services has not been consulted.

9.0 LIST OF BACKGROUND PAPERS

9.1 Education Capital Programme Technical Progress Reports December 2016. (A technical progress report is a project specific report which details the financial and progress position for current projects which have a legal commitment).

EDUCATION CAPITAL REPORT APPENDIX 1

COMMITTEE: EDUCATION & COMMUNITIES



Project Name	1	2	3	4	5	6	7	8	9	10	11
	<u>Est Total Cost</u>	<u>Actual to 31/3/16</u>	<u>Approved Budget 2016/17</u>	<u>Revised Est 2016/17</u>	<u>Actual to 30/11/16</u>	<u>Est 2017/18</u>	<u>Est 2018/19</u>	<u>Future Years</u>	<u>Start Date</u>	<u>Original Completion Date</u>	<u>Current Completion Date</u>
	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>			
SEMP Projects											
Demolish St Stephens HS	500	500	0	0	0	0	0	0	May-18	-	Aug-18
St Patrick's PS - New Build	7,012	3,076	3,536	3,536	3,344	400	0	0	Aug-15	-	Nov-16
Kilmacolm PS - Refurbishment	4,435	1,576	2,394	2,559	2,017	300	0	0	Oct-15	-	Oct-16
Early Years Establishments - Care Commission Works	90	2	88	88	85	0	0	0	Apr-16	-	Mar-17
Bluebird Family Centre - Refurbishment	1,300	0	369	190	36	1,087	23	0	-	-	-
Greenock West Early Years Facility - New Build	3,105	0	150	65	10	1,900	1,140	0	-	-	-
Glenbrae Children's Centre - Aberfoyle Rd Refurbishment	1,137	0	100	57	0	1,061	19	0	-	-	-
Hillend Children's Centre - Refurbishment	1,031	0	0	0	0	96	916	19	-	-	-
Larkfield Children's Centre - Upgrade	350	0	0	0	0	0	0	350	-	-	-
Free School Meals Capital Grant	60	33	0	0	0	27	0	0	Apr-16	-	Mar-18
Lifecycle Fund	3,490	714	256	270	270	1,279	1,227	0	Apr-14	-	Mar-19
Balance of Contingency	195	0	50	50	0	45	100	0			
Moorfoot PS Refurbishment	5,147	0	100	101	101	2,313	2,610	123			
Lady Alice PS - Refurbishment	3,806	0	200	200	24	2,929	677	0			
St Ninian's PS - New Build	9,280	0	176	176	175	6,235	2,761	108			
Gourock PS - Extension	1,704	0	0	0	0	126	1,297	281			
St Mary's PS - Refurbishment & Extension	5,291	0	0	0	0	150	3,224	1,917			
Complete on site	945	0	0	343	343	602	0	0			
TOTAL SEMP	48,878	5,901	7,419	7,635	6,405	18,550	13,994	2,798			
Non-SEMP Projects											
MUGA/Blaes Pitch Upgrades Complete on site	27	0	27	27	0	0	0	0			
Primary School MUGA's - Various	802	605	97	152	152	45	0	0	Apr-14	-	Jun-16
TOTAL non-SEMP	829	605	124	179	152	45	0	0			
TOTAL ALL PROJECTS	49,707	6,506	7,543	7,814	6,557	18,595	13,994	2,798			

Report To: Education and Communities Committee **Date:** 17 January 2017

Report By: Grant McGovern, Head of Inclusive Education, Culture and Corporate Policy **Report No:** EDUCOM/01/17/KB

Contact Officer: Karen Barclay, Corporate Policy Officer **Contact No:** 01475 712065

Subject: Education and Communities Corporate Directorate Improvement Plan 2016/19 Performance Report

1.0 PURPOSE

- 1.1 The purpose of this report is to update the Committee on the achievement of key objectives in the Education, Communities and Organisational Development Corporate Directorate Improvement Plan (CDIP) 2016/19.
- 1.2 The report focuses on improvement actions that sit within the Education, Inclusive Education and Culture and Safer and Inclusive Communities Services.

2.0 SUMMARY

- 2.1 This is the second progress report on the implementation of the Education, Communities and Organisational Development CDIP 2016/19. Details are provided in the Appendices. Appendix 1
Appendix 2
- 2.2 The current status of the CDIP’s improvement actions, together with the status at the last report, is:

Status	blue - complete	red - significant slippage	amber - slight slippage	green - on track
Current	0	0	1	25
September 2016	0	0	1	25.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee:
 - a. notes the progress made in implementing the Education, Communities and Organisational Development CDIP 2016/19; and
 - b. agrees to consider the third progress report at its meeting on 13 June 2017.

Grant McGovern
Head of Inclusive Education, Culture and Corporate Policy

4.0 BACKGROUND

- 4.1 Improving corporate and service performance is a key priority for Inverclyde Council. Information is regularly given to key stakeholders to allow them to evaluate and make informed judgements about performance and the achievement of key objectives.
- 4.2 CDIPs are a key component of the Council's Strategic Planning and Performance Management Framework. They are the principal vehicle for managing and delivering the strategic outcomes in the Single Outcome Agreement 2013/16 and the Council's Corporate Statement 2013/18, as well as the well-being outcomes which are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI).
- 4.3 The Education, Communities and Organisational Development CDIP 2016/19 was approved by the Education and Communities Committee in May 2016.
- 4.4 Progress regarding delivery of the Council's two CDIPs is reported to every second meeting of the relevant Service Committee. These reports provide Members with a summary of progress with the CDIPs' implementation and aim to give Committee and officers the opportunity to make appropriate judgements on where performance across the Council is improving, good or starting to decline.
- 4.5 This report focuses on improvement actions that sit within the Education, Inclusive Education and Culture and Safer and Inclusive Communities Services. The CDIP's improvement actions that sit within the Corporate Policy and Organisational Development, Human Resources and Communications Services will be included in the Corporate Services Performance Report which will be submitted to the Policy and Resources Committee on 31 January 2017.
- 4.6 As detailed in Appendix 1, improvement actions have been allocated a 'BRAG' status:
blue - complete; red - significant slippage; amber - slight slippage; green - on track.
- 4.7 The CDIP also contains key performance indicators, comprising statutory performance indicators and local performance indicators. These indicators provide an important measure of how the Directorate's Services contribute to the Council's strategic aims. Information on indicators is gathered either quarterly or annually and performance reported to Committee at the appropriate time; the most recent position on the indicators is attached as Appendix 2.

Min. Ref.
E&C
Cttee
3.5.16
Para

5.0 PROGRESS

- 5.1 This is the second progress report on the delivery of the CDIP's improvement actions. The last report was approved by the Education and Communities Committee in September 2016. The current status of the CDIP's improvement actions, together with the status at the last report, is:

Min Ref
E&C
Cttee
6.9.16
Para 501

Status	blue - complete	red – significant slippage	amber - slight slippage	green - on track
Current	0	0	1	25
August 2016	0	0	1	25.

Appendix 1 details the present status of the improvement actions, together with commentaries from the appropriate Service.

5.2 Since the last report, good progress has been made in delivering the vast majority (96%) of the improvement actions, examples of which include:

- Equality and diversity: The equality outcomes are drafted and due to go out for public consultation. The Equalities Mainstreaming Report is almost complete.
- Scottish Attainment Challenge: Significant progress continues to be made on the original Attainment Challenge and work has begun on expansion into the second level. A successful bid was submitted to the Scottish Government for secondary schools. However, the back fill of seconded staff continues to be a barrier to some progress with this initiative.
- Schools on-line payments: The pilot project is operating in two secondary schools and two primary schools. The system is working well with a positive response received from parents.
- Trusted traders: The initial background scoping is complete. A report has been prepared for the January 2017 meeting of this Committee.

5.3 There has been slight slippage with only one improvement action:

- Tobacco control: Education and information for traders are on track. Owing to legislation commencement being delayed, enforcement will be carried out in 2017.

6.0 IMPLICATIONS

6.1 Financial implications - one-off costs:

Cost centre	Budget heading	Budget year	Proposed spend this report	Virement from	Other comments
n/a	n/a	n/a	n/a	n/a	n/a

Financial implications - annually recurring costs/(savings):

Cost centre	Budget heading	With effect from	Annual net impact	Virement from	Other comments
n/a	n/a	n/a	n/a	n/a	n/a

6.2 Human Resources: There are no direct human resources implications arising from this report.

6.3 Legal: There are no direct legal implications arising from this report.

6.4 Equalities: There are no direct equalities implications arising from this report.

6.5 Repopulation: Provision of Council Services which are subject to close scrutiny with the aim of delivering continuous improvement for current and potential citizens of Inverclyde support the Council's aim of retaining and enhancing the area's population.

7.0 CONSULTATION

7.1 Updates on progress with the CDIP's implementation have been provided by the lead officer of each improvement action.

8.0 BACKGROUND PAPERS

8.1 Education, Communities and Organisational Development CDIP 2016/19.

9.0 CONCLUSION

9.1 The second progress report on actions that sit within the Education, Inclusive Education and Culture and Safer and Inclusive Communities Services sections of the Education, Communities and Organisational Development CDIP 2016/19 is presented for Committee's consideration and approval with the recommendation that the third report is submitted to the Education and Communities Committee's meeting on 13 June 2017.

EDUCATION AND COMMUNITIES PERFORMANCE REPORT

Corporate Improvement Actions 2016/17

These improvement actions have implications for the whole Council or more than one Directorate

Corporate Improvement Actions 2016/17						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
1.	<p><u>Equality and diversity</u></p> <p>Refreshed equality outcomes, based on engagement with Services and communities, are in place by the end of April 2017</p> <p>A report on progress on equality outcomes is prepared over 2016 and published in April 2017</p> <p>Lesbian, gay, bisexual and transgender (LGBT) chartered status</p> <p>A communication strategy has been developed for LGBT young people and adults</p> <p>Families are supported to live in Inverclyde with particular support in place to help them to integrate into</p>	<p>The Corporate Equalities Officer, working with the Corporate Equalities Group, will engage regarding equality outcomes and draft a new set, as well as develop the report on progress</p> <p>A LGBT group for adults is set up and meets regularly to support the local LGBT population</p> <p>Produce information and guidance (within one year)</p> <p>Identify ways to celebrate diversity in Inverclyde. Foster good relations/understanding with communities and new migrants.</p>	●	green – on track	The equality outcomes are drafted and are due to go out for public consultation. The Equalities Mainstreaming Report is almost complete.	Respected Included

Corporate Improvement Actions 2016/17						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
	the local culture					
2.	<p><u>Engagement with young people/Youth Participation Strategy (YPS)</u></p> <p>Young people across Inverclyde have a range of co-ordinated opportunities to be involved in decision-making affecting their schools, services for them and communities</p> <p>Young people's voices are heard and their issues taken into consideration in service development and delivery</p>	<p>In partnership with Inverclyde's young people and community planning partners, progress the action points arising from the Health and Wellbeing Survey conducted in secondary schools in 2014 and at the #ClydeConversations follow-up event in March 2015</p> <p>YPS completed in partnership with young people</p> <p>Guidance given out to Council Directorates and partners</p> <p>Establishment of a Youth Cabinet with members of school councils, the youth council, the Scottish Youth Parliament, senior officers and Elected Members</p>	●	green – on track	<p>The second young people's conference - #Clyde Conversations 2 - took place on 13 October 2016. Around 160 delegates, school pupils and adults attended the event. The many achievements of Inverclyde's young people were celebrated, with pupils outlining a number of areas where they make positive contributions. Young people also co-facilitated workshops on a number of themes including children's rights and young carers.</p> <p>The Youth Participation Strategy 2016/19 was submitted to the Alliance Board on 3 October 2016 and to the Education and Communication Committee on 1 November 2016. At that time, commitment was sought in principle to support</p>	Respected

Corporate Improvement Actions 2016/17						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
					the establishment of a Joint Summit for Youth Participation.	

Cross-Directorate Improvement Actions 2016/17

These improvement actions will be implemented by more than one Council Service

Cross-Directorate Improvement Actions 2016/17						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
1.	<p><u>The Children and Young People (Scotland) Act 2014</u></p> <p>Safe, secure systems across agencies for information sharing and collation of information on one site</p> <p>Customer/public-facing information on the Named Person service and the Child's Plan</p> <p>Confident staff across agencies in implementing the GIRFEC pathway with clear guidance on how to do so</p> <p>Evidence of quality planning both at single agency level and interagency with signs of timely support being given to children and families to improve outcomes</p>	<p>Guidance will be written and training provided at single agency and multi-agency level covering, for example, using SEEMIS (education management software) for the wellbeing indicators, understanding the role of the Named Person and becoming confident in GIRFEC pathways</p> <p>An ICT solution will be ironed out to ensure secure information-sharing</p>	●	green – on track	<p>IT resources are being installed and multi-agency training is almost complete.</p> <p>We are on track in terms of the Scottish Government policy on the implementation of the Act. Further guidance is expected in the New Year regarding protocols and procedures for sharing information across agencies.</p> <p>The relevant policy has been updated regarding the GIRFEC approach. Practice guidelines are live in schools and are being followed.</p>	<p>SOA 6</p> <p>Safe Nurtured</p>
2.	<p><u>Scottish Attainment Challenge (SAC)</u></p> <p>Strategies identified to work through the SAC are disseminated across all</p>	<p>Coaching, mentoring and increased parental involvement in children's education</p>	●	green – on track	<p>Significant progress continues to be made on the original Attainment Challenge and work has begun on</p>	<p>SOA 6</p> <p>Achieving Nurtured</p>

Cross-Directorate Improvement Actions 2016/17						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
	<p>schools</p> <p>Attainment gap linked to deprivation has decreased</p> <p>Evidenced-based strategies to improve literacy and numeracy are in place across all schools</p> <p>Improvements in the 2015/16 baseline figures for literacy and numeracy of 1% annually</p> <p>Improvements in the 2015/16 baseline figures for attendance of 0.3% annually</p> <p>Primary 1 exclusions remain at zero per 1,000 pupils and reduce Primary 2 exclusions annually by 0.5%</p>	<p>Improvement plans developed by primary schools</p> <p>Develop an Authority-wide training strategy to further develop pedagogy and assessment</p> <p>Develop a literacy and numeracy strategy to raise attainment</p> <p>Implement new techniques in teaching numeracy and literacy</p>			<p>expansion into the second level. A successful bid was submitted to the Scottish Government for secondary schools; this was accepted in full and a Project Lead has been appointed. The Education and Communities Committee is kept up to date through regular progress reports. However, the back fill of seconded staff continues to be a barrier to some progress with this initiative.</p>	
3.	<p><u>Volunteering Strategy and Action Plan</u></p> <p>The quality of volunteering opportunities is increased</p> <p>The role and contribution volunteers make to community planning, the</p>	<p>Carry out a refreshed survey of volunteering across the Directorate and CLD partnership</p> <p>Partnership volunteer development event held; the findings will inform a Volunteering Strategy for</p>	●	green – on track	<p>We are engaging with partner agencies to develop the Volunteering Action Plan.</p>	<p>SOA 2 SOA 6</p> <p>Respected Responsible</p>

Cross-Directorate Improvement Actions 2016/17						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
	achievement of key outcomes and the delivery of services is understood and quantified	Inverclyde				
4.	<p><u>Implementation of the Adult Literacies in Scotland (ALIS) 2020 outcomes for learning</u></p> <p>Work towards the delivery of outcomes set out in ALIS 2020 to identify how to evidence improved practice and outcomes for literacies across CLD</p>	Use of evidence-based approaches which lead to improved literacies capabilities with a developmental focus on parents/early years and the senior phase	●	green – on track	All adult literacies provision is clearly mapped to the ALIS 2020 outcomes.	SOA 6 Achieving Included
5.	<p><u>Developing Inverclyde's Young Workforce</u></p> <p>Schools provide a flexible, pupil-centred senior phase curriculum supporting the recommendations proposed in the national policy document</p>	<p>Start the preparation for delivery of the recommendations from the national policy document</p> <p>Take forward the 2016/17 actions from the strategic plan for 2015/17</p>	●	green – on track	All actions are on track. The curriculum structure and school curriculum pathways options processes now support national policy.	SOA 3 SOA 6 Achieving Included

Cross-Directorate Improvement Actions 2016/17						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
	<p>The Youth Employment Activity Plan (YEAP) is implemented and able to evidence improved practice and outcomes for employability across providers and partnerships</p> <p>There is an increase in positive and sustained destinations for school leavers in Inverclyde</p>	Implement the YEAP	●	green – on track	The YEAP is up-to-date and will now be a standing agenda item on the papers for the Inverclyde Regeneration Employability Group. We are currently awaiting the school leaver initial destination figures for 2015/16.	
6.	<p><u>My Government Scotland Cards</u></p> <p>Implement the new My Government Scotland cards</p> <p>All secondary school pupils have a National Entitlement Card with My Government Scotland and benefits such as cashless catering, library membership, leisure facility membership and are part of the Reward Scheme</p> <p>Senior cards are automatically issued when the person turns 60 in partnership with the Improvement Service</p> <p>Communication strategy/awareness-</p>	<p>Issuing cards to all secondary pupils especially S1's, recording the usage of the reward scheme and library memberships</p> <p>Information provided by the Improvement Service</p> <p>Communication between councils and SPT</p>	●	green – on track	The disabled, elderly and visual cards have been reissued. The young people's cards are also being processed.	SOA 6 Respected Responsible

Cross-Directorate Improvement Actions 2016/17						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
	raising between councils and Strathclyde Partnership for Transport (SPT) on the distribution of the cards					

Service Improvement Actions 2016/17

These improvement actions will be implemented by individual Council Services

Education						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
1.	<p><u>The Education (Scotland) Act 2016</u></p> <p>The Council will be fully compliant with, or will have plans to be fully compliant with, all aspects of The Education (Scotland) Act 2016. There will be improved attainment for looked after and looked after and accommodated children.</p>	<p>Review current provision and, where necessary, set up short-life working groups to ensure the duties of the Council in relation to the Act are implemented</p> <p>Respond to consultations on guidance on various aspects of the Bill</p>	●	green – on track	An inter-local authority response has been put out to consultation on the Bill. Work progresses to meet the requirements of the Act.	Achieving
2.	<p><u>Broad General Education (BGE)</u></p> <p>A system is in place to report on and monitor attainment in the BGE</p>	<p>The SEEMIS system is used to collate initial data</p> <p>National guidance will be used to ensure a shared understanding of what it is to achieve a level</p> <p>Progression frameworks for understanding standards will be developed at Council level</p> <p>Inverclyde will work with other local authorities including</p>	●	green – on track	Data was submitted through the SEEMiS system at the end of August 2016 and work continues to make this more robust and reliable for May 2017. Work also continues to moderate standards at a level; this includes ongoing work with Renfrewshire and East Renfrewshire Councils and the appointment of Quality Assurance and Assessment Moderating Officers who are now working	Achieving

Education						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
		Renfrewshire and East Renfrewshire to moderate and share standards			at a national level with Education Scotland. The benchmarks for achieving a level were published in September 2016 and schools are now beginning to use these. A tracking system is being developed through a spreadsheet to allow schools to identify progress through a level but changing national guidance has meant these have had to be reviewed.	
3.	<p><u>Implementation of <i>How good is our school</i> (HGIOS) 4?</u></p> <p>All schools self-evaluate and framework improvement plans are in place against the quality indicators identified in HGIOS 4</p>	<p>Individual quality indicators are matched to all training sessions</p> <p>School improvement planning and self-evaluation documents are reviewed to take into account the new documentation and quality indicators</p>	●	green – on track	HGIOS 4 is now the framework used for inspection and school self-evaluation. Work has been undertaken with Education Scotland to identify best practice for school reviews carried out by Education Services' Quality Improvement Team. In November 2016, Education Scotland will present to all Head Teachers on the use of HGIOS 4 in inspections.	Achieving

Education						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
4.	<u>1+2 Modern Languages</u> All pupils should be taught a second language from P1 and a third language from P5	2016/17: L3 resource offered to all pilot clusters to implement L3 P5-7 with support from cluster secondary schools	●	green – on track	1+2 Co-ordinators have completed refresher training. Notre Dame High School cluster primary staff have been trained in Spanish for L2. Clydeview Academy cluster primary staff have had two taster sessions in Spanish for L3. 50 primary staff, including 14 newly-qualified teachers, are currently undertaking online training.	Achieving
5.	<u>Schools on-line payments</u> A cost effective and improved method for paying for school lunches and trips is in place	Identify a preferred supplier for an on-line payment system and undertake a pilot during the 2016/17 academic year	●	green – on track	The <i>ParentPay</i> Pilot is operating in two secondary schools (Clydeview Academy and Inverclyde Academy) and two primary schools (St Mary's and St Ninian's). Parents are now paying online for lunches and for some trips in each school. The system is working well with a positive response received from parents. Uptake is continuing to increase. Parents, staff and pupils will be surveyed in	Included

Education						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
					January 2017 to assess the impact of the initiative.	
6.	<p><u>Early learning and childcare entitlement</u></p> <p>By 2020, the Council will be offering the entitlement of 1,140 hours of early learning and childcare</p>	<p>Establish a working group to take forward the Government requirement to provide 1,140 hours of childcare</p> <p>Undertake an evaluation of provision that parents/carers would require</p> <p>Communicate with partners and parents on the timescale of implementation</p>	●	green – on track	<p>The Scottish Futures Trust (SFT) has been tasked with progressing this initiative on behalf of the Scottish Government (SG); meetings have been held with the SFT and senior Council Officers. We have established a working group, comprising appropriate Heads of Establishments; the group has conducted a review of potential estate and staffing requirements. A draft overview has been devised to deliver the project in Inverclyde. We are responding to announcements from the SG, as appropriate.</p>	Nurtured

Inclusive Education and Culture						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
1.	<p><u>Additional support needs (ASN)</u></p> <p>A well-developed inclusive support service which will be effective and efficient in providing universal and targeted support, leading to improved outcomes for children and young people</p>	<p>A review will be undertaken by a Review Reference Group and sub-groups and concluded by a seconded Head Teacher</p> <p>Implementation of the review recommendations</p>	●	green – on track	<p>An action plan has been agreed and is being implemented. The ASN Implementation Group met in November 2016 and development of the locally-based ASN Forum continues. We are now at the consultation stage and aim to involve and integrate planning with the community engagement programme. We have developed a proposed structure for the ASN local forums and continue to consult on the format and agreed practice and procedures.</p> <p>We have completed a consultation exercise across the six clusters and we are now consulting on a number of recommendations arising from the ASN Review. Implementation of the wellbeing assessments is also underway.</p>	<p>SOA 6</p> <p>Achieving Nurtured Included</p>

Inclusive Education and Culture						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
2.	<p><u>National Strategy for Public Libraries in Scotland 2015/20</u></p> <p>Inverclyde libraries will implement the recommendations from the National Strategy, focusing on 2 strategic aims per year for the next 3 years</p> <p>In 2016/17, Inverclyde Libraries will promote reading, literacy and learning</p> <p>Promote digital inclusion</p>	<p>Work with Education colleagues on the Attainment Challenge, supporting reading for pleasure in schools and at family learning events in the community</p> <p>Produce an accessibility policy to standardise the digital offer made by Scottish public libraries, ensuring digital resources are available to all users</p>	●	green – on track	<p>We completed the <i>reading for pleasure</i> pilot in partnership with St Andrew's Primary School in June 2016; the initiative was very successful.</p> <p>During Summer 2016, Libraries contributed to Inverclyde Council's Summer Lunch Clubs by taking a <i>library on tour</i> to Larkfield Tenants' Hall and Craigmarnock School. This has enabled Libraries to deliver a programme of family learning events in these communities. It also complemented a full Summer events programme hosted in branch libraries with a similar focus on family engagement and learning. We are working with other local authority partners with the aim of standardising the digital resources available to library users across Scotland.</p>	<p>SOA 2 SOA 3 SOA 4 SOA 6 SOA 7 SOA 8</p> <p>All Wellbeing Outcomes</p>

Safer and Inclusive Communities						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
1.	<u>Rankin Park Mountain Bike Hub</u> Year 1: a programme of curricular and extra-curricular activity for primary and secondary schools on the site	School sports development staff undergoing training by Scottish Cycling to allow them to coach mountain bike skills. Programme to be set up with interested staff.	●	green – on track	The pilot curricular sessions will take place in December 2016.	Healthy Active
2.	<u>CCTV</u> Modernised CCTV connected to the Council SWAN and or wireless system, with re-deployable options	By carrying out market testing Provide options The Council agreeing and implementing one of the options	●	green – on track	The invitation to tenders for a replacement CCTV service is to be issued in early December 2016.	SOA 2 SOA 8 Safe Respected Responsible
3.	<u>Home energy efficiency scheme</u> Funding for 2016/17 to be confirmed from the Scottish Government Continue collaborative programmes The Scottish Government will introduce <i>Scottish Energy Efficient Programmes</i> (SEEPS) to include commercial properties in collaborative programmes	Promote grant availability and improve energy efficiency to owners Continue to target <i>difficult to treat</i> houses for investment in collaboration with registered social landlords Consider a pilot programme for SEEPS funding	●	green – on track	Energy efficiency measures are currently being installed in a number of cross-tenure estates in partnership with Registered Social Landlords.	SOA 2 SOA 4 SOA 7 Safe Healthy Responsible

Safer and Inclusive Communities						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
4.	<u>Tobacco control</u> Nicotine Vapour Products (NVPs) are controlled in accordance with new legislation, particularly regarding underage sales	Education and enforcement regarding the new rules relating to NVPs rolled out to all businesses in Inverclyde during 2016	●	amber – slight slippage	Education and information for traders is on track. Owing to legislation commencement being delayed, enforcement will be carried out in 2017.	Healthy
5.	<u>Trusted traders</u> Consumers in Inverclyde can identify reputable and trustworthy traders in the area. Reputable traders can compete more effectively against rogue traders.	Implementation of a Trusted Trader/Buy with Confidence Scheme in Inverclyde	●	green – on track	The initial background scoping is complete. A report has been prepared for the January 2017 Education and Communities Committee.	SOA 2 SOA 8 Respected Responsible
6.	<u>Qualifications achieved via the Community Learning and Development (CLD) programmes</u> Increased numbers of young people are gaining qualifications A broader range of qualifications is offered to better meet the needs of individuals	All CLD staff are trained in assessor/verifier qualifications An increased range of qualifications is offered	●	green – on track	We are working across CLD services to achieve additional qualifications for adults and young people.	Achieving
7.	<u>Youth work</u> All young people in school and	Work with school colleagues to increase the number and effectiveness of school-based	●	green – on track	We have delivered a number of 'staying safe' workshops in a school setting in	SOA 6 Healthy

Safer and Inclusive Communities						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
	<p>community-based settings are effectively supported to develop the confidence and skills they need to stay safe and thrive in the face of any new challenges they face</p> <p>Increased engagement with young people in their own settings including street-based programmes around community safety and health</p>	<p>inputs around staying safe in response to new challenges facing young people, particularly targeting S1-3 pupils</p> <p>More direct engagement on the street with the <i>Word on the Street</i> project</p>			<p>partnership with Police Scotland. We have also increased street engagement with outreach workers in hotspot areas.</p>	<p>Achieving Respected Responsible</p>
8.	<p><u>Adult learning pathways</u></p> <p>All adult learning provision is mapped and processes are in place to ensure no learner completes a programme without being encouraged to continue their learning</p>	<p>Map all adult learning provision; a process is developed and agreed with providers receiving public funding to support continued engagement</p>	●	green – on track	<p>There is ongoing development on additional pathways in adult learning.</p>	<p>SOA 3 SOA 4 SOA 6</p> <p>Achieving</p>

Capital Projects Improvement Actions 2016/17

These improvement actions relate to capital projects which the Education, Communities and Organisational Development Directorate leads on. The Directorate acts largely as a client of the Environment, Regeneration and Resources Director for the delivery of capital projects including the School Estate Management Plan; Inverkip Community Centre; Inverclyde Association for Mental Health Mearns Centre development; multi-use games areas; the Rankin Park Mountain Bike Hub; the Watt Complex (McLean Museum and Watt Library); community facilities at Woodhall; pitch improvements at Birkmyre; and the Housing Scheme of Assistance.

Capital Projects						
	Where do we want to be?	How will we get there?	Status December 2016		Commentary December 2016	SOA and Wellbeing Outcome
1.	<p><u>Capital projects</u></p> <p>The Directorate works in partnership with the Environment, Regeneration and Resources (ERR) Directorate as a client regarding capital projects</p>	<p>Continue to work with the ERR Directorate to ensure timescales are met, slippage is kept to a minimum and plans are in place for moving in and out of buildings, when required</p>	●	green – on track	<p>The Capital and Asset Management Sub-Group meets at regular intervals to monitor the capital projects and pro-actively manage the slippage position. A red-amber-green (RAG) report is produced from those meetings and confirms the status of the projects and of the various Directorates' capital programmes in terms of the projected expenditure.</p>	<p>Safe Responsible</p>

12 December 2016

Education and Communities Corporate Directorate Improvement Plan Performance Report

Performance Indicators

The Council's key performance indicators help demonstrate performance in terms of strategic and operational objectives. These indicators include statutory performance indicators and local performance indicators.

Full year figures for 2015/16 are shown below, together with the target and Quarter 1 and 2 details for 2016/17:

Key performance measure	Performance 2015/16	Target 2016/17	Performance Quarter 1 and 2 2016/17	Commentary
Inclusive Education and Culture				
Libraries: number of actual and virtual visits	419,720	423,000	The performance of these measures is calculated on an annual basis. The 2016/17 full year figures will be available in Spring 2017.	
McLean Museum: number of visits to/usages of the Museum	78,506	70,000		
Safer and Inclusive Communities				
Adult learners:				Performance of the indicators regarding adult learners is on track.
<ul style="list-style-type: none"> • the number achieving core skills qualifications 	229	206	Q1: 49 Q2: 45	
<ul style="list-style-type: none"> • the number improving their literacies 	519	590	Q1: 155 Q2: 214	

Key performance measure	Performance 2015/16	Target 2016/17	Performance Quarter 1 and 2 2016/17	Commentary
Literacy and numeracy:				Performance of these measures is on track.
<ul style="list-style-type: none"> the number of tutors trained in the delivery of literacy and numeracy (across a range of accredited development and training Scottish Credit and Qualifications Framework [SCQF] at Levels 6-10) 	26	20	Q1 and Q2: 16	
<ul style="list-style-type: none"> the number of tutors trained in the delivery of literacy and numeracy (across a range of non-accredited development and training) 	68	32	Q1 and Q2: 29	
Education				
Attainment – S5:				Performance for these measures is calculated at the end of the academic year. The 2016/17 figures will be available in August 2017.
<ul style="list-style-type: none"> % of pupils achieving one pass at SCQF Level 6 by the end of S5 	58.3%	48%		
<ul style="list-style-type: none"> % of pupils achieving 3 passes at SCQF Level 6 by the end of S5 	30.5%	26%		
<ul style="list-style-type: none"> % of pupils achieving 5 passes at SCQF Level 6 by 	13%	12%		

Key performance measure	Performance 2015/16	Target 2016/17	Performance Quarter 1 and 2 2016/17	Commentary
the end of S5				
Attainment – S6:				Performance for these measures is calculated at the end of the academic year. The 2016/17 figures will be available in August 2017.
<ul style="list-style-type: none"> % of pupils achieving 3 passes at SCQF Level 6 by the end of S6 	42.8%	39%		
<ul style="list-style-type: none"> % of pupils achieving 5 passes at SCQF Level 6 by the end of S6 	28.9%	27%		
<ul style="list-style-type: none"> % of pupils achieving one pass at SCQF Level 7 by the end of S6 	18.1%	19%		
Attainment – looked after children:				Performance for these measures is calculated at the end of the academic year. The 2016/17 figures will be available in August 2017.
<ul style="list-style-type: none"> % who achieved at least one qualification at SCQF Level 3 or better in the current diet of examinations 	93%	98%		
<ul style="list-style-type: none"> % who achieved SCQF Level 3 or better in English or mathematics by the end of S4 	79.1%	84.1%		
% Attendance rates:				Performance for these measures is calculated at the end of the academic year. The 2016/17 figures will be available in August 2017.
<ul style="list-style-type: none"> primary schools 	94.8%	95%		

Key performance measure	Performance 2015/16	Target 2016/17	Performance Quarter 1 and 2 2016/17	Commentary
<ul style="list-style-type: none"> secondary schools 	91%	92%		
<ul style="list-style-type: none"> additional support needs schools 	91%	93%		
Exclusions from school per 1,000 pupils:				It would not be appropriate to set targets for the indicators which measure exclusions from school. The 2016/17 figures will be available in August 2017.
<ul style="list-style-type: none"> primary 	1.3			
<ul style="list-style-type: none"> secondary 	19.1			
<ul style="list-style-type: none"> additional support needs 	12.5			
<ul style="list-style-type: none"> looked after children – primary 	34.9			
<ul style="list-style-type: none"> looked after children – secondary 	247.2			
<ul style="list-style-type: none"> looked after children – additional support needs 	66.7			

12 December 2016

Report To:	Education and Communities Committee	Date:	17 January 2017
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/03/17/RB
Contact Officer:	Ruth Binks	Contact No:	01475 712824
Subject:	Update in respect of the governance of external Early Learning and Childcare partner establishments		

1.0 PURPOSE

- 1.1 The purpose of this report is to provide an update in respect of the governance of external Early Learning and Childcare partner establishments.

2.0 SUMMARY

- 2.1 In May 2011, the Council approved a risk based approach to the governance of those external organisations with whom the Council had a significant financial relationship. In June 2011 the Audit Commission published a report which highlights good practice and governance when delivering services through external organisations
- 2.2 Inverclyde Early Years Services currently commission places with four external partner centres. These are:
- Enchanted Forest Greenock
 - Enchanted Forest Inverkip
 - Madeira Nursery
 - Wellington Children's Centre
- 2.3 Governance arrangements are in place for all of the centres. These include monitoring annual accounts and regular meetings between Inverclyde Council and the centres. The Council understands that all of the external partner centres are in a sustainable position to continue partnership working with the Council.

3.0 RECOMMENDATIONS

- 3.1 Members are asked to note the contents of this report and the governance arrangements in place to monitor the position of external Early Years partner centres.
- 3.2 Members are asked to note that all the information and checks we have carried out indicate that all of our external partner centres are in a sustainable position to continue partnership working with the Council.

Wilma Bain
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 In May 2011, the Committee approved a framework for monitoring the governance of key external organisations with whom the Council has a significant financial relationship.
- 4.2 The purpose of this framework was to provide a formal mechanism for feeding back to the relevant Committee on the organisation's performance and to highlight any issues in respect of governance, financial stability or overall performance.
- 4.3 Arrangements continue on an annual basis to monitor the sustainable provision of external Early Years Centres.

5.0 CURRENT POSITION

- 5.1 The Council has a robust system in place for any external partner centre working in partnership with Inverclyde Council. Currently Early Years centres apply to the Quality Improvement Officer Early Years. The process of application asks that the centre submits accounts and this is scored by the Council using a matrix. The business is then ratified for sustainability and accreditations.
- 5.2 Annual contracts are issued which include statements of what must be supplied to the Council on a yearly basis. This includes annual accounts, copies of board and management minutes and immediate notification where monthly expenditure exceeds monthly income for more than two months in a row.
- 5.3 An ongoing monitoring process takes place between the Council and the partner providers. Details of this process for each establishment are identified in the appendices.

6.0 CONCLUSIONS

- 6.1 All the information and checks we have carried out indicate that all of our external partner centres are in a sustainable position to continue partnership working with the Council.

7.0 IMPLICATIONS

7.1 Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
			£185,373.40		

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments

7.2 Legal

There are no legal implications arising from this report.

7.3 Human Resources

There are no HR implications arising from this report.

7.4 Equalities

There are no equalities implications arising from this report.

7.5 Repopulation

Whilst there are no direct impacts in respect of repopulation, the Council's approach to the governance of external organisations should provide early warnings of problems within organisations and therefore provide greater stability to these organisations with a resultant impact on job security.

8.0 CONSULTATION

8.1 N/A

9.0 BACKGROUND PAPERS

9.1 None.

Appendix 1 Governance arrangements for Madeira Nursery

<p>The total spend for Madeira Nursery in 2014/15 was £44,403.02 and £38,227.06 in 15/16. The service is commissioned with no tender.</p>
<p>Annual Accounts received by service and reviewed by finance. The last finance review was carried out 16 November 2016 and were found to be satisfactory.</p>
<p>Regular partnership visits take place and minutes are taken (November and May 2016). The new contract was issued on 29th August 2016 and a timeline of engagement and expectations from the Council agreed. This includes when payments will be issued. The next meeting will be held at the beginning of December 2016.</p>
<p>Once a term, a meeting for all partner centres is held with Inverclyde Council. This looks at any revised expectations, quality of provision and sharing of good practice. Madeira nursery has regular representation at these meetings.</p>
<p>The Nursery Application Management System (NAMS) is used to authorise payments. This provides an audit trail for when payment was released.</p>
<p>A quality visit takes place twice a year. This will now tie into a request for an annual finance check.</p>
<p>A matrix is used every year to score the governance arrangements for the centre. The current score is 18 which means that they require a significant level of governance oversight.</p>
<p>A fully robust plan is in place in the event that Madeira Nursery ceases to provide a service.</p>

Appendix 2 Governance arrangements for Enchanted Forest Greenock and Inverkip

<p>The total spend for Enchanted Forest Nurseries in 14/15 was £103,502.56. The service is commissioned with no tender.</p>
<p>Annual Accounts received by service and reviewed by finance. The last finance review was carried out 16 November 2016 and were found to be satisfactory.</p>
<p>Regular partnership visits take place and minutes are taken (November and May 2016). The new contract was issued on 29 August 2016 and a timeline of engagement and expectations from the Council agreed. This includes when payments will be issued. The next meeting will be held at the beginning of December 2016.</p>
<p>Once a term, a meeting for all partner centres is held with Inverclyde Council. This looks at any revised expectations, quality of provision and sharing of good practice. Enchanted Forest attend these regularly.</p>
<p>The Nursery Application Management System (NAMS) is used to authorise payments. This provides an audit trail for when payment was released.</p>
<p>A quality visit takes place twice a year. This will now tie into the request for an annual finance check.</p>
<p>A matrix is used every year to score the governance arrangements for the centre. The current score is 20 which means that they require a significant level of governance oversight.</p>
<p>A fully robust plan is in place in the event that Madeira Nursery ceases to provide a service.</p>

Appendix 3 Governance arrangements for Wellington Children's Centre

<p>The total spend for Wellington Children's Centre in 15/16 was £43,593.78. The service is commissioned with no tender.</p>
<p>Annual Accounts received by service and reviewed by finance. The last finance review was carried out 29 November 2016 and were found to be satisfactory.</p>
<p>Wellington Children's Centre have a board and minutes are received by Education Services.</p>
<p>Regular partnership visits take place and minutes are taken (November and May 2016). The new contract was issued on 29 August 2016 and a timeline of engagement and expectations from the Council agreed. This includes when payments will be issued. The next meeting will be held at the beginning of December 2016.</p>
<p>Once a term, a meeting for all partner centres is held with Inverclyde Council. This looks at any revised expectations, quality of provision and sharing of good practice. Wellington Children's Centre attend these regularly.</p>
<p>The Nursery Application Management System (NAMS) is used to authorise payments. This provides an audit trail for when payment was released.</p>
<p>A matrix is used every year to score the governance arrangements for the centre. The current score is 18 which means that they require a significant level of governance oversight.</p>
<p>A quality visit takes place twice a year. This will now tie into the request for an annual finance check.</p>

Report To:	Education & Communities Committee	Date:	17 January 2017
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/15/17/WB
Contact Officer:	Wilma Bain	Contact No:	01475 712761
Subject:	National Improvement Framework for Scottish Education		

1.0 PURPOSE

- 1.1 The purpose of this report is to inform members of the Education & Communities Committee about the Scottish Government's National Improvement Framework for Scottish Education which is intended to drive both excellence and equity in Scottish Education.

2.0 SUMMARY

- 2.1 The Scottish Government published the National Improvement Framework for Scottish Education entitled 'Achieving Excellence and Equity' in January 2016 (Appendix 1). This framework is one of a series of national publications on education reform which sets out the Scottish Government's vision and priorities for Scotland's children, particularly for the most disadvantaged, and the drivers of improvement which support those priorities.
- 2.2 The National Improvement Framework (NIF) seeks to build on the success of improvements and reforms which have been driven forward across education and children's services in Scotland over the last decade.
- 2.3 The National Improvement Framework outlines 4 key priorities that the Scottish Government has for Scottish education and enshrines its commitment to raising standards for all through the twin aims of achieving excellence and equity.
- 2.4 To deliver the National Improvement Framework priorities the Scottish Government has identified a number of areas, known as drivers of improvement, which have been recognised as being key to helping us all achieve these priorities.
- 2.5 Part 1 of the Education (Scotland) Act 2016 introduces a series of new duties on education authorities and Scottish Ministers to deliver the priorities of the National Improvement Framework.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education & Communities Committee note:
- (i) the key priorities outlined in the National Improvement Framework for Scottish Education and the drivers of improvement which support those priorities, and

- (ii) the associated legislative duties from the Education (Scotland) Act 2016 which are scheduled to take effect from August 2017

Wilma Bain
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 The Scottish Government's has set out its vision to improve Scottish education and close the attainment gap, delivering both excellence and equity as follows:
- **Excellence through raising attainment:** ensuring that every child achieves the highest standards of literacy and numeracy set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
 - **Achieving equity:** ensuring every child has the same opportunity to succeed with a particular focus on closing the poverty-related attainment gap.
- 4.2 The Scottish Government published the National Improvement Framework for Scottish Education entitled 'Achieving Excellence and Equity' in January 2016 (Appendix 1). This framework is one of a series of national publications on education reform which sets out the Scottish Government's vision and priorities for Scotland's children, particularly for the most disadvantaged, and the drivers of improvement which support those priorities.
- 4.3 The National Improvement Framework (NIF) seeks to build on the success of the following improvements and reforms which have been driven forward across education and children's services in Scotland over the last decade:
- GIRFEC
 - Curriculum for Excellence
 - Investment and expansion of early learning and childcare provision
 - Teaching Scotland's Future
 - Youth Employment Strategy
- 4.4 In June 2016, the Scottish Government published its Delivery Plan entitled 'Delivering Excellence and Equity in Scottish Education'. The Delivery Plan outlines the steps the Scottish Government will take to drive improvement in Scottish education, such as deliver transformational expansion in early years and childcare, fairer funding for schools, and empowering teachers.
- 4.5 The Scottish Government's Delivery Plan focuses on action around 3 core aims and states that these priorities can be progressed by addressing the 6 drivers of the National Improvement Framework:
- close attainment gap
 - a curriculum that delivers
 - empower teachers, schools and communities to deliver
- 4.6 The priorities and actions set out in the above documents are underpinned by recommendations from the OECD (Organisation for Economic Co-operation and Development) Report "Improving Schools in Scotland" (December 2015). The OECD policy review was commissioned by the Scottish Government. The agreed purpose was to inform the ongoing development of education policy, practice and leadership in Scotland, by providing an independent review of the direction of the *Curriculum for Excellence* (CfE) and emerging impacts seen in quality and equity in Scottish schooling.

5.0 KEY MESSAGES

5.1 NIF Priorities

The National Improvement Framework outlines 4 key priorities that the Scottish Government has for Scottish education and enshrines its commitment to raising standards for all through the twin aims of achieving excellence and equity:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and well-being
- Improvement in employability skills and sustained positive school leaver destinations for all young people

5.2 **NIF Key Drivers of Improvement**

To deliver the National Improvement Framework priorities the Scottish Government has identified a number of areas, known as drivers of improvement, which have been recognised as being key to helping us all achieve these priorities:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

The Scottish Government have stated that these drivers will build on much of the positive work already underway in Scottish Education. They provide a focus and structure for gathering evidence which can then be analysed to identify where we can make further improvements.

5.3 **Education (Scotland) Act 2016**

To support transparency, accountability and consistency, and give the National Improvement Framework appropriate status, the Scottish Government have amended the Education (Scotland) Act to place the NIF and reporting arrangements on a statutory footing. This means that there is a legal requirement on local and national government to share information, on a consistent basis, to drive improvement.

Part 1 of the Education (Scotland) Act 2016 introduces a series of new duties on education authorities and Scottish Ministers to deliver the priorities of the National Improvement Framework (NIF). For example:

- Ministers are required to publish and annually review the NIF strategic priorities and objectives in relation to school education
- Education authorities – when securing improvement in the quality of school education now must do so with a view to achieving the strategic priorities set out in the NIF.

These amendments place more emphasis on addressing educational challenges that are specifically associated with pupils experiencing such challenges due to socio-economic disadvantage. There must now be an increased level of priority and focus on addressing this issue. The first publication of Guidance is due to be published in March 2017 with duties taking effect from August 2017.

6.0 **CONCLUSIONS**

- 6.1 The purpose of the National Improvement Framework is to drive improvement for children with a clear focus on raising attainment and closing the gap. It sets out the priorities that everyone needs to be working towards, and the measures and support that will help to deliver these.

7.0 **IMPLICATIONS**

Finance

- 7.1 N/A

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
N/A					

Legal

- 7.2 The Education (Scotland) Act 2016 introduces a series of new legislative duties for local authorities to deliver the National Improvement Framework priorities which are scheduled to take effect from August 2017.

Human Resources

- 7.3 N/A

Equalities

- 7.4 Has an Equality Impact Assessment been carried out?

Yes See attached appendix

No This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

Repopulation

- 7.5 Our commitment and delivery of a high quality education provision which improves outcomes for all children and young people will be a key factor in attracting new families to Inverclyde.

8.0 BACKGROUND PAPERS

- 8.1 National Improvement Framework for Scottish Education – Achieving Excellence and Equity (Appendix 1)

‘Delivering Excellence and Equity in Scottish Education’ – The Scottish Government Delivery Plan (June 2016)

Education (Scotland) Act 2016

‘Improving Schools in Scotland: An OECD Perspective’ (December 2015)

NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION

ACHIEVING EXCELLENCE AND EQUITY



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NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION

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NATIONAL IMPROVEMENT FRAMEWORK

FOREWORD



The *National Improvement Framework* for Scottish Education that we are publishing today sets out our vision and priorities for our children's progress in learning. The Framework will be key in driving work to continually improve Scottish education and close the attainment gap, delivering both excellence *and* equity.

Scotland's children and young people are our greatest asset and investing in their education is essential to achieving their aspirations and our ambitions as a country. I am committed to ensuring that our education system is amongst the best in the world and equips all of our children with the skills they need to get on in life and in work.

The draft *National Improvement Framework* was published in September 2015, alongside the Programme for Government which put education at its heart. Since then, we have undertaken extensive consultation, engaging with a wide range of stakeholders, including over 5,000 teachers, parents and young people. The Organisation for Economic Co-operation and Development (OECD) also published its independent review of Curriculum for Excellence, *Improving Schools in Scotland: An OECD Perspective* in December 2015. We now have a better understanding of the range of views across Scotland and international support for the development and implementation of the Framework. These conversations and this work are reflected in the revised Framework.

The actions set out in this document have all been developed to support high-quality learning and teaching, the core principle of Curriculum for Excellence. Over time, the Framework will provide a level of robust, consistent and transparent data across Scotland that we have never had before, to extend our understanding of what works and to drive improvements across all parts of the system. This includes the development of national standardised assessments in primary and early years of secondary school to inform teacher judgement.

To support transparency, accountability and consistency, and give the Framework the appropriate status, we have amended the Education (Scotland) Bill to place the Framework and reporting arrangements on a statutory footing. This will mean that there is a legal requirement on local and national government to share information, on a consistent basis, to drive improvement.

The combination of the strong foundations laid out by Curriculum for Excellence, targeted interventions through the Scottish Attainment Challenge, the professionalism of our teacher workforce and the strong leadership that exists at a national level put us in a good position to deliver on the huge ambition that we have for Scotland's children and young people and the priority this Government attaches to our education system.

A stylized, handwritten signature in black ink that reads 'Nicola Sturgeon'. The signature is written over a series of ten 'Y' characters that form a decorative underline.

Rt Hon Nicola Sturgeon MSP
First Minister of Scotland
January 2016

Our vision for education in Scotland

The central purpose of this Government, as set out in our overarching National Performance Framework is to: *create a more successful country with opportunities for all of Scotland to flourish, through increasing sustainable economic growth.*

Prominent among the set of 16 National Outcomes that support this central purpose is one which directly reflects the core objectives of Scottish education, as established through the development of Curriculum for Excellence. That is ensuring that all our children and young people are equipped through their education to become *successful learners, confident individuals, effective contributors and responsible citizens.*

As this outcome indicates, we are committed to a Scotland in which **all** children and young people can realise their potential, regardless of their social background or learning needs, thereby developing the knowledge, skills and attributes they will need to flourish in life, learning and work.

Achieving improvement in education is closely related to achieving other key National Outcomes in the National Performance Framework, particularly:

- **Our children have the best start in life and are ready to succeed;**
- **We have tackled the significant inequalities in Scottish society; and**
- **We have improved the life chances for children, young people and families at risk.**

As a core part of our drive to achieve fairer outcomes for our children and young people, we know that investing in their education is essential to achieving their aspirations and our ambitions as a country. A successful education system is a key factor in helping our children and young people to thrive.



Our vision:

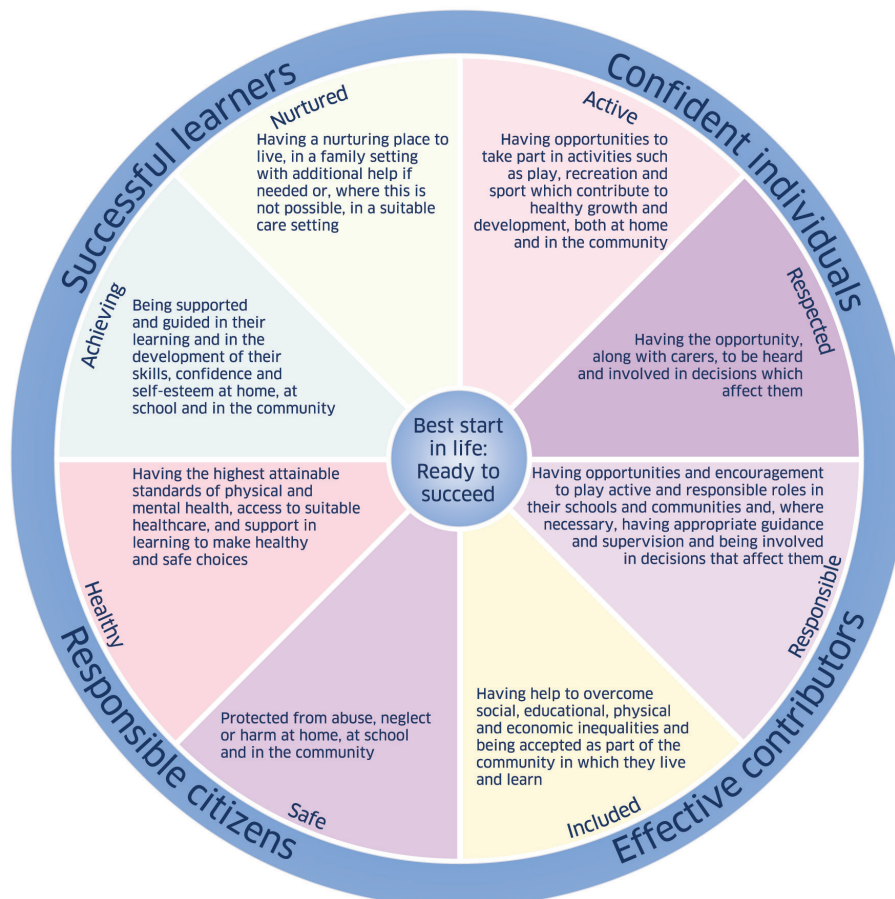
- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

We need Scottish education to deliver both **excellence** in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering **equity** so that every child and young person should thrive and have the best opportunity to succeed regardless of their social circumstances or additional needs.

Why develop the National Improvement Framework?

In developing this Framework we are building on a strong track record of improvements and reforms which have been driven forward across education and children's services in Scotland over the last decade or more. They provide strong, broad foundations on which we can build more targeted and focused efforts to improve further in key areas:

- The **Getting it Right for Every Child (GIRFEC) approach**, as illustrated in the eight indicators in the Wellbeing wheel, recognises that children and young people will have different experiences in their lives, but every child and young person has the right to expect appropriate support from adults to allow them to grow and develop and reach their full potential.



- We are investing in expanding access to high-quality **Early Learning and Childcare** and taking collective action through the **Early Years Collaborative** to improve outcomes in the earliest years of a child's life.
- We now have a more coherent, flexible and child-focused curriculum which gives teachers more professional autonomy over how they teach and sets higher standards for achievement than ever before, through the development and implementation of **Curriculum for Excellence**.
- We are building new schools and improving existing schools through **Scotland's Schools for the Future** programme.
- We have put in place a new **National Youth Work Strategy** for Scotland through which a wide range of partners in the public and third sector are contributing to improving outcomes for young people, either in direct partnership with schools or in other community settings. We continue to value and strengthen Community Learning and Development provision. These vital services improve the life chances of communities across Scotland, and in particular, can help to empower and improve learning and resilience for our most disadvantaged communities.
- We are improving the breadth of opportunities available to children and young people to experience high-quality, work-focused learning and develop their skills for work throughout, and beyond, their school years, through implementation of the **Youth Employment Strategy**.
- We continue to invest in ensuring we have a highly professional, skilled workforce, who can exploit fully the potential of the new curriculum, including through the implementation of **Teaching Scotland's Future**.

Together, this range of key policies and reforms present a powerful programme of development and improvement, transforming our education system and wider children's services. The Framework recognises that improved educational outcomes are part of a wider children's services agenda. The success we have achieved so far has been based on strong partnership between national government, local authorities, schools, parents, children and young people, partners, teachers and other staff employed in education.

In focusing now on key priorities through the National Improvement Framework we will seek to build on this success and develop further the strong, existing partnerships. We will only be able to deliver our ambitious aims by supporting staff in schools and early years centres with the shared aim that all our children fulfil their potential across a range of outcomes.

We will also seek to capitalise on a deeper shift in understanding amongst Scottish educators of how children learn. Built on a powerful consensus about the kind of experiences that will best prepare our children for their future lives, teachers and schools have been moving to new approaches to learning and teaching. Through Curriculum for Excellence we have moved away from more rigid prescription, towards a system that defines what we are trying to achieve, and gives teachers and schools the flexibility to design a curriculum – a plan for learning – that will best meet the needs and aspirations for each individual child.

Curriculum for Excellence is now embedded in Scottish schools. We welcomed the findings of the OECD's recent review, *Improving Schools in Scotland: An OECD Perspective*, and will work with our partners to address its recommendations as we take forward the National Improvement Framework. The OECD review recognises that Curriculum for Excellence is an ambitious and far-sighted reform which has put Scotland in a strong position to compete with the best education systems in the world if we realise its potential and address some key issues.

This Framework is designed to address one of the key issues identified by the OECD, the need to develop an integrated framework for assessment and evaluation that encompasses all system levels and ensures all partners are focused effectively on key priorities. Its report noted that:

“In the next phase of the Curriculum for Excellence journey, Scotland has the opportunity to lead the world in developing an innovative national assessment, evaluation and improvement framework.”

Improving Schools in Scotland: An OECD Perspective. OECD, 2015

We do not underestimate the challenge that presents. It requires very careful balancing of the need for appropriate data and evaluation at every level in the education system, whilst maintaining the principle that information is used effectively to drive improvement in the learning experiences of individual children and young people.

We are clear that the new Framework is for the benefit of Scotland’s children. It will provide a level of robust, consistent and transparent data across Scotland that we have never had before:

- We will collect nationally, and at local authority level, data on the achievement of Curriculum for Excellence levels for literacy and numeracy at the end of P1, P4, P7 and S3. This will be based on teacher judgement – informed by standardised assessment – and will tell us how children and young people are progressing with their learning.
- At a school level, teachers will have a nationally consistent standardised assessment on aspects of literacy and numeracy to inform their judgement. The development of these standardised assessments, which will be piloted in 2016 and available for use in 2017, will include an associated training package for schools. This will support a clear interpretation of results and how these connect to and inform other sources of assessment evidence.
- In parallel to the development of the standardised element of assessment, we will also work with partners to refresh our collective support for other assessment approaches, including: setting out more clarity about standards and the evidence that should be in place to assure teachers about children’s progress; substantial support for moderation of teacher’s professional judgement within and across local authority boundaries; and clarity about recording practices.
- Parents will be able to access information from teacher’s professional judgement and the underlying standardised assessment data about their own child’s learning, providing valuable, nationally consistent information about children’s progress and signalling where further support may be required at home and in school.

Key principles of the National Improvement Framework

The development of the National Improvement Framework is based on the best practice which exists internationally on the use of data and intelligence to improve education at national, local, school and individual child level. This includes the OECD publications *Synergies for Better Learning* and *Education Policy Outlook*. Key messages we took from these reports in designing this Framework include the need to:

- show clear alignment with the goals for the education system and classroom practice;
- recognise that outcomes for children can be improved by improving practice at different levels of the system;
- set out clear responsibilities at national, local, and school level and ensure everyone involved has the capacity to play their part effectively;
- build relevant professional skills through initial teacher education and professional development;
- use evidence to inform practice and share innovation;
- look at all levels of the national system together and ensure they are aligned;
- focus on improving classroom practice and self-evaluation as key drivers; and
- place the learner at the centre.

The above principles are central to the design and development of the Framework. The 2015 OECD review stated that :

“... an important step (in developing the National Improvement Framework) will be to identify key principles ... that would provide transparency throughout the system and criteria for subsequent evaluation of the system itself.”

Improving Schools in Scotland: An OECD Perspective. OECD, 2015

As indicated earlier, the Framework is also actively building on the solid foundations already laid in Scotland through the collective commitment of all partners to implement the Curriculum for Excellence and Teaching Scotland’s Future reform programmes.

Together, these complementary programmes of curriculum and workforce reform should ensure that we have an education system which has a clear, shared view of the aims and purposes of education and the professional skills and autonomy to ensure that the system continues to improve.

We have a strong foundation for further success. We are ambitious for Scotland and for our children and young people:

- We will have the highest aspirations for our children and young people;
- We will ensure that every child is ready for learning and able to succeed;
- We will have the right structures in place to deliver the improvements we need;
- We will help parents and communities to understand and to support children’s education;
- We will take a broad and flexible approach to the curriculum;
- We will continue to refine and adjust our curriculum to ensure that it remains relevant and prepares our children for a rapidly changing world;
- We will continue to set the highest expectations for our teachers and education leaders throughout their career; and

- We will identify and address barriers to parental engagement to ensure that all parents can be involved in their child's education.

Key priorities of the National Improvement Framework

Our vision is of an education system which delivers both **excellence** and **equity** in equal measure for all children in Scotland. Within this broad overall aim we are now creating the National Improvement Framework to galvanise efforts and align our collective improvement activities, across all partners in the education system, to address our key priorities.

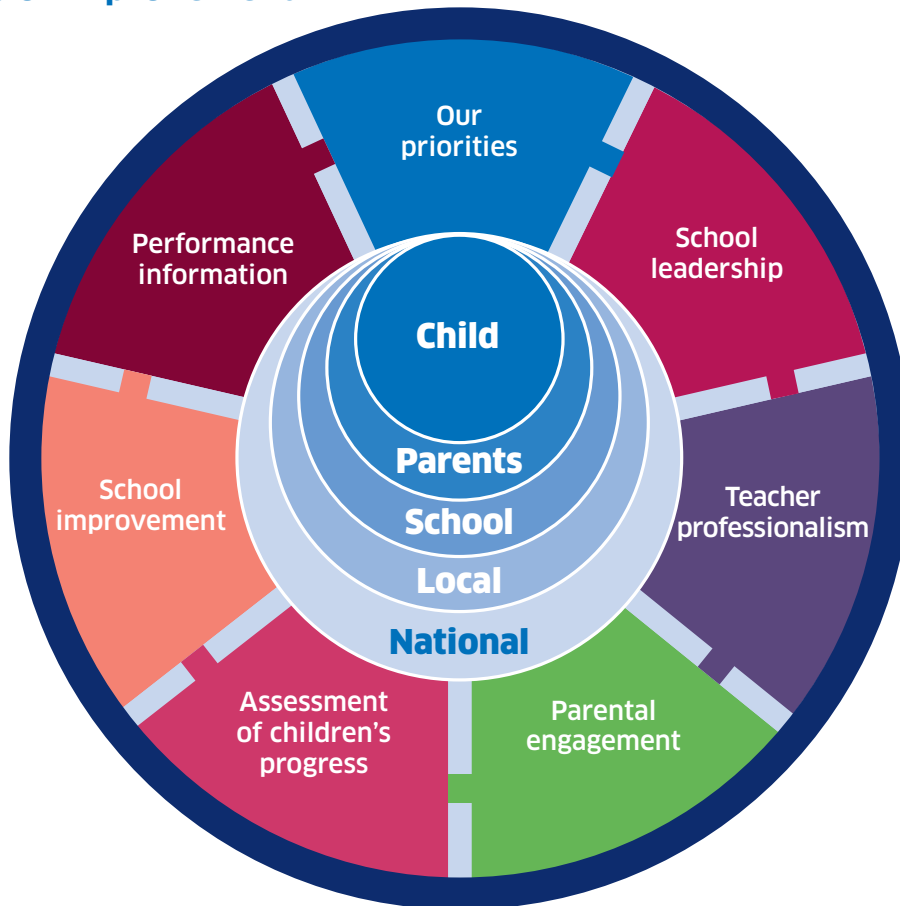
The current priorities for the National Improvement Framework are:

- **Improvement in attainment, particularly in literacy and numeracy;**
- **Closing the attainment gap between the most and least disadvantaged children;**
- **Improvement in children and young people's health and wellbeing; and**
- **Improvement in employability skills and sustained, positive school leaver destinations for all young people;**

Everyone working in Scottish education should be clear about what they are seeking to achieve in making their contribution to addressing these priorities. There may be further improvement priorities at school level, based on local needs and self-evaluation.

The priorities may change over time, depending on what the evidence is telling us. Indeed, we expect they will as issues are addressed successfully and new priorities emerge.

Key drivers of improvement



Key drivers of improvement will build on much of the positive work already underway in Scottish education. They provide a focus and structure for gathering evidence which can then be analysed to identify where we can make further improvements. As recommended by the OECD in the 2015 OECD review, these areas have been identified to ensure that we have the right type of evidence sources which contribute to our priorities and minimise unintended consequences:

“This Framework has the potential to provide a robust evidence base in ways that enhance rather than detract from the breadth and depth of the Curriculum for Excellence. Given Scotland’s previous bold moves in constructing its assessment frameworks on the best available research evidence at the time, it now has the opportunity to lead the world in developing an integrated assessment and evaluation framework.”

Improving Schools in Scotland: An OECD Perspective. OECD, 2015

The key drivers of improvement are:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

The synergies and interconnections across these key areas are essential to enable continuous improvement. They are all equally important. In this section, the individual contributions that these areas make, in particular the impact they can have on excellence and equity for all children in Scotland, are developed further.

We will be publishing a new annual report based on the Framework. This will provide a narrative which evaluates the strengths and areas of improvement in Scottish education, based on a balanced range of measures.

School leadership



What is this?

The quality and impact of leadership within schools and at all levels – including members of staff.

Why is this important?

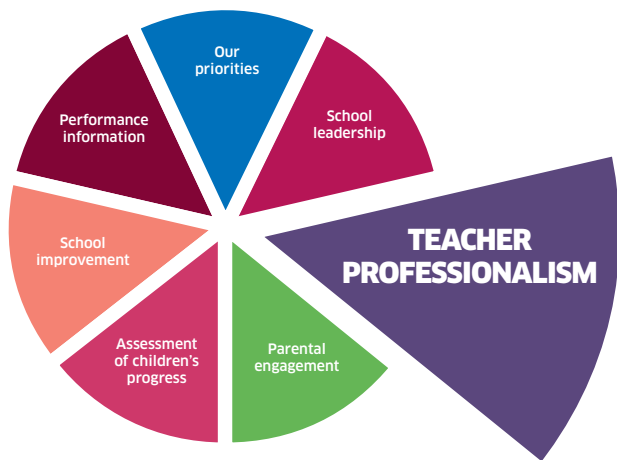
Leadership is recognised as one of the most important aspects of the success of any school. Headteachers and teachers who are empowered, and who empower others to take ownership of their own learning, have a strong track record of ensuring the highest quality of learning and teaching. This in turn helps to ensure that all children achieve the best possible outcomes. Gathering evidence on the quality of school leadership will help us to identify and share what works and provide support and intervention where leadership needs to improve.

How will this help to achieve excellence and equity for all children?

Leadership is key to ensuring the highest possible standards and expectations are shared across a school to achieve excellence for all. Through evaluating leadership and, crucially, leadership of change, we will be able to focus on where leadership action is delivering excellent outcomes for all children and closing the attainment gap through targeted intervention. We will also have evidence on the extent to which professional skills and competences of headteachers are being developed and maintained.

Evidence we will gather	What this will tell us
<p>Through school inspection, percentage of schools graded as 'good' or better for leadership of change.</p> <p>Number of new headteachers who meet the Standard for Headship, and numbers of experienced headteachers who continue to meet Standard for Leadership and Management.</p> <p>Local authority self-evaluation reports on leadership of change.</p>	<p>This will tell us how good planning for improvement is and the impact of improvements and changes. It will focus on leadership at all levels within a school.</p> <p>This will tell us about the qualifications achieved and standards met by our headteachers.</p> <p>This will tell us how well leadership is improving based on school and local authority self-evaluation and quality assurance activities.</p>

Teacher professionalism



What is this?

Teacher professionalism demonstrates the overall quality of the teaching workforce in Scotland and the impact of their professional learning on children's progress and achievement.

Why is this important?

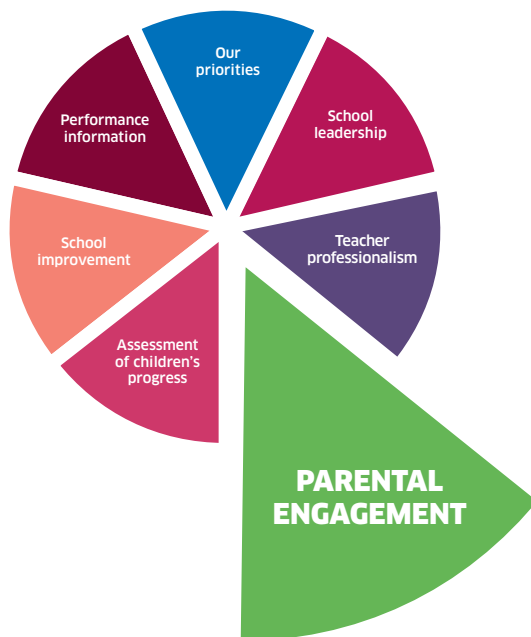
The quality of teaching is a key factor in improving children's learning and the outcomes that they achieve. In Scotland we have a highly professional, graduate teaching workforce with high professional standards, which are set by the General Teaching Council of Scotland (GTCS). We want to continue to improve the professionalism of our teachers and the quality and impact of their professional learning. The focus is on teacher professionalism, but we recognise that many other people contribute to children and young people's learning and development.

How will this help to achieve excellence and equity for all children?

There is a strong link between teacher's professional skills and competences and the quality of children's learning experiences. Ensuring the highest professional standards for all teachers in Scotland will help to ensure the highest standards and expectations for all children. Consistent, well-moderated teacher judgement data on achievement of curriculum levels in literacy and numeracy will help us to focus accurately on the difference in attainment between the most and least disadvantaged children and take further action as a result. We want all new teachers to develop as enquiring professionals who are experts in teaching literacy, numeracy and health and wellbeing. This is critical to ensure the strongest possible progression in learning for all children.

Evidence we will gather	What this will tell us
<p>Increase the range of quality professional learning at SCQF Level 11 (Masters) and the level of engagement amongst teachers.</p> <p>Through school inspection and local authority self-evaluation reports, effectiveness of moderation of teacher judgement of Curriculum for Excellence levels in literacy and numeracy.</p> <p>Percentage of teachers in local authority and independent schools, within the annual cohort, having their professional learning successfully signed off by GTCS.</p> <p>Information from the GTCS on teacher induction and teacher views on teaching literacy and numeracy, health and wellbeing and opportunities for professional learning.</p> <p>Information on initial teacher education programmes' coverage of literacy, numeracy and health and wellbeing through GTCS evaluation of the programmes as part of its accreditation processes.</p>	<p>This will give information on Masters level programmes which relate directly to the Teacher Education Standards, particularly the Standard for Career-Long Professional Learning and the Standards for Leadership and Management.</p> <p>This will provide us with information on the effectiveness of moderation processes and therefore the consistency of teacher judgement of children's achievements of Curriculum for Excellence levels in literacy and numeracy.</p> <p>This will give information on the percentage of teachers who have continued to demonstrate their professional skills and competences through undertaking professional update.</p> <p>This will help to evaluate the success of initial teacher education and the success of the teacher induction scheme in supporting new fully registered and newly qualified teacher in the teaching of literacy and numeracy and the support of health and wellbeing. This will tell us about the range of professional learning available to teachers.</p> <p>This will help us to evaluate how well prepared student teachers are to teach literacy and numeracy, and support health and wellbeing to the highest possible standards.</p>

Parental engagement



What is this?

Parental engagement focuses on ways in which parents, families and professionals work together to support children's learning.

Why is this important?

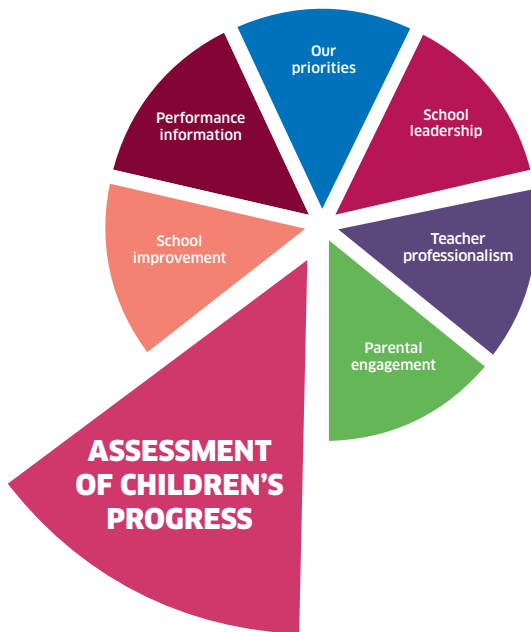
Parental and family engagement in their child's education is a key factor in ensuring successful outcomes. We want to improve and increase ways in which parents and families can engage with teachers and partners to support their children and increase the voice of parents in leading improvements with schools. Some schools have started to work successfully with partners to develop family learning programmes which help parents to meaningfully engage in their child's learning.

How will this help to achieve excellence and equity for all children?

Parental and family engagement is a key factor in helping all children achieve the highest standards whilst reducing inequity and closing the attainment gap. The information that we gather will inform our knowledge of where parental engagement is strong and where it requires further attention. This will include monitoring levels of parental engagement, involvement in, and satisfaction with, learning provision in different communities. Supporting all schools to work with partners to develop family learning programmes will help to improve children's progress and achievement.

Evidence we will gather	What this will tell us
<p>From local authority self-evaluation reports, percentage of schools which work with partners to develop and offer family learning programmes.</p> <p>Pre-inspection questionnaires.</p> <p>Evidence on the impact of parents and the Parent Council in helping schools to improve.</p>	<p>We will be able to evaluate and improve the offer available to parents and families to help their children to progress in literacy, numeracy and health and wellbeing. Schools, working with partners such as community learning professionals and third sector colleagues can offer support for learning which meets the needs of families within different localities.</p> <p>Engagement, involvement and satisfaction, based on a sample of schools.</p> <p>This will indicate progress towards parents and Parent Councils being empowered to help to improve their schools and have a greater say in decision making. Through annual standards and quality reports, schools will indicate ways in which parents are involved in decision making and if school improvement plans have been co-created with parents.</p>

Assessment of children's progress



What is this?

Assessment of children's progress includes a range of evidence on what children learn and achieve throughout their school career. This includes Curriculum for Excellence levels, skills, qualifications and other awards.

Why is this important?

We all need more robust and consistent evidence which will help us in raising attainment and closing the gap. We need to know the size of the attainment gap at different ages and stages, across Scotland, in order to take the right action to close it. And we need to know whether the attainment gap is narrowing over time in order to know that the measures we are taking are the right ones. Collecting data on children's progress as they move through their education from early years until they leave school will help teachers and schools to evaluate how well all children are achieving. It will help us to identify where we are doing well and which practices and interventions are having an impact. It will also help us to identify areas where, collectively we need to do more. A wide range of progress measures will be used at school level across the curriculum. The Framework will include teacher judgement data on achievement of CfE levels in literacy and numeracy. This data will be informed by a range of evidence, including standardised assessment and ongoing classwork and will be moderated. The Framework will lead to more consistent approaches within the broad general education phase of Curriculum for Excellence. The 2015 OECD review notes the importance of this:

"... the different approaches to assessment undertaken by local authorities opens up the risk of duplication and militate against a clearer all-Scotland picture."

Improving Schools in Scotland: An OECD Perspective. OECD, 2015

Progress in learning for children with significant additional support needs will be evaluated at an individual level, through agreed plans and next steps, which will be personalised.

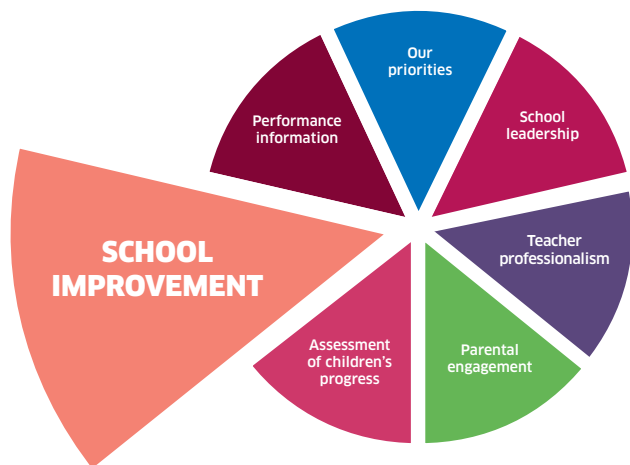
Other important measures within this driver include positive destinations and the quality of career information and guidance available to young people. Additional measures to monitor progress from pre-birth onwards will be considered as part of the next phase of the Framework (from 2017).

How will this help to achieve excellence and equity for all children?

Data gathered on children's progress is essential to achieving excellence and equity. Improved data on children's progress at key stages, including differences between those from the least and most deprived areas, will allow for planning further interventions to ensure that all children achieve as well as they can. This data will help teachers to identify areas where good practice exists and which high-impact interventions should be shared. The quality of careers information, advice and guidance and monitoring positive destinations will tell us about how successful young people are when they leave school. This will also tell us about the choices young people make and the difference in the levels of positive destinations for young people from the most and least disadvantaged backgrounds. Data on SQA awards will tell us about the success of young people from the most and least disadvantaged backgrounds in gaining important qualifications for learning, life and work. Information about children's health and wellbeing is essential to enable progress in all aspects of learning, and we will be able to monitor differences in health behaviours and wellbeing between different groups of children and take action to improve equity.

Evidence we will gather	What this will tell us
The percentage of children achieving curriculum levels in literacy and numeracy at P1, P4, P7 and S3 by school, local authority and nationally.	We will know how many children are achieving the expected levels in literacy and numeracy at P1, P4, P7 and S3, at school, local authority and national level. We will also know the breakdown of children's progress by deprivation over time (using the Scottish Index of Multiple Deprivation).
Data from a range of surveys on health and wellbeing showing changes over time.	This will give us information about a range of children's health, attitudes, behaviours and wellbeing.
Senior phase qualifications and awards data.	This will tell us about the standard and levels of qualifications that young people leave school with.
The percentage of school leavers in positive and sustained destinations.	This will tell us about the numbers of young people who are in further education, employment or training and the extent to which this is sustained at local and national level.
Through external review of careers information, advice and guidance services, percentages of these services graded as 'good' or better.	This will tell us how young people's career management skills are developing. We want to see continuous improvement in the quality of careers information, advice and guidance services delivered to all young people, teachers, parents and carers.

School improvement



What is this?

The overall quality of education provided by each school in Scotland and its effectiveness in driving further improvement.

Why is this important?

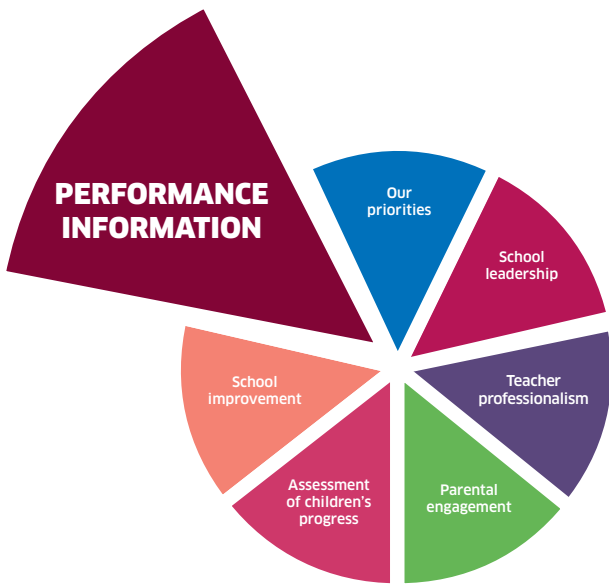
School improvement focuses on the quality of education, including learning, teaching and assessment, as well as the quality of the partnerships that are in place to support children and young people with their broader needs. These are essential elements to raise attainment for all children and close the poverty-related attainment gap. We have a good education system in Scotland, with schools achieving good outcomes for children. We want to continue to improve this so that more children experience very good and excellent education services, delivered by self-improving, empowered schools and key partners such as community learning and development professionals.

How will this help to achieve excellence and equity for all children?

Evaluating learning, teaching and assessment and the quality of what goes on in classrooms will tell us how good the experience is for children, as we strive towards excellence for all. We know that for children and young people from the most deprived backgrounds, the gap in learning can develop from a young age. Evaluating school improvement and work with partners will help us to focus on early and sustained intervention and support for children and their families. School inspection, school self-evaluation and local authority reporting on attainment and achievement will tell us how well schools are achieving equity for all children. This will include the school's success at raising attainment for all, whilst closing the attainment gap between the most and least disadvantaged children. We expect that this evaluation will be carried out increasingly with partners and other services. Data on improving attendance and reducing exclusions are critical factors in ensuring that children time at school and their opportunities to succeed are maximised.

Evidence we will gather	What this will tell us
<p>Through school inspection, percentage of schools graded as 'good' or better for learning, teaching and assessment.</p> <p>Through school inspection, percentage of schools graded 'good' or better for raising attainment and achievement.</p> <p>Level of attendance and number of exclusions per school.</p> <p>The number of schools who report positive findings in its school self-evaluation on raising attainment and achievement, and progress with the priorities set out in the National Improvement Framework.</p> <p>Local authority self-evaluation reports on raising attainment and achievement and progress with the priorities set out in the National Improvement Framework.</p>	<p>This will tell us how good learning, teaching and assessment is in classrooms across Scotland, including the effectiveness of moderation of achievement of Curriculum for Excellence levels in literacy and numeracy.</p> <p>This will tell us how well schools are raising attainment for all and closing the poverty-related attainment gap.</p> <p>This will tell us how successful we are at reducing exclusion from school and maximising the time children spend at school.</p> <p>This will tell us how well schools are improving based on self-evaluation and local authority quality assurance activities.</p> <p>This will give us a range of local self-evaluation data to consider on school improvement. This will also help us to evaluate progress with the priorities set out in the National Improvement Framework at local level.</p>

Performance information



What is this?

All of the information and data we need to get a full picture of how well Scottish education is improving. We will gather together and analyse the data collected from each of the other key drivers.

Why is this important?

Evidence suggests, and the feedback from the National Improvement Framework tells us, that we must ensure we build a sound understanding of the range of factors that contribute to a successful education system. This is supported by international evidence which confirms that there is no specific measure that will provide a picture of performance. We want to use a balanced range of measures to evaluate Scottish education and take action to improve further.

How will this help to achieve excellence and equity for all children?

Building on the 2015 *Interim Report* we will look across the key drivers and report annually using the evidence gathered. This will include overall progress towards our key priorities. As part of the analysis of the evidence gathered on where impact is being achieved on improving equity, we will share good practice. The report will also identify areas for further improvement and where action is required. This will have a specific focus on excellence and equity for all and will inform school, local authority and national improvement planning. It will also be used to inform policy developments and decisions about priorities moving forward, including the allocation of resources and support.

Evidence we will gather	What this will tell us
<p>Data from each of the key drivers.</p> <p>Progress towards achieving the priorities set within the Framework, drawing on all the evidence gathered.</p>	<p>This will tell us how well Scottish education is performing and improving.</p> <p>We will match the evidence from the drivers to the priorities within the Framework. This will help us to understand progress and improvement at local and national level. We will report this in a clear and transparent manner. This evidence will inform the action we need to take to secure further improvement.</p>

Use of Performance Information The purpose and uses of data across Scottish education			
Level	Use of data	Purpose	How will the data be used?
Child	<ul style="list-style-type: none"> Feedback to the child on their progress 	<ul style="list-style-type: none"> Improving learning and child development Improving learner confidence and engagement in the learning process and planning next steps 	<ul style="list-style-type: none"> Support learner's knowledge of their own progression Greater understanding of assessment Increased involvement in own learning
Parent/Carer	<ul style="list-style-type: none"> Feedback to parent/carer on their child's progress 	<ul style="list-style-type: none"> Wider range and type of feedback for parents Improving parental confidence and involvement in the learning process Consistent approach to parental feedback across Scotland 	<ul style="list-style-type: none"> More meaningful information to support improved parental engagement at home More meaningful information to support improved parental engagement at school
School and Early Learning	<ul style="list-style-type: none"> Reviewing progress of individuals and groups Planning for learning and meeting learning needs 	<ul style="list-style-type: none"> Improving the progression of learning and development Provided targeted interventions for children Improving career-long professional learning Improving transitions Collaborating across the cluster and learning community Learner and parental confidence 	<ul style="list-style-type: none"> To support teacher professional judgement Identify support for individual children Development of School Improvement Planning More meaningful information for parents/carers and children Development of local support for children, teachers and parents
Community Planning Partnership and Local Authority	<ul style="list-style-type: none"> National benchmarking Defining and monitoring standards Quality assurance Review of progress of year cohorts and identified groups Moderation and improvement of professional judgement, monitoring transitions 	<ul style="list-style-type: none"> Improving educational policy development Public confidence Local government sharing on a national level Supporting career-long professional learning and improving practice Improving transitions Sharing at an authority level 	<ul style="list-style-type: none"> Development of local plans aligned where possible to existing reporting Identify where support required at a local level Development of local support for children, teachers and parents
National	<ul style="list-style-type: none"> International comparisons National benchmarking Defining and monitoring standards Quality assurance 	<ul style="list-style-type: none"> Improving educational policy development Strategic resourcing Public confidence Improving career-long professional learning International sharing of data 	<ul style="list-style-type: none"> Annual review of National Improvement Framework Development of a National Improvement Plan Measure achievement against key priorities Identify support required at a national level

Reporting, analysis and planning for improvement

We know that simply having information is not enough to secure improvement. Reporting, analysis and planning for improvement as part of the Framework will help to satisfy three key requirements for our education system:

- It will improve the quality and availability of information available to children, parents and teachers;
- It will improve the quality of information available to support education authorities and Community Planning Partnerships in planning and delivering services; and
- It will improve the quality of information available to support the development of national education policy.

How information is interpreted, used and acted upon is critical to achieving success.

Children and young people need high-quality feedback about their progress and a clear understanding of the support that is in place to help them succeed.

Parents and families must have access to information that allows them to form a clear understanding of how their child is progressing, and the information they need to help them play a key role in their child's education.

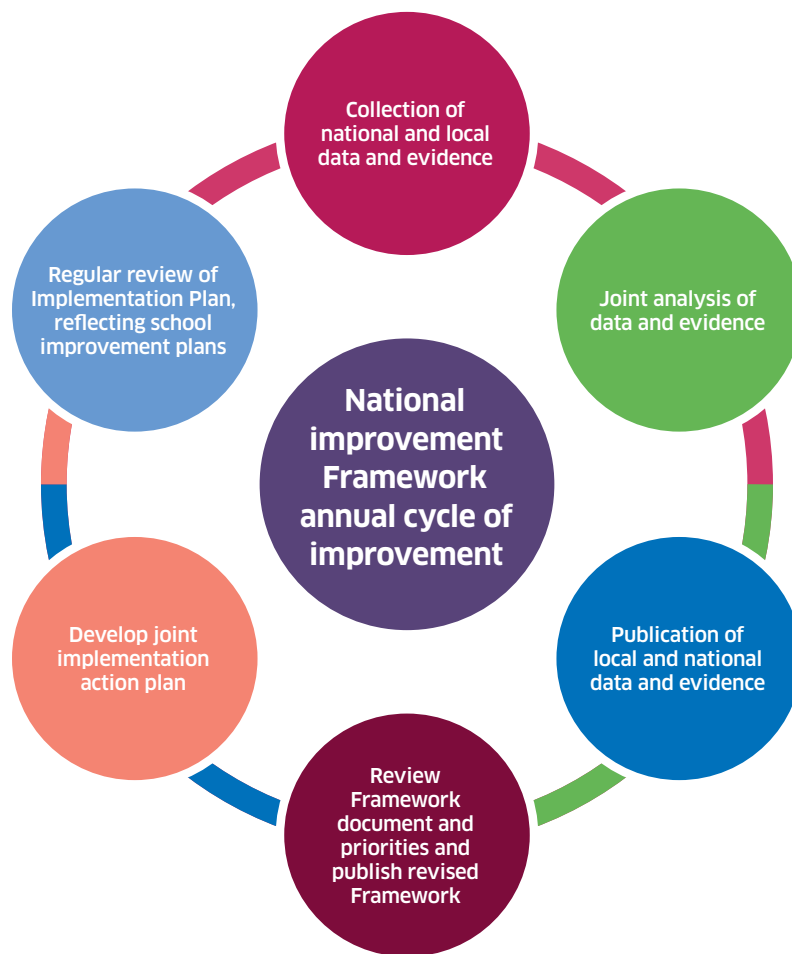
Teachers, schools and partners need a clear, coherent, consistent set of evidence and data locally and nationally to help them to self-evaluate and plan further improvements to achieve excellence and equity for every child in their care.

Local government has the statutory role and function of providing education for Scotland's children and a duty to secure improvement. Local arrangements are already in place to support improvement but that more could be done to increase the pace of improvement and bring focus to improvements required, either in particular areas or for particular groups of children.

Education Scotland as the national improvement agency for education needs to continue to extend ways of working collaboratively with staff in local authorities to promote and drive improvement. Its school inspection activities will increasingly take account of the key drivers and priorities within the Framework.

Scottish Government will use evidence from the Framework to inform policy development. It will bring partners together to focus on our specific priorities and the activities needed to support them. We will review the arrangements we have in place to bring partners together to ensure that all relevant stakeholders are included. The new arrangements will lead to the development of a joint implementation plan. This plan will be developed and delivered in partnership.

Throughout all of our work with children and young people, we need to ensure that we embed **evidence-based approaches** in our activities. It is crucial that we work together to deliver on the priorities set out in this document.



National reporting of data has begun, with the publication of the *Interim National Improvement Framework Report* published in January 2016. It is our intention that the legal requirement on schools to prepare annual School Improvement Plans and Standards and Quality Reports linked explicitly to the Framework will take effect in 2017, as will the duty on local authorities to produce annual plans and reports. Schools and local authorities will continue to self-evaluate and report against local priorities. We will consult on the statutory guidance linked to those legal requirements in summer 2016.

Planning and reporting on the Framework will form part of a wider public service planning and reporting landscape. There will be clear links to Local Outcome Improvement Plans, Children's Services Plans and education standards and quality reports. We recognise the importance of supporting individual local authorities in deciding how best to align these planning and reporting requirements and will reflect this in the statutory guidance linked to the National Improvement Framework as well as other relevant guidance relating to, for example, children's services planning.

What next?

The full implementation of the National Improvement Framework will be phased in over time. Not all of the evidence under each driver will come on stream at the same time. The Framework itself will be reviewed annually to ensure that it continues to reflect the right priorities to secure continued improvement.

We intend to work with partners to implement a new annual cycle of improvement, aligned at school, local and national level, taking account of local community planning and priorities. We will continue to work with stakeholders through the implementation plan for the Framework to deliver major new developments, including the national standardised assessments and a new data set for primary schools which can be published on Parentzone. We will build in the learning and experience from the Scottish Attainment Challenge in relation to what works in closing the gap in our most deprived communities.

We will work with colleagues in a range of sectors, including Early Years and in Community Learning and Development to ensure that the Framework fully reflects the activity and evidence that significantly impacts on outcomes for all children. We will also work with partners to develop a thorough evidence base for improvements to children's health and wellbeing.

2016

- Development and piloting of new national standardised assessments
- Publication of advice and guidance on achievement of a CfE level in literacy and numeracy
- Interim reporting arrangements for schools and local authorities
- Increased moderation and support for teacher professional judgement
- Work with local authorities and parent organisations to improve the consistency of reporting to parents of children's progress
- Further work to develop evidence from early years activity and alignment with school years
- Inclusion of Key Performance Indicators from Developing Young Workforce programme
- Consideration of a wider range of awards and achievements including those gained from Community Learning and Development
- Development of statutory guidance on reporting duties under Education (Scotland) Bill

2017

- Introduction of new national standardised assessments in schools
- New reporting duties under Education (Scotland) Bill
- Introduction of more evidence on early years
- First statutory Framework reporting for schools and local authorities

2018

- Development of standardised assessments for Gaelic Medium Education
- Consideration of evidence of children's progress in other curricular areas
- Dashboard for school, local authority and national use

References and useful links

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Riaghaltas na h-Alba

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Report To:	Education and Communities Committee	Date:	17 January 2016
Report By:	Wilma Bain Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/04/17/RB
Contact Officer:	Ruth Binks	Contact No:	(01475) 712824
Subject:	Outcome of the Consultation on the Relocation of Glenbrae Children's Centre and Kelly St. Children's Centre		

1.0 PURPOSE

- 1.1 This report provides the Education and Communities Committee with information on the outcome of the public consultation on the proposed relocation of Glenbrae Children's Centre and Kelly St. Children's Centre.

2.0 SUMMARY

- 2.1 As part of the school estates strategy Inverclyde Council is planning to relocate two Early Years' services.
- 2.2 It is proposed that Glenbrae Children's Centre is relocated into Inverclyde Council's property on Aberfoyle Road which currently houses Property Services.
- 2.3 It is proposed that Kelly St. Children's Centre be expanded and relocated into a new building on a site on a portion of the former Greenock Academy site.
- 2.4 Inverclyde Council undertook statutory consultations on proposals to relocate both educational establishments.
- 2.5 The consultation process ran from May to October 2016 and the proposed final outcome documents are attached to this paper as Appendix 1 and Appendix 2.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee:
- Agree the content of the outcome reports of the public consultation on the proposed relocation of Glenbrae Children's Centre and Kelly St. Children's Centre.
 - Approve the decision to relocate Glenbrae Children's Centre and Kelly St. Children's Centre.

Wilma Bain
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 As part of the school estates strategy Inverclyde Council is planning to relocate two Early Years' services:
1. Glenbrae Children's Centre to be relocated to refurbished accommodation within the same geographical area.
 2. Kelly St. Children's Centre to be relocated to a new build on a portion of the former Greenock Academy site and any issues affecting the ground conditions of that site will be fully resolved as part of this proposal. The Centre will also be expanded to include provision for children aged 2 – 3 years.
- 4.2 The current buildings have significant issues in terms of condition and suitability and in the case of Kelly Street there is no physical capacity to extend the provision within the current building / site. These issues were highlighted in the report on the acceleration of the School Estate Management Plan and Early Years' Estate proposals submitted to the January 2016 Committee.
- 4.3 Where a Council brings forward proposals to close or relocate an educational establishment there is a requirement to carry out a public consultation within the statutory framework defined by the Schools (Consultation) (Scotland) Act 2010.

5.0 CURRENT POSITION

- 5.1 There are 5 phases to the consultation process that are relevant to this proposal. The Authority:
1. prepares a proposal paper which must include an educational benefit statement.
 2. publishes the proposal paper, advertises the fact and notifies Education Scotland and relevant consultees.
 3. consults on the proposal – for a minimum of six weeks including 30 school days.
 4. prepares and publishes a consultation report.
 5. publishes its final decision.
- 5.2 The proposed consultation reports are attached to this paper as Appendix 1 and Appendix 2 and if agreed will be published on the Council website for three weeks before the decision is taken.

6.0 IMPLICATIONS

Finance

6.1 Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
Glenbrae Children's Centre					
Capital	Education	2016/19	£1,137	n/a	
New West End of Greenock Early Years Facility (Kelly Street / St Mary's)					
Capital	Education	2016/19	£3,105	n/a	Includes site cost

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
N/A					

Legal

6.2 The process has been carried out with due regard to the legislation.

Human Resources

6.3 There are no HR implications, although discussion will take place with employees about the relocation of after school provision at Glenbrae.

Equalities

6.4 Has an Equality Impact Assessment been carried out?

Yes An Equality Impact Assessment forms part of the outcome of the statutory of the statutory consultation document

No This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

Repopulation

6.5 The regeneration works outlined in this report should contribute to retaining and increasing the population within the area.

7.0 CONSULTATIONS

7.1 Extensive consultation has taken place for this proposal.

8.0 CONCLUSIONS

8.1 The plan to relocate both centres have clear educational benefits and these are outlined in the outcome of the statutory consultation document.

9.0 BACKGROUND PAPERS

9.1 Consultation on the Relocation of Glenbrae Children's Centre and Kelly St. Children's Centre Paper taken to Education and Communities Committee on 03 May 2016

**Outcome of the Statutory Consultation on
the proposal to relocate Glenbrae
Children's Centre into refurbished
premises at 1 Aberfoyle Road, Greenock**

January 2017

This report has been published by Inverclyde Council in response to the statutory consultation undertaken under the terms of the Schools (Consultation) (Scotland) Act 2010. This report will be presented to the

Education and Communities Committee of Inverclyde Council for consideration in *January 2017*.

If you need this information in another language or format, please contact us to discuss how we can best meet your needs. Phone: (01475) 712853.

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1.0 PURPOSE OF THE REPORT

- 1.1 The purpose of this report is to advise all stakeholders on the outcome of the statutory consultation exercise undertaken in respect of the proposal to relocate Glenbrae Children's Centre into refurbished premises at 1 Aberfoyle Road, Greenock.

2.0 BACKGROUND ON THE CONSULTATION PROCESS

- 2.1 A consultation proposal document was issued as a result of a decision taken by the Education and Communities Committee on *3rd May 2016* to consult on the proposal to relocate Glenbrae Children's Centre into refurbished premises at 1 Aberfoyle Road, Greenock.
- 2.2 Notice of the proposal and publication of the proposal document was placed in the Greenock Telegraph to engage with the general community.
- 2.3 A copy of the proposal document was made available from *23 May 2016* to statutory and other consultees as listed in Appendix 1.
- 2.4 The consultation document was available from a variety of sources including the centre, local schools and online.
- 2.5 The consultation, in terms of the Schools Consultation (Scotland) Act 2010 was carried out over the period *23 May to 23 August 2016* during which time all interested parties were invited to submit written representations. A copy of the full consultation document is attached to this report (Appendix 2) and a copy of the consultation response form (Appendix 3).
- 2.6 As part of the consultation process there was also a public meetings held on 07 June 2016 in All Saint's Primary School.
- 2.7 As required, Education Scotland was provided with a summary of all relevant written responses and oral representations made during the consultation period.
- 2.8 Inverclyde Council received a copy of Education Scotland's report on *23 September 2016*. A summary of this report is included in section 5 of this report and a copy of the full report is included in Appendix 4.
- 2.9 Following the consultation period it is the Council's duty to review the proposal taking account of the feedback received from stakeholders during the consultation period which includes written responses and oral representations made during the public meetings. The content of Education Scotland's report should also be taken into consideration.
- 2.10 It should be noted that this consultation outcome report is published at least 3 weeks before it is formally considered by the Education and Communities Committee on *17 January 2017*.

3.0 SUMMARY OF WRITTEN RESPONSES

- 3.1 The total number of written responses received on the official consultation response

form was 57 and the views of children were also sought. Below is a summary of the responses to the question: Do you agree with the proposal to relocate Glenbrae Children's Centre into refurbished premises at 1 Aberfoyle Road, Greenock?

3.2 31 written responses were received:

Respondent	Number of responses	Agree with proposal	Disagree with proposal	No preference
Member of the public	3	3	0	0
Parent / carer	4 (1 joint response - parent and staff)	4	0	0
Staff	23 (1 joint response - parent and staff)	13	0	10
Other	1 (Trade Union - EIS)	1	0	0
TOTALS	31	21		10

3.2.1 A summary of the written representations from Members of the Public:

- All members of the public who responded agreed with the proposal. They recognised the value of the centre within the community and valued the space which will be provided for quality care.

3.2.2 A summary of the written representations from Parents / Carers:

- All parent / carers who responded agreed with the proposal. Positive comments were received on the new facilities, modern environment, more space, parking and location. One parent of an out-of-school child stated that it makes more sense for the provision to be located in the school.

3.2.3 A summary of the written representations from staff members:

- 13 staff members agreed with the proposal. 10 staff members have no preference. Positive comments were received on new facilities, improved environment, improved storage space, improved staff facilities, close to existing location, not having to be decanted, additional meeting rooms. 4 staff members indicated that the existing building is not fit for purpose.
- 17 staff members expressed concern about the Out Of School Care being located within All Saints Primary School. This included the possibility of a split within the staff team; separate drop-off / pick up for parents; allocation of accommodation within All Saints Primary school. 1 members of staff questioned access to specialist resources e.g. IT suite and 1 staff member commented that access to specialist resources would be beneficial.
- 5 staff members noted that the proposed accommodation is close to a busy road(s).
- 1 member of staff noted that there was no pram storage within the proposed accommodation.
- 2 members of staff proposed that a new build should be constructed on the

existing site.

- 8 members of staff commented on the limited outdoor play areas. 2 members of staff commented on limited space within the 0 -2 year old playroom.

3.2.4 1 written representation was received from the local association secretary of the Educational Institute of Scotland. This response agreed with the proposal and noted that the new accommodation will provide a better learning environment and improved facilities for everyone.

4.0 SUMMARY OF ORAL RESPONSES FROM PUBLIC MEETINGS

4.1 A public meeting was held on 07 June 2016. In attendance at the meeting were:-

Officers	Ruth Binks	Head of Education, Education Services
	Gavin Murray	Senior Architect, School Estates Team
	Joyce Patrick	Head of Centre, Glenbrae Children's Centre
	Linda Wilkie	Quality Improvement Officer, Education Service
	Lesley Steele	Clerical Assistant, Education Services
Members of the public	1	
Parent / carers	5	
Staff	1	
Other	1 Elected Member	

4.2 The format for the public meeting was:

- Introduction / welcome Ruth Binks
- Explanation of consultation process Ruth Binks
- Details of relocation Linda Wilkie
- Property Information Gavin Murray
- Question and Answer Session

4.3 A copy of the PowerPoint presentation used at the public meeting is available as Appendix 5.

4.4 4 questions were asked at the public meeting. These related to DDA, outdoor space, timescale and out-of-school care accommodation. Details of the questions and responses are available as Appendix 6.

5.0 SUMMARY OF RESPONSE BY EDUCATION SCOTLAND

5.1 Education Scotland summarised that the proposal has a number of potential educational benefits for learners, leading to improvements in the quality of learning

environments. A modern adapted building will improve the environment for learning and better support the full delivery of Curriculum for Excellence in accommodation which is accessible and inclusive to all learners. It will also support best value for residents across Inverclyde Council. In taking forward its proposal, the council will need to work closely with staff, parents and children from Glenbrae Children's Centre and All Saints Primary School to provide clarity regarding the out of school care provision.

5.2 The full report from Education Scotland can be found in Appendix 4.

5.3 Council response to report by Education Scotland

Education Scotland stated that although Head Teachers of both establishments are very positive about working together, staff from both establishments have concerns regarding the current lack of detail in relation to the out of school care provision being relocated from Glenbrae to All Saints Primary School. A series of meetings will be held with stakeholders to ensure a smooth transition to All Saints Primary School for after school care. This will ensure that roles and remits are understood and appropriate resources are allocated.

Education Scotland stated that stakeholders are also keen for clarity regarding timescales for the full proposal to take place. In taking forward its proposal, the council will need to work closely with staff, parents and children from Glenbrae Children's Centre and All Saints Primary School to provide clarity regarding the out of school care provision and timescales for the full proposal to be implemented. The School Estates Management Team and Education Services will ensure that stakeholders and elected members are kept informed. A report will be taken to the Education and Communities Committee outlining timescales for the project and regular information meetings will be held with stakeholders.

Education Scotland stated that parents at Glenbrae Children's Centre who met with HM Inspectors are anxious about aspects of safe routes to the nursery; in particular some road crossings near the new building. The proposal indicates that the new accommodation will provide improved parking and arrangements for drop off. In taking forward the proposal, the council should work closely with stakeholders regarding safe routes to nursery. The Road Safety team will work with Education Services to advise of any dangers or hazards on the route. As pupils will not be expected to be walking to the centre unaccompanied, the routes will not be assessed under the Safe Walking Routes to School guidelines.

6.0 REVIEW OF PROPOSALS BY EDUCATION SERVICES (INVERCLYDE COUNCIL)

6.1 Education Services Senior Management Team has considered the original proposal and reflected upon all the responses received.

6.2 It is recommended that the Education and Communities Committee adopts the proposal to relocate Glenbrae Children's Centre into refurbished premises at 1 Aberfoyle Road, Greenock.

7.0 CORRECTIONS OF INACCURACIES OR OMISSIONS IN THE CONSULTATION DOCUMENT

- 7.1 It was noted, after the consultation period had closed, that there is conflicting information in section 4.3 of the consultative document. The document states 'that the capacity for early learning and childcare within the relocated centre will remain at current levels'. This is correct however the document further states that there will be 15 x 2 -3 year places; this should have stated 20 x 2 -3 year places. This did not impact on the consultation process.

8.0 RESOURCE, RISK AND POLICY IMPLEMENTATION

8.1 Resource implications

If the proposal is approved, staff resource will be required to implement the changes and communicate the changes with parents/carers.

Further communications will be made with parents, carers and the surrounding community through the School Estate Management Programme Plan. This will include consultation on design, the planning process and the transfer arrangements for the new Children's Centre.

8.2 Risk implications

All proposals are subject to appropriate planning approval.

8.3 Policy Implications

There are no policy implications from this report.

9.0 EQUALITIES CONSIDERATIONS

- 9.1 In making this proposal an equalities impact assessment has been carried out and is provided as Appendix 7.

Consultees

The following individuals / groups will be consulted:

- Parents / Carers within the establishment;
- Parents / Carers of children who are likely to attend the establishment within 2 years;
- Staff
- Trade Unions

A notice to advise of the consultation arrangements will be placed in the press and on the Council's website. An email address will be set up to enable interested parties to respond to the proposals. The proposal document will be available on the Council website. Hard copies will be made available in Glenbrae Children's Centre, local Primary Schools, Community venues and Inverclyde Council Customer Service Centre.

Length of Consultation Period

An advertisement will be placed in the local newspaper on 23.05.16. The consultation process will end on 23.08.16. This is a consultation period in excess of six weeks and including thirty school days as required by statute.

Date	Action
23.05.16	Start of Public Consultation period (Advert). Publication of proposal paper
07.06.16	Public Meeting at 7pm in All Saints Primary School
23.08.16	End of Public Consultation period
09.09.16	Summary of Consultation Information to HMIE / Education Scotland
October 2016	Publish consultation report
November 2016	Report to Committee
November 2016	Publish final decision

Public Meeting

A public meeting will be held as detailed below:

Venue	All Saints Primary School
Date	07.06.16
Time	19.00 hours

Officers from the Council will explain the proposal and offer an opportunity to attendees to ask any questions, state their views and / or raise points of clarification.



THIS IS A FORMAL CONSULTATIVE DOCUMENT

PROPOSAL:

**RELOCATE GLENBRAE CHILDREN'S CENTRE
TO REFURBISHED PREMISES AT
ABERFOYLE ROAD, GREENOCK, PA15 3DE.**

**REPORT BY THE CORPORATE DIRECTOR EDUCATION, COMMUNITIES AND
ORGANISATIONAL DEVELOPMENT**

This document has been issued by Inverclyde Council for consultation under the Schools
(Consultation) (Scotland) Act 2010

May 2016

1.0 SCHOOL ESTATES VISION / MANAGEMENT PLAN

- 1.1 Inverclyde Council sets out its vision for improving its school estate in the 'School Estate Management Plan'.
- 1.2 Education is at the heart of the Council's vision for the future. The Council seeks to provide education services of the highest quality to meet the needs of the community.
- 1.3 All establishments should be of a standard that promotes the raising of educational achievement; promote social inclusion, provide efficient and effective space to deliver a modern curriculum; provide a secure and welcoming environment for learning and be flexible and adaptable to evolving needs.

2.0 PURPOSE

- 2.1 This proposal paper is being published in accordance with the requirement of the Schools (Consultation) (Scotland) Act 2010 as amended. The proposal contained in the document seeks to relocate Glenbrae Children's Centre to refurbished accommodation on Aberfoyle Road, Greenock.

3.0 THE PROPOSAL

- 3.1 The proposal is to relocate Glenbrae Children's Centre from its existing site on Glenbrae Road, Greenock to refurbished accommodation at 1 Aberfoyle Road, Greenock PA15 3DE. A map showing the locations is available in Appendix 1.
- 3.2 Given the cost of refurbishing existing premises which are becoming unfit for purpose and the potentially disruptive nature of decant, particularly with early years facilities, an option to convert and refurbish the accommodation at Aberfoyle Road has been investigated and is the preferred solution.
- 3.3 The relocation is proposed to take effect on the completion of the refurbishment, expected to be late 2017

4.0 BACKGROUND

- 4.1 Glenbrae Children's Centre is located in the east end of Greenock. It caters for children aged 0 – 5 years within its nursery provision and children aged 5 – 12 years within its out of school provision. A range of family support services are provided within the Centre and in the community.
- 4.2 The Centre provides high-quality services, including early learning and childcare, family support services and family learning activities, which are valued within the local community.
- 4.3 The capacity for early learning and childcare within the relocated centre will remain at current levels:
 - 9 x 0- 2 year places
 - 15 x 2 -3 year places
 - 30 x 3 – 5 year places
 - 24 x 5 – 12 year places
- 4.4 Glenbrae Children's Centre was constructed in 1970. The building has significant issues in terms of condition and suitability. The condition of the building has been assessed in accordance with Scottish Government Guidelines and is considered to be very low B rating (B = performing adequately but showing minor deterioration and C = showing major defects and / or not operating adequately). There are some major elements such as the external walls, roof and heating which require replacement in the near future. Historically the building has suffered from

flooding due to the topography of the site and existing floor levels in relation to the surrounding area.

- 4.5 The suitability of the present accommodation has also been assessed using the Scottish Government guidelines. It has been given a C rating for suitability indicating that it is poor and showing major problems and / or not operating optimally. (i.e. building and grounds impede the delivery of activities that are needed for children and communities in the establishment). The key issues with regard to suitability are the internal layout and circulation with some areas poorly proportioned.
- 4.6 Despite the poor condition and unsuitability of the building, staff work hard to deliver high-quality early learning and childcare. In 2014, the Centre received very positive feedback following a joint inspection by Her Majesty's Inspectorate of Education (HMIE) and the Care Inspectorate. In particular, inspectors noted:-
- The inclusive and nurturing environment that shows great care and respect for all children and parents.
 - Confident, happy and settled children who are making effective progress in their learning.
 - The leadership of the head of centre in empowering staff and developing a highly effective team.
 - Staff's commitment to self-evaluation and continuing professional development to improve the work of the nursery.
 - The work with partners to secure quality outcomes for children.

5.0 EDUCATIONAL BENEFIT STATEMENT FOR THE PROPOSAL

- 5.1 The Educational Benefit Statement has been prepared having regard to the Guidance published by Scottish Government in association with the Schools (Consultation) (Scotland) Act, 2010 which are available at the following websites:

www.scotland.gov.uk/Resource/Doc/91982/0097130.doc (Appendix 2 paper version only) / (online version follow link)

www.oqps.gov.uk/legislation/acts2010/en/aspem_201000002_en.pdf

- 5.2 This Educational Benefit Statement sets out Inverclyde Council's assessment of the likely benefits of the proposal on children and other users of the service. It details likely effects of the proposal, plans to minimise any adverse effects and the benefits of the proposal.

The overall vision for the relocated Glenbrae Children's Centre is that it will provide a modern early learning and childcare facility which will enhance the learning experiences and outcomes for children.

5.3 Children currently attending

Glenbrae Children's Centre provides very good early learning and care for children; however the current building presents a dated educational environment and has significant issues in terms of condition and suitability. The move to the new accommodation will give children access to a modern environment which will better meet their needs and support the delivery of Curriculum for Excellence. The current building is also not fully accessible (DDA compliant) for children and parents with mobility issues.

5.4 Other users of the establishment

Glenbrae Children's Centre has excellent relationships with parents / carers and the wider community. A range of family support services are delivered either in house or in local community venues. These services will continue in the new accommodation.

As a result of this proposal, the provision of Out of School Care will be located within All Saints

Primary School. This will enable easier transport arrangements for children and will provide access to a wider range of age appropriate play spaces such as outdoors, gym, computer suite. The service will remain under the management and leadership of Glenbrae Children's Centre. This model will be closely monitored to minimise or avoid any adverse effects of the campus arrangement

5.5 Children who are likely to become users within 2 years area

This proposal will ensure that future users will have access to a facility which best supports their learning needs.

5.6 Other schools/ establishment in our area

There will be no impact on other early year's establishments. The out-of-school provision will make use of accommodation within All Saints Primary School outwith the school day which will ensure there is no adverse impact on the school.

5.7 Our assessment of any other likely effects of the proposal

Our assessment has identified positive impacts on all users. Staff would benefit from improved facilities, e.g. car parking, staff room. Children would benefit from modern accommodation and dedicated outdoor learning space.

5.8 How we intend to minimise or avoid any adverse effects that may arise from the proposal

Inverclyde Council has a good history of working with staff, parents and children to identify and address issues arising from school estate developments. Quality Improvement Officers will closely monitor the quality of care and education during the transition period. The relocation will be carefully planned to minimise disruption.

5.9 The benefits which we believe would result from implementation of the proposal

This proposal supports Inverclyde Council's vision for modernising its school estate. The proposal also ensures that:

- Glenbrae Children's Centre remains in a location central to its catchment area.
- Children will benefit for a significantly improved learning environment that meets the needs of learners in the 21st century.
- The building fabric will be upgraded to modern building standards and building services fully replaced to provide the optimal internal inclusive environment to support the delivery of high quality educational experiences.
- Each discrete age range will have access to appropriate outdoor learning facilities.
- The building will be fully accessible / DDA compliant.

5.10 Transport

The present transport arrangements will remain; however parking and disembarkation arrangements will be improved.

5.11 Staffing implications

There are no implications for staffing arising from this proposal. The staffing and management structure will stay the same.

6.0 FINANCIAL IMPLICATIONS

6.1 Revenue Funding

There will be no change to revenue funding.

6.2 Capital Funding

Inverclyde Council's School Estates Management Plan and Educational Capital Programme includes funding for the Glenbrae Children's Centre project.

7.0 **EQUALITY STATEMENT**

7.1 An equality impact assessment will be undertaken as part of the consultation exercise to assess if the proposal discriminates against anyone on the basis of age, gender, religion, racial group, disability, sexual orientation. In carrying out the equality impact assessment we will take account of any equality issue raised as part of the consultation process. The equality impact assessment will be included in the consultation response document.

8.0 **CONSULTATION PROCESS**

8.1 The proposal requires Inverclyde Council's Education Services to carry out a public consultation within the statutory framework defined by the Schools (Consultation) (Scotland) Act 2010 as amended.

8.2 Consultees

The following individuals / groups will be consulted:

- Parents / Carers within the establishment;
- Parents / Carers of children who are likely to attend the establishment within 2 years;
- Staff
- Trade Unions

A notice to advise of the consultation arrangements will be placed in the press and on the Council's website. An email address will be set up to enable interested parties to respond to the proposals. The proposal document will be available on the Council website. Hard copies will be made available in Glenbrae Children's Centre, local Primary Schools, Community venues and Inverclyde Council Customer Service Centre.

8.3 Length of Consultation Period

An advertisement will be placed in the local newspaper on 23.05.16. The consultation process will end on 23.08.16. This is a consultation period in excess of six weeks and including thirty school days as required by statute.

Date	Action
23.05.16	Start of Public Consultation period (Advert). Publication of proposal paper
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23.08.16	End of Public Consultation period
09.09.16	Summary of Consultation Information to HMIE / Education Scotland (3 week period)
October 2016	Publish consultation report
November 2016	Report to Committee
November 2016	Publish final decision

8.4 Public Meeting

A public meeting will be held as detailed below:

Venue	All Saints Primary School
Date	03.06.16

Time	19.00 hours
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Officers from the Council will explain the proposal and offer an opportunity to attendees to ask any questions, state their views and / or raise points of clarification.

8.5 Involvement of Education Scotland

Education Scotland will be informed of the consultation through the Area Lead Officer. A copy of the proposal paper and date of the public meeting have been forwarded to Education Scotland.

Following the consultation period Education Scotland will receive a copy of the relevant written representations or if Education Scotland agree a summary of them. Education Scotland will also receive a summary of any points made to the Council at the public meeting and a copy of any other relevant documentation.

Education Scotland will prepare a report on the educational aspects of the proposal no later than 3 weeks after the Council have sent them all representations and documentation mentioned above.

8.6 Preparation of Consultation Document

Education Services will review the proposal taking into account responses to the consultation and oral representations made at the public meeting. Education Services will prepare a consultation response report for submission to the Education and Communities Committee. This consultation report will be published in electronic and printed formats and will be available on Inverclyde Council's website, Customer Service Centre, Inverclyde Council, Municipal Buildings, Greenock and at Glenbrae Children's Centre. All of those who received direct notification of the consultation would be sent a response document. All those who responded and provided contact details through the consultation process would also receive a copy of the document.

8.7 The report would include a record of the total number of written representations made during the consultation period, a summary of the written representations, a summary of the oral representations made at the public meeting and any other relevant information, including details of any alleged inaccuracies and how these have been handled.

8.8 Note on corrections

If any inaccuracy or omission is discovered in the Proposal Document and / or during the consultation either by Education Services or any person, Education Services will determine if relevant information has been omitted or, if there has been an inaccuracy. Education Services will take appropriate action which may include the issue of a correction or the reissuing of the Proposal paper to the revision of the timescale for the consultation period as appropriate. In that event, relevant consultees and Education Scotland will be advised.

9.0 **APPENDICES**

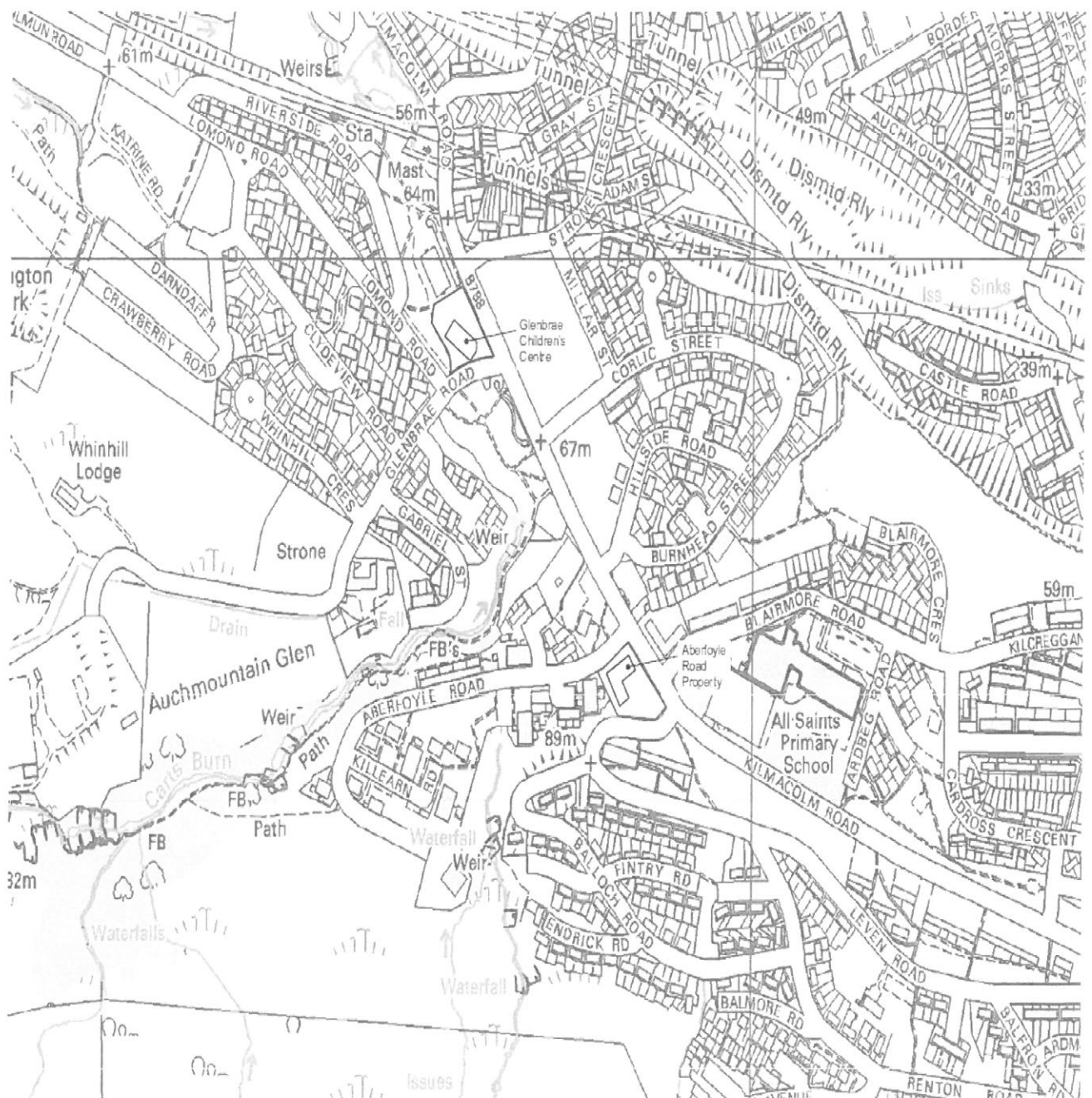
1. Map showing location of existing building and proposed building.
2. Paper version only – Schools (Consultation) (Scotland) Act 2010 Statutory Guidance / Online version link to document at 5.1.
3. Consultation response proforma.

Inverclyde Council
Education Services
Wallace Place
GREENOCK
PA15 1JB

Inverclyde council

PROPOSED RELOCATION FOR GLENBRAE CHILDREN'S CENTRE

Map showing location of existing building and proposed building



Inverclyde Council
Education Services
Wallace Place
GREENOCK
PA15 1JB



PROPOSED RELOCATION FOR GLENBRAE CHILDREN'S CENTRE

SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 STATUTORY GUIDANCE

SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 STATUTORY GUIDANCE

Introduction

This statutory guidance is issued under Section 19 of the Schools (Consultation) (Scotland) Act 2010 (hereinafter referred to as 'the Act'), which came into force on 6 January 2010, the day after Royal Assent was given. The guidance should be read in conjunction with the Act.

Purpose of the Act

The Act's principal purpose is to update and strengthen the statutory consultation practices and procedures that local authorities apply to their handling of all proposals for school closures and other major changes to schools. It aims to establish a new consultation process that is robust, open, transparent and fair, and seen to be so. In doing so it aims to ensure consistency of consultation arrangements across Scotland. The Act also introduces a presumption against the closure of rural schools by ensuring that a decision to consult on a rural school closure proposal is not made until the local authority has had regard to all viable alternatives and assessed the likely implications of closure. The Act also replaces the previous system for referring certain local authority decisions for Scottish Ministers' consent with a new system of call-in, but in school closure cases only.

To whom is this guidance addressed - who should read it?

Section 19 of the Act states that "...an education authority must have regard to any guidance issued by the Scottish Ministers for the purposes of or in connection with this Act". This guidance is therefore issued to local authorities and is intended to assist those who are involved in overseeing the consultation and decision making processes around proposed changes to their schools, as set out in the Act. It is intended to help ensure that full, fair and rigorous consultations are undertaken and does so by providing guidance and illustrative examples of the good practice which is expected to be the norm. It will also be helpful to read the Explanatory Notes that accompany the Act which are designed to help understanding of its detail – www.oqps.gov.uk/legislation/acts/s-acts2010a

This guidance will also be of interest to parents and carers; school pupils and staff; members of the local community; and anyone else with an interest in how authorities undertake consultations on proposed changes to schools. It is important that they are

reassured that the consultation and decision making process and procedures are fairly, fully and rigorously carried out by the local authority.

The structure of this guidance follows the order of the provisions in the Act. The specific areas covered and the level of detail offered on those areas reflect the discussions and debate during the course of the passage of the Bill through the Scottish Parliament. The Scottish Government has been keen to respond to issues and areas of concern and interest as they have arisen during the consultations and the various stages of Parliamentary scrutiny. In preparing this guidance, we have taken into account the engagement and contribution of MSPs and other stakeholders.

The Educational Benefits Statement – Section 3 of the Act

The Act reflects the Scottish Government's view that the educational benefits should be at the heart of any proposal to make a significant change to schools. Consequently, the Act specifies that the local authority must, for all consultations, prepare an educational benefits statement (EBS) and publish it within the proposal paper¹. The Act requires authorities to consider both current and future pupils of the school, current and future users of its facilities and also to explain how the authority intends to minimise or avoid any adverse effects of the proposal. It must also include its reasons for reaching the views which it sets out regarding the educational benefits. Reasons should be supported by evidence to assist consultees in their understanding of the envisaged educational benefits.

Effect on different school users

The Act specifies that the authority must set out within the EBS its assessment of the effect of the proposal on a range of school users. The first such group is the pupils at the affected school or schools. It applies to all pupils, not just some. It will often be important for an authority to distinguish between different groups – for example those with additional support needs – and how a proposal may benefit/impact on them differently. An affected school would include a school proposed for closure either in its entirety, or in part (where for instance a stage of education or where all nursery provision was proposed to be discontinued). Where the proposal was to establish a new school, those schools whose rolls would be consequently reduced or changed as a direct result of the new school should be counted as affected schools. Proposals to change catchment areas normally also affect more than one school – and in some cases schools from across neighbouring authorities. In such cases authorities will want to consider carefully how any proposal might have a consequential effect on other schools.

The EBS must also set out the assessed impact on other users of the school's facilities, both currently and in the future. That may include for instance adult or community users, perhaps who attend school-based classes, or users of a school's theatre or hall or sport and recreation facilities. The authority must also consider and set out the impact of its proposals on children or young people who would have been likely (but for the proposal) to have become pupils of the school. In the case of a primary school that would generally affect children who would within two years be expected to attend, or in the case of a secondary school it would include children in associated primaries. However, authorities should consider the interests of any and all children or young people they know may come into this category.

Finally, the authority is required to set out its assessment of the likely effects of the proposal – its potential implications and consequences – on some or all of the pupils in other schools across the authority's area.

¹ The proposal paper is covered in more detail in pages 4 and 5 of this guidance

In assessing the likely benefits and effects on users, authorities will want to take into consideration a range of factors which will vary from case to case and in scale, depending on the particular circumstances and the type of proposal being consulted on. In many circumstances, the affected groups will not necessarily share a common benefit from what is proposed. In these cases, it will be important that the EBS demonstrates clearly how the authority has identified and intends to balance these diverse interests. In order to make the EBS as clear and easily understood as possible, authorities will wish to emphasise and highlight the main beneficiaries of what is proposed and how they will benefit.

Factors which may be candidates for consideration

Neither the Act nor this guidance are framed in a way that either lists or limits the range of factors that may be relevant in the case of a particular proposal, that an authority might take into consideration and/or articulate in the EBS. The Government, however, expects that, as a matter of course, the rationale and arguments offered in the EBS, indeed in the whole of the proposal paper, will be set within the context of an authority's range of statutory duties – which is addressed in more detail in the section below.

Also of relevance will be the way a proposal sits within the context of a range of national and local policies. *Curriculum for Excellence* sits at the heart of what both national and local government are looking to achieve in terms of raising levels of achievement and improving educational outcomes for all children and young people. It is intended to nurture successful, effective, confident and responsible young people, able to learn and utilise learning in a way that helps them reach their full potential and to respond to the increased variety and pace of change in today's and tomorrow's world.

In preparing the EBS, authorities will want to set out how a proposal will improve the quality of the curriculum and create positive environments for more effective learning and teaching better matched to the needs of learners. The EBS should focus on how the proposals will improve the depth, breadth, coherence, relevance, challenge and enjoyment provided by the curriculum. It should also demonstrate how opportunities for greater personalisation and choice in learning and improved progression will enhance children's experiences. This will include the use of information and communications technology (ICT) and arrangements for assessing and planning learners' progress. It will also be important to highlight the impact of the proposals on the overall ethos of the school, including the care and welfare of pupils and their personal and social development. A key aspect will be to ensure that the proposal improves equality of opportunity for all within an inclusive educational experience, in the widest sense, for pupils and achievement, and for interdisciplinary learning and beyond.

Other potentially relevant issues in connection with educational benefit in some cases may include the condition and suitability of the school buildings and facilities (and where a proposal would involve pupils moving from one school to another, the relative condition of both), changing patterns of demand for school places if there is a growing mismatch between supply and demand, and the travel and transport context and implications of a proposal if for instance they would impact differently on pupils' broader social experiences and opportunities to participate in and benefit from out-of-hours learning. Financial and budgetary considerations may also be relevant in situations where disparities in the costs of the delivery of education may have grown, to the detriment of the greater good, at least to the point where an authority considers that they require to be reviewed.

Other statutory obligations pertaining to education

Local authorities have other education-related statutory duties which they require to fulfil and therefore need to consider when contemplating proposals to change the way in which

education is delivered. The EBS is the place for the authority to set out the relationship between a proposed change and these other education-related statutory duties – and how what is proposed fits with the continued fulfilment of these other obligations. The following list of statutory duties is illustrative rather than exhaustive:

Education (Scotland) Act 1980, section 1 of which requires authorities to secure for their area adequate and efficient provision of school education; and section 17 which deals with sufficient school accommodation.

Standards in Scotland's Schools etc Act 2000, section 3 of which requires authorities to endeavour to raise standards and secure improvement in the quality of school education provided in their schools.

Section 2 of this Act states that it is the duty of the education authority to ensure that the education it provides is directed to the development of the personality, talents and the mental and physical abilities of the children or young people to their fullest potential.

Education (Additional Support for Learning) (Scotland) Act 2004. This requires authorities to identify and provide support for any children with additional support needs and prepare co-ordinated support plans for those with the most extensive needs. This is a critically important group of pupils whose particular needs require special consideration.

'Personal' or 'attributable' information

In the EBS, sensitive or personal information that could be linked to or attributed to individuals – for instance individual pupils – should be avoided, although it is recognised that this may be more difficult where very small numbers are involved. The objective should be to couch the text of the EBS in such a way as to avoid the identification of individuals and focus on the generic or on groups or categories of persons affected.

The Proposal Paper – Section 4 of the Act

Whereas the EBS provides the local authority with the opportunity to set out the educational case for their proposal, the proposal paper itself is where the authority can and should set out all the other contextual and relevant evidence and information around and in support of the proposal. The EBS will be included within the published proposal paper, so that consultees can consider the whole case together.

Authorities are required to prepare a proposal paper to set out the detail of the relevant proposal or proposals. In order to minimise confusion, authorities should only consider grouping together more than one proposal in the paper where they are in some way interconnected. In considering what material to include in the proposal paper (in addition to the educational case set out in the EBS) an authority may wish to explain what has given rise to consideration of the matter being consulted on and why it has decided upon the particular proposal set out for consultees. If appropriate, it should also give details of other options considered but rejected (in the case of rural school closures this will have to be done as part of the process – see page 8 for more detail).

There may also be legislation - other than that directly relating to matters educational - that is relevant to the proposal and its context. These include:

Local Government in Scotland Act 2003, section 1 of which sets out what a local authority is expected to demonstrate in fulfilment of a series of obligations placed upon it. One such is the duty to secure best value by continuous improvement in performance of the authority's functions, while maintaining an appropriate balance between quality and cost

and having regard to economy, efficiency, effectiveness, equal opportunities and the achievement of sustainable development.

An authority may wish to demonstrate how a proposal helps to fulfil this duty and achieve best value by setting out clearly cost benefit analyses of the financial and budgetary factors and implications of the proposal. Aspects of this may already have been covered in the EBS but if there are cost issues which go beyond the purely educational, the proposal paper is where these should be set out, again, with full financial details and supporting evidence where these are significant factors in relation to the proposal.

Equal opportunity legislation – it will also be important in the proposal paper to set out how the proposal squares with and assists the authority in fulfilling its obligations under various statutes such as the Sex Discrimination Act 1975, the Race Relations Act 1976 and the Disability Discrimination Act 1995. Preparing and publishing an Equality Impact Assessment in the proposal paper would be one way of fulfilling this.

Other factors

As well as best value, financial costs and equality issues, and matters already covered in the EBS, the proposal paper is the place to focus on wider community and other issues, beyond the purely educational – both where they have relevance to the context, timing and detail of the particular proposal and also where community and other implications of what is proposed may have been identified and how the authority plans to address or handle those.

Many local authorities undertake Asset Management Plans on a corporate basis to ensure the most effective use of assets and control of both revenue and capital costs – the school estate is a major aspect of this planning process. Where such plans do exist the proposal paper would be an appropriate place to make reference to how the proposal under consideration fits into this wider authority planning.

Proposal Paper inaccuracies and omissions – Section 5 of the Act

As the proposal paper must include the EBS, any such omission from or inaccuracy in that statement is also covered by this section of the Act. Omissions of relevant information or inaccuracies may be discovered by the authority itself or may be brought to its attention. In either case it is for the authority to consider whether or not relevant information has been omitted or the paper is inaccurate and if so, decide what appropriate and proportionate action to take.

Where the implications of the omission or inaccuracy are minor, with little or no impact on the ability of consultees to understand the proposal paper, an authority may decide to do nothing beyond fulfilling the requirement to inform whoever brought the matter to its attention of that decision. Where an authority judges the omission or inaccuracy to be more significant it may, as it considers appropriate, do one or more of the following. It may issue an erratum or corrected proposal paper and issue consultees (and HMIE) with a notice with the correct or omitted information. This issue of a corrected paper or erratum note may include extending the consultation period if this is considered warranted. It will also be good practice to publicise the corrected or additional information as widely as possible, for instance on the council's website.

Notice and Consultation Period – Section 6 of the Act

An authority must notify the relevant consultees of the proposals and the consultation period cannot commence until this has been done. The authority must also set a consultation period of at least 6 weeks, to include 30 days of term time at any affected

school, not including school holidays or any other days when the school is not open to pupils. For example, a consultation period commencing say a week before the Easter holidays would run for 30 school days up until sometime in May. The 30 day period would be calculated as not including any Easter holidays, the early May bank holiday, if that is also a school holiday, and any intervening in-service days.

The Public Meeting – Section 7 of the Act

A public meeting must be held (at which the authority is represented) during the consultation period and advance notice given of its date, time and location to the relevant consultees and to HMIE (if that information has not already been given in the notice issued just prior to the start of the consultation period advising consultees of the proposal).

Maximum advance notice of the details of the public meeting is desirable. If the details can be included in the initial notice of the proposal then there will be no need for the authority to have to issue a second notice at a later stage.

The Act leaves the details of the public meeting to authorities. As to timing, authorities will wish to balance the need to give interested parties enough time to read and digest the proposal paper, in order to inform discussion and questions at the meeting, with the need to allow sufficient time after the meeting to reflect and consider what representations and response to make to the consultation. Unless there are good reasons to do otherwise it would be appropriate to avoid holding the public meeting during the first week or so of the consultation period, but ensuring that it has taken place by around the halfway stage.

For the convenience of consultees and other interested parties the public meeting should take place outwith normal/office working hours and at a convenient location.

If an authority considers it appropriate to hold more than one public meeting, for example in response to a request for a subsequent meeting during normal/office working hours, the provisions of the Act and this guidance should apply to each one.

Her Majesty's Inspectorate of Education's involvement – Section 8 of the Act

The Act provides for Her Majesty's Inspectorate of Education's (HMIE) involvement in the consultation process. This involvement will culminate in HMIE preparing and submitting to the authority a professional and independent report on the educational aspects of the proposal being consulted on. As this guidance is addressed to local authorities rather than to HMIE, it focuses on authorities' responsibilities in relation to this section of the Act.

An authority will wish to engage with HMIE before a consultation on a proposal is taken forward to ensure that practical arrangements are in place. For example, to ensure that papers and representations are sent to the appropriate person at HMIE. There will also need to be discussion as to how this shall be handled at the end of the consultation period. The 3 week period within which HMIE must prepare and submit their report (unless the authority and HMIE agree a longer period) does not commence until the representations have all been forwarded to HMIE.

The Parliament's Education, Lifelong Learning and Culture Committee discussed the question of HMIE's attendance at public meetings at some length. They assumed that HMIE would in most cases send a representative to the public meeting and the Scottish Government is of a similar view. However, the absence of an HMIE representative would not 'invalidate' the public meeting and the authority in any event must send HMIE a summary of the oral representations made. Where an HMIE representative does attend a public meeting it is important to emphasise to those present that he/she is doing so exclusively as an observer and cannot be asked to participate or offer any comment.

The Consultation Report – Sections 9 & 10 of the Act

The Act requires the authority to review the proposal consulted on in light of the written and oral representations it has received and HMIE's report, and then prepare and publish a consultation report. Section 10 sets out what the consultation report must contain. It should provide the number of written representations received, a summary of the written and oral representations made and the authority's response to those representations, the full text of the HMIE report and finally a statement explaining how the authority has reviewed the proposal in light of the representations and HMIE report.

In addition, if omissions were identified from, or there were inaccuracies in the proposal paper, the consultation report must set out their details and the action taken and, if no action was taken, why.

In the case of closure proposals the consultation report must also explain the opportunity which people would have for making representations to the Scottish Ministers in the event that the Council decided to close a school. The report should make clear that they would have a period of 3 weeks after the Council decision was taken to bring to Ministers' attention any matter which they considered would justify the decision being called in under section 15(4) of the Act. This is explained more fully below under the section entitled 'Possible Call-in'.

Further Consideration – Section 11 of the Act

The purpose of this provision within the Act is to ensure that a period of 3 weeks elapses between the authority's publication of the consultation report and the Council actually taking the decision on whether to implement the proposal(s). The intention is that interested parties should have time to see and digest the contents of the consultation report and also have time if they so wish to voice concerns and approach and lobby the councillors who will shortly be deciding on the proposal(s).

Special Provision for Rural Schools – Sections 12-14 of the Act

These sections of the Act set out special safeguards for rural schools (rural schools will be defined in terms of a list which Ministers will issue and maintain, in accordance with section 14 of the Act). The Act requires authorities to have special regard to three factors before deciding to propose and consult on a rural school closure. These factors acknowledge and reflect the special importance of a school to the more fragile and vulnerable rural and remote communities of Scotland. Closure of a school in these communities almost inevitably means that pupils will have to travel elsewhere to be educated and there will be a significant loss of service provided locally.

The first factor which an authority must have special regard to is any viable alternative to the closure proposal. The intention here is to ensure that when an option to close is proposed, the decision to consult on that option is a last resort, only proposed after all the other viable alternatives have been considered. For example, consideration could focus on how the school roll might be increased; how recruitment to the teaching posts might be improved; whether other management options might be a possibility; and how the buildings might be more intensively used. These are just some illustrative examples of a wide range of alternatives to closure than an authority may have considered and even tried to implement.

The second factor focuses on the likely effect of the school's closure on the local community - whether that will affect the local community's viability and whether the asset of the school's buildings, facilities and grounds would still be accessible, or lost, to the

community. Many considerations are likely to be relevant in terms of community viability: whether closure would encourage families with school-age children to leave the community or discourage similar incomers; what impact closure might have on other services provided locally, for instance if the school is the only remaining public building in a community and a real hub of community life, used for other purposes such as public meetings, local events, fetes, surgeries, and other get-togethers.

The third factor focuses on the likely consequences of the closure on travel and transport arrangements of the school's pupils, staff and other users, and the effect on them (perhaps in terms of pupil health and wellbeing if they are less able to walk or cycle to school) as well as the overall environmental impact (for instance as a result of increased car usage). In some instances longer journeys to school may increase the likelihood of bad weather impacting on home to school travel.

Section 13 of the Act requires the authority, in consultations on rural closure proposals, explicitly to set out in the proposal paper how it gave special regard to these three factors, and in the consultation report how it again had regard to these factors in reviewing the proposal at the end of the consultation period, and any changes of attitude to the three factors which it had in that context.

Possible 'Call-In' of closure decisions by Ministers – Sections 15-17 of the Act

Section 15 of the Act requires an authority to notify Scottish Ministers and send them copies of the proposal paper and consultation report (within 6 working days of taking the decision) if, following a consultation, it decides to implement a closure proposal. The requirement to notify Ministers does not apply to any other category of decision.

There is a three week period (commencing on the day the decision is made) during which anyone can make representations to Ministers requesting that they call in the Council's decision. Ministers have up to six weeks from the date of the decision to decide whether or not to call in a closure decision. If they do decide to call it in, they effectively remit the authority's decision to themselves i.e. Ministers will then decide whether or not to allow the closure to go ahead and if so, if there should be any conditions attached to their consent. This means that an authority may not proceed further with the implementation of a closure decision until that six-week period has elapsed, unless Ministers have earlier informed the authority that they do not intend to call in the decision.

The grounds on which Ministers may call in a decision are set out in section 17 of the Act. These are - where it appears to Ministers that the authority may have failed in a significant regard to comply with the requirements imposed on it under this Act or to take proper account of a material consideration relevant to the decision to implement the proposal. The Act does not further define what might or would constitute a 'material consideration' – any particular case will be considered on a case by case basis, if representations are received. This Ministerial power is intended as a safeguard, in closure cases, to help to ensure that the consultation and decision-making processes and procedures are fairly, fully, openly and transparently carried out. The following examples are however included by way of illustration of the sort of issues and scenarios that would constitute a material consideration relevant to an authority's decision to implement a proposal (these are by no means exclusive or exhaustive):

- a school closure proposal is consulted on so far in advance – for example 3 years – of its implementation date that it would not be possible to identify all of the pupils that would be affected.
- a consultation on a proposal to close a school that contains a special unit, which includes details of where pupils in the mainstream section of the school would move

to if the proposal is implemented, but contains no information about the pupils at the special unit.

- a consultation on a proposal to close a school, which contains details of one alternative school but no details on another school which could reasonably be considered as a suitable alternative, where evidence would suggest that it is a popular school that parents are already choosing to send their children to (instead of the school proposed for closure or the school formally proposed as the alternative).
- a consultation that fails to take account of the number of times when the road between the school proposed for closure and the alternative school would be shut due to bad weather (in an area where this was a known occurrence) – meaning that the pupils could not get to the new school.

Since the grounds for call-in focus entirely on the activities of the authority, much will depend on how the authority signals its response to material considerations raised in the proposal paper and commented on by consultees, or raised by consultees or by HMIE, how it reviews the proposal in light of all of the above and how it reaches and explains its overall conclusion and final decision on the proposal.

If Scottish Ministers do call in a closure decision the authority cannot proceed to implement the decision - either in full or in part - until Ministers have informed the authority of their own decision in the case. Ministers may refuse to consent to the decision's implementation or grant their consent to it, either unconditionally or subject to conditions. During the six week period when Ministers are deciding to call in a closure decision, and subsequently if they do call it in, authorities are required to provide Ministers with such information as they may reasonably require in relation to their consideration either of the call-in or consent decision.

Definitions – Section 21 of the Act

This section of the Act also came into force on 6 January 2010, the day after Royal Assent. It provides appropriate definitions of terms in the Act.

In particular, the schools to which this Act refers are public schools as defined in section 135(1) of the Education (Scotland) Act 1980. This means any school under the management of an education authority and includes nursery schools which are under authority management i.e. are run by them.

The Act does not cover independent schools or nursery schools or nurseries which are managed and run independently i.e. by other than local authorities.

Relevant Proposals – Schedule 1

This Schedule sets out all the categories of proposal to which this Act applies.

The provisions of sections 15-17 of the Act, relating to closure proposals, relate to all the categories of closure covered by paragraph 1 of the Schedule, not just to proposals for the closure of a whole school.

Authorities sometimes 'mothball' a school whose roll has either naturally fallen to zero or has done so as a result of placing requests made in respect of alternative schools. Authorities may take the view that mothballing the school is appropriate if there is a possibility of the school roll increasing again in the future, warranting the school's reopening. Mothballing, as temporary rather than permanent discontinuance, does not

require consultation in terms of the Act. If the authority, at a later date, decided to permanently close a mothballed school, such as to preclude its reopening if local demand for school places should rise again, the provisions of this Act would require to be complied with, before such a decision could be taken.

The reference in paragraph 10 of this Schedule to further education centres is only to such centres which are managed by local authorities. At the present time such centres exist only in Orkney and Shetland.

Relevant Consultees – Schedule 2

This schedule identifies a core set of relevant consultees who should be consulted in connection with every type of proposal set out in Schedule 1. These are the Parent Council, parents of pupils attending an affected school as well as the pupils themselves, parents of pupils likely to attend an affected school, staff at an affected school, any trade union which appears to the education authority to be representative of those staff, and any other users whom the authority considers relevant. The Schedule also specifies other relevant consultees in relation to specific categories of proposal - for instance the community council is included where the impact is likely to affect the wider community. Additionally, paragraph 11 specifies that Bòrd na Gàidhlig is to be consulted when a proposal affects the provision of Gaelic medium education (GME) such as where a GME class is to be established or discontinued or a GME school's catchment is to be changed. Paragraph 12 makes clear that where a change is being proposed which affects a denominational school, the relevant church or denominational body must be consulted.

Consulting children and young people

One way of seeking to ensure that Scotland's children and young people become responsible citizens, one of the cornerstones of Curriculum for Excellence, is by helping them to understand the decisions that are made about them and for them by adults, and by involving them and ensuring that they have an opportunity to have their say. The Act requires pupils to be consulted in so far as the authority considers them to be of suitable age and maturity. The presumptions should be "no lower age limit" and a focus on the pupils' capacity rather than incapacity – yet recognising that some proposals will be technical or incomprehensible or of little or no interest to certain categories or age of pupils. However, Article 12 of the UN Convention on the Rights of the Child gives a child the right to express a view on matters that affect his or her life and to have that view taken into account.

The Act therefore provides for pupils' views to be sought and taken into account on an equal basis to other statutory consultees and there is a clear expectation that authorities will make all reasonable efforts to ensure that the greatest number of pupils are meaningfully consulted, in ways that are appropriate to their age and maturity. They should also consider how best to provide feedback to pupils on how their views have been taken into account in the Council's coming to a decision. This should be done in an accessible and age-appropriate way that will help them understand the process and how and why the decision has been taken.

Pupil councils are relatively commonplace throughout Scottish schools and in many cases will provide an ideal platform for proposals to be shared and views to be expressed and captured. The authority should though consider a range of means for communicating and consulting with children and young people of varying age groups and levels of maturity.

The office of the Commissioner for Children and Young People, and Children in Scotland, produced, in light of this Act, guidance aimed at assisting local authorities in undertaking

their duty to consult children and young people. It is designed to ensure best practice across Scotland and can be viewed at either of the following links:

www.sccyp.org.uk/admin/04policy/files/spo_142146Participants,%20not%20pawns%20guidance%2020100315.pdf

www.childreninscotland.org.uk/docs/Participantsnotpawnsguidance20100315.pdf

Transitional provisions – Schedule 3

Paragraph 3 onwards of this Schedule sets out the transitional provisions for moving from the current system of statutory consultations under the Education (Publication and Consultation Etc.) (Scotland) Regulations 1981 (“the 1981 Regulations”) to the new set of procedures in the Act.

There are essentially 2 transitional options, which were included in the Bill from the outset so that authorities would be able to plan ahead, well in advance. Indications have consistently been given that the Act (beyond sections 19-22 which are already in force) will be brought into force at or around Easter 2010. The 2 options between them cover all circumstances where authorities launch consultation processes prior to 5 April 2010.

The first option is where an authority has commenced or commences statutory consultations regarding a proposed change to a school in accordance with the 1981 Regulations and has taken, or will take, a post-consultation decision on implementing the proposal prior to the 5 April 2010 commencement of this Act. If that decision is not referable to Ministers – under the distance, % occupancy or denominational criteria – then the authority may proceed to implement it. If it is referable, implementation will need to await a Ministerial decision on consent (and only proceed if Ministerial consent is given). In some of these cases it may take until some time after 5 April 2010 for Ministers to reach and deliver their decision regarding consent.

The second option is where an authority wishes to start a consultation before commencement of the Act (5 April 2010) but will not be at the stage of taking a post-consultation decision until after the Act is wholly commenced. In these cases the authority may only ‘continue’ with the consultation and decision making processes through and beyond the date of commencement (5 April 2010) if the consultation processes have ‘anticipated’ the provisions of the Act – i.e. have consisted of or included what is set out in Sections 1 to 10 of the Act. Paragraph 3(4) of the Schedule sets out specific requirements relating to the proposal paper and consultation report if the consultation thus underway involves a proposal to close a rural school; and when the post-consultation decision is taken by the Council, sometime after 5 April 2010, sections 12 and 15 to 17 of the Act will apply – in other words there will be no further referrals to Ministers after 5 April 2010; their only consideration will be potential call-ins of closure decisions.

For the avoidance of any doubt, any consultations which are commenced *after* the coming into force of the Act on 5 April 2010 are not in any sense ‘transitional’ and must of course comply with all of the Act’s provisions.

A further issue to consider relating to answering questions or requests for additional information

In considering questions put or requests for additional information or advice on the proposal, from parents or Parent Councils, authorities will be mindful of their obligations under the Scottish Schools (Parental Involvement) Act 2006. That Act places two specific duties on authorities - to give advice and information when a Parent Council reasonably

requests it from them on any matter (section 11(1)) and to give advice and information to a parent of a school pupil when reasonably requested, on any matter relating to the education provided to that pupil (section 12(1)).

Beyond those statutory obligations it is also important that authorities – as a matter of good practice and courtesy - attempt to answer all relevant questions and requests for additional information timeously and, as far as is reasonably practicable, before the end of the consultation period. This particularly applies where the question or request is raised by a relevant consultee. Doing so will enable people to digest and consider the answer and/or additional information provided, prior to finalising their response to the consultations.

In some cases the questions posed or requests for information will be personal, sensitive or relate to individuals, in which case it will be appropriate for the authority to keep its response entirely confidential. In other cases though, authorities are encouraged to consider whether the matters raised and answers provided or additional information supplied would be of wider interest to other consultees. In that case the authority should consider how best to share and publicise the material – perhaps via its website (the FAQ section or some other prominent part) or some other means.

Scottish Government
Learning Directorate
February 2010

Inverclyde Council
 Education Services
 Wallace Place
 GREENOCK
 PA15 1JB



PROPOSED RELOCATION FOR GLENBRAE CHILDREN'S CENTRE

RESPONSE FORM

This form can be emailed to yoursay@inverclyde.gov.uk or sent to the above address no later than 23rd August 2016.

Must be completed for a valid response			
Name:		Address:	
		Postcode:	
Your Interest			
Parent/carer <input type="checkbox"/>	Staff <input type="checkbox"/>	Child <input type="checkbox"/>	Other <input type="checkbox"/>

Please confirm that you have read the statutory consultation document by ticking this box

Summary of proposal (Please refer to proposal document for full details)	
It is proposed to relocate Glenbrae Children's Centre to fully refurbished premises at 1 Aberfoyle Road, Greenock, PA15 3DE.	
Do you agree to the proposal to relocate Glenbrae Children's Centre to the fully refurbished premises at 1 Aberfoyle Road, Greenock, PA15 3DE	Yes <input type="checkbox"/>
	No <input type="checkbox"/>
	No preference <input type="checkbox"/>

Please comment, listing your main reasons for agreeing or disagreeing with the proposal:
1.
2.
3.
4.
5.

Column1	YOUR INTEREST	RESPONSE RECEIVED DATE	RESPONSE RECEIVED VIA	AGREEMENT WITH PROPOSAL	REASON 1
1	Staff		Mail	Yes	1) Newer Facilities for both staff and children. 2) A modernised learning environment for children. 3) Parking Facilities
2	Other	18/07/2016	CSC	Yes	1) More space. 2) More Space for children
3	Other	18/07/2016	CSC	Yes	1) Good for community
4	Other	18/07/2016	CSC	Yes	1) Very good for community. 2) Positive move in providing quality care for
5	Other	18/08/2016	Mail	Yes	1) Will provide a better learning environment. 2) Will provide improved facilities for everyone.
6	Parent	22/08/2016	Nursery	Yes	1) Out school care should be in school, makes more sense.
7	Parent	22/08/2016	Nursery	Yes	1) I think it would benefit the children have a bigger space. 2) To get the children used to change. 3) More activities to do in a bigger building.
8	Staff	22/08/2016	Nursery	Yes	1) Children will have a nice modern building suitable for their learning needs. 2) Staff will have a pleasant environment to work in. 3) More storage space available to store resources etc. 4) Would prefer if out of school care and nursery
9	Staff	22/08/2016	Nursery	Yes	1) Big staff room. (maybe a sink). 2) Not sure about outdoor space 1. 3)
10	Parent	22/08/2016	Nursery	Yes	Separating out of school care staff and children - how will it work? 1) Good location.
11	Staff	22/08/2016	Nursery	No preference	1) Carpark would be more preferable. 2) Lack of outdoor space is a concern. 3) Looking forward to a larger staff room. 4) Would prefer separate male / female toilets. 5) Concern for pram storage area. 6) Concern for out of school care location. 7) Traffic congestion concern.
12	Staff	22/08/2016	Nursery	No preference	1) Congestion on very busy road. 2) Play areas smaller. 3) New building built which includes out of school, on current site. Current building poor condition. 4) Staff team divided out of school care.
13	Staff	22/08/2016	Nursery	No preference	1) Outdoor area is lacking for 0-2 years. 2) Unsure of what is happening with out of school care. 3) Do agree present building is no longer suitable. 4) Two very busy roads.
14	Staff	22/08/2016	Nursery	Yes	1) Unsure of our of school plans. 2) Not a lot of outdoor space.
15	Staff	22/08/2016	Nursery	No preference	1) The new nursery will be located on a very busy road. 2) The playareas are smaller. 3) Out of school care will be located in another building. 4) Current building is in poor condition.
16	Staff	22/08/2016	Nursery	No preference	1) It think we should have a new building on the same site. 2) Outdoor space is limited, children's play areas fenced off areas. 3) Size of the 0-2 playroom, I don't want to loose space complained to what we already have. 4) Will numbers stay the same? (Staff to childrne's ratio's). 5) Out of school care will be in a separate
17	Parent	22/08/2016	Nursery	Yes	1) As a parent, unsure of out of school care plans / location. 2) As a staff member. Happy with nursery plan.

18	Staff	22/08/2016	Nursery	No preference	1) The children will not have much outdoor play space. It's near a busy road, not easy for parents and staff to park to drop off and collect children. 2) The out of school care will be located in the school instead of being in the same building, team is divided now. 3) It's good that it will be a new refurbishment building with new resources and up to date furniture. 4) Toilets easily accessible. 5) It good that staff room will have a sink as not used to that.
19	Staff	22/08/2016	Nursery	Yes	1) Happy to move to the new building, fresh, better facilities / resources.
20	Staff	22/08/2016	Nursery	Yes	1) I'm happy for the move to go ahead. 1) Out of school care relocating to All Saints - will we have designated area? 2) Space in school for OOCs. 3) Out of school care holiday care concern - moving back to Glenbrae? 4) Out of school care will not be part of staff team. 5) It's good if OOSC get access to different parts of school e.g. football pitch, computer suite etc.
21	Staff	22/08/2016	Nursery	No preference	1) Building just now needs upgrading. 2) Facilities for staff also need to be upgraded e.g. sink for washing cups etc. 3) Disappointed that OOSC staff and children are separated.
22	Staff	22/08/2016	Nursery	Yes	1) I am concerned that out of school care will not be part of the centre, and that parents may have 2 drop off and pick ups. 2) I am in favour of a bigger staff room with appropriate washing and cooking facilities. 3) Outdoor storage facilities to store large equipment. 4) Additional rooms for meetings is positive. 5) Would be in favour of a larger outdoor area.
23	Staff	22/08/2016	Nursery	No preference	1) Out of school care. 2) Outdoor area.
24	Staff	22/08/2016	Nursery	No preference	1) I agree to the move as current building is not fit for purpose. 2) Main concern is location of out of school care and the dynamics of how it will work (will it be same room, everyday)
25	Staff	22/08/2016	Nursery	Yes	1) Will be nice to have a new build. 2) It's not too far away from the original building. 3) We are not having to be decanted.
26	Staff	22/08/2016	Nursery	Yes	1) The nursery needs to be modernised. 2) The after school care should still be in the nursery. 3) The staff should all be together and not split. 4) What would happen during the holidays in OSC? 5) Where would we be based in the school?
27	Staff	22/08/2016	Nursery	Yes	1) Glenbrae building is becoming to be unfit for purpose.
28	Staff	22/08/2016	Nursery	Yes	1) Existing building not fit for purpose.
29	Staff	22/08/2016	Nursery	Yes	

30	Staff		22/08/2016	Nursery	No preference	1)Disagree - out of school care service and holiday care service not housed in new proposed building. Would prefer all services run at Glenbrae to be kept together in same building with one staff team. 2)Uncertainty about where OOSC service and holiday care service will operate within All Saints Primary School. 3)No firm plans for a designated classroom for children and resources. Loss of garden and grounds.
31	Staff		22/08/2016	Nursery	Yes	1) The current building is no longer fit for purpose.

Report by Education Scotland addressing educational aspects of the proposal by Inverclyde Council to relocate Glenbrae Children's Centre to refurbished premises in Aberfoyle Road, Greenock.

1. Introduction

1.1 This report from Education Scotland has been prepared by HM Inspectors in accordance with the terms of the *Schools (Consultation) (Scotland) Act 2010* and the amendments contained in the *Children and Young People (Scotland) Act 2014*. The purpose of the report is to provide an independent and impartial consideration of Inverclyde Council's proposal to relocate Glenbrae Children's Centre to refurbished premises. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include a copy of this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision. Where a council is proposing to close a school, it needs to follow all legislative obligations set out in the 2010 Act, including notifying Ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children and young people of the centre; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others;
- consideration of further information on all schools affected; and

- visits to the sites of Glenbrae Children's Centre and All Saints Primary School, including discussion with relevant consultees.

2. Consultation Process

2.1 Inverclyde Council undertook the consultation on its proposal(s) with reference to the *Schools (Consultation) (Scotland) Act 2010* and the amendments in the *Children and Young People (Scotland) Act 2014*.

The consultation ran from 23 May 2016 to 23 August 2016. The council held a public meeting on 7 June 2016 at All Saints Primary School. It sought views from a range of stakeholders, including through questionnaires appended to the consultation proposal. Of 31 people who responded through written representations, nearly 70% of respondents agreed with the proposal and around 30% indicated no preference to agree or disagree. All members of the public, parents/carers and trade union representatives who responded agreed with the proposal. Staff who responded either agreed to the proposal or did not have a preference to agreeing or disagreeing. Many respondents commented on the positive benefits which would come with newer facilities, a modern and improved learning environment, and improved facilities for both children and staff including access and parking. The majority of members of staff who responded expressed concerns regarding the out of school care service being moved away from Glenbrae Children's Centre and located in All Saints Primary School. Several members of staff also commented on the limited outdoor space at the new site.

3. Educational Aspects of Proposal

3.1 Overall, the proposal has many potential educational benefits for current and future learners. The current Glenbrae Children's Centre is in poor condition and is not providing modern, fit for purpose accommodation for learners, with the council reporting significant issues in terms of building condition and suitability. The proposal will lead to improvements in the quality of learning environments, including for users of the building with mobility issues. Although the current centre offers outdoor areas which includes one large outdoor area, the new accommodation will offer more equitable increased outdoor spaces accessible from each of the playrooms.

3.2 Stakeholders at Glenbrae Children's Centre and All Saints Primary School who met with HM Inspectors are positive about the proposal to relocate the nursery from the children's centre to modern accommodation with better learning environments. Glenbrae stakeholders report challenges with the current building. They recognise that the modern refurbished accommodation will benefit nursery children at Glenbrae. Although headteachers of both establishments are very positive about working together, staff from both establishments have concerns regarding the current lack of detail in relation to the out of school care provision being relocated from Glenbrae to All Saints Primary School. Stakeholders are also keen for clarity regarding timescales for the full proposal to take place. In taking forward its proposal, the council will need to work closely with staff, parents and children from Glenbrae Children's Centre and All Saints Primary School to provide

clarity regarding the out of school care provision and timescales for the full proposal to be implemented.

3.3 Parents at Glenbrae Children's Centre who met with HM Inspectors are anxious about aspects of safe routes to the nursery; in particular some road crossings near the new building. The proposal indicates that the new accommodation will provide improved parking and arrangements for drop off. In taking forward the proposal, the council should work closely with stakeholders regarding safe routes to nursery.

3.4 The council identified one inaccuracy regarding conflicting information in the original proposal document in terms of childcare places available.

4. Summary

The proposal has a number of potential educational benefits for learners, leading to improvements in the quality of learning environments. A modern adapted building will improve the environment for learning and better support the full delivery of Curriculum for Excellence in accommodation which is accessible and inclusive to all learners. It will also support best value for residents across Inverclyde Council. In taking forward its proposal, the council will need to work closely with staff, parents and children from Glenbrae Children's Centre and All Saints Primary School to provide clarity regarding the out of school care provision and safe routes to nursery.

In its final consultation report, the council will need to set out the actions it has taken to address any alleged inaccuracies and omissions notified to it.

**HM Inspectors
Education Scotland
September 2016**

26/08/2016

Public Consultation Meeting

Inverclyde
council

Proposal

Relocate Glenbrae Children's Centre to
refurbished premises at Aberfoyle Road,
GREENOCK PA15 3DE

Inverclyde
council

Meeting Format

- Welcome / Introductions Ruth Binks
- The Consultation Process Ruth Binks
- Educational Benefits Linda Wilkie
- Property Information Eddie Montgomery,
Gavin Murray
- Questions and Answers

Inverclyde
council

The Consultation Process

- Statutory Responsibilities
- Consultees
- Consultation Period
- Involvement of Education Scotland
- Consultation Response Report

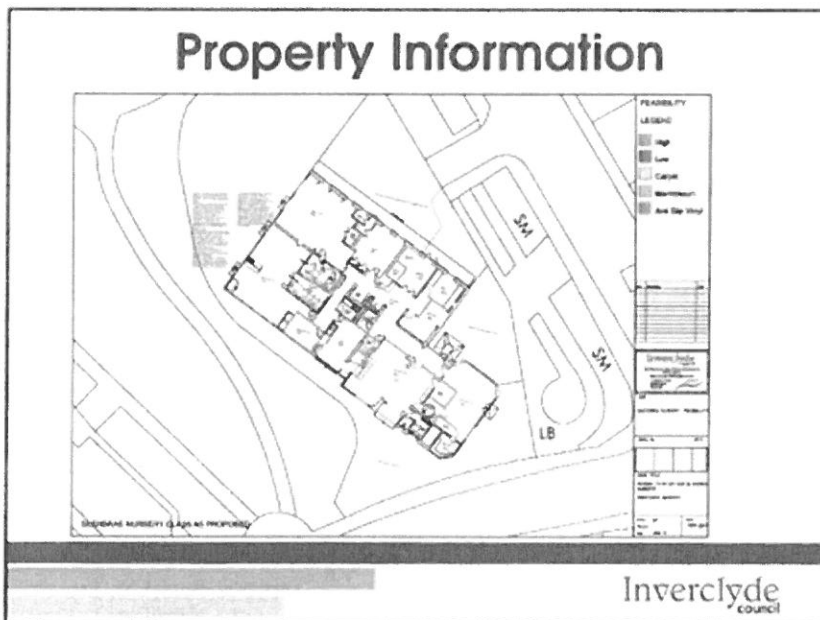
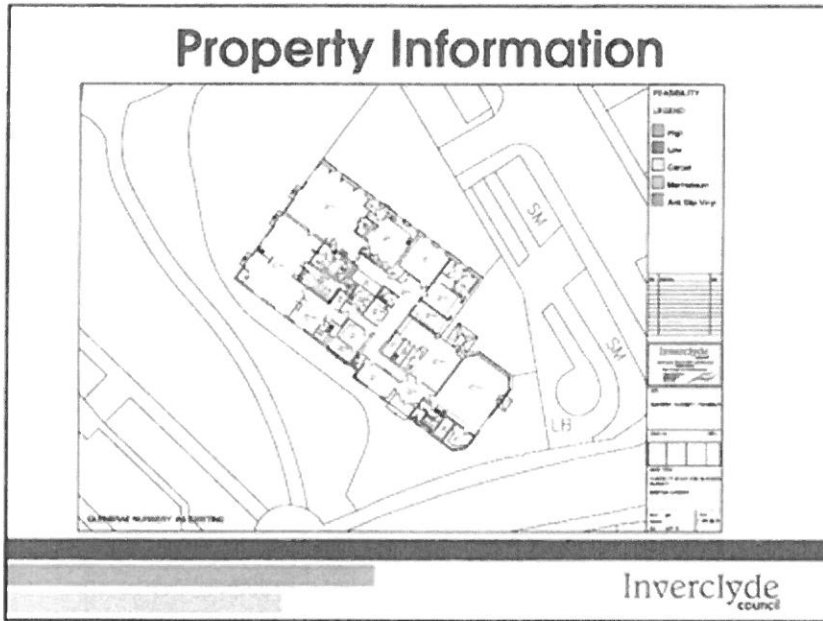
Inverclyde
council

The New Provision




- Current Provision
- New Provision
 - Quality
 - Environment
- Educational Benefit Statement
- Benefits
 - Children
 - Other users
 - Other schools / establishments
 - Management and staff
 - Transport


Property Information



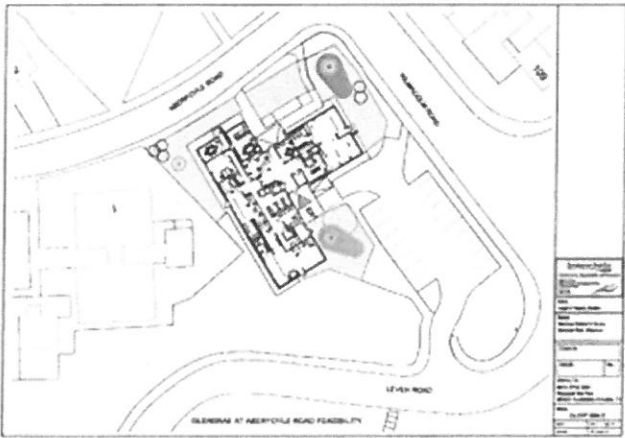


Property Information






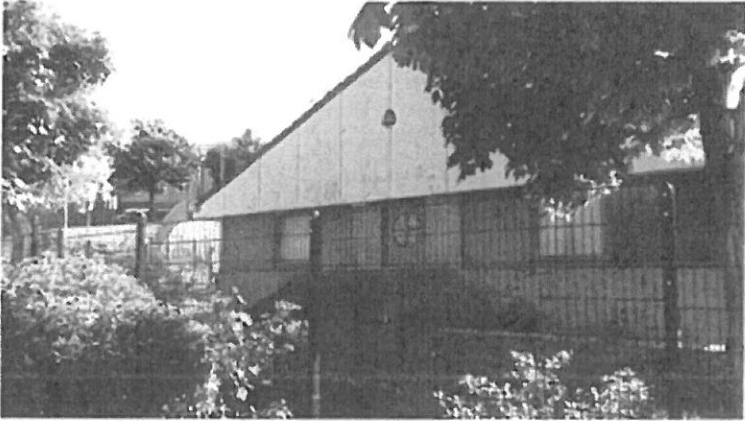
Property Information



DRAINAGE AT ABERCLYDE ROAD FEASIBILITY

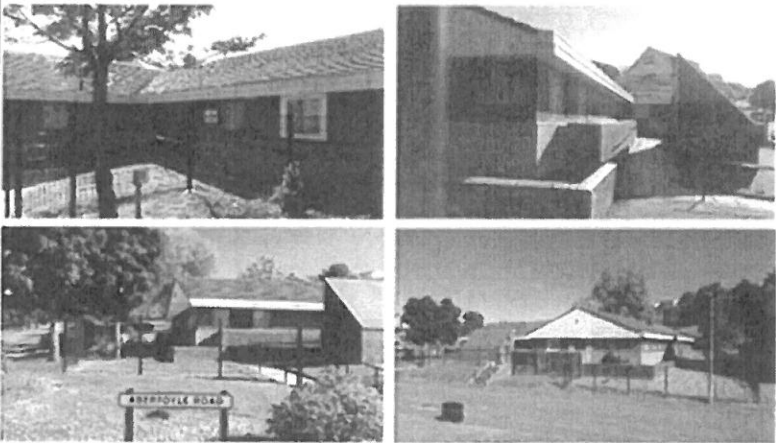


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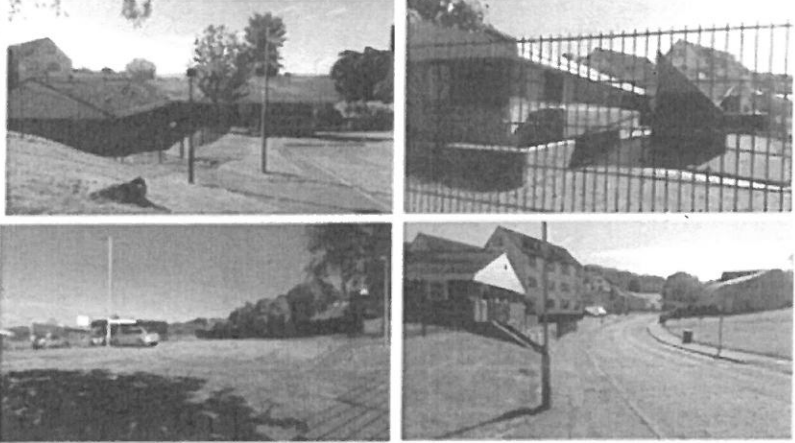
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council

Property Information



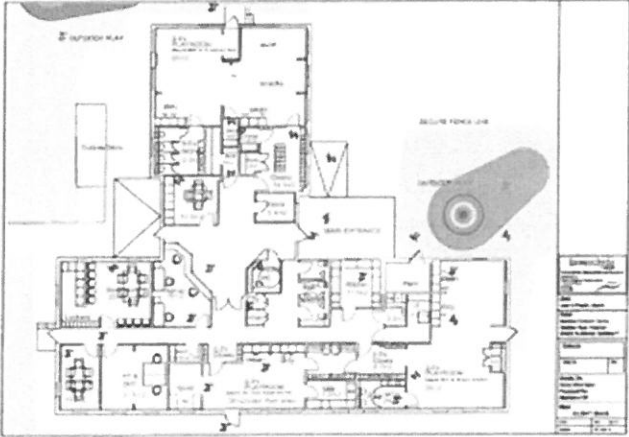
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Property Information



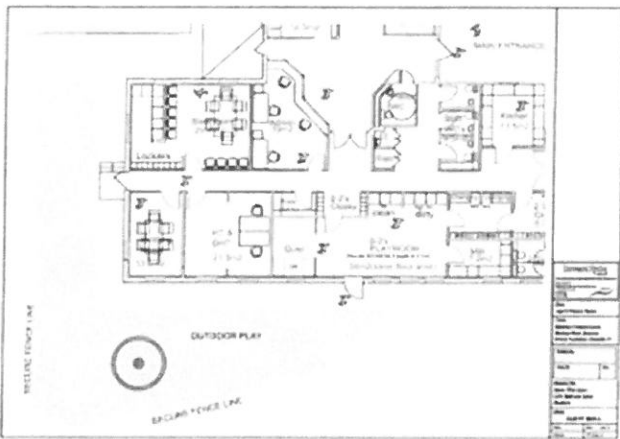
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council

Property Information



Inverclyde
council

Property Information




The floor plan shows a multi-room building with a central hallway. Rooms include a kitchen, dining area, living area, and several bedrooms. An outdoor play area is located to the left of the main building. A legend on the right side of the plan lists various symbols and their corresponding room types. The plan also includes labels for 'RESILIENT FLOORING LINE' and 'BEGINNING POWER LINE'.

Symbol	Description
[Symbol]	Living Room
[Symbol]	Dining Room
[Symbol]	Kitchen
[Symbol]	Bedroom
[Symbol]	Bathroom
[Symbol]	Hallway
[Symbol]	Staircase
[Symbol]	Storage Room
[Symbol]	Garage
[Symbol]	Outdoor Play Area

Inverclyde
council

Questions



Inverclyde
council

Public Consultation Meeting – Glenbrae Children’s Centre – 07.06.16

Questions / Comments

	SURNAME	FORNAME	Title	QUESTION	RESPONSE
1	XXXX	XXXX	Councillor	Is the new centre going to be DDA compliant	Yes, the Centre will be fully DDA compliant
2	XXXX	XXXX		Is space in School for out of school care to have own space	Consultation will take place with staff and the school when this decision is made. OOSC will still be part of Glenbrae Children’s Centre although be based at All Saints Primary School. Service will have access to a range of accommodation and specialist resources within the school. A similar model of out-of school care runs successfully in Aileymill Primary School
3	XXXX	XXXX		What about the garden and out of area space, concern over lack of grass.	it is planned to move boundary fence to incorporate more of the existing grass area. Each playroom will open directly onto an individual play area. This will be carefully designed to suit each age group. Consultation with staff, parents and children will be undertaken.
4	XXXX	XXXX	Councillor	Exciting. No more than the children of the East End deserve.	
5	XXXX		Councillor	When is this likely to happen?	This timeline is tied in with the completion of another project which will allow the relocation of the existing users of the accommodation . The proposed timeline is that a contractor should be on site by March 2017 with a completion date of January 2018.

Equality Impact Assessment

This document should be completed at the start of policy development or at the early stages of a review. This will ensure equality considerations are taken into account before a decision is made and policies can be altered if required.

SECTION 1 - Policy Profile

1	Name/description of the policy, plan, strategy or programme	Relocation of Glenbrae Children's Centre into refurbished premises at 1 Aberfoyle Road, Greenock
2	Responsible organisations/Lead Service	Education Services
3	Lead Officer	Linda Wilkie
4	Partners/other services involved in the development of this policy	Property Services
5	Is this policy:	New <input type="checkbox"/> Reviewed/Revised <input type="checkbox"/> The relocation does not introduce a new policy
6	What is the purpose of the policy (include any new legislation which prompted the policy or changes to the policy)?	To relocate Glenbrae Children's Centre into refurbished premises at 1 Aberfoyle Road, Greenock
7	What are the intended outcomes of the policy?	There will be a refurbished building that will be more fit for purpose.
8	Geographical area (Inverclyde wide or a specific location)	Aberfoyle Rd Greenock
9	Is the policy likely to have an impact on any of the elements of the Council equality duty (if yes, please tick as appropriate)?	<input type="checkbox"/> Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010 <input checked="" type="checkbox"/> Advance equality of opportunity between people from different groups <input type="checkbox"/> Foster good relations between people from different groups This move will enable the building to be more DDA compliant.
10	Will those who may be directly or indirectly affected by this policy be involved in its development?	Yes. Full consultation will be undertaken with all stakeholders.

SECTION 2 – Impact on Protected Characteristics

Which of the protected characteristics will the policy have an impact upon? (see guidance for examples of key considerations under each characteristic)

Protected Characteristic	Impact			Reason/Comments
	Positive High Low	Neutral	Negative High Low	
Age				
Disability	X			The building will be fully DDA compliant
Gender Reassignment				
Pregnancy and maternity				
Race				
Religion or Belief				
Sex (Male or Female)				
Sexual Orientation				
Other groups to consider (please give details)				

SECTION 3 – Evidence

What evidence do you have to help identify any potential impacts of the policy? (Evidence could include: consultations, surveys, focus groups, interviews, projects, user feedback, complaints, officer knowledge and experience, equalities monitoring data, publications, research, reports, local, national groups.)

Evidence	Details
Consultation/Engagement (including any carried out while developing the policy)	Full consultation has been carried out with all stakeholders. This includes public meetings and questionnaires.
Research	
Officer's knowledge and experience (including feedback from frontline staff).	
Equalities monitoring data.	
User feedback (including complaints)	
Stakeholders	
Other	
What information gaps are there?	

SECTION 4 – CONSEQUENCES OF ANALYSIS

What steps will you take in response to the findings of your analysis? Please select at least one of the following and give a brief explanation.		
1. Continue development with no changes	X	The move of the nursery is considered to be a very positive step with educational benefits.
2. Continue development with minor alterations		
3. Continue development with major changes		
4. Discontinue development and consider alternatives (where relevant)		
How will the actual effect of the policy be monitored following implementation?		
The building will remain DDA compliant.		
When is the policy due to be implemented?		
2017.		
When will the policy be reviewed?		
After the decision has been taken to move location the decision will not be reviewed.		
What resources are available for the implementation of this policy? Have these resources changed?		
Resources allocated from the School Estates Management Programme.		

Name of Individual(s) who completed the Assessment

Name(s): Ruth Binks

Position: Head of Education

Date: 6/11/16

Authorised by

Name: Grant McGovern

Position: Head of Inclusive Education, Culture and Corporate Policy

Date: 07/11/16

**Outcome of the Statutory Consultation on the
proposal to relocate Kelly Street Children's
Centre to a new building at the former
Greenock Academy Site, Madeira Street,
Greenock, PA16 7XF**

January 2017

This report has been published by Inverclyde Council in response to the statutory consultation undertaken under the terms of the Schools (Consultation) (Scotland) Act 2010. This report will be presented to the Education and Communities Committee of Inverclyde Council for consideration in *January 2017*.

This report has been published by Inverclyde Council in response to the statutory consultation undertaken under the terms of the Schools (Consultation) (Scotland) Act 2010. This report will be presented to the Education and Communities Committee of Inverclyde Council for consideration in *January 2017*.

If you need this information in another language or format, please contact us to discuss how we can best meet your needs. Phone: (01475) 712853.

CONTENTS

1. Purpose of the report
2. Background on the consultation process
3. Summary of written responses
4. Summary of oral responses from public meetings
5. Summary of response by Education Scotland
6. Review of proposals by Education Services (Inverclyde Council)
7. Resource, risk and policy implementation
8. Equalities Considerations

APPENDICES

1. List of consultees
2. Original Consultative document
3. Consultation response form
4. Power point presentation used at public meetings
5. Summary of responses to questions at public meeting
6. Report from Education Scotland
7. Equalities impact assessment

1.0 PURPOSE OF THE REPORT

- 1.1 The purpose of this report is to advise all stakeholders on the outcome of the statutory consultation exercise undertaken in respect of the proposal to relocate Kelly Street Children's Centre to a new building at the former Greenock Academy Site, Madeira Street, Greenock, PA16 7XF.

2.0 BACKGROUND ON THE CONSULTATION PROCESS

- 2.1 A consultation proposal document was issued as a result of a decision taken by the Education and Communities Committee on *3rd May 2016* to consult on the proposal to relocate Kelly Street Children's Centre to a new building at the former Greenock Academy Site, Madeira Street, Greenock, PA16 7XF.
- 2.2 Notice of the proposal and publication of the proposal document was placed in the Greenock Telegraph to engage with the general community.
- 2.3 A copy of the proposal document was made available from *23 May 2016* to statutory and other consultees as listed in Appendix 1.
- 2.4 The consultation document was available from a variety of sources including the centre, local schools and online.
- 2.5 The consultation, in terms of the Schools Consultation (Scotland) Act 2010 was carried out over the period *23 May to 23 August 2016* during which time all interested parties were invited to submit written representations. A copy of the full consultation document is attached to this report (Appendix 2) and a copy of the consultation response form (Appendix 3).
- 2.6 As part of the consultation process there was also a public meetings held on 2 June 2016 in St. Mary's Primary School.
- 2.7 As required, Education Scotland was provided with a summary of all relevant written responses and oral representations made during the consultation period.
- 2.8 Inverclyde Council received a copy of Education Scotland's report on *16 September 2016*. A summary of this report is included in section 5 of this report and a copy of the full report is included in Appendix 6.
- 2.9 Following the consultation period it is the Council's duty to review the proposal taking account of the feedback received from stakeholders during the consultation period which includes written responses and oral representations made during the public meetings. The content of Education Scotland's report should also be taken into consideration.
- 2.10 It should be noted that this consultation outcome report is published at least 3 weeks before it is formally considered by the Education and Communities Committee on *17 January 2017*.

3.0 SUMMARY OF WRITTEN RESPONSES

- 3.1 The total number of written responses received on the official consultation response form was 57 and the views of children were also sought. Below is a summary of the responses to the question: Do you agree with the proposal to relocate Kelly Street Children's Centre to a new build on a portion of the Greenock Academy Site at Madeira Street, Greenock PA16 7XF.

3.2

Respondent	Number of responses	Agree with proposal	Disagree with proposal	No preference
Members of the Public	4 (Residents at proposed site)	4	0	0
Parent / carer	41	38	2	1
Staff	11	11	0	0
Other	1 (EIS representative)	4	0	0
TOTALS	57	54	2	1

3.3 Written representations from Members of the Public:

- All members of the public who responded agreed with the proposal. They recognised the benefits of the site being used for a nursery, the excellent location and the availability of parking.

3.4 Written representations from Parents / Carers:

- 39 parent / carers who responded agreed with the proposal, 2 parent / carers disagreed and 1 had no preference. Positive comments were received on the benefits of a purpose built building; more internal and external space; improved parking and location; provision for 2 year olds and the benefits of all provision being located in one building. The 2 respondents who disagreed with the proposal were concerned about the new location being further away from St. Mary's Primary School.

3.5 Written representations from staff members:

- All staff members who responded agreed with the proposal. Positive comments were received on the benefits of new, purpose built facilities; improved opportunities for outdoor learning; improved staff facilities, easy access and less congestion at proposed site; additional accommodation; provision for children under 3 and the benefits of all provision being located in the one building.

3.6 Written representations from other:

- 1 written representation was received from the local association secretary of the Educational Institute of Scotland. This response agreed with the proposal and noted that the new accommodation will provide a better learning environment and improved facilities for everyone.

4.0 SUMMARY OF ORAL RESPONSES FROM PUBLIC MEETINGS

4.1 A public meeting was held on 02 June 2016. In attendance at the meeting were:-

Officers	Ruth Binks	Head of Education, Education Services
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	Gavin Murray	Senior Architect, School Estates Team
	Gaynor Wiggins	Depute Head, Kelly St. Children's Centre
	Linda Wilkie	Quality Improvement Officer, Education Service
	Patricia Wylie	Head of Centre, Kelly St. Children's Centre
Members of the public	4	
Parent / carers	5	
Staff	0	
Other	Gary Johnstone, Area Lead Officer, Education Scotland	

4.2 The format for the public meeting was:

- Introduction / welcome Ruth Binks
- Explanation of consultation process Ruth Binks
- Details of relocation Linda Wilkie
- Property Information Gavin Murray
- Question and Answer Session

4.3 A copy of the powerpoint presentation used at the public meeting is available as Appendix 4.

4.4 9 questions were asked at the public meeting. These related to the location, new build, outdoor space, timescale, decant and car parking. The positive impact of increased accommodation in St. Mary's School was commented on. Details of the questions and responses are available as Appendix 5.

5.0 SUMMARY OF RESPONSE BY EDUCATION SCOTLAND

5.1 Education Scotland stated that Inverclyde Council have set out a very clear statement of educational benefit for the children, families and staff of Kelly Street Children's Centre. Given the condition, suitability and constraints of the current building the proposal will address all of these. The plans for the new building have the potential to offer children a bespoke, high quality learning environment indoors and outdoors which will enhance their learning experiences further. The proposal offers staff a much enhanced professional environment where they can work and meet together as a team. Inverclyde Council have engaged stakeholders well through the consultation period. Staff, children and families would like to continue to be consulted as the plans for the new building are developed and finalised.

5.2 The full report can be found in Appendix 7.

5.3 Council response to report by Education Scotland

Inverclyde Council was pleased to note the findings of the Education Scotland report and will continue to engage with staff children and families as plans are progressed and finalised.

6.0 REVIEW OF PROPOSALS BY EDUCATION SERVICES (INVERCLYDE COUNCIL)

6.1 Education Services Senior Management Team has considered the original proposal and reflected upon all the responses received.

6.2 It is recommended that the Education and Communities Committee adopts the proposal to relocate Kelly Street Children's Centre to a new building at the former Greenock Academy Site, Madeira Street, Greenock, PA16 7XF.

7.0 RESOURCE, RISK AND POLICY IMPLEMENTATION

7.1 Resource implications

If the proposal is approved, staff resource will be required to implement the changes and communicate the changes with parents/carers.

Further communications will be made with parents, carers and the surrounding community through the School Estate Management Programme Plan. This will include consultation on design, the planning process and the transfer arrangements for the new Children's Centre.

7.2 Risk implications

There is a risk that the site may not be suitable or that planning permission may not be granted. If this is the case then Kelly Street Children's Centre will remain in the current location until a suitable alternative is found.

7.3 Policy Implications

There are no policy implications from this report.

8.0 EQUALITIES CONSIDERATIONS

8.1 In making this proposal an equalities impact assessment has been carried out and is provided as Appendix 7.

Consultees

The following individuals / groups will be consulted:

- Parents / Carers within the establishment;
- Parents / Carers of children who are likely to attend the establishment within 2 years;
- Staff
- Trade Unions

A notice to advise of the consultation arrangements will be placed in the press and on the Council's website. An email address will be set up to enable interested parties to respond to the proposals. The proposal document will be available on the Council website. Hard copies will be made available in Kelly Street Children's Centre, local Primary Schools, Community venues and Inverclyde Council Customer Service Centre.

Length of Consultation Period

An advertisement will be placed in the local newspaper on 23.05.16. The consultation process will end on 23.08.16. This is a consultation period in excess of six weeks and including thirty school days as required by statute.

Date	Action
23.05.16	Start of Public Consultation period (Advert). Publication of proposal paper
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Public Meeting

A public meeting will be held as detailed below:

Venue	St. Mary's Primary School
Date	02.06.16
Time	19.00 hours

Officers from the Council will explain the proposal and offer an opportunity to attendees to ask any questions, state their views and / or raise points of clarification.



THIS IS A FORMAL CONSULTATIVE DOCUMENT

PROPOSAL:

RELOCATE KELLY STREET CHILDREN'S CENTRE
TO A NEW BUILD AT
THE FORMER GREENOCK ACADEMY SITE,
MADEIRA STREET,
GREENOCK
PA16 7XF

REPORT BY THE CORPORATE DIRECTOR EDUCATION, COMMUNITIES AND
ORGANISATIONAL DEVELOPMENT

This document has been issued by Inverclyde Council for consultation under the Schools
(Consultation) (Scotland) Act 2010

May 2016

1.0 SCHOOL ESTATES VISION / MANAGEMENT PLAN

- 1.1 Inverclyde Council sets out its vision for improving its school estate in the 'School Estate Management Plan'.
- 1.2 Education is at the heart of the Council's vision for the future. The Council seeks to provide education services of the highest quality to meet the needs of the community.
- 1.3 All establishments should be of a standard that promotes the raising of educational achievement; promote social inclusion, provide efficient and effective space to deliver a modern curriculum; provide a secure and welcoming environment for learning and be flexible and adaptable to evolving needs.

2.0 PURPOSE

- 2.1 This proposal paper is being published in accordance with the requirement of the Schools (Consultation) (Scotland) Act 2010 as amended. The proposal contained in the document seeks to relocate Kelly Street Children's Centre to new accommodation to be constructed on the site of the former Greenock Academy situated off Madeira Street in the West End of Greenock.

3.0 THE PROPOSAL

- 3.1 The proposal is to relocate Kelly Street Children's Centre from its existing site on Kelly Street, Greenock to new accommodation at Madeira Street, Greenock PA16 7XF. A map showing the locations is available in Appendix 1a & 1b.
- 3.2 The relocation is proposed to take effect on the completion of the new build, which is expected to be within the first quarter of 2018. Any issues affecting the ground conditions of that site will be fully resolved as part of this proposal.

4.0 BACKGROUND

- 4.1 Kelly Street Children's Centre is located in the West End of Greenock. It caters for children aged 3 – 5 years. The service operates across 2 locations, the main building in Kelly Street and within St. Mary's Primary School.
- 4.2 The Centre provides high-quality early learning and childcare that is valued within the local community.
- 4.3 The capacity for early learning and childcare 3 – 5 places within the relocated centre will remain at current levels which is 80 full-time equivalent places. An additional service for children aged 2 – 3 years will provide 20 full-time equivalent places.
- 4.4 The Kelly Street Children's Centre building has significant issues in terms of condition and suitability. The condition of the building has been assessed in accordance with Scottish Government Guidelines and is considered to be a C rating (C = showing major defects and / or not operating adequately). There are major elements such as the external walls, roof and building services which require replacement / upgrading.
- 4.5 The suitability of the present accommodation has also been assessed using the Scottish Government guidelines. It has been given a C rating for suitability indicating that it is poor and showing major problems and / or not operating optimally. (i.e. building and grounds impede the delivery of activities that are needed for children and communities in the establishment). The

key issues with regard to suitability are the proportion and size of internal spaces, limited access to external space and accessibility, as the building is over two storeys with no lift.

4.6 Despite the poor condition and unsuitability of the building, staff work hard to deliver high-quality early learning and childcare. In 2009, the Centre received very positive feedback following an inspection by Her Majesty Inspectorate of Education (HMIe). In particular, inspectors noted:-

- Highly-motivated, confident learners throughout the centre.
- High-quality curriculum.
- The approaches of staff to meeting children's learning needs.
- Opportunities for parents to share in children's learning within the centre
- The work of the management team in developing leadership skills within the staff team.

Care Inspectorate inspections and local authority intelligence indicate that the high standard of provision has continued.

5.0 EDUCATIONAL BENEFIT STATEMENT FOR THE PROPOSAL

5.1 The Educational Benefit Statement has been prepared having regard to the Guidance published by Scottish Government in association with the Schools (Consultation) (Scotland) Act, 2010 which are available at the following websites:

www.scotland.gov.uk/Resource/Doc/91982/0097130.doc (Appendix 2 paper version only) /
(online version follow link)

www.oqps.gov.uk/legislation/acts2010/en/aspem_201000002_en.pdf

5.2 This Educational Benefit Statement sets out Inverclyde Council's assessment of the likely benefits of the proposal on children and other users of the service. It details likely effects of the proposal, plans to minimise any adverse effects and the benefits of the proposal.

The overall vision for the relocated Kelly Street Children's Centre is that it will provide a modern early learning and childcare facility which will enhance the learning experiences and outcomes for children.

5.3 Children currently attending

Kelly Street Children's Centre provides very good early learning and care for children; however the current building presents a dated educational environment and has significant issues in terms of condition and suitability. The move to the new accommodation will give children access to a modern environment which will better meet their needs and support the delivery of Curriculum for Excellence. The current building is also not fully accessible (DDA compliant) for children and parents with mobility issues.

5.4 Other users of the establishment

The Boys Brigade use office accommodation on the upper floor as a supply depot. The depot opens on Mondays from 7pm to 9pm. Discussion will take place with Boys Brigade officers regarding relocating.

5.5 Children who are likely to become users within 2 years area

This proposal will ensure that future users will have access to a facility which best supports their learning needs.

5.6 Other schools/ establishment in our area

There will be no impact on other establishments in the area.

5.7 Our assessment of any other likely effects of the proposal

Our assessment has identified positive impacts on all users. Staff would benefit from improved facilities, e.g. car parking, staff room. Children would benefit from modern accommodation and dedicated outdoor learning space. A parent / community meeting room will also be available.

5.8 How we intend to minimise or avoid any adverse effects that may arise from the proposal

Inverclyde Council has a good history of working with staff, parents and children to identify and address issues arising from school estate developments.

Quality Improvement Officers will closely monitor the quality of care and education during the transition period. The relocation will be carefully planned to minimise disruption.

5.9 The benefits which we believe would result from implementation of the proposal

This proposal supports Inverclyde Council's vision for modernising its school estate. The proposal also ensures that:

- Kelly Street Children's Centre remains in a location central to its catchment area.
- Children will benefit from a significantly improved learning environment that meets the needs of learners in the 21st century.
- The new facility will be constructed to modern building standards and will provide the optimal internal environment to support the delivery of high quality educational experiences.
- There will be provision for 2 year olds.
- The building will be fully accessible / DDA compliant.

5.10 Staffing implications

There are no implications for staffing arising from this proposal. The staffing and management structure will stay the same.

6.0 FINANCIAL IMPLICATIONS

6.1 Revenue Funding

There will be no change to revenue funding.

6.2 Capital Funding

Inverclyde Council's School Estates Management Plan and Educational Capital Programme includes funding for the Kelly Street Children's Centre project.

7.0 EQUALITY STATEMENT

7.1 An equality impact assessment will be undertaken as part of the consultation exercise to assess if the proposal discriminates against anyone on the basis of age, gender, religion, racial group, disability, sexual orientation. In carrying out the equality impact assessment we will take account of any equality issue raised as part of the consultation process. The equality impact assessment will be included in the consultation response document.

8.0 CONSULTATION PROCESS

8.1 The proposal requires Inverclyde Council's Education Services to carry out a public consultation within the statutory framework defined by the Schools (Consultation) (Scotland) Act 2010 as amended.

8.2 Consultees

The following individuals / groups will be consulted:

- Parents / Carers within the establishment;
- Parents / Carers of children who are likely to attend the establishment within 2 years;
- Staff
- Trade Unions

A notice to advise of the consultation arrangements will be placed in the press and on the Council's website. An email address will be set up to enable interested parties to respond to the proposals. The proposal document will be available on the Council website. Hard copies will be made available in Kelly Street Children's Centre, local Primary Schools, Community venues and Inverclyde Council Customer Service Centre.

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8.4 Public Meeting

A public meeting will be held as detailed below:

Venue	St. Mary's Primary School
Date	02.06.16
Time	19.00 hours

Officers from the Council will explain the proposal and offer an opportunity to attendees to ask any questions, state their views and / or raise points of clarification.

8.5 Involvement of Education Scotland

Education Scotland will be informed of the consultation through the Area Lead Officer. A copy of the proposal paper and date of the public meeting have been forwarded to Education Scotland.

Following the consultation period Education Scotland will receive a copy of the relevant written representations or if Education Scotland agree a summary of them. Education Scotland will also receive a summary of any points made to the Council at the public meeting and a copy of any other relevant documentation.

Education Scotland will prepare a report on the educational aspects of the proposal no later than 3 weeks after the Council have sent them all representations and documentation mentioned above.

8.6 Preparation of Consultation Document

Education Services will review the proposal taking into account responses to the consultation and oral representations made at the public meeting. Education Services will prepare a consultation response report for submission to the Education and Communities Committee. This consultation report will be published in electronic and printed formats and will be available on Inverclyde Council's website, Customer Service Centre, Inverclyde Council, Municipal Buildings, Greenock and at Kelly Street Children's Centre. All of those who received direct notification of the consultation would be sent a response document. All those who responded and provided contact details through the consultation process would also receive a copy of the document.

8.7 The report would include a record of the total number of written representations made during the consultation period, a summary of the written representations, a summary of the oral representations made at the public meeting and any other relevant information, including details of any alleged inaccuracies and how these have been handled.

8.8 Note on corrections

If any inaccuracy or omission is discovered in the Proposal Document and / or during the consultation either by Education Services or any person, Education Services will determine if relevant information has been omitted or, if there has been an inaccuracy. Education Services will take appropriate action which may include the issue of a correction or the reissuing of the Proposal paper to the revision of the timescale for the consultation period as appropriate. In that event, relevant consultees and Education Scotland will be advised.

9.0 APPENDICES

1. a/b - Map showing location of existing building and proposed building.
2. Paper version only – Schools (Consultation) (Scotland) Act 2010 Statutory Guidance / Online version link to document at 5.1.
3. Consultation response proforma.

Inverclyde Council
Education Services
Wallace Place
GREENOCK
PA15 1JB



PROPOSED RELOCATION FOR KELLY STREET CHILDREN'S CENTRE

Map of existing building - Kelly Street Children's Centre

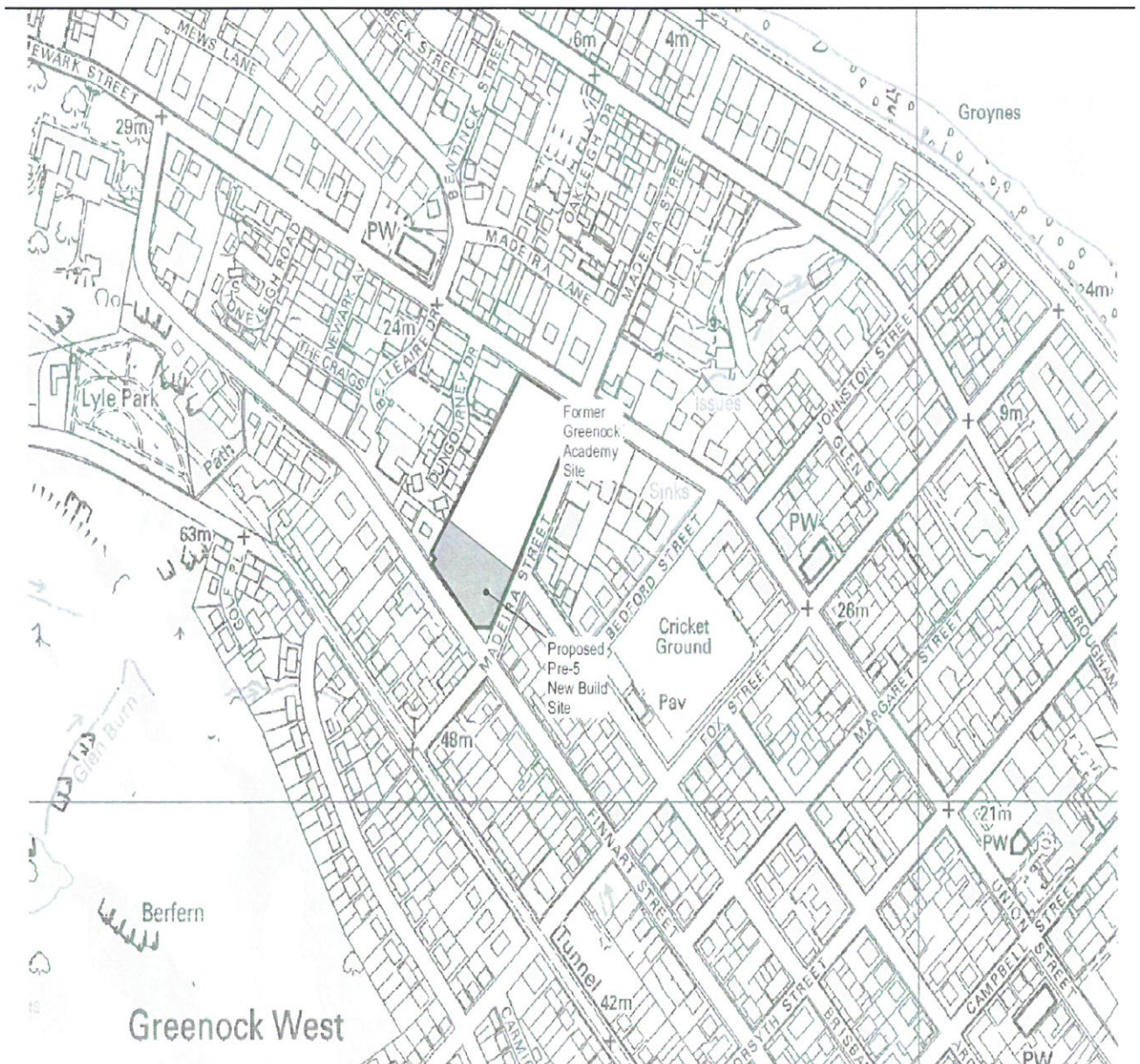


Inverclyde Council
Education Services
Wallace Place
GREENOCK
PA15 1JB



PROPOSED RELOCATION FOR KELLY STREET CHILDREN'S CENTRE

Map of proposed relocation of Kelly Street Children's Centre to a new build on a portion of the former Greenock Academy site at Madeira Street, Greenock, PA16 7XF.



Inverclyde Council
Education Services
Wallace Place
GREENOCK
PA15 1JB



**PROPOSED RELOCATION FOR KELLY STREET CHILDREN'S CENTRE
SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 STATUTORY GUIDANCE**

**SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010
STATUTORY GUIDANCE**

Introduction

This statutory guidance is issued under Section 19 of the Schools (Consultation) (Scotland) Act 2010 (hereinafter referred to as 'the Act'), which came into force on 6 January 2010, the day after Royal Assent was given. The guidance should be read in conjunction with the Act.

Purpose of the Act

The Act's principal purpose is to update and strengthen the statutory consultation practices and procedures that local authorities apply to their handling of all proposals for school closures and other major changes to schools. It aims to establish a new consultation process that is robust, open, transparent and fair, and seen to be so. In doing so it aims to ensure consistency of consultation arrangements across Scotland. The Act also introduces a presumption against the closure of rural schools by ensuring that a decision to consult on a rural school closure proposal is not made until the local authority has had regard to all viable alternatives and assessed the likely implications of closure. The Act also replaces the previous system for referring certain local authority decisions for Scottish Ministers' consent with a new system of call-in, but in school closure cases only.

To whom is this guidance addressed - who should read it?

Section 19 of the Act states that "...an education authority must have regard to any guidance issued by the Scottish Ministers for the purposes of or in connection with this Act". This guidance is therefore issued to local authorities and is intended to assist those who are involved in overseeing the consultation and decision making processes around proposed changes to their schools, as set out in the Act. It is intended to help ensure that full, fair and rigorous consultations are undertaken and does so by providing guidance and illustrative examples of the good practice which is expected to be the norm. It will also be helpful to read the Explanatory Notes that accompany the Act which are designed to help understanding of its detail – www.oqps.gov.uk/legislation/acts/s-acts2010a

This guidance will also be of interest to parents and carers; school pupils and staff; members of the local community; and anyone else with an interest in how authorities undertake consultations on proposed changes to schools. It is important that they are reassured that the consultation and decision making process and procedures are fairly, fully and rigorously carried out by the local authority.

The structure of this guidance follows the order of the provisions in the Act. The specific areas covered and the level of detail offered on those areas reflect the discussions and debate during the course of the passage of the Bill through the Scottish Parliament. The Scottish Government has been keen to respond to issues and areas of concern and interest as they have arisen during the consultations and the various stages of Parliamentary scrutiny. In preparing this guidance, we have taken into account the engagement and contribution of MSPs and other stakeholders.

The Educational Benefits Statement – Section 3 of the Act

The Act reflects the Scottish Government's view that the educational benefits should be at the heart of any proposal to make a significant change to schools. Consequently, the Act specifies that the local authority must, for all consultations, prepare an educational benefits statement (EBS) and publish it within the proposal paper¹. The Act requires authorities to consider both current and future pupils of the school, current and future users of its facilities and also to explain how the authority intends to minimise or avoid any adverse effects of the proposal. It must also include its reasons for reaching the views which it sets out regarding the educational benefits. Reasons should be supported by evidence to assist consultees in their understanding of the envisaged educational benefits.

Effect on different school users

The Act specifies that the authority must set out within the EBS its assessment of the effect of the proposal on a range of school users. The first such group is the pupils at the affected school or schools. It applies to all pupils, not just some. It will often be important for an authority to distinguish between different groups – for example those with additional support needs – and how a proposal may benefit/impact on them differently. An affected school would include a school proposed for closure either in its entirety, or in part (where for instance a stage of education or where all nursery provision was proposed to be discontinued). Where the proposal was to establish a new school, those schools whose rolls would be consequently reduced or changed as a direct result of the new school should be counted as affected schools. Proposals to change catchment areas normally also affect more than one school – and in some cases schools from across neighbouring authorities. In such cases authorities will want to consider carefully how any proposal might have a consequential effect on other schools.

The EBS must also set out the assessed impact on other users of the school's facilities, both currently and in the future. That may include for instance adult or community users, perhaps who attend school-based classes, or users of a school's theatre or hall or sport and recreation facilities. The authority must also consider and set out the impact of its proposals on children or young people who would have been likely (but for the proposal) to have become pupils of the school. In the case of a primary school that would generally affect children who would within two years be expected to attend, or in the case of a secondary school it would include children in associated primaries. However, authorities should consider the interests of any and all children or young people they know may come into this category.

¹ The proposal paper is covered in more detail in pages 4 and 5 of this guidance

Finally, the authority is required to set out its assessment of the likely effects of the proposal – its potential implications and consequences – on some or all of the pupils in other schools across the authority's area.

In assessing the likely benefits and effects on users, authorities will want to take into consideration a range of factors which will vary from case to case and in scale, depending on the particular circumstances and the type of proposal being consulted on. In many circumstances, the affected groups will not necessarily share a common benefit from what is proposed. In these cases, it will be important that the EBS demonstrates clearly how the authority has identified and intends to balance these diverse interests. In order to make the EBS as clear and easily understood as possible, authorities will wish to emphasise and highlight the main beneficiaries of what is proposed and how they will benefit.

Factors which may be candidates for consideration

Neither the Act nor this guidance are framed in a way that either lists or limits the range of factors that may be relevant in the case of a particular proposal, that an authority might take into consideration and/or articulate in the EBS. The Government, however, expects that, as a matter of course, the rationale and arguments offered in the EBS, indeed in the whole of the proposal paper, will be set within the context of an authority's range of statutory duties – which is addressed in more detail in the section below.

Also of relevance will be the way a proposal sits within the context of a range of national and local policies. *Curriculum for Excellence* sits at the heart of what both national and local government are looking to achieve in terms of raising levels of achievement and improving educational outcomes for all children and young people. It is intended to nurture successful, effective, confident and responsible young people, able to learn and utilise learning in a way that helps them reach their full potential and to respond to the increased variety and pace of change in today's and tomorrow's world.

In preparing the EBS, authorities will want to set out how a proposal will improve the quality of the curriculum and create positive environments for more effective learning and teaching better matched to the needs of learners. The EBS should focus on how the proposals will improve the depth, breadth, coherence, relevance, challenge and enjoyment provided by the curriculum. It should also demonstrate how opportunities for greater personalisation and choice in learning and improved progression will enhance children's experiences. This will include the use of information and communications technology (ICT) and arrangements for assessing and planning learners' progress. It will also be important to highlight the impact of the proposals on the overall ethos of the school, including the care and welfare of pupils and their personal and social development. A key aspect will be to ensure that the proposal improves equality of opportunity for all within an inclusive educational experience, in the widest sense, for pupils and achievement, and for interdisciplinary learning and beyond.

Other potentially relevant issues in connection with educational benefit in some cases may include the condition and suitability of the school buildings and facilities (and where a proposal would involve pupils moving from one school to another, the relative condition of both), changing patterns of demand for school places if there is a growing mismatch between supply and demand, and the travel and transport context and implications of a proposal if for instance they would impact differently on pupils' broader social experiences and opportunities to participate in and benefit from out-of-hours learning. Financial and budgetary considerations may also be relevant in situations where disparities in the costs of the delivery of education may

have grown, to the detriment of the greater good, at least to the point where an authority considers that they require to be reviewed.

Other statutory obligations pertaining to education

Local authorities have other education-related statutory duties which they require to fulfil and therefore need to consider when contemplating proposals to change the way in which education is delivered. The EBS is the place for the authority to set out the relationship between a proposed change and these other education-related statutory duties – and how what is proposed fits with the continued fulfilment of these other obligations. The following list of statutory duties is illustrative rather than exhaustive:

Education (Scotland) Act 1980, section 1 of which requires authorities to secure for their area adequate and efficient provision of school education; and section 17 which deals with sufficient school accommodation.

Standards in Scotland's Schools etc Act 2000, section 3 of which requires authorities to endeavour to raise standards and secure improvement in the quality of school education provided in their schools.

Section 2 of this Act states that it is the duty of the education authority to ensure that the education it provides is directed to the development of the personality, talents and the mental and physical abilities of the children or young people to their fullest potential.

Education (Additional Support for Learning) (Scotland) Act 2004. This requires authorities to identify and provide support for any children with additional support needs and prepare co-ordinated support plans for those with the most extensive needs. This is a critically important group of pupils whose particular needs require special consideration.

'Personal' or 'attributable' information

In the EBS, sensitive or personal information that could be linked to or attributed to individuals – for instance individual pupils – should be avoided, although it is recognised that this may be more difficult where very small numbers are involved. The objective should be to couch the text of the EBS in such a way as to avoid the identification of individuals and focus on the generic or on groups or categories of persons affected.

The Proposal Paper – Section 4 of the Act

Whereas the EBS provides the local authority with the opportunity to set out the educational case for their proposal, the proposal paper itself is where the authority can and should set out all the other contextual and relevant evidence and information around and in support of the proposal. The EBS will be included within the published proposal paper, so that consultees can consider the whole case together.

Authorities are required to prepare a proposal paper to set out the detail of the relevant proposal or proposals. In order to minimise confusion, authorities should only consider grouping together more than one proposal in the paper where they are in some way inter-connected. In considering what material to include in the proposal paper (in addition to the educational case set out in the EBS) an authority may wish to explain what has given rise to consideration of the matter being consulted on and why it has decided upon the particular proposal set out for consultees. If appropriate, it should also give details of other options considered but rejected (in

the case of rural school closures this will have to be done as part of the process – see page 8 for more detail).

There may also be legislation - other than that directly relating to matters educational - that is relevant to the proposal and its context. These include:

Local Government in Scotland Act 2003, section 1 of which sets out what a local authority is expected to demonstrate in fulfilment of a series of obligations placed upon it. One such is the duty to secure best value by continuous improvement in performance of the authority's functions, while maintaining an appropriate balance between quality and cost and having regard to economy, efficiency, effectiveness, equal opportunities and the achievement of sustainable development.

An authority may wish to demonstrate how a proposal helps to fulfil this duty and achieve best value by setting out clearly cost benefit analyses of the financial and budgetary factors and implications of the proposal. Aspects of this may already have been covered in the EBS but if there are cost issues which go beyond the purely educational, the proposal paper is where these should be set out, again, with full financial details and supporting evidence where these are significant factors in relation to the proposal.

Equal opportunity legislation – it will also be important in the proposal paper to set out how the proposal squares with and assists the authority in fulfilling its obligations under various statutes such as the Sex Discrimination Act 1975, the Race Relations Act 1976 and the Disability Discrimination Act 1995. Preparing and publishing an Equality Impact Assessment in the proposal paper would be one way of fulfilling this.

Other factors

As well as best value, financial costs and equality issues, and matters already covered in the EBS, the proposal paper is the place to focus on wider community and other issues, beyond the purely educational – both where they have relevance to the context, timing and detail of the particular proposal and also where community and other implications of what is proposed may have been identified and how the authority plans to address or handle those.

Many local authorities undertake Asset Management Plans on a corporate basis to ensure the most effective use of assets and control of both revenue and capital costs – the school estate is a major aspect of this planning process. Where such plans do exist the proposal paper would be an appropriate place to make reference to how the proposal under consideration fits into this wider authority planning.

Proposal Paper inaccuracies and omissions – Section 5 of the Act

As the proposal paper must include the EBS, any such omission from or inaccuracy in that statement is also covered by this section of the Act. Omissions of relevant information or inaccuracies may be discovered by the authority itself or may be brought to its attention. In either case it is for the authority to consider whether or not relevant information has been omitted or the paper is inaccurate and if so, decide what appropriate and proportionate action to take.

Where the implications of the omission or inaccuracy are minor, with little or no impact on the ability of consultees to understand the proposal paper, an authority may decide to do nothing beyond fulfilling the requirement to inform whoever brought the matter to its attention of that

decision. Where an authority judges the omission or inaccuracy to be more significant it may, as it considers appropriate, do one or more of the following. It may issue an erratum or corrected proposal paper and issue consultees (and HMIE) with a notice with the correct or omitted information. This issue of a corrected paper or erratum note may include extending the consultation period if this is considered warranted. It will also be good practice to publicise the corrected or additional information as widely as possible, for instance on the council's website.

Notice and Consultation Period – Section 6 of the Act

An authority must notify the relevant consultees of the proposals and the consultation period cannot commence until this has been done. The authority must also set a consultation period of at least 6 weeks, to include 30 days of term time at any affected school, not including school holidays or any other days when the school is not open to pupils. For example, a consultation period commencing say a week before the Easter holidays would run for 30 school days up until sometime in May. The 30 day period would be calculated as not including any Easter holidays, the early May bank holiday, if that is also a school holiday, and any intervening in-service days.

The Public Meeting – Section 7 of the Act

A public meeting must be held (at which the authority is represented) during the consultation period and advance notice given of its date, time and location to the relevant consultees and to HMIE (if that information has not already been given in the notice issued just prior to the start of the consultation period advising consultees of the proposal).

Maximum advance notice of the details of the public meeting is desirable. If the details can be included in the initial notice of the proposal then there will be no need for the authority to have to issue a second notice at a later stage.

The Act leaves the details of the public meeting to authorities. As to timing, authorities will wish to balance the need to give interested parties enough time to read and digest the proposal paper, in order to inform discussion and questions at the meeting, with the need to allow sufficient time after the meeting to reflect and consider what representations and response to make to the consultation. Unless there are good reasons to do otherwise it would be appropriate to avoid holding the public meeting during the first week or so of the consultation period, but ensuring that it has taken place by around the halfway stage.

For the convenience of consultees and other interested parties the public meeting should take place outwith normal/office working hours and at a convenient location.

If an authority considers it appropriate to hold more than one public meeting, for example in response to a request for a subsequent meeting during normal/office working hours, the provisions of the Act and this guidance should apply to each one.

Her Majesty's Inspectorate of Education's involvement – Section 8 of the Act

The Act provides for Her Majesty's Inspectorate of Education's (HMIE) involvement in the consultation process. This involvement will culminate in HMIE preparing and submitting to the authority a professional and independent report on the educational aspects of the proposal being consulted on. As this guidance is addressed to local authorities rather than to HMIE, it focuses on authorities' responsibilities in relation to this section of the Act.

An authority will wish to engage with HMIE before a consultation on a proposal is taken forward to ensure that practical arrangements are in place. For example, to ensure that papers and representations are sent to the appropriate person at HMIE. There will also need to be discussion as to how this shall be handled at the end of the consultation period. The 3 week period within which HMIE must prepare and submit their report (unless the authority and HMIE agree a longer period) does not commence until the representations have all been forwarded to HMIE.

The Parliament's Education, Lifelong Learning and Culture Committee discussed the question of HMIE's attendance at public meetings at some length. They assumed that HMIE would in most cases send a representative to the public meeting and the Scottish Government is of a similar view. However, the absence of an HMIE representative would not 'invalidate' the public meeting and the authority in any event must send HMIE a summary of the oral representations made. Where an HMIE representative does attend a public meeting it is important to emphasise to those present that he/she is doing so exclusively as an observer and cannot be asked to participate or offer any comment.

The Consultation Report – Sections 9 & 10 of the Act

The Act requires the authority to review the proposal consulted on in light of the written and oral representations it has received and HMIE's report, and then prepare and publish a consultation report. Section 10 sets out what the consultation report must contain. It should provide the number of written representations received, a summary of the written and oral representations made and the authority's response to those representations, the full text of the HMIE report and finally a statement explaining how the authority has reviewed the proposal in light of the representations and HMIE report.

In addition, if omissions were identified from, or there were inaccuracies in the proposal paper, the consultation report must set out their details and the action taken and, if no action was taken, why.

In the case of closure proposals the consultation report must also explain the opportunity which people would have for making representations to the Scottish Ministers in the event that the Council decided to close a school. The report should make clear that they would have a period of 3 weeks after the Council decision was taken to bring to Ministers' attention any matter which they considered would justify the decision being called in under section 15(4) of the Act. This is explained more fully below under the section entitled 'Possible Call-in'.

Further Consideration – Section 11 of the Act

The purpose of this provision within the Act is to ensure that a period of 3 weeks elapses between the authority's publication of the consultation report and the Council actually taking the decision on whether to implement the proposal(s). The intention is that interested parties should have time to see and digest the contents of the consultation report and also have time if they so wish to voice concerns and approach and lobby the councillors who will shortly be deciding on the proposal(s).

Special Provision for Rural Schools – Sections 12-14 of the Act

These sections of the Act set out special safeguards for rural schools (rural schools will be defined in terms of a list which Ministers will issue and maintain, in accordance with section 14 of the Act). The Act requires authorities to have special regard to three factors before deciding

to propose and consult on a rural school closure. These factors acknowledge and reflect the special importance of a school to the more fragile and vulnerable rural and remote communities of Scotland. Closure of a school in these communities almost inevitably means that pupils will have to travel elsewhere to be educated and there will be a significant loss of service provided locally.

The first factor which an authority must have special regard to is any viable alternative to the closure proposal. The intention here is to ensure that when an option to close is proposed, the decision to consult on that option is a last resort, only proposed after all the other viable alternatives have been considered. For example, consideration could focus on how the school roll might be increased; how recruitment to the teaching posts might be improved; whether other management options might be a possibility; and how the buildings might be more intensively used. These are just some illustrative examples of a wide range of alternatives to closure than an authority may have considered and even tried to implement.

The second factor focuses on the likely effect of the school's closure on the local community - whether that will affect the local community's viability and whether the asset of the school's buildings, facilities and grounds would still be accessible, or lost, to the community. Many considerations are likely to be relevant in terms of community viability: whether closure would encourage families with school-age children to leave the community or discourage similar incomers; what impact closure might have on other services provided locally, for instance if the school is the only remaining public building in a community and a real hub of community life, used for other purposes such as public meetings, local events, fetes, surgeries, and other get-togethers.

The third factor focuses on the likely consequences of the closure on travel and transport arrangements of the school's pupils, staff and other users, and the effect on them (perhaps in terms of pupil health and wellbeing if they are less able to walk or cycle to school) as well as the overall environmental impact (for instance as a result of increased car usage). In some instances longer journeys to school may increase the likelihood of bad weather impacting on home to school travel.

Section 13 of the Act requires the authority, in consultations on rural closure proposals, explicitly to set out in the proposal paper how it gave special regard to these three factors, and in the consultation report how it again had regard to these factors in reviewing the proposal at the end of the consultation period, and any changes of attitude to the three factors which it had in that context.

Possible 'Call-In' of closure decisions by Ministers – Sections 15-17 of the Act

Section 15 of the Act requires an authority to notify Scottish Ministers and send them copies of the proposal paper and consultation report (within 6 working days of taking the decision) if, following a consultation, it decides to implement a closure proposal. The requirement to notify Ministers does not apply to any other category of decision.

There is a three week period (commencing on the day the decision is made) during which anyone can make representations to Ministers requesting that they call in the Council's decision. Ministers have up to six weeks from the date of the decision to decide whether or not to call in a closure decision. If they do decide to call it in, they effectively remit the authority's decision to themselves i.e. Ministers will then decide whether or not to allow the closure to go ahead and if so, if there should be any conditions attached to their consent. This means that an authority may not proceed further with the implementation of a closure decision until that six-

week period has elapsed, unless Ministers have earlier informed the authority that they do not intend to call in the decision.

The grounds on which Ministers may call in a decision are set out in section 17 of the Act. These are - where it appears to Ministers that the authority may have failed in a significant regard to comply with the requirements imposed on it under this Act or to take proper account of a material consideration relevant to the decision to implement the proposal. The Act does not further define what might or would constitute a 'material consideration' – any particular case will be considered on a case by case basis, if representations are received. This Ministerial power is intended as a safeguard, in closure cases, to help to ensure that the consultation and decision-making processes and procedures are fairly, fully, openly and transparently carried out. The following examples are however included by way of illustration of the sort of issues and scenarios that would constitute a material consideration relevant to an authority's decision to implement a proposal (these are by no means exclusive or exhaustive):

- a school closure proposal is consulted on so far in advance – for example 3 years – of its implementation date that it would not be possible to identify all of the pupils that would be affected.
- a consultation on a proposal to close a school that contains a special unit, which includes details of where pupils in the mainstream section of the school would move to if the proposal is implemented, but contains no information about the pupils at the special unit.
- a consultation on a proposal to close a school, which contains details of one alternative school but no details on another school which could reasonably be considered as a suitable alternative, where evidence would suggest that it is a popular school that parents are already choosing to send their children to (instead of the school proposed for closure or the school formally proposed as the alternative).
- a consultation that fails to take account of the number of times when the road between the school proposed for closure and the alternative school would be shut due to bad weather (in an area where this was a known occurrence) – meaning that the pupils could not get to the new school.

Since the grounds for call-in focus entirely on the activities of the authority, much will depend on how the authority signals its response to material considerations raised in the proposal paper and commented on by consultees, or raised by consultees or by HMIE, how it reviews the proposal in light of all of the above and how it reaches and explains its overall conclusion and final decision on the proposal.

If Scottish Ministers do call in a closure decision the authority cannot proceed to implement the decision - either in full or in part - until Ministers have informed the authority of their own decision in the case. Ministers may refuse to consent to the decision's implementation or grant their consent to it, either unconditionally or subject to conditions. During the six week period when Ministers are deciding to call in a closure decision, and subsequently if they do call it in, authorities are required to provide Ministers with such information as they may reasonably require in relation to their consideration either of the call-in or consent decision.

Definitions – Section 21 of the Act

This section of the Act also came into force on 6 January 2010, the day after Royal Assent. It provides appropriate definitions of terms in the Act.

In particular, the schools to which this Act refers are public schools as defined in section 135(1) of the Education (Scotland) Act 1980. This means any school under the management of an education authority and includes nursery schools which are under authority management i.e. are run by them.

The Act does not cover independent schools or nursery schools or nurseries which are managed and run independently ie by other than local authorities.

Relevant Proposals – Schedule 1

This Schedule sets out all the categories of proposal to which this Act applies.

The provisions of sections 15-17 of the Act, relating to closure proposals, relate to all the categories of closure covered by paragraph 1 of the Schedule, not just to proposals for the closure of a whole school.

Authorities sometimes ‘mothball’ a school whose roll has either naturally fallen to zero or has done so as a result of placing requests made in respect of alternative schools. Authorities may take the view that mothballing the school is appropriate if there is a possibility of the school roll increasing again in the future, warranting the school’s reopening. Mothballing, as temporary rather than permanent discontinuance, does not require consultation in terms of the Act. If the authority, at a later date, decided to permanently close a mothballed school, such as to preclude its reopening if local demand for school places should rise again, the provisions of this Act would require to be complied with, before such a decision could be taken.

The reference in paragraph 10 of this Schedule to further education centres is only to such centres which are managed by local authorities. At the present time such centres exist only in Orkney and Shetland.

Relevant Consultees – Schedule 2

This schedule identifies a core set of relevant consultees who should be consulted in connection with every type of proposal set out in Schedule 1. These are the Parent Council, parents of pupils attending an affected school as well as the pupils themselves, parents of pupils likely to attend an affected school, staff at an affected school, any trade union which appears to the education authority to be representative of those staff, and any other users whom the authority considers relevant. The Schedule also specifies other relevant consultees in relation to specific categories of proposal - for instance the community council is included where the impact is likely to affect the wider community. Additionally, paragraph 11 specifies that Bòrd na Gàidhlig is to be consulted when a proposal affects the provision of Gaelic medium education (GME) such as where a GME class is to be established or discontinued or a GME school’s catchment is to be changed. Paragraph 12 makes clear that where a change is being proposed which affects a denominational school, the relevant church or denominational body must be consulted.

Consulting children and young people

One way of seeking to ensure that Scotland’s children and young people become responsible citizens, one of the cornerstones of Curriculum for Excellence, is by helping them to understand the decisions that are made about them and for them by adults, and by involving them and ensuring that they have an opportunity to have their say. The Act requires pupils to be

consulted in so far as the authority considers them to be of suitable age and maturity. The presumptions should be “no lower age limit” and a focus on the pupils’ capacity rather than incapacity – yet recognising that some proposals will be technical or incomprehensible or of little or no interest to certain categories or age of pupils. However, Article 12 of the UN Convention on the Rights of the Child gives a child the right to express a view on matters that affect his or her life and to have that view taken into account.

The Act therefore provides for pupils’ views to be sought and taken into account on an equal basis to other statutory consultees and there is a clear expectation that authorities will make all reasonable efforts to ensure that the greatest number of pupils are meaningfully consulted, in ways that are appropriate to their age and maturity. They should also consider how best to provide feedback to pupils on how their views have been taken into account in the Council’s coming to a decision. This should be done in an accessible and age-appropriate way that will help them understand the process and how and why the decision has been taken.

Pupil councils are relatively commonplace throughout Scottish schools and in many cases will provide an ideal platform for proposals to be shared and views to be expressed and captured. The authority should though consider a range of means for communicating and consulting with children and young people of varying age groups and levels of maturity.

The office of the Commissioner for Children and Young People, and Children in Scotland, produced, in light of this Act, guidance aimed at assisting local authorities in undertaking their duty to consult children and young people. It is designed to ensure best practice across Scotland and can be viewed at either of the following links:

www.sccyp.org.uk/admin/04policy/files/spo_142146Participants,%20not%20pawns%20guidance%2020100315.pdf

www.childreninScotland.org.uk/docs/Participantsnotpawnsguidance20100315.pdf

Transitional provisions – Schedule 3

Paragraph 3 onwards of this Schedule sets out the transitional provisions for moving from the current system of statutory consultations under the Education (Publication and Consultation Etc.) (Scotland) Regulations 1981 (“the 1981 Regulations”) to the new set of procedures in the Act.

There are essentially 2 transitional options, which were included in the Bill from the outset so that authorities would be able to plan ahead, well in advance. Indications have consistently been given that the Act (beyond sections 19-22 which are already in force) will be brought into force at or around Easter 2010. The 2 options between them cover all circumstances where authorities launch consultation processes prior to 5 April 2010.

The first option is where an authority has commenced or commences statutory consultations regarding a proposed change to a school in accordance with the 1981 Regulations and has taken, or will take, a post-consultation decision on implementing the proposal prior to the 5 April 2010 commencement of this Act. If that decision is not referable to Ministers – under the distance, % occupancy or denominational criteria – then the authority may proceed to implement it. If it is referable, implementation will need to await a Ministerial decision on consent (and only proceed if Ministerial consent is given). In some of these cases it may take until some time after 5 April 2010 for Ministers to reach and deliver their decision regarding consent.

The second option is where an authority wishes to start a consultation before commencement of the Act (5 April 2010) but will not be at the stage of taking a post-consultation decision until after the Act is wholly commenced. In these cases the authority may only 'continue' with the consultation and decision making processes through and beyond the date of commencement (5 April 2010) if the consultation processes have 'anticipated' the provisions of the Act – i.e. have consisted of or included what is set out in Sections 1 to 10 of the Act. Paragraph 3(4) of the Schedule sets out specific requirements relating to the proposal paper and consultation report if the consultation thus underway involves a proposal to close a rural school; and when the post-consultation decision is taken by the Council, sometime after 5 April 2010, sections 12 and 15 to 17 of the Act will apply – in other words there will be no further referrals to Ministers after 5 April 2010; their only consideration will be potential call-ins of closure decisions.

For the avoidance of any doubt, any consultations which are commenced *after* the coming into force of the Act on 5 April 2010 are not in any sense 'transitional' and must of course comply with all of the Act's provisions.

A further issue to consider relating to answering questions or requests for additional information

In considering questions put or requests for additional information or advice on the proposal, from parents or Parent Councils, authorities will be mindful of their obligations under the Scottish Schools (Parental Involvement) Act 2006. That Act places two specific duties on authorities - to give advice and information when a Parent Council reasonably requests it from them on any matter (section 11(1)) and to give advice and information to a parent of a school pupil when reasonably requested, on any matter relating to the education provided to that pupil (section 12(1)).

Beyond those statutory obligations it is also important that authorities – as a matter of good practice and courtesy - attempt to answer all relevant questions and requests for additional information timeously and, as far as is reasonably practicable, before the end of the consultation period. This particularly applies where the question or request is raised by a relevant consultee. Doing so will enable people to digest and consider the answer and/or additional information provided, prior to finalising their response to the consultations.

In some cases the questions posed or requests for information will be personal, sensitive or relate to individuals, in which case it will be appropriate for the authority to keep its response entirely confidential. In other cases though, authorities are encouraged to consider whether the matters raised and answers provided or additional information supplied would be of wider interest to other consultees. In that case the authority should consider how best to share and publicise the material – perhaps via its website (the FAQ section or some other prominent part) or some other means.

**Scottish Government
Learning Directorate
February 2010**

Inverclyde Council
 Education Services
 Wallace Place
 GREENOCK
 PA15 1JB



PROPOSED RELOCATION FOR KELLY STREET CHILDREN'S CENTRE

RESPONSE FORM

This form can be emailed to yoursay@inverclyde.gov.uk or sent to the above address no later than 23rd August 2016.

Must be completed for a valid response			
Name:		Address:	
		Postcode:	
Your Interest			
Parent/carer <input type="checkbox"/>	Staff <input type="checkbox"/>	Child <input type="checkbox"/>	Other <input type="checkbox"/>

Please confirm that you have read the statutory consultation document by ticking this box

Summary of proposal (Please refer to proposal document for full details)	
It is proposed to relocate Kelly Street Children's Centre to a new build on a portion of the former Greenock Academy site at Madeira Street, Greenock, PA16 7XF	
Do you agree to the proposal to relocate Kelly Street Children's Centre to a new build on a portion of the former Greenock Academy site at Madeira Street, Greenock, PA16 7XF	Yes <input type="checkbox"/>
	No <input type="checkbox"/>
	No preference <input type="checkbox"/>

Please comment, listing your main reasons for agreeing or disagreeing with the proposal:
1.
2.
3.
4.
5.

1	Parent/carer	09/06/2016	CSC - Municipal	No preference
2	Staff	N/A	Kelly Street	Yes
3	Staff	N/A	Kelly Street	Yes
4	Parent/carer	N/A	Kelly Street	Yes
5	Parent/carer	N/A	Kelly Street	Yes
6	Neighbour	N/A	Kelly Street	Yes
7	Parent/carer	N/A	Kelly Street	Yes
8	Neighbour	N/A	Kelly Street	Yes
9	Parent/carer	N/A	Kelly Street	Yes
10	Parent/carer	N/A	Kelly Street	Yes
11	Parent/carer	N/A	Kelly Street	Yes

1) Present building is not fit for purpose. 2) Insufficient adult toilets. 3) Limited outside space. 4) Congested roads at drop off and pick up time. 5) Fabric of building in poor condition in particular the windows.

1) Would be good for the two buildings to be together in the one building. 2) Easy access for parents / carers. 3) More toilets for staff. 4) Opportunity for under 3's. 5) Purpose made building.

1) Better location. 2) Purpose built nursery. 3) More space for the children to move around. 4) Bigger outdoor area. 5) Safer parking.

1) Purpose built nursery. 2) More space for the children to move around. 3) Bigger outdoor area. 4) Safer road structure/parking. 5) Better location.

1) Purpose built nursery. 2) Plenty of parking available. 3) Perfect locality. 4) Children, staff shall benefit from better environment. 5) Walking distance to other amenities i.e. annexe park cricket club.

1) Purpose built nursery. 2) More outdoor play area. 3) Bus route on Newark Street. 4) Walking distance to annex park. 5) Excellent location.

1) Faulty, no concerns when school was there so can not imagine any problems with site new being a nursery. 2) Would be great to see land being used to further children's education. 3) Wonderful location, annexe park nearby, cricket club to encourage further use of west end facilities. 4) Parking available. 5) Can only be beneficial for the children and staff.

1) parking will be less dangerous as currently there is lots of double parking on Kelly Street. 2) Location is perfect as wide open area. 3) Annex park nearby where children can play after collection. 4) Purpose built building. 5) Beautiful views for the children and staff.

1) Better parking space available. 2) Better location. 3) Would be so much better as theres a large park called the Annex round the corner for the children to play and run around in.

1) Historically the site was successfully used as a centre of learning. 2) Good wide approach roads and parking / drop off - easysite access. 3) A nursery will not detract from the areas existing suburban use. 4) Such a children's centre will complement neighbouring care homes. 5) Access from Gourock side of town.

12	Staff	N/A	Kelly Street	Yes	<p>1) Staff would have appropriate facilities for the amount of staff there - e.g. toilets, staff room. 2) More space for outdoor learning - tress, grass, planting area - more opportunities for exploration. 3) More rooms for possible bookbug sessions, paren workshops etc. 4) Closer working relationships with staff as all would be in the same building. 5) Opportunities for 2 year old placements - giving staff the opportunity to build and extend skills in working with different</p> <p>1) New premises would benefit children all in the one building. 2) Easier for staff to manage resources. 3) A better outdoor area more appropriate for child led learning and play. 4) A good central location for catchment families (more equally between other nurseries. 5) Better facilities for parents events / meetings with external agencies.</p> <p>1) New building would benefit the children as they would all be together. 2) Outdoor area would be fantastic for the children. 3) Staff will have more toilets to use instead of sharing one. 4) We would have a lot more space for resources and meeting rooms etc.</p>
13	Staff	N/A	Kelly Street	Yes	<p>1) Newer facilities for the staff and children. 2) Bigger building with more scope for improvement. 3) Still centrally located for easy access. 4) Hopefully make things easier for the staff (who are Excellent)</p> <p>1) Newer facilities for the staff and children. 2) Bigger building with more scope for improvement. 3) Still centrally located for easy access. 4) Hopefully make things easier for the staff (who are Excellent)</p> <p>1) Greater location, still close to both main feeder schools. 2) Better parking than current location.</p>
14	Staff	N/A	Kelly Street	Yes	<p>1) Presently, indoor accommodation for pupils is cramped, a new building would provide more space for play and education. 2) Presently, outdoor facilities are very cramped and KSCC rely on neighbouring schools to assist them. A new building would (Hopefully) provide a more size appropriate outdoor area. 3) Indoor facilities within KSCC for staff, parents and visitors is cramped and limited. A new build would (hopefully) provide more suitable space for adults to learn and communicate too. 4) KSCC main building is in a clear state of disrepair, a new customised building is deserved by the pupils and staff. The current state is unacceptable. 5) The parking facilities on and around KSCC are difficult and often dangerous. A move to maderia Street would help alleviate some of these issues.</p>
15	Parent/carer	N/A	Kelly Street	Yes	<p>1) Modern Building for children. 2) Better location. 3) Hopefully better parking.</p> <p>1) Children need new nursery in area. 2) Proximity to my house.</p>
16	Parent/carer	N/A	Kelly Street	Yes	<p>1) Location. 2) Parking</p>
17	Parent/carer	N/A	Kelly Street	Yes	
18	Parent/carer	N/A	Kelly Street	Yes	
19	Parent/carer	N/A	Kelly Street	Yes	
20	Parent/carer	N/A	Kelly Street	Yes	
21	Parent/carer	N/A	Kelly Street	Yes	
22	Parent/carer	N/A	Kelly Street	Yes	

23	Parent/carer	N/A	Kelly Street	Yes	<p>1) Ideal location for catchment area. 2) Preferred for nursery rather than other suggestions (e.g supermarket)</p> <p>1) It would be great for the high number of children attending Kelly Street Children's Centre to have more space for learning and for play in a purpose built nursery. 2) When visiting Inverclyde's newer nurseries, it's great to see increased opportunities for parents to be involved in learning because of space and modern facilities. 3) Current site too small. Despite staff doing an excellent job of maximising nursery experience for all children, the current site is cramped and nosy and can make it difficult for children to fully engage. Staff at Kelly Street Children's Centre are brilliant at making most of a site not really fit for purpose.</p>
24	Parent/carer	N/A	Kelly Street	Yes	<p>1) It would be great for the high number of children attending Kelly Street Children's Centre to have more space for learning and for play in a purpose built nursery. 2) When visiting Inverclyde's newer nurseries, it's great to see increased opportunities for parents to be involved in learning because of space and modern facilities. 3) Current site too small. Despite staff doing an excellent job of maximising nursery experience for all children, the current site is cramped and nosy and can make it difficult for children to fully engage. Staff at Kelly Street Children's Centre are brilliant at making most of a site not really fit for purpose.</p>
25	Parent/carer	N/A	Kelly Street	Yes	<p>1) Great location. 2) Potential for large play areas outdoors - please ensure this happens. 3) Potential for large play nursery. Please ensure you build for potential size! (100+ pupils?) 4) Potential for parking (Staff car park too surley?) 5) Can be built for purpose instead of adapted BB Hall!</p>
26	Parent/carer	N/A	Kelly Street	Yes	<p>1) Location. 2) Newer premises. 3) Bigger premises. 4) Parking easier.</p>
27	Parent/carer	N/A	Kelly Street	Yes	<p>1) The children will benefit from new facilities. 2) More space for children.</p>
28	Parent/carer	N/A	Kelly Street	Yes	<p>1) New purpose built building. 2) Possibility of more outdoor play areas. 3) All children can be together in one building.</p>
29	Parent/carer	N/A	Kelly Street	Yes	<p>1) Better location, new build, new facilities and more space. 2) To be able to accommodate all children in the same campus.</p>
30	Parent/carer	N/A	Kelly Street	Yes	<p>1) Great nursery. Small space for too many children. Need more space.</p>
31	Parent/carer	N/A	Kelly Street	Yes	<p>1) It could be bigger and better for kids. 2) Refreshing and attract new kids / families.</p>
32	Parent/carer	N/A	Kelly Street	Yes	<p>1) Happy for the site to be used for a new children's centre. Well done to the Council for proposing this.</p>
33	Parent/carer	N/A	Kelly Street	Yes	<p>1) It will be beneficial to children and staff to be all together in one building rather than two campuses. 2) A purpose build building will have better facilities that the refurbished building we are currently in. 3) The location is better for</p>
34	Parent/carer	N/A	Kelly Street	Yes	<p>1) Parking. 2) Newer facilities. 3) Bigger location.</p>
35	Parent/carer	N/A	Kelly Street	Yes	

36	Parent/carer	N/A	Kelly Street	Yes	1) More indoor/outdoor space. 2) Better parking. 3) Toilet facilities. 4) Windows.
37	Parent/carer	N/A	Kelly Street	Yes	1) Better than flat / housing. 2) Lots of space to park.
38	Parent/carer	N/A	Kelly Street	Yes	1) Purpose built. 2) Ease of access / parking.
39	Parent/carer	N/A	Kelly Street	Yes	1) More space. 2) Easier parking. 3) More opportunity for outdoor play areas.
40	Parent/carer	N/A	Kelly Street	Yes	1) Nursery would benefit from new premises/ facilities. 2) This would make cogenesis / parking at St Marys slightly easier.
41	Parent/carer	N/A	Kelly Street	Yes	1) Closer to childminder. 2) Larger space for nursery. 3) Held reduce traffic with primary school at present location.
42	Parent/carer	N/A	Kelly Street	Yes	1) New building improved learning environment. 2) Better outdoor areas. 3) Reduced maintenance costs. 4) Better teaching environment. 5) Better parking.
43	Child	N/A	Kelly Street	Yes	
44	Child	N/A	Kelly Street	Yes	1) Excellent central location. 2) Existing council plot should sever another council accomodation. Not go to housing stock or commercial etc. 3) KSCC deserve a new build / new facility.
45	Parent/carer	N/A	Kelly Street	Yes	1) Concern re drop off / picking up for parents with children at nursery and other school e.g St Marys. 2) Concern re current locality allows various activities / visits to sports centre, Dazzels, Library, other school. Will logistics still allow this? 3) New isn't always better it it isn't planned correctly. Will there be consultation with nursery teachers? 4) Lots of positives/benefits to newer facility - heating, lighting, space but biggest I think outdoor. However use of this limited with out weather. 5) One big nursery room could be daunting for some.
46	Parent/carer	N/A	Kelly Street	Yes	1) Kelly Street is a very popular nursery and a bigger building is really needed. 2) The new site is a quiet, safe area. 3) It's still a central location.
47	Parent/carer	N/A	Kelly Street	Yes	1) Fab position, location. 2) West of Greenock parents catered for. 3) Building fit for purpose. 4) Outdoor area to provide a wealth of experience.
48	Parent/carer	N/A	Kelly Street	Yes	1) New larger facility would be an advantage to all in Greneock.
49	Parent/carer	N/A	Kelly Street	Yes	1) Would be better for all the children to be in the one building. 2) Would be better for the children to have a purpose building . 3) Would be good for the children to have a bigger outside space to extend their learning.
50	Parent/carer	N/A	Kelly Street	Yes	1) It would provide better facilities for the children. 2) Better outside area. 3) Safer for children and adults as would be able to provide better parking facilities. 4) The building will be purpose built so the facilities will be much more adequate for staff and children.
51	Staff	N/A	Kelly Street	Yes	1) New purpose built building for children in the local area. 2) More opportunity to extend children's learning outdoors. 3) Building that is fit for purpose for both staff and children. 4) Building that is fit for purpose for both staff and children. 5) Opportunity to cater for children aged 2/3 years of age.

					1) All nursery together in 1 building, at the moment we use part of St Mary's School. 2) New aesthetically pleasing building. 3) More outdoor space for children to have more outdoor opportunities. 4) Possible opportunities to accommodate younger children. 5) Toilet facilities for staff, as at the moment all sharing 1 toilet along with visitors
52	Staff	N/A	Kelly Street	Yes	
53	Staff	N/A	Kelly Street	Yes	1) Better facilities for the children and staff. 2) Larger premises for children 2+ 3) Be nice for both buildings to be together. 4) Better and larger facilities outside.
54	Parent/carer	N/A	Kelly Street	Yes	1) Will provide better facilities for the pupils with additional outdoor space. 2) Will be better parking facilities so will be safer for children. 3) Availability for accommodating 1 year olds.
55	Parent/carer	N/A	Kelly Street	No	1) Personally speaking having an older child in St Mary's Primary and not a current driver, that this relocation would be an extreme inconvenience for myself and other parents in the same situation.
56	Child	N/A	Kelly Street	No	1) The current location is very handy for me personally. 2) Parents may have children in the school next door which is good for dropping siblings off.
57	Parent/carer	N/A	Kelly Street	Yes	1) Could offer more facilities.
58	Parent/carer	N/A	Kelly Street	Yes	1) Could offer more facilities.
59	Parent/carer	N/A	Kelly Street	Yes	1) Purpose built facility, fit for purpose. 2) Potential for more outdoor space. 3) New location should ease car parking issues. 4) New facility will be DDA / Equality Act Compliant.
60	Other	18/08/2016	Kelly Street	Yes	1) Will provide a better learning environment. 2) Will provide improved facilities for everyone.

Public Consultation Meeting

Proposal

Relocate Kelly St. Children's Centre to a new build at the former Greenock Academy Site, Mадiera St. GREENOCK, PA16 7XF

Meeting Format

- Welcome / Introductions
Ruth Binks
- The Consultation Process
Ruth Binks
- Property Information
Eddie Montgomery,
Gavin Murray
Linda Wilkie
- Educational Benefits
- Questions and Answers

The Consultation Process

- Statutory Responsibilities
- Consultees
- Consultation Period
- Involvement of Education Scotland
- Consultation Response Report

Property Information

Existing

Location

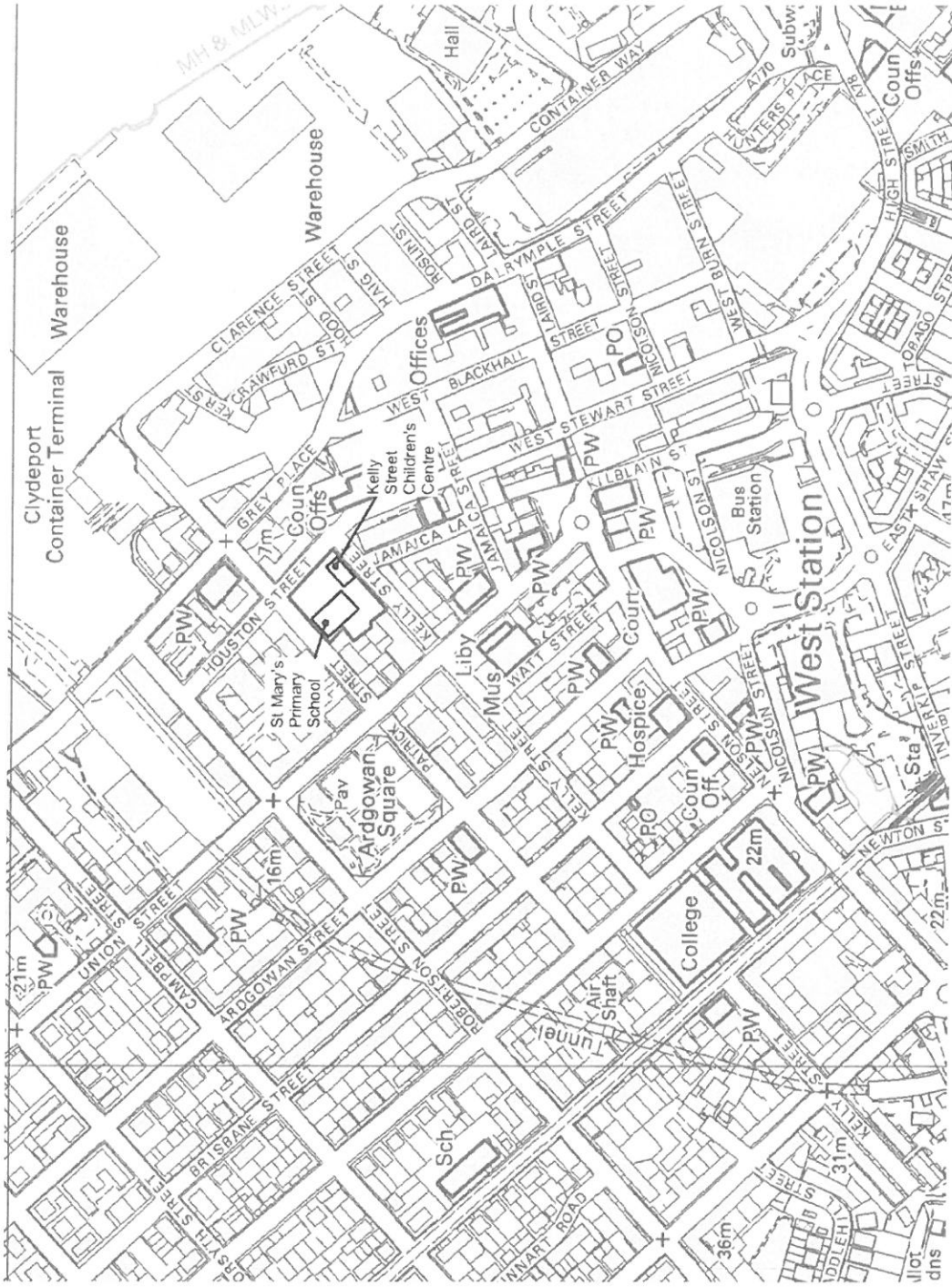
St Mary's

Primary

Kelly Street

Children's

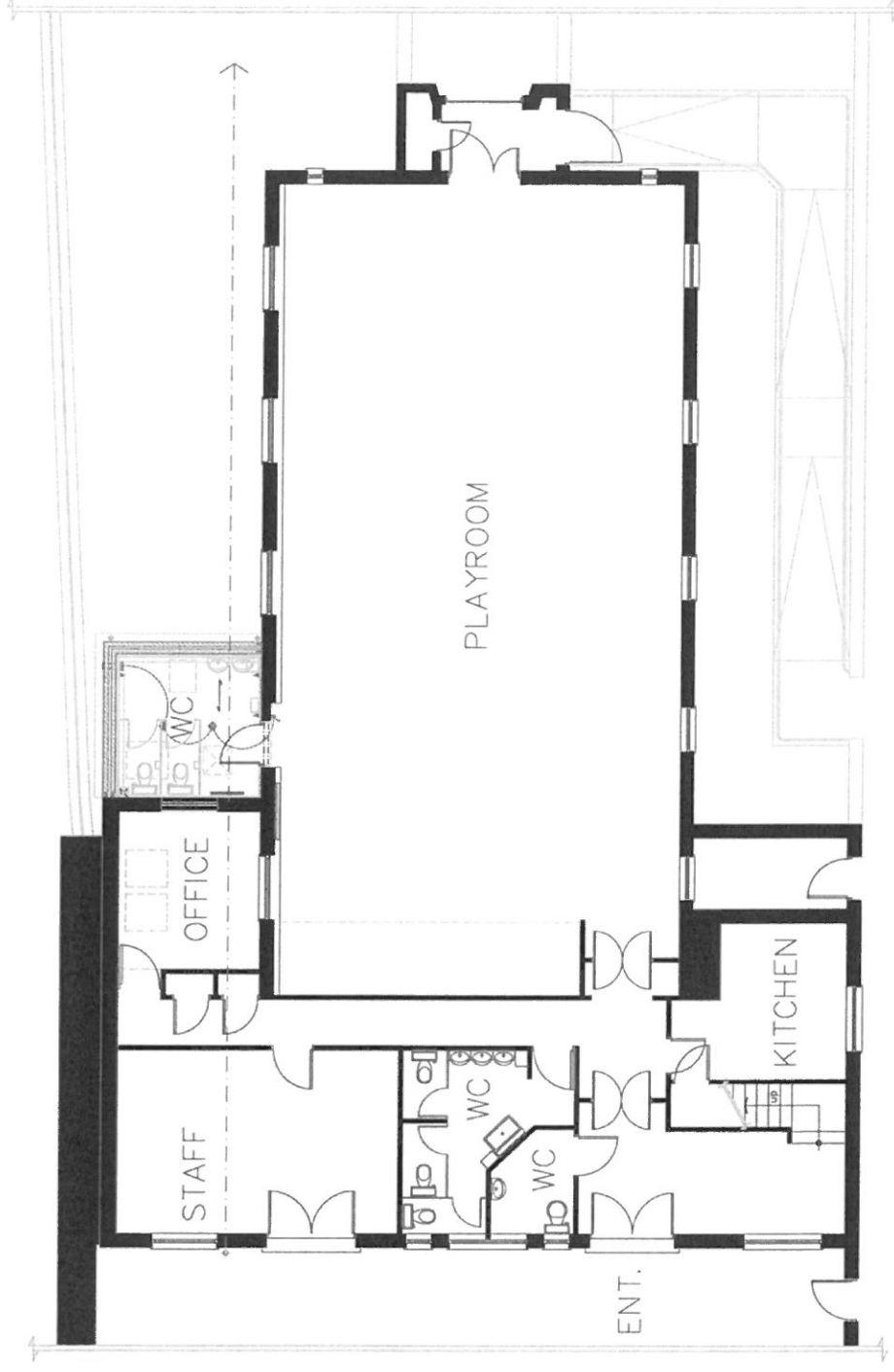
Centre



Property Information

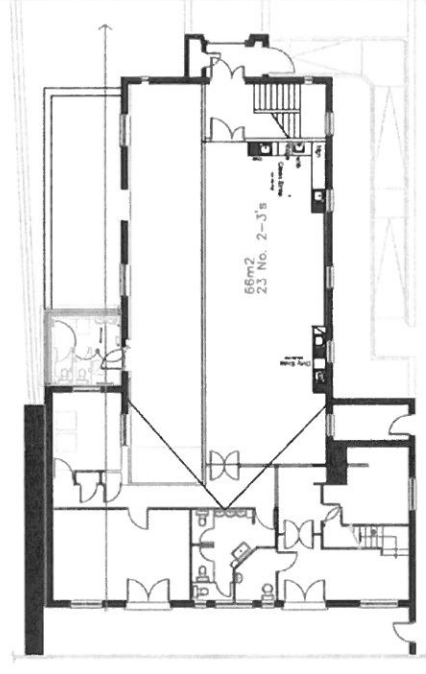
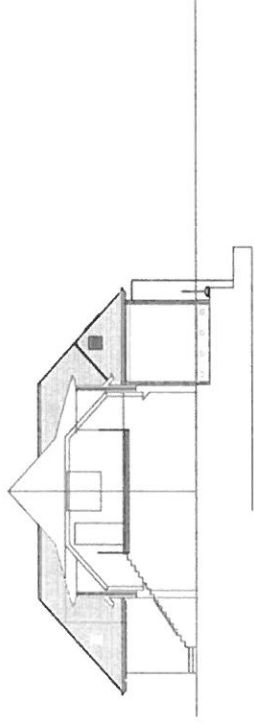
**Existing
Building 2**

**Kelly St
Nursery**

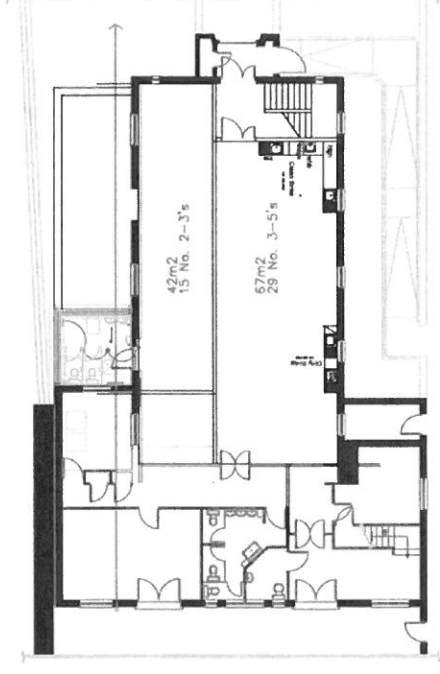
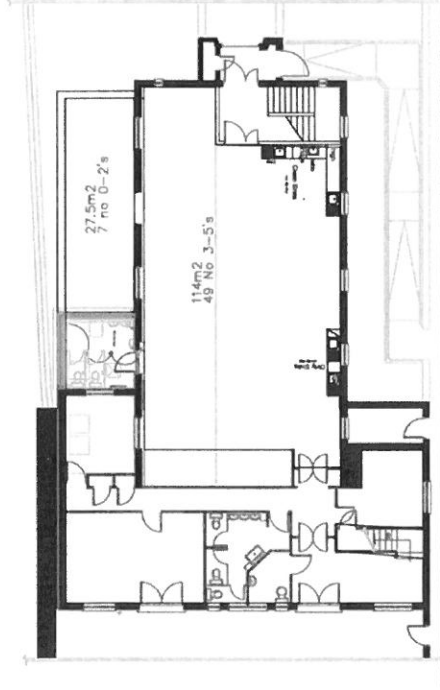


Property Information

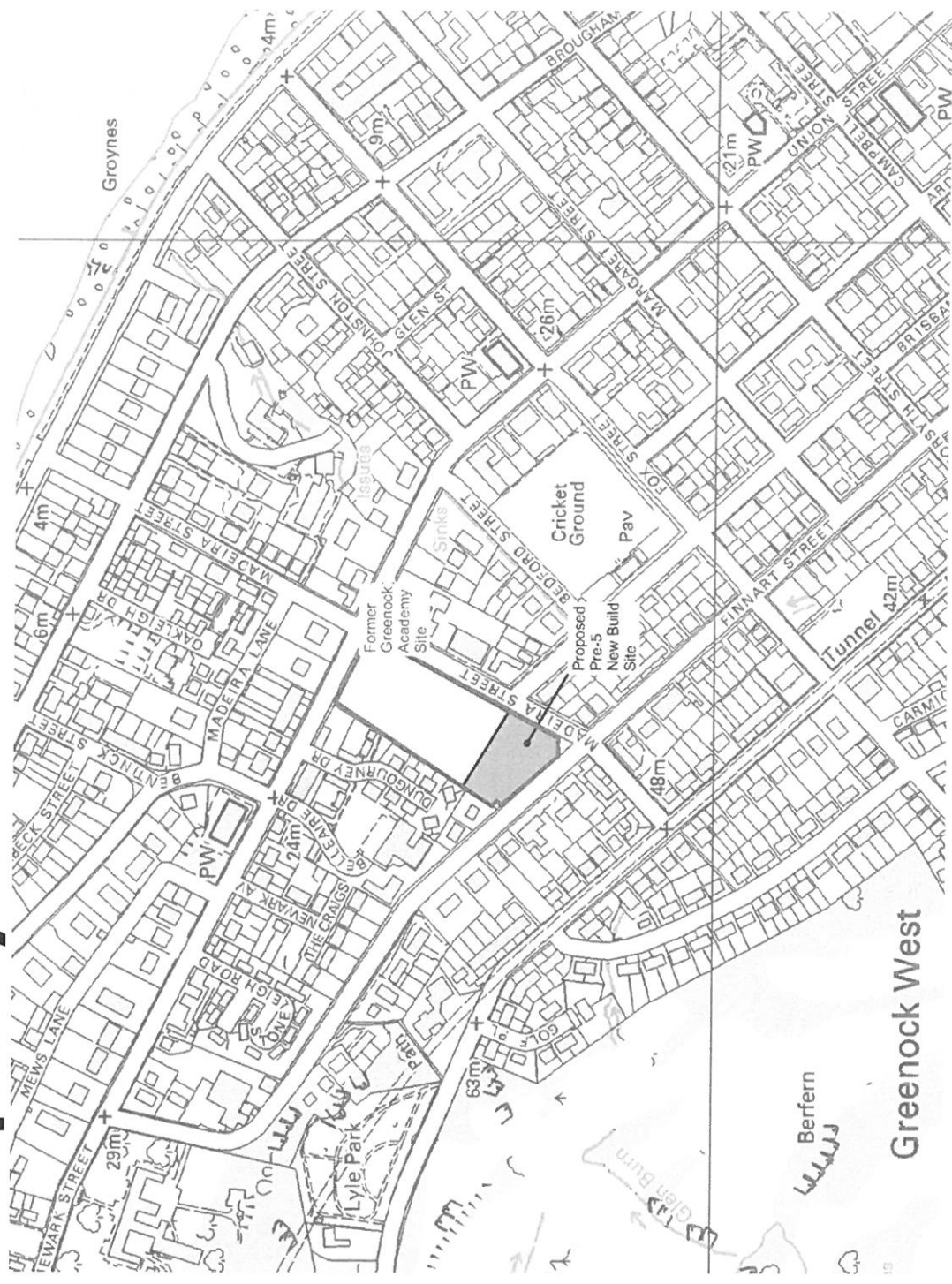
**Existing
Building 2
Feasibility
study**



**Added
Mezzanine
Too small**



Property Information



New Build

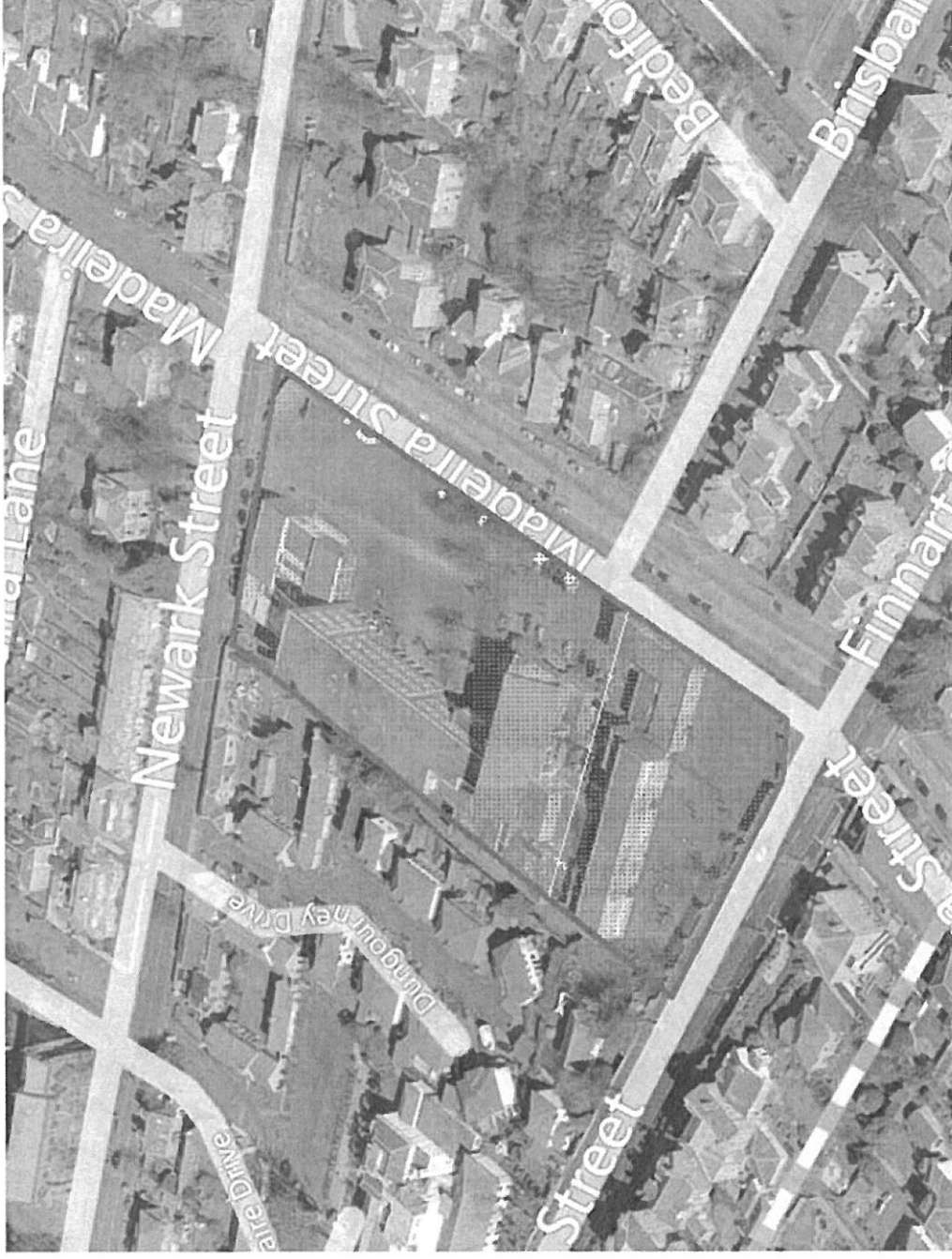
Proposed Site

Part of Greenock Academy Site

Property Information

New Build

**Aerial
View**



Property Information

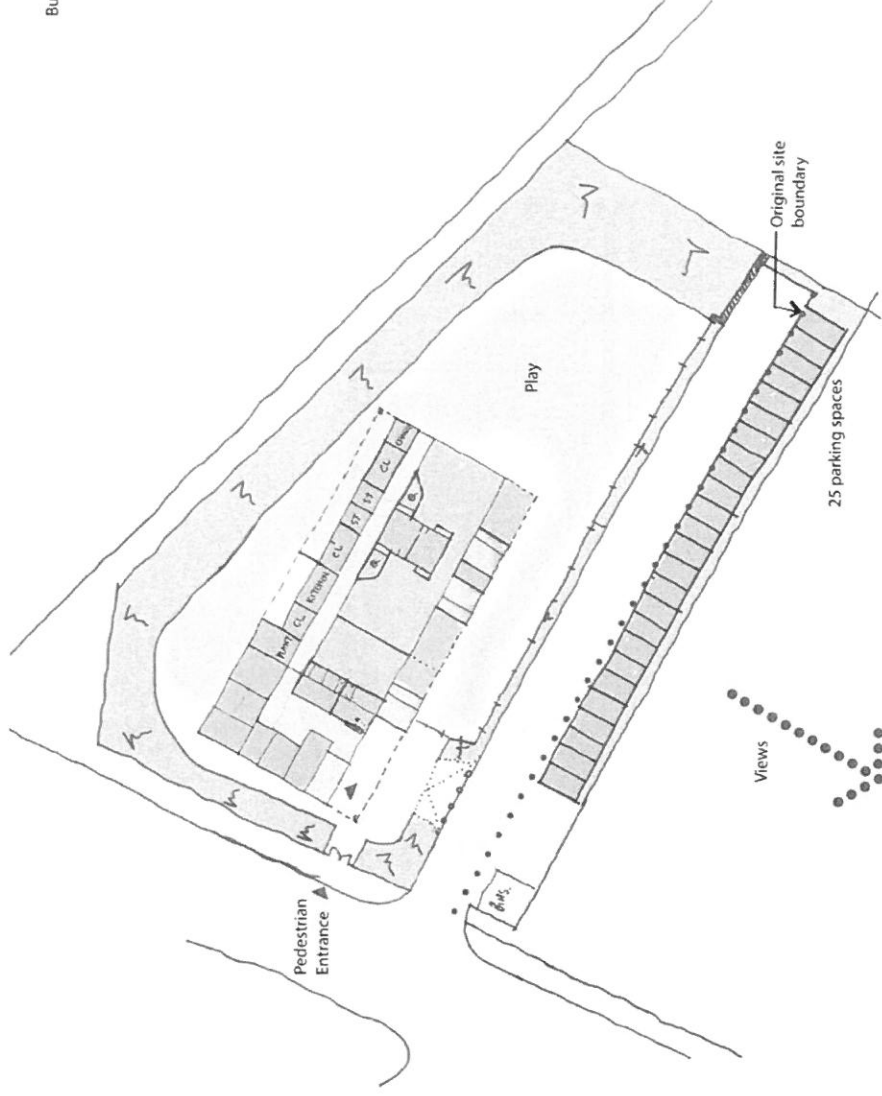
New Build

Bu

Feasibility study

Access from Madeira St.

Views north to river

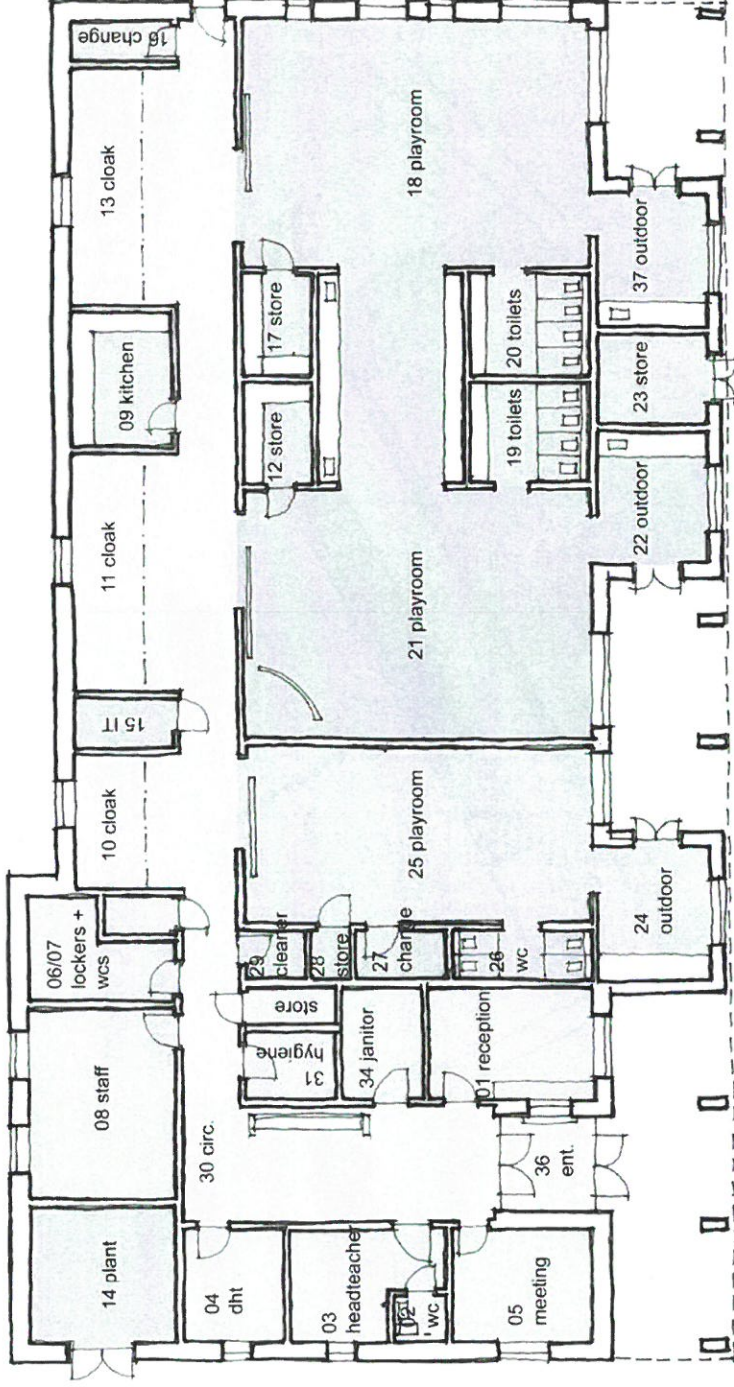


Option 3:
Access from Madeira St



Property Information

New Build
Feasibility
study
Plan



Proposed floor plan

Nursery - Feasibility Study

hub keppie

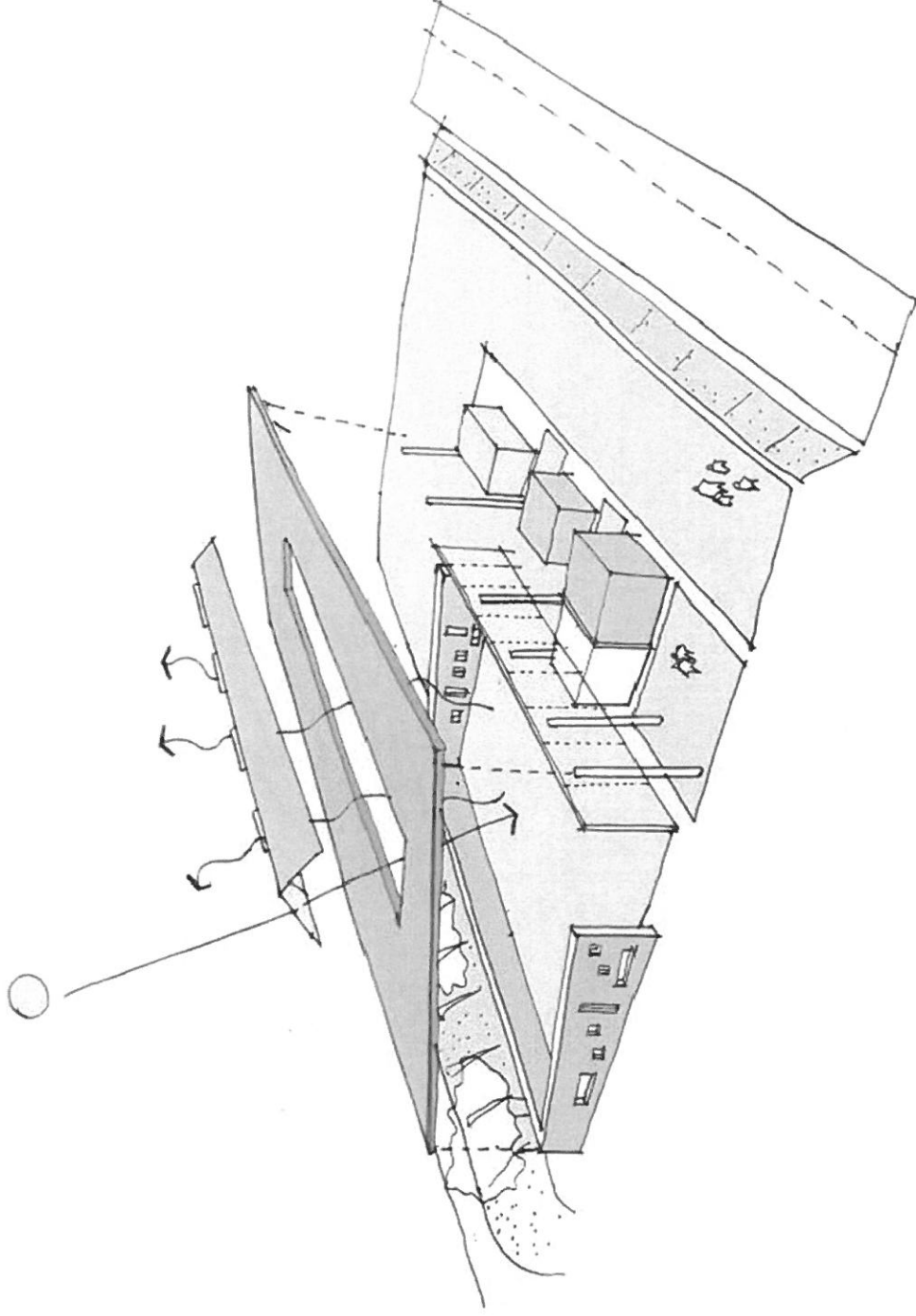
Inverclyde
council

Property Information

New Build

Feasibility
study

Exploded
view

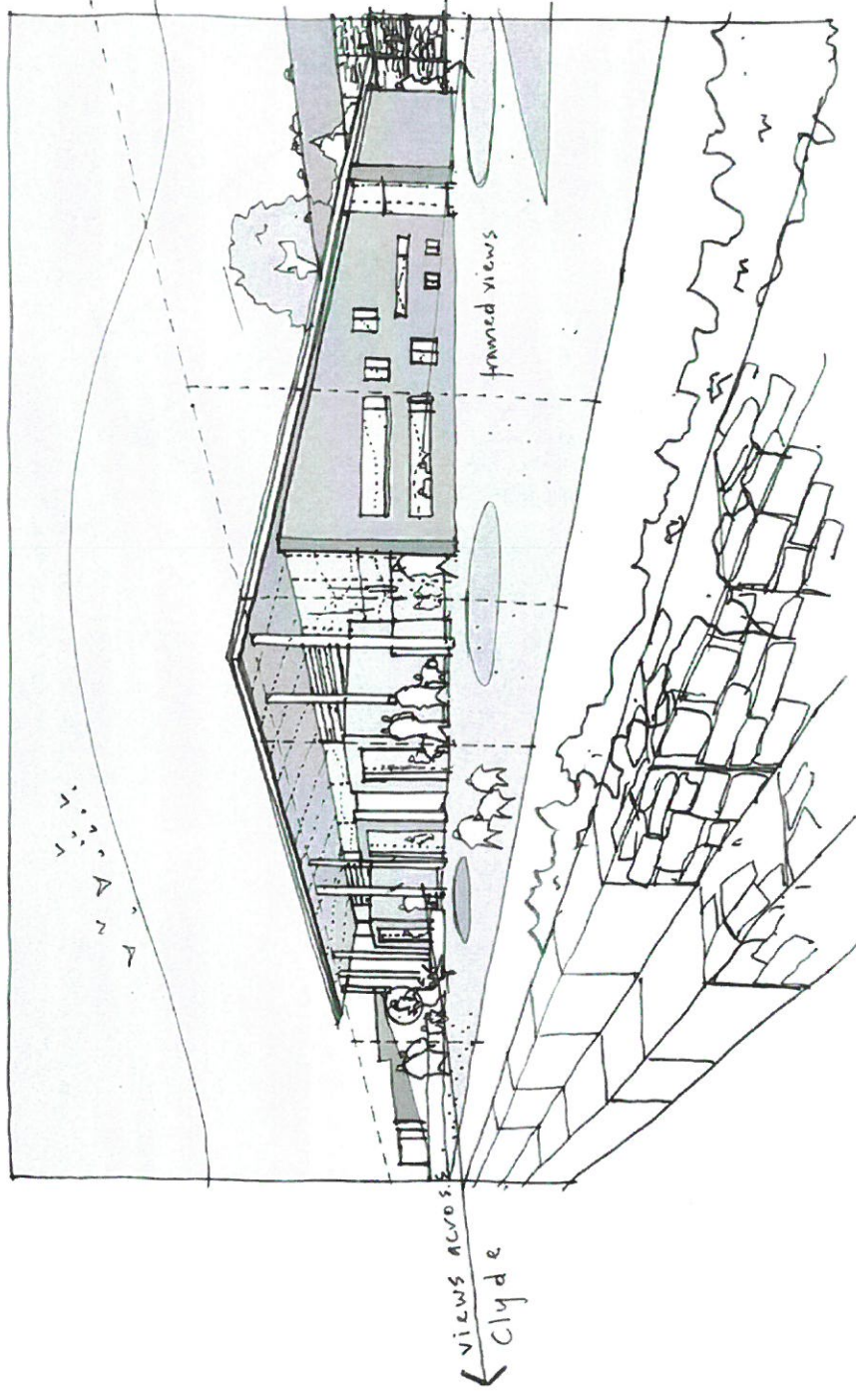


Property Information

New Build

**Feasibility
study**

**3d
sketch**



Front elevation perspective

Nursery - Feasibility Study

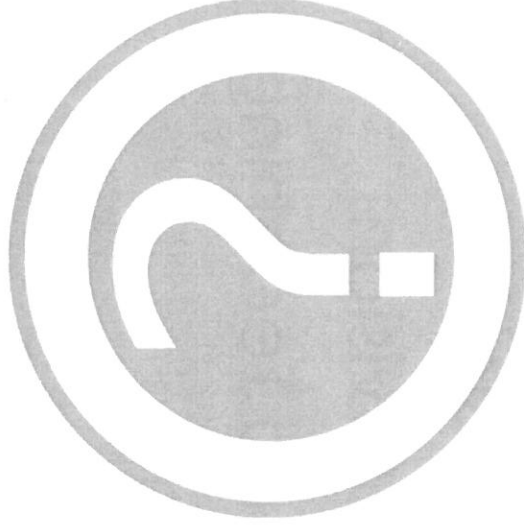
hub keppie

Inverclyde
council

Educational Benefits

- Current provision
- Extended provision
- Learning and Teaching
- Environment
- Management and staffing
- Quality

Questions



Public Consultation Meeting – Kelly Street Children’s Centre – 02.06.16

	SURNAME	FORNAME	Title	QUESTION	RESPONSE
1	xxx	xxx	Member of community	Will the development of the site be looked at as a whole or has it been looked at just to re-house the nursery?	Looked at primarily for creating nursery accommodation. New nursery seemed a good use of the site. Other parts of the site will be available for other uses but no detail on this
2	xxx	xxx	Parent	Timescale – When will the move take place?	Need consultation first. The Hub process to determine design team. Design phase. Planning process. Hopefully new build complete first quarter of 2018.
3	xxx	xxx	Parent	Plans look great and exciting. Is there room for outdoor play?	Whole campus would fit in 1 new playroom. This gives idea of scale of drawing. Explanation using power point to identify significant areas for outdoor learning.
4	xxx	xxx	Parent	Would the children be moved to another building during the move?	No decant required. Move is usually carried out over weekend, holiday period. Education Services can apply for exceptional closure. This can be for 3 days but a recent move only required a one day closure.
5	xxx	xxx	Parent	Will there be car parking for parents as traffic may impact on residents.	Inverclyde Council Policy doesn’t encourage parents to use car parks for children’s safety. Staff car parking and disabled parking will be part of the design. Wide streets around site ad start / finish times are staggered so this should help ease the situation. Rigorous design development will look at traffic issues and involve road and road safety team.
6	xxx	xxx	Future parent	Is there a possibility that in front of new nursery will be a building site in the future?	School Estates are well experiences in dealing with these types of situations and would ensure safety at all times. It will be Inverclyde Council’s planning departments decision on what the land would be used for it is likely that new buildings would be a staged effect and would not impact on nursery views etc. Construction work happening in other establishments Local Authority ensure that trucks / constructions do not impact on services. No plans known for other development on area. There can be a level of noise but there are actions that can

Public Consultation Meeting – Kelly Street Children’s Centre – 02.06.16

	SURNAME	FORNAME	Title	QUESTION	RESPONSE
7	xxx	xxx	Parent	How many children will be accommodated in the new building?	minimise this. Plan is for Kelly Street to remain at current capacity with addition of 2/3 years places. Scottish Government plan to increase Early Learning and Childcare in 2020/21 has not been factored into this development.
8	xxx	xxx	Member of Community	Budget Design – is there enough money in budget given that site is in conservation area?	Work closely with planners. Confident could have a building in keeping with conservation area.
9	xxx	xxx	Member of Community	Positive impact on school	Agreed that this is a benefit of the new building. St Mary’s School will benefit from additional accommodation and it would positively impact on the refurbishment plans.

Report by Education Scotland addressing educational aspects of the proposal by Inverclyde Council to relocate Kelly Street Children's Centre to new accommodation on the site of the former Greenock Academy.

1. Introduction

1.1 This report from Education Scotland has been prepared by HM Inspectors in accordance with the terms of the *Schools (Consultation) (Scotland) Act 2010* and the amendments contained in the *Children and Young People (Scotland) Act 2014*. The purpose of the report is to provide an independent and impartial consideration of Inverclyde Council's proposal to relocate Kelly Street Children's Centre to new accommodation to be constructed on the site of the former Greenock Academy situated off Madeira Street in the West End of Greenock. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include a copy of this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision. Where a council is proposing to close a school, it needs to follow all legislative obligations set out in the 2010 Act, including notifying Ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children of the centre; any other users; and children likely to become pupils within two years of the date of publication of the proposal paper;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meeting held on 2 June 2016 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and

- visits to the site of St Mary's Primary School and Kelly Street Children's Centre, including discussion with relevant consultees.

2. Consultation Process

2.1 Inverclyde Council undertook the consultation on its proposal with reference to the *Schools (Consultation) (Scotland) Act 2010* and the amendments in the *Children and Young People (Scotland) Act 2014*.

2.2 The consultation period ran from 23 May 2016 until 23 August 2016. Notification of the consultation arrangements were placed in the press and on the council's website. A public meeting was held in St Mary's Primary School on 2 June 2016. Less than ten parents and members of the public attended and offered support to the proposal. The council received 57 written responses to the proposal. Almost all were in favour of relocating Kelly Street Children's Centre to a new building on the site of the former Greenock Academy. The views of children were sought very well through discussion groups, visits to other new provision in Inverclyde and to the proposed site.

3. Educational Aspects of Proposal

3.1 Inverclyde Council has set out very clear educational benefits for the children and families of Kelly Street Children's Centre. The current building has significant constraints and has been rated a C for condition and suitability. Outdoor learning areas for children are limited in size. The council rightly state that a new building has the potential to provide children with a modern learning environment which is accessible to all, will better meet children's needs and support the delivery of Curriculum for Excellence. Staff currently work across two sites, at Kelly Street and within St Mary's Primary School. Facilities for them are limited. A new building will bring staff together and has the potential to provide a dedicated staff environment which will enhance their professionalism. The planned inclusion of a room for parents has the potential to enrich parental engagement further. Early learning and childcare provision for children two to three years of age is limited within the Kelly Street catchment area. Inclusion within the new building will enable Inverclyde Council to expand their provision for children two to three years in the local area. Parking/drop off arrangements around the present site are very challenging and these will be eased within the designs for the new building and surrounds.

3.2 Almost all stakeholders who responded to the consultation and those who spoke with HM Inspectors were overwhelmingly in favour of the proposal. They recognise the constraints of the two sites and the C rating given to the Kelly Street building for condition and suitability. They welcome the proposed new building which has the potential to provide their children with spacious play areas and a better outdoor learning environment. Stakeholders appreciate the inclusion of provision for children aged two to three years and a dedicated environment for parents. Stakeholders also commended Inverclyde Council on the location for the new building and the potential for much improved parking arrangements.

3.3 Staff and children who spoke with HM Inspectors very much welcome the proposed new building. In particular, children look forward to improved outdoor

learning environments directly accessible from the playrooms. Staff work very hard to minimise the constraints of their current building and split site. They agree with the educational benefits outlined in the proposal by Inverclyde Council. Staff at St Mary's Primary School and Kelly Street Children's Centre feel strongly that children's learning experiences have the potential to be enhanced in a new building and that there will be no negative impact on the quality of transition arrangements with schools in the catchment area.

3.4 The Kelly Street building is currently used by the Boys Brigade outwith nursery operating hours. Inverclyde Council are engaging with them to find suitable alternative accommodation.

4. Summary

Inverclyde Council have set out a very clear statement of educational benefit for the children, families and staff of Kelly Street Children's Centre. Given the condition, suitability and constraints of the current building the proposal will address all of these. The plans for the new building have the potential to offer children a bespoke, high quality learning environment indoors and outdoors which will enhance their learning experiences further. The proposal offers staff a much enhanced professional environment where they can work and meet together as a team. Inverclyde Council have engaged stakeholders well through the consultation period. Staff, children and families would like to continue to be consulted as the plans for the new building are developed and finalised.

**HM Inspectors
Education Scotland
September 2016**

Equality Impact Assessment

This document should be completed at the start of policy development or at the early stages of a review. This will ensure equality considerations are taken into account before a decision is made and policies can be altered if required.

SECTION 1 - Policy Profile

1	Name/description of the policy, plan, strategy or programme	Relocation of Kelly Street Children's Centre to a new building at the former Greenock Academy Site, Madeira Street, Greenock, PA16 7XF
2	Responsible organisations/Lead Service	Education Services
3	Lead Officer	Linda Wilkie
4	Partners/other services involved in the development of this policy	Property Services
5	Is this policy:	New <input type="checkbox"/> Reviewed/Revised <input type="checkbox"/> The relocation does not introduce a new policy
6	What is the purpose of the policy (include any new legislation which prompted the policy or changes to the policy)?	To relocate Kelly Street Children's Centre to a new building at the former Greenock Academy Site, Madeira Street, Greenock, PA16 7XF
7	What are the intended outcomes of the policy?	There will be a refurbished building that will be more fit for purpose.
8	Geographical area (Inverclyde wide or a specific location)	Madeira Street, Greenock, PA16 7XF
9	Is the policy likely to have an impact on any of the elements of the Council equality duty (if yes, please tick as appropriate)?	<input type="checkbox"/> Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010 <input checked="" type="checkbox"/> Advance equality of opportunity between people from different groups <input type="checkbox"/> Foster good relations between people from different groups This move will enable the building to be more DDA compliant.

<p>10 Will those who may be directly or indirectly affected by this policy be involved in its development?</p>	<p>Yes. Full consultation will be undertaken with all stakeholders.</p>
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SECTION 2 – Impact on Protected Characteristics

Which of the protected characteristics will the policy have an impact upon? (see guidance for examples of key considerations under each characteristic)

Protected Characteristic	Impact			Reason/Comments
	Positive High Low	Neutral	Negative High Low	
Age				
Disability	X			The building will be fully DDA compliant
Gender Reassignment				
Pregnancy and maternity				
Race				
Religion or Belief				
Sex (Male or Female)				
Sexual Orientation				
Other groups to consider (please give details)				

SECTION 3 – Evidence

What evidence do you have to help identify any potential impacts of the policy? (Evidence could include: consultations, surveys, focus groups, interviews, projects, user feedback, complaints, officer knowledge and experience, equalities monitoring data, publications, research, reports, local, national groups.)

Evidence	Details
Consultation/Engagement (including any carried out while developing the policy)	Full consultation has been carried out with all stakeholders. This includes public meetings and questionnaires.
Research	
Officer's knowledge and experience (including feedback from frontline staff).	
Equalities monitoring data.	
User feedback (including complaints)	
Stakeholders	
Other	
What information gaps are there?	

SECTION 4 – CONSEQUENCES OF ANALYSIS

What steps will you take in response to the findings of your analysis? Please select at least one of the following and give a brief explanation.		
	X	The move of the nursery is considered to be a very positive step with educational benefits.
1. Continue development with no changes		
2. Continue development with minor alterations		
3. Continue development with major changes		
4. Discontinue development and consider alternatives (where relevant)		
How will the actual effect of the policy be monitored following implementation?		
The building will remain DDA compliant.		
When is the policy due to be implemented?		
2017.		
When will the policy be reviewed?		
After the decision has been taken to move location the decision will not be reviewed.		
What resources are available for the implementation of this policy? Have these resources changed?		
Resources allocated from the School Estates Management Programme.		

Name of Individual(s) who completed the Assessment

Name(s): Ruth Binks

Position: Head of Education

Date: 6/11/16

Authorised by

Name: Grant McGovern

Position: Head of Inclusive Education, Culture and Corporate Policy

Date: 07/11/16

Report To:	Education & Communities Committee	Date:	17 January 2017
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/06/17/RB
Contact Officer:	Ruth Binks	Contact No:	01475 712891
Subject:	Draft revised Policy for Admission and Pupil placement in Mainstream schools		

1.0 PURPOSE

- 1.1 The purpose of this report is to seek approval from the Education & Communities Committee for the proposed changes to the 2009 Policy on Admission and Pupil Placement in Mainstream Schools.

2.0 SUMMARY

- 2.1 The Corporate Director Education, Communities & Organisational Development recommended that a revised policy on placing requests be presented to the Education & Communities Committee for consideration in September 2016. This was due to the amount of placing requests and appeals for some schools, most notably Notre Dame High School. Also the 2009 policy had not been reviewed since its implementation.
- 2.2 After a comprehensive review of the policy, statutory consultation has been undertaken and the full final outcome report of the consultation is attached as Appendix A. This outcome report was published on the Council website prior to this meeting.
- 2.3 Much of the original policy remains in place but the revised policy that was taken forward for consultation introduced two new criteria for the order of priority when allocating placing requests and these were:
3. In secondary schools: children who attend a primary school *associated* with the secondary school as a result of a placing request or a request to remain according to the length of time at the *associated primary school*. This means that pupils who have attended for the longest time will have the highest priority.
 4. In the case of denominational schools: pupils who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Catholic faith.
- 2.4 After comprehensive consultation, it is proposed to add the following additional wording to criterion 4:

In the case of denominational schools: pupils **within the catchment area** who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Catholic faith.

The additional wording was requested by the Diocese of Paisley, and both Education Scotland and Inverclyde Education Services agree that the amendment to this wording will make the new policy more equitable. The final amended proposed policy is attached to this paper as appendix B and this specifies the order of priority for these new criteria.

- 2.5 The revised policy also states the criteria that will be used to allocate places in the unlikely event that a school is oversubscribed for pupils of their chosen denomination within their catchment area. These will be:
1. A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.
 2. Those cases where a brother or sister attends the school and will continue in this school during the next session.
 3. In the case of denominational schools: pupils ***within the catchment area*** who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Catholic faith.
 4. Distance of home address from chosen school.

3.0 RECOMMENDATIONS

- 3.1 That the Education & Communities Committee agrees to implement the revised policy for admission and pupil placement in mainstream schools as outlined in Appendix B of this report.

Ruth Binks
Head of Education

4.0 BACKGROUND

- 4.1 The Policy and Resources Executive Sub-Committee on 21 May 2009 agreed to commission an independent review by an experienced consultant of the policies and procedures for school admissions and placing requests, and their operational implementation, following decisions made by the Council's Schools Appeals (Placing Requests) Committee.
- 4.2 The review into the arrangements for admissions into mainstream schools in Inverclyde identified a number of issues which required to be addressed. In summary these were:
- The need for a single policy which is applicable to all schools.
 - The need for a policy which acknowledges the reduced availability of places and supports the delivery of the Schools Estate Management Plan.
 - The need for a policy which reflects current legislation.
 - The need for a policy which clearly defines priorities in respect of placing requests.
 - The need for a policy which clearly defines the decision making process in place in respect of all admissions to main stream schools in Inverclyde.
- 4.3 The Education & Lifelong Learning Committee of 18 August 2009 approved the issue of a revised Policy for Admissions and Placing Requests for consultation. The Education & Lifelong Learning Committee of 03 November 2009 agreed to the implementation of the new policy.
- 4.4 A comprehensive review of the 2009 policy has been undertaken. This has involved an evaluation of the strengths and challenges of how the policy works in practice and assessing the guidance associated with the policy to see if it is fit for purpose. To inform the review process, a detailed analysis was undertaken of the policy documentation relating to the admissions and placing requests policies and procedures of 18 other local authorities. In addition, an analysis was undertaken of the reasons for appeal that were submitted during March 2016.
- 4.5 The revised draft policy was written and the wording of the policy to be taken to public consultation was agreed at the Education and Communities Committee on 06 September 2016.

5.0 CURRENT POSITION

- 5.1 The Schools (Consultation) (Scotland) Act 2010 requires a local authority to undertake statutory consultation if it wishes to modify its guidelines for placing requests for a school. The statutory consultation on the revised policy opened on 19 September 2016 and closed on Monday 07 November 2016. An online survey was set up and written responses were received. Two public meetings were held as well as meetings with church representatives.
- 5.2 Inverclyde Council sent a copy of the proposal document to Education Scotland on 16 September 2016. As required, on 09 November 2016, Education Scotland was provided with a summary of all relevant written responses and oral representations made during the consultation period. A copy of Education Scotland's report was received on 28 November 2016. A summary of this report is included in the outcome report in Appendix A.
- 5.3 Following the consultation period a review of the proposal has taken place, taking account of the feedback received from stakeholders during the consultation period which includes online responses, written responses and oral representations made during the public meetings. The content of Education Scotland's report has also been taken into consideration. The review of the consultation process is contained in the full consultation outcome report which is attached as Appendix A to this paper. It should be noted that, as required by legislation, the consultation outcome report was published on the Council website on 13 December 2016.
- 5.4 In the revised policy the first two criteria for priority for admission for placing requests remain unchanged from the current policy. The criteria remain as:
1. A child who has a medical condition or additional support needs, who requires facilities

or support only available in the requested school.

2. Those cases where a brother or sister attends the school and will continue in this school during the next session.

- 5.5 The revised policy proposes the following change to the third qualifying criterion for the allocation of placing requests:

In secondary schools: children who attend a primary school *associated* with the secondary school as a result of a placing request or a request to remain according to the length of time at the *associated primary school*. This means that pupils who have attended for the longest time will have the highest priority.

Within the current policy, if a child attends a primary school as a result of a placing request for whatever reason, then that child is given no preference if they submit a placing request for the associated secondary school. In practice this means that a child who submits a placing request because they wish to change the denominational sector of their school at the point of transfer from primary to secondary can have priority over those who attended the associated primary school as the result of a placing request. This has meant in the past that classes and friendship groupings from associated primary schools have been split up because placing requests from pupils changing denomination have received priority. The fact that pupils were not staying with the friendship groups from associated primary schools was one of the most common reasons for placing request appeals during 2016. This change would give higher levels of priority to pupils who attend an associated school as the result of a placing request and would avoid splitting up established friendship groups.

This proposal was welcomed by the majority (78%) of those who responded to the consultation. The reasons given by respondents who agreed with the proposal were that it allows for continuity of friendships and avoids disruption for pupils at a crucial stage of their education. Those who did not agree were concerned about the oversubscription of some schools, especially those associated with Notre Dame High School and the perceived differing quality of schools. Some respondents felt that distance from the school or living in the catchment area should be given a higher priority. The authorities response to specific issues raised can be found in the consultation outcome report attached as Appendix A to this paper.

- 5.6 The fourth qualifying criterion for the proposed allocation of placing requests in the revised policy was:

In the case of denominational schools: pupils who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Catholic faith.

Whilst the majority (56%) agreed with this proposal, concerns were raised about equalities, the fact that some people felt that religion should not be a factor in schooling, that catchment area should take priority over baptism into the Catholic faith and that a certificate of baptism is not substantial proof of faith. Those who agreed stated that they felt that priority for a Catholic education should be given to those who choose to follow the Catholic faith. Again, full details can be found in the outcome report in Appendix A.

During the consultation process, the Diocese of Paisley proposed the following additional wording to this criterion:

In the case of denominational schools: pupils *within the catchment area* who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Catholic faith.

The additional wording was proposed because the Diocese felt that the proposal as it currently stands would give priority for Catholic pupils who did not attend a catchment area school and lived outside the catchment area over those who lived within the catchment area. To give an example; If the wording were not changed, a pupil who has a certificate of baptism who lives in

one catchment area would have an element of priority for all denominational schools in Inverclyde and this would mean they may get a place in preference to a non-baptised pupil living within the catchment area of their chosen school. The change of wording means that this would not be the case. Pupils with a certificate of baptism would only be given an element of priority for the school within their catchment area. The proposed new wording means that a pupil within the catchment area who does not have a certificate of baptism would be given preference over a pupil with a certificate of baptism who lives outwith the catchment area.

Education Scotland recommended that the council should adopt the additional wording proposed by the Diocese of Paisley, and Inverclyde Education Services agree that this amendment would make the proposed policy more equitable. Adopting the additional wording would also address some of the concerns raised during the consultation process that pupils who live within the catchment area should have priority over faith.

5.7 The revised policy proposes to keep the remaining criteria for the allocation of placing requests in the same order as the current policy. That is:

5. All other children of school age residing in the defined catchment area of the school according to distance of home address from chosen school.
6. All other children of school age residing in Inverclyde according to distance of home address from chosen school.
7. Children of school age residing outwith Inverclyde whose additional support need is supported by significant input by education and another appropriate agency and who are requesting a place within a school which has specialist provision to meet the child's needs.
8. Children of school age residing outwith Inverclyde according to distance of home address from chosen school.

5.8 Although rare, the situation may arise whereby a school is oversubscribed at either the primary 1 or secondary 1 stage for pupils of the chosen denomination who live within the catchment area of the school. In these circumstances, the Pupil Placement Panel will convene to determine the allocation of places. The current policy does not make explicit the criteria that should be used by the panel to allocate places. If a school is oversubscribed and cannot take pupils within the defined catchment area and chosen denomination then the proposal is to grant places in the following order:

1. A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.
2. Those cases where a brother or sister attends the school and will continue in this school during the next session.
3. In the case of denominational schools: pupils **within the catchment area** who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Catholic faith.
4. Distance of home address from chosen school.

The majority (56%) of respondents agreed with this proposal. Most of the responses and opinions were based on whether or not the respondent agreed or disagreed with criterion 3, the certificate of baptism as a selection criterion for Catholic schools. It is worthy of note that the inclusion of this criterion will allow the authority to manage any oversubscription of Catholic primary schools if the associated secondary school becomes an influencing factor in the choice of primary school.

5.9 Education Scotland agreed that the proposal to revise the Policy for Admission and Pupil Placement in Mainstream schools has educational benefits for the pupils in Inverclyde. They found that the majority of stakeholders who submitted responses or expressed a view are in favour of the proposal. In providing a clear and fair set of guidelines which can be understood

by all stakeholders, Education Scotland said that the proposal has the potential to reduce both the risk of schools becoming oversubscribed and the number of appeals submitted following placing request decisions. Should the proposal be adopted, it will further help to ensure that it is more likely for young people to remain with existing friendship groupings in the move to secondary school thus supporting their wellbeing. It should in addition ensure that school places remain available for young people and their families who wish for them to be educated in a Roman Catholic faith establishment. By helping to reduce pressure on existing school accommodation, resources and facilities, it will also enable the council to demonstrate best value through making most effective use of its existing school estate, in providing all young people with the most appropriate curricular pathway and opportunities to achieve.

Education Scotland stated that in taking forward the proposal the council should consider how it will address the concerns raised during the proposal including ensuring that placing request decisions are made at the earliest opportunity to ensure all young people, particularly those with additional support needs, are given the highest quality of support in transitioning to secondary school. In response to this, Inverclyde Education Services aims to make decisions on placing requests as soon as possible after the closing date for requests to be submitted. This is normally within the month of January, but for 2017 only it will be during the month of February. Decisions are considered by the Inverclyde Council Pupil Placement Panel and communicated to parents as soon as possible after the panel has met, and within the legislative timeframe of a decision having been made by 30th April. Any parent wishing to appeal the decision is informed of their right to do so and the Education Appeal Committee, administered by the Council's Head of Legal and Property Services considers the appeal. It is hoped that the new policy will lead to a more streamlined process which is better understood by all. This will avoid the current situation where some places are allocated as late as June. For pupils with additional support needs within the mainstream setting who submit a placing request, this means that there will be less uncertainty as to the allocation of a place at a school and therefore enhanced transition arrangements can be put in place. For pupils with more complex additional support needs, the Inverclyde Additional Support Needs Forum meets on a regular basis to discuss the allocation of places to schools. In this way, pupils who require extra support with transitions are identified as early as possible and the appropriate support is put in place.

Education Scotland also asked that the council outline more clearly how it will address the potential implications on schools likely to be most affected by the proposal, and any increase in demand, should it arise, in the associated primary establishments of Notre Dame High School should the proposal be accepted. In response to this, there is already a high level of placing requests to some of the primary schools in the Notre Dame cluster and this will continue to be managed through the revised policy. There is always the possibility that a school can be oversubscribed to pupils within the catchment area, and the revised policy proposes measures to address this. This situation would arise in particular if an unexpected proportion of pupils chose a denominational school within their catchment area. If this was to be the case then the council would prioritise places using the criteria outlined in the proposed revised policy, giving priority to additional support needs, siblings, faith and distance.

Education Scotland asked that the council provide more information about projected rolls and current capacity of schools affected by the proposals, current and projected waiting lists for denominational schools as well as any impact of the proposal on non-denominational schools. Much of this was addressed in the paper to identify the capacity of each secondary school in Inverclyde and the maximum yearly intake for S1 which was presented and agreed at the Education and Communities Committee on 01 November 2016. Increasing the S1 yearly intake of Notre Dame High School from 140 to 160 should alleviate some of the pressure but it is acknowledged that last year the school had no choice but to accept 180 pupils into S1. Notre Dame High School cannot continue to accept 180 pupils on a year by year basis. The proposed policy should help Education Services to allocate places on a more equitable basis that is less open to challenge on appeal.

6.0 IMPLICATIONS

Finance

6.1 There is no cost connected to the implementation of this policy.

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
N/A					

Legal

6.2 This policy takes into account the requirements of the Education (Scotland) Act 1980, as amended by the 1981 Act.

Human Resources

6.3 The processing of placing requests is labour intensive for Education Services. The outcome of the placing request exercise informs the annual teacher staffing exercise which cannot be completed until the placing request exercise and subsequent appeals are finalised. Having a clear policy that is more robust, fairer and likely to lead to fewer appeals. will mean that this process can be completed more effectively.

Equalities

6.4 Has an Equality Impact Assessment been carried out?

Yes See attached appendix

No This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

Repopulation

6.5 This policy supports the Council's repopulation agenda.

7.0 CONSULTATIONS

7.1 Comprehensive statutory consultation has taken place with all stakeholders.

8.0 CONCLUSIONS

8.1 The revised recommended policy allows Education Services to more effectively manage allocation of places to schools in the event of any school being oversubscribed.

9.0 BACKGROUND PAPERS

- 9.1 Policy and Resources (Executive) Sub-Committee on 21 May 2009
- Review of Admissions and Placing request Policy of Inverclyde Council August 2009
- Review of Admissions and Placing request Policy of Inverclyde Council November 2009
- Notre Dame High School – Review of Agreed Capping Figure May 2016
- Draft Revised Policy for Admission and Pupil Placement in Mainstream Schools September 2016
- Establishing the Capacity of Secondary Schools in Inverclyde November 2016

Outcome of the Statutory Consultation on the proposal to review the policy for admissions and pupil placements in mainstream schools.

January 2017

This report has been published by Inverclyde Council in response to the statutory consultation undertaken under the terms of the Schools (Consultation) (Scotland) Act 2010. This report will be presented to the

Education and Communities Committee of Inverclyde Council for consideration in January 2017.

If you need this information in another language or format, please contact us to discuss how we can best meet your needs. Phone: (01475) 712853.

Contents

- 1. Purpose of the report**
- 2. Background on the consultation process**
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- 5. Summary of response by Education Scotland**
- 6. Review of proposals by Education Services (Inverclyde Council)**
- 7. Resource, risk and policy implementation**
- 8. Inaccuracy or omissions relating to the content of the consultation proposal document.**

Appendices

1. List of consultees
2. Consultation paper and response form
3. Comments from consultation response form submissions
4. Comments from public meetings
5. Report from Education Scotland

1. Purpose of the report

- 1.1 The purpose of this report is to advise all stakeholders on the outcome of the statutory consultation exercise undertaken in respect of the proposal to review the policy for admissions and pupil placements in mainstream schools.

2. Background on the consultation process

A consultation proposal document was issued as a result of a decision taken by the Education and Communities Committee on 06 September 2016 to consult on the proposal to review the policy for admissions and pupil placements in mainstream schools.

- 2.2 Notice of the proposal and publication of the proposal document was placed in the Greenock Telegraph to engage with the general community.
- 2.3 A copy of the proposal document was made available from Monday 19 September to Monday 07 November to statutory and other consultees as listed in Appendix 1. In addition, further communications were made with parents, pupils, parent councils and Church representatives.
- 2.4 The consultation document was available from a variety of sources including the Inverclyde Council website, schools and early years centres, libraries and the council buildings.
- 2.5 The consultation, in terms of the Schools Consultation (Scotland) Act 2010 was carried out over the period Monday 19 September to Monday 07 November during which time all interested parties were invited to submit written representations. A copy of the consultation response form and the consultation document is attached to this report (Appendix 2). The collated feedback received from the consultation response forms is shown in Appendix 3.
- 2.6 As part of the consultation process there were also two public meetings held. The first was on Wednesday 26th October at the Port Glasgow Community Complex and the second was at Inverclyde Academy on 27th October. A summary of the oral representations made at each meeting is included in Appendix 4 in this report.
- 2.7 Inverclyde Council sent a copy of the proposal document to Education Scotland on 16 September 2016. As required, on 9th November 2016

Appendix A Outcome of Statutory Consultation

Education Scotland was provided with a summary of all relevant written responses and oral representations made during the consultation period.

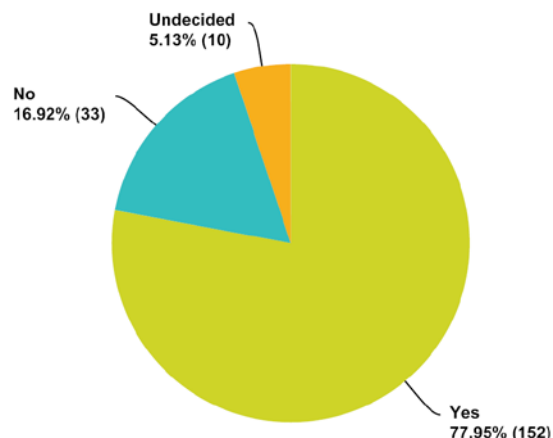
- 2.8 Inverclyde Council received a copy of Education Scotland's report on 28 November 2016. A summary of this report is included in section 5 of this report and a copy of the full report is included in Appendix 5.
- 2.9 Following the consultation period it is the Council's duty to review the proposal taking account of the feedback received from stakeholders during the consultation period which includes online responses, written responses and oral representations made during the public meetings. The content of Education Scotland's report should also be taken into consideration.
- 2.10 It should be noted that this consultation outcome report is published at least 3 weeks before it is formally considered by the Education and Communities Committee on 17 January 2017.

3.0 SUMMARY OF WRITTEN RESPONSES (FULL RESPONSE APPENDIX 2)

3.1

Q1 Do you agree with the addition of criterion 3 for placing requests? In secondary schools: children who attend a primary school associated with the secondary school as a result of a placing request or a request to remain according to the length of time at the associated primary school. This means that pupils who have attended for the longest time will have the highest priority

Answered: 195 Skipped: 1



This proposal was clearly welcomed by the majority of those who responded. Reasons given by respondents who agreed on the whole matched the educational benefits statement put forward in the authority proposal paper e.g. it allows for continuity of friendships and avoids disruption for pupils at a crucial stage of their education.

Appendix A Outcome of Statutory Consultation

Below is a collation of comments from those who disagreed and a response.

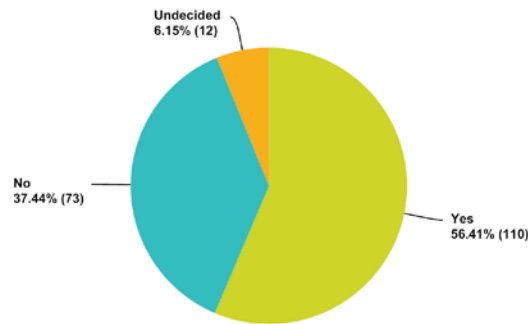
Concern raised	Response
Concerns that parents will opt to send their children to the catchment school of their preferred secondary.	This will always be a possibility, however parents give many reasons for opting to send their children to the school of their choice and often this is dictated by childcare arrangements. If this does become a real issue in the future then the proposed policy will allow the authority to manage the process to ensure that schools are not oversubscribed.
Concerns raised about the quality of different schools.	Inverclyde is fortunate to have high quality schools, not only because of the high quality of the buildings but because we have schools that are inclusive, and attain and achieve well. Across Inverclyde each school contributes to the improving overall authority picture by focussing on key aspects for improvement on a year by year basis. The wide range of achievements across each of our schools helps us to support young people into a wide variety of positive destinations.
It is clearly set out in the Education Act (Scotland) that distance is a priority.	This is not the case. The Education Act (Scotland) allows local authorities to set the criteria for the order and allocation of placing requests.
It should be catchment area or distance based.	This is the currently the third priority in the existing policy which parents have reported to us is unfair.
This is discrimination or against Equalities legislation	The policy is premised on the fact that all schools remain open to all pupils. It is only in the case of a school being oversubscribed that the qualifying criteria would be used.
Pupils should be referred automatically if they attend an associated primary school.	The policy is premised upon parents sending their child to the school of their chosen denomination in their catchment area. It is assumed that pupils will remain in their chosen denomination having made the choice in P1. Parents have the right to change denomination or to send a pupil to a school outwith their chosen catchment area but this is treated as a placing request. Under the revised policy, pupils who are at a primary school as the result of a placing request will be given an element of priority if they submit a placing request for the associated secondary school but not an automatic transfer.

Appendix A Outcome of Statutory Consultation

3.2

Q2 Do you agree with the addition of criterion 4 for placing requests?In the case of denominational schools: pupils who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Catholic faith.

Answered: 195 Skipped: 1



This proposal had less support from respondents but still showed a majority in favour. An education authority has a duty to provide Catholic education where there is sufficient number of pupils to do so. The proposed policy does not restrict admission to Catholic schools to those of the Catholic faith but rather will give some element of priority to those who are baptised into the Catholic faith if a Catholic school is oversubscribed. Many of the respondents who agreed commented on the fact that those who choose to follow the Catholic faith should be given priority for a Catholic school.

Concerns raised	Response
Religion should not be a factor in education.	As stated above, an education has a duty to provide a Catholic education if there are sufficient pupils to justify this. This consultation is not about whether or not Catholic schools should exist. This consultation is about managing the priority for placing requests and admission if a Catholic school is oversubscribed.
This is against the equalities act.	This is lawful under the equalities act. Section 2.33 of the act states that: Schools that are conducted in the interest of a denominational body are permitted under the Equalities Act to give preference to members of their own religion when deciding who to admit to the school. However, in the case of public schools and grant-aided schools, this is subject to the terms of section 9 of the Education (Scotland) Act 1980, which requires all such schools to be open to pupils of all denominations and faiths, and to pupils of no denomination or faith. The only area in which education authorities can discriminate on religious grounds in relation to pupil

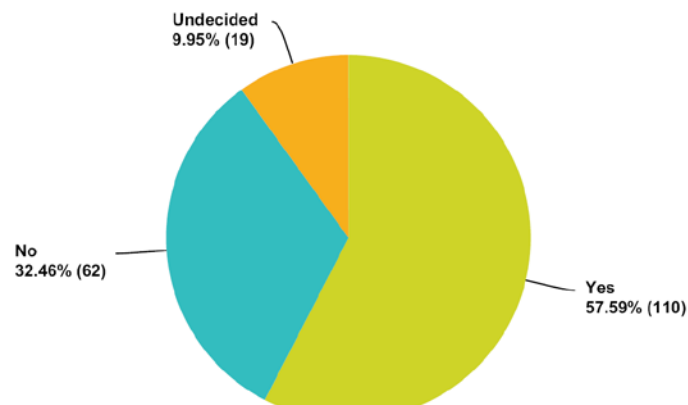
Appendix A Outcome of Statutory Consultation

	<p>admission is in their criteria for accepting placing requests. Education authorities can choose to give preference to children of particular religious belief as part of their criteria for assessing whether to grant a placing request.</p>
<p>A certificate of baptism does not necessarily mean that you are committed to the faith.</p>	<p>This point has been debated at length and this wording is the preference of the Education and Communities Committee and church representatives from differing faiths. The Catholic church agree that a certificate of baptism should be the only acceptable documentation.</p>
<p>Clearly each school catchment area has a school which is denominational so to consider this as a priority for placing requests for pupils outwith the catchment area would be unjust.</p>	<p>This is a fair point and one also raised by the church representatives. This proposal as it currently stands would give priority for Catholic pupils who did not attend a catchment area school and lived outside the catchment area over those who lived within the catchment area. Therefore a change to the wording of this criterion is proposed. The proposed new wording is “In the case of denominational schools: pupils within the catchment area who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Catholic faith.” To give an example; If the wording were not changed, a pupil who has a certificate of baptism who lives in one catchment area would have an element of priority for all denominational schools in Inverclyde and this would mean they may get a place in preference to a non-baptised pupil living in that catchment area. The change of wording means that this would not be the case. Pupils with a certificate of baptism would only be given an element of priority for the school within their catchment area. The proposed new wording means that a pupil within the catchment area who does not have a certificate of baptism would be given preference over a pupil with a certificate of baptism who lives outwith the catchment area.</p>

Appendix A Outcome of Statutory Consultation

Q3 Do you agree with the order of priority for the allocation for placing requests?

Answered: 191 Skipped: 5



Again, although the majority agreed, this was not by the significant margin of the response for proposal 1. Respondents tended to disagree if they had also responded that one of the criteria was unfair. Some respondents disagreed with the retained order of priority in the existing policy e.g. ASN or siblings.

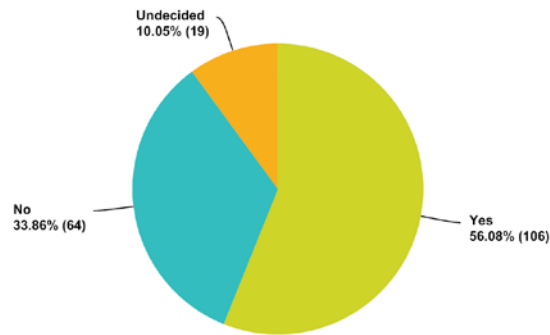
ASN needs. Should these not be dealt with separately?	ASN places are allocated through the Additional Support Needs Forum so it is in fact very rare that this is used to allocate placing requests sought by parents. However, keeping this as the top priority affords some protection from challenge for both the authority and those who may have significant needs that cannot be met at their catchment school.
Siblings as priority 2.	Whilst most agreed with this, citing that families should not be split across different schools, some respondents thought that if a school was oversubscribed then siblings should not make a difference.
Priorities 3 and 4	Some respondents thought that catchment area should take priority over faith. The amended wording to criteria 4 will hopefully ensure that this is taken into account.

3.4

Q4 This question is about the order of allocation of places in the unlikely event that a school is oversubscribed for pupils within the catchment area for their chosen denomination. Do you agree with the order of the allocation of places if a school is oversubscribed for pupils within the catchment area?

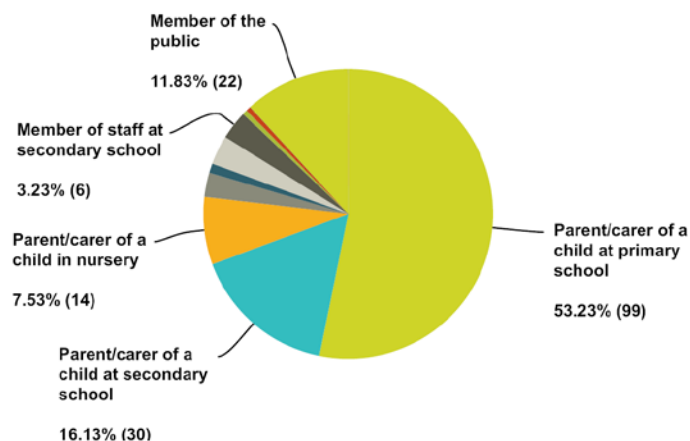
Answered: 189 Skipped: 7

Appendix A Outcome of Statutory Consultation



Most of the responses for this question about the criteria to be used if a school is oversubscribed for pupils within the catchment area matched the responses for the first three questions. Most of the opinions were based on whether or not the respondent agreed or disagreed with the certificate of baptism as a selection criterion for Catholic schools. It is worthy of note that the inclusion of this criterion will protect Catholic primary schools becoming oversubscribed if the link to the associated secondary school becomes an influencing factor in the choice of primary school.

3.5 People who responded to the survey



4. Summary of oral responses from public meetings (full response in appendix 4)

4.1 During the public meetings, there was a presentation which provided information on the proposal and statutory consultation process.

4.2 A question and answer session then followed involving members of the public and Council officers.

4.3 Two people attended the consultation event on 26 October 2016. They were a serving head teacher and a church representative from the Education and Communities

Appendix A Outcome of Statutory Consultation

Committee. General comments were that, “This should have been done ages ago, that it was clear and balanced and made good sense”. A question was asked about the implementation timescale and the answer to this was that this would be in February 2017 if agreed by committee. The wording of priority 4 was discussed and both of those who attended agreed with the possible proposed new wording to include only those who live in the catchment area.

Ten people attended the consultation meeting on 27 October 2016. This included two pupils, seven parents (including 1 parent council representative) and a representative from Education Scotland. The summary of questions asked is attached in appendix 3 but most opinions were positive about the proposed changes with some clarification sought about how this was affected by the transport review.

- 4.4 Appendix 4 provides notes of the oral representations from each of the public meetings.

5. Summary of response by Education Scotland (full report in appendix 5)

- 5.1 The section below is the summary of the report by Education Scotland addressing the educational aspects of the proposal by Inverclyde Council to review the Policy for Admissions and Pupil Placements in Mainstream Schools.
- 5.2 Education Scotland found that Inverclyde Council’s proposal is of educational benefit. The majority of stakeholders who submitted responses or expressed a view are in favour of the proposal. In providing a clear and fair set of guidelines which can be understood by all stakeholders, the proposal has the potential to reduce both the risk of schools becoming oversubscribed and the number of appeals submitted following placing request decisions. Should the proposal be adopted it will further help to ensure that it is more likely for young people to remain with existing friendship groupings in the move to secondary school thus supporting their wellbeing. It should in addition ensure that school places remain available for young people and their families who wish for them to be educated in a Roman Catholic faith establishment. By helping to reduce pressure on existing school accommodation, resources and facilities, it will also enable the council to demonstrate best value through making most effective use of its existing school estate, in providing all young people with the most appropriate curricular pathway and opportunities to achieve. In taking forward the proposal the council should consider how it will address the concerns raised during the proposal including ensuring that placing request decisions are made at the earliest opportunity to ensure all young people, particularly those with additional support needs, are given the highest quality of support in transitioning to secondary school. The council also needs to outline more clearly how it will address the potential implications on schools likely to be most affected by the proposal, and any increase in demand, should it arise, in the associated primary establishments of Notre Dame High School should the proposal be accepted. In finalising the proposal the council should adopt the suggested additional wording from the Diocese of Paisley in respect of qualifying criterion 4 to further improve, ensure equity and bring

greater clarity to the proposal. It should also take steps to remove the reference to 'qualifying letter' as outlined in the admission policy, paragraph 1.11.

5.3 Council response

We welcome the findings of Education Scotland that the proposal to review the policy for admissions and pupil placements in mainstream schools is of educational benefit to pupils. Education Scotland raised several key issues that the council should consider if the proposal is taken forward and these are addressed below.

In taking forward the proposal the council should ensure that placing request decisions are made at the earliest opportunity to ensure all young people, particularly those with additional support needs, are given the highest quality of support in transitioning to secondary school.

Inverclyde aims to make decisions on placing requests as soon as possible after the closing date for requests to be submitted. This is normally within the month of January, but for 2017 only it will be during the month of February. Decisions are considered by the Inverclyde Council Pupil Placement Panel and communicated to parents as soon as possible after the panel have met and within the legislative timeframe of a decision having been made by 30th April. Any parent wishing to appeal the decision is informed of their right to do so and the Education Appeal Committee, administered by the Council's Head of Legal and Property Services considers the appeal. It is hoped that the new policy will lead to a more streamlined process which is better understood by all resulting in less appeals being upheld. This will avoid the current situation where some places are allocated as late as June. For pupils with additional support needs within the mainstream setting who submit a placing request, this means that there will be less uncertainty as to the allocation of a place at a school and therefore enhanced transition arrangements can be put in place.

For pupils with more complex additional support needs, the Inverclyde Additional Support Needs Forum meets on a regular basis to discuss the allocation of places to schools. In this way, pupils who require extra support with transitions are identified as early as possible and the appropriate support is put in place.

The council also needs to outline more clearly how it will address the potential implications on schools likely to be most affected by the proposal, and any increase in demand, should it arise, in the associated primary establishments of Notre Dame High School should the proposal be accepted.

The schools most likely to be affected by this proposal are the primary schools who feed into Notre Dame High School. There is already a high level of placing requests to some of the primary schools and this will continue to be managed through the revised policy. There is always the possibility that a

Appendix A Outcome of Statutory Consultation

school can be oversubscribed to pupils within the catchment area, and the revised policy proposes measures to address this. This situation would arise in particular if an unexpected proportion of pupils chose a denominational school within their catchment area. If this was to be the case then the Council would prioritise places using the criteria outlined in the proposal document, giving priority to ASN, siblings, faith and distance.

In finalising the proposal the council should adopt the suggested additional wording from the Diocese of Paisley in respect of qualifying criterion 4 to further improve, ensure equity and bring greater clarity to the proposal.

It is recommended that the council fully accepts the amended wording and considers that this will be a positive step to address some of the concerns raised during the consultation about equity of choice for pupils.

The council needs to provide more information about projected rolls and current capacity of schools affected by the proposals, current and projected waiting lists for denominational schools as well as any impact of the proposal on non-denominational schools.

A paper to identify the capacity of each secondary school in Inverclyde and the maximum yearly intake was agreed at the Education and Communities Committee in November 2016. Inverclyde does not keep a waiting list for places at schools.

6. Review of proposals by Education Services (Inverclyde Council)

- 6.1 Education Services Senior Management Team has considered the original proposal and reflected upon all the responses received.
- 6.2 It is proposed that the wording of the criterion relating to certificate of baptism should be amended to say, "In the case of denominational schools: pupils **within the catchment area** who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Catholic faith."

7. Resource, risk and policy implementation

7.1 Resource implications

If the proposal is approved, staff resource will be required to implement the changes and communicate the changes with parents/carers.

Further communications about the process will be made with parents during the month of January 2017.

7.2 Risk implications

Appendix A Outcome of Statutory Consultation

There is a risk of demand being placed on certain schools as a consequence of the decision being taken to implement the policy, but this is balanced by the current position where a high number of placing request appeals are upheld thus creating the late allocation of places to schools. If implemented, the policy addresses all cases of any oversubscription to schools.

7.3 Policy Implications

If the proposal is approved, the necessary changes will be reflected in Council policy in February 2017.

Appendix 1

List of Consultees

Statutory consultees:

- The Parent Council of affected schools
- The parents/carers of the pupils at the affected schools
- Parents whose children are expected to attend the affected schools within 2 years of publication of the proposal document
- Pupils (where they are considered to be of suitable age and maturity)
- Council employees at the affected schools
- Trade Union representatives
- Church representatives
- Bord na Gaidhlig
- Community Councils

Other stakeholders who will be contacted:

- Education Scotland
- Elected Members
- Local Members of Parliament and local members of Scottish Parliament
- General Public (Inverclyde)

Education Services

Review of Policy for Admissions

and

Pupil Placements in Mainstream Schools

Consultation Proposal Document

We are looking for your views on our proposal to apply new procedures for admissions and placing requests to schools within Inverclyde. The Schools (Consultation) (Scotland) Act 2010 requires a local authority to undertake statutory consultation if it wishes to modify its guidelines for placing requests for a school. The proposed policy is attached in its entirety as an appendix to this consultation proposal document; however the two main areas for changes to the policy for consideration are outlined below.

Please note that the proposed amended guidelines for priority for admissions to schools and placing requests are **only** in the event of a school being oversubscribed.

When considering the priority for placing requests for schools, we propose to add two qualifying criteria to those already in place. The changes, and the order in which they will be considered are highlighted, below, in bold.

We will consider placing requests using the following sequence of priority criteria:

1. A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.
2. Those cases where a brother or sister attends the school and will continue in this school during the next session.
3. **In secondary schools: children who attend a primary school *associated* with the secondary school as a result of a placing request or a request to remain according to the length of time at the *associated primary school*. This means that pupils who have attended for the longest time will have the highest priority.**
4. **In the case of denominational schools: pupils who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Catholic faith.**
5. All other children of school age residing in the defined catchment area of the school according to distance of home address from chosen school. (An example of such a placing request would be where a child who has attended the non-denominational primary school of his/her geographical catchment area makes a placing request to the

denominational secondary school of its catchment area due to the distance of his/her home address from the said secondary school).

6. All other children of school age residing in Inverclyde according to distance of home address from their chosen school.
7. Children of school age residing out with Inverclyde whose additional support need is supported by significant input by education and another appropriate agency and who are requesting a place within a school which has specialist provision to meet the child's needs.
8. Children of school age residing out with Inverclyde according to distance of home address from their chosen school.

In the particular and exceptional circumstances where a school has insufficient capacity to accommodate all pupils for the chosen denomination living in its defined catchment area, then it is proposed to regard all such pupils as having made placing requests which will be considered, in order of priority, as below:

- 1) A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.
- 2) Those cases where a brother or sister attends the school and will continue in this school during the next session.
- 3) In the case of denominational schools: pupils who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Catholic faith.
- 4) Distance of home address from chosen school.

Closing date for responses on this consultation will be:

Monday 7 November 2016

There will be 2 public meetings held on:

Wednesday 26 October 2016 at the Port Glasgow Community Campus, 6:30 pm

Thursday 27 October 2016 at Inverclyde Academy, 6:30 pm

This document has been issued by Inverclyde Council for consultation under the terms of the Schools (Consultation) (Scotland) Act 2010.

If you need this information in another language or format, please contact us to discuss how we can best meet your needs. Phone: (01475) 712853.

Contents

List of Consultees and how to access the proposal document

- 1. Background to the proposal**
- 2. Proposed Changes**
- 3. The consultation process**
- 4. Implementation date for the proposal**
- 5. Educational benefits – assessment of the likely effects of the proposal**
- 6. Employee implications**
- 7. Financial implications**
- 8. Responding to the proposal**
- 9. Appendix 1 – Copy of the proposed draft policy**
- 10. Consultation response form**

Communication list and how to access the proposal document:

Statutory consultees:

- The Parent Council of affected schools
- The parents/carers of the pupils at the affected schools
- Parents whose children are expected to attend the affected schools within 2 years of publication of the proposal document
- Pupils (where they are considered to be of suitable age and maturity)
- Council employees at the affected schools
- Trade Union representatives
- Church representatives
- Bord na Gaidhlig
- Community Councils

Other stakeholders who will be contacted:

- Education Scotland
- Elected Members
- Local Members of Parliament and local members of Scottish Parliament
- General Public (Inverclyde)

Consultees will be informed that in order for their views to be taken into account, they must complete and submit a copy of the Consultation Response Form. Interested parties are invited to respond to the proposal by making an online submission using the link:

www.inverclyde.gov.uk/yoursay

Alternatively, written submissions should be made using the form attached at the end of this document no later than Monday 7 November 2016.

Accessing the proposal document

The steps listed below have been taken to ensure that the proposal document is widely available.

- Notice of the proposal and of publication of this proposal document has been placed in The Greenock Telegraph to engage with the general community
- The proposal document has been published on the Inverclyde Council website: www.inverclyde.gov.uk/yoursay
- This document can be made available in alternative forms or translated by contacting Education Services on (01475) 712853
- The proposal document will also be available for inspection at all educational establishments, Council Customer Services and libraries

1.0 BACKGROUND TO THE PROPOSAL

- 1.1 The Education and Lifelong Learning Committee meeting of 18 August 2009 approved the issue of a revised policy for Admissions and Placing Requests for consultation and agreed to the implementation of the new policy on 3 November 2009. The review took into consideration several key areas which included:
 - The need for a single policy which is applicable to all schools
 - The need for a policy which acknowledged the reduced availability of places at the time and supported the delivery of the Schools Estate Management Plan
 - The need for a policy which reflected current legislation
 - The need for a policy which clearly defined priorities in respect of placing requests
 - The need for a policy which clearly defined the decision making process in place in respect of all admissions to main stream schools in Inverclyde
- 1.2 The revised policy has been in place for 6 years during a period of significant changes in the school estate in Inverclyde. Inverclyde now has a school estate that meets the current and projected requirements for pupils who reside in the area. We are fortunate to have high quality schools across Inverclyde and whilst most parents opt to send their children to the school of their chosen denomination which serves the area that they live in, current legislation gives parents the right to submit a placing request to another school.
- 1.3 Whilst this legislation gives parents the right to submit a placing request, it does not guarantee that the placing request will be granted. Inverclyde has a policy on placing requests and admissions to schools in order to ensure that schools are not oversubscribed or that Inverclyde Education Services does not have to employ extra teaching staff. This policy contains the criteria for the allocation of places if a school is oversubscribed.
- 1.4 On 3 May 2016 in a report presented to the Education and Communities Committee, the Corporate Director of Education, Communities & Organisational Development recommended that a revised policy on placing requests be presented to the Education and Communities Committee for consideration in September 2016. This was in light of the large number of placing requests that could not be accommodated through the current policy to Notre Dame High School and the high number of appeals to the Education Appeals Committee.
- 1.5 In their meeting on 6 September 2016, the Education and Communities Committee agreed to the wording of the draft proposal that would be taken out to consultation.
- 1.6 In reviewing the current policy, the reasons given by parents who make placing requests has been taken into consideration, along with decisions made by the Education Appeals Committee. Similar policies from other local authorities have also been reviewed.

2.0 PROPOSED CHANGES

- 2.1 Change 1 - is to add the following statement as the third qualifying criterion for the allocation of placing requests:

In secondary schools: children who attend a primary school *associated* with the secondary school as a result of a placing request or a request to remain according to the length of time at the *associated primary school*. This means that pupils who have attended for the longest time will have the highest priority.

Within the current policy, if a child attends a primary school as a result of a placing request for whatever reason, then that child is given no preference if they submit a placing request for the associated secondary school. In practice this means that a child who changes denomination at the point of transfer from primary to secondary can have preference over those who attended the associated primary school. This has meant in the past that classes and friendship groupings from associated primary schools have been split up because placing requests from pupils changing denomination have received priority. The fact that pupils were not staying with the friendship groups from associated primary schools was one of the most common reasons for placing request appeals during 2016. This change would give higher levels of priority to pupils who attend an associated school and would avoid splitting up established friendship groups.

- 2.2 Change 2 – This is to add the follow statement as the fourth qualifying criterion for placing requests:

In the case of denominational schools: pupils who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Catholic faith.

All of the denominational schools in Inverclyde are Roman Catholic. There are three Roman Catholic secondary schools and 9 primary schools. If priority for placing requests is given to pupils who attend an associated school, then there is a possibility in the future that denominational schools could be oversubscribed because parents opt to send their child to a denominational primary school in order to help secure a place at their preferred secondary school. The addition of the above qualifying criterion hopes to provide a fair and equitable solution to managing the rolls of all schools, but to specifically ensure that places remain available for children whose families are Roman Catholic and wish them to be educated in the Roman Catholic faith environment.

- 2.3 Change 3 - The current policy is not clear as to the selection criteria that should be used if a school is oversubscribed for pupils who wish to attend a school of their chosen denomination in their catchment area. It should be noted that this is currently not a scenario for Inverclyde and our pupil projections show that we would not expect it to be. However, because it is a situation that could possibly arise in the future, then it makes sense to have a clear set of guidelines that are understood by all. The proposed order for allocation of places in this situation broadly follows the proposed criteria for the allocation of placing requests but it omits attendance at an associated primary school as a qualifying criterion for a secondary school. This is because almost all pupils would already be in attendance at an associated school within the catchment area. However, this proposal would still give some element of priority to pupils who wish to attend a denominational school who could demonstrate an affinity to the church in the form of a certificate of baptism.

3.0 THE CONSULTATION PROCESS

3.1 The formal consultation on the proposal within this document will be undertaken under the terms of the Schools (Consultation) (Scotland) Act 2010 as amended. The consultation requires to run for 30 school days and will start on Monday 19 September 2016 and will end on Monday 7 November 2016. Written representations must be received by this date in order to be taken into account.

3.2 All schools will be affected by this proposal.

3.3 Public Meeting

There will be 2 public meetings held on:

- Wednesday 26 October 2016 at the Port Glasgow Community Campus, 6:30 pm
- Thursday 27 October 2016 at Inverclyde Academy, 6:30 pm

The meetings will provide those in attendance with an opportunity to:

- Hear about the proposal
- Ask questions about the proposal
- Express views about the proposal

A note will be taken of the views expressed during the public meeting and of any questions asked. In addition to the public meeting, written representations including online responses will be able to be made during the consultation period.

3.4 Who will be consulted?

Statutory consultees:

- The Parent Council of affected schools
- The parents/carers of the pupils at the affected schools
- Parents whose children are expected to attend the affected schools within 2 years of publication of the proposal document
- Pupils (where they are considered to be of suitable age and maturity)
- Council employees at the affected schools
- Trade Union representatives
- Church representatives
- Bord na Gaidhlig
- Community Councils

Other stakeholders who will be contacted:

- Education Scotland
- Elected Members
- Local Members of Parliament and local members of Scottish Parliament
- General Public (Inverclyde)

Consultees will be informed that in order for their views to be taken into account, they must complete and submit a copy of the Consultation Response Form.

Pupil consultation will take place through Primary (P4 - 7) and Secondary Pupil Councils.

3.5 Involvement of Education Scotland

The Council will provide the proposal document to Education Scotland at the start of the consultation period. When the consultation period has ended, Inverclyde Council will collate all of the written and oral representations. Thereafter, the following information will be provided to Education Scotland:

- A copy of relevant written representations made to Inverclyde Council on the proposal (or summary of them if agreed within Education Scotland)
- A summary of oral representations made at the public meetings
- Other relevant documentation, as far as is practicable

Education Scotland will prepare a report on the educational aspects of the proposal taking account of the above, the Educational Benefits Statement contained in this proposal document and in so far that Education Scotland considers them relevant, any written representations made directly to them. Education Scotland may also visit the schools affected by the proposal and make reasonable inquiries of persons there and of such other persons as they consider appropriate. Education Scotland require to send their report to Inverclyde Council no later than 3 weeks (or longer if agreed with Inverclyde Council) after having received the information from Inverclyde Council.

3.6 Consultation Report

After receiving Education Scotland's report, Inverclyde Council will review the proposal taking account of relevant written representations received during the consultation period, oral representations made during the public meeting and Education Scotland's report. Inverclyde Council will then prepare and publish a consultation report which will include a recommendation on the proposal.

Inverclyde Council will notify on the publication of the consultation report, which will be made available on Inverclyde Council's website, in schools and at Inverclyde Council's Customer Service Centre.

The consultation report will be published 3 weeks before it is formally considered by Inverclyde Council.

3.7 Inaccuracies or omissions

Where inaccuracies or omissions are discovered within this proposal document, Inverclyde Council will determine whether relevant information has been omitted or, if there has been an inaccuracy. Appropriate action will then be taken by Inverclyde Council which may include issuing corrections, issuing a corrected proposal document or an extension of the consultation period. In any of these events all relevant consultees (and where applicable the notifier(s) of any omissions or inaccuracies) and Education Scotland will be advised of the appropriate action. Notifiers of any omissions or inaccuracies will also be given the opportunity to make representations if they disagree with Inverclyde Council's determination of and any action on the matter, which may result in Inverclyde Council making a further determination / decision on the matter.

4.0 IMPLEMENTATION DATE FOR THE PROPOSAL

- 4.1 It is expected that the proposal, if accepted, would be implemented from the 1 February 2017. The enrolment process for the academic year 2017/18 will take place during the month of December 2016 for secondary schools and January 2017 for primary schools. Normally any placing requests would be considered in January. Because the outcome of the consultation will not be known until mid-January which is half way through the enrolment process, for 2017 only, the submission of placing requests will be delayed by one month and take place between the 1 and 28 February 2017. This means that parents or carers submitting placing requests will have knowledge of the outcome of

the proposal and the criteria that will be used for the allocation of places before they submit their request. In January 2018, for the academic year 2018/19 the procedure will revert back to that stated in the policy.

5.0 EDUCATIONAL BENEFITS – ASSESSMENT OF THE LIKELY EFFECTS OF THE PROPOSAL

Education is a key priority of Inverclyde Council.

- 5.1 Inverclyde Council is firmly committed to delivering a high quality education provision in learning environments fit for learning and teaching in the 21st century. Environments that nurture ambition and aspirations, improve attainment and achievement, and create and widen opportunities for all children and young people to achieve their full potential and move into positive and sustained destinations when they leave school. Inverclyde Council also demonstrates its strong belief in the value of education through financial investment to allow full implementation of Curriculum for Excellence and Getting it Right for Every Child (GIRFEC), and supporting programmes and activities that focus on removing barriers to learning and closing the attainment gap.
- 5.2 This policy builds upon current practice and the previous criteria for the allocation of placing requests remain in place. The proposed changes give two additional criteria for placing requests that will be considered as priority three and priority four. This means that pupils with a medical condition or additional support needs or those who have siblings at a school will continue to receive the top priority for placing requests. This will be regardless of the school they currently attend or an affinity to a faith. In this way, families can be assured that Inverclyde Education Services will always make every effort to ensure that brothers and sisters are educated at the same school if they so wish. We see this as a key educational benefit and in line with our continued focus on opportunities for family learning.
- 5.3 All Inverclyde schools remain open to all pupils and will continue to have an inclusive and respectful ethos which helps every pupil to achieve their best. This policy only proposes changes to admissions to schools if a school is oversubscribed. This means that the education authority is reducing the risk of extremely high occupancy levels that may take a school over a defined capacity. It also means that Inverclyde can meet the requirements in relation to the provision of Roman Catholic education.
- 5.4 When a school is nearing capacity or goes over capacity there are inevitable pressures on both the facilities available for pupils and the curriculum. This has particularly been the case in Notre Dame High School in recent years.
- 5.5 If a secondary school is oversubscribed, social areas will become increasingly congested and will have to be managed in a way that ensures the safety of all pupils. This may mean measures are put in place to avoid congestion at certain busy times and pupils do not always have the freedom to socialise with their peers in an environment that is stress free and relaxing. This will affect all youngsters but could especially add to the stress of those who are undergoing exam preparation in the senior phase.
- 5.6 As pupils progress through the Broad General Education the outcomes and experiences are delivered across each of the curriculum areas in a framework that provides opportunities for personalisation and choice. Schools work with their parent and pupil councils to establish a curriculum rationale that is appropriate for the learners within their school. If a school is working close to capacity then this personalisation and choice would be restricted by the availability of facilities, resources and access to appropriate staff.

- 5.7 Flexible routes for qualifications are established for each learner over the course of the senior phase of education. The current formula for defining the capacity of a secondary school allows for flexibility of pupil choice in the senior phase. The closer a school is to the defined capacity for the school, the less flexibility can be built in to the senior phase. This means that pupils may not get access to their first choice of subjects because classes are oversubscribed.
- 5.8 In both primary schools and secondary schools, the closer to capacity a school gets then the more pressure there is on resources. This means increased pressure on lunch halls, social areas and the timetabling of facilities such as music rooms, gym halls, science labs, libraries and ICT provision. This gives schools less flexibility to provide high quality learning experiences and opportunities for social interaction and means that projects that involve inter-disciplinary learning could suffer because of the lack of availability of resources and space.
- 5.9 Whilst all schools across Inverclyde Council work hard to ensure smooth pastoral and curricular transitions regardless of the schools attended, there are some specific educational benefits to a transition from P7 to S1 within associated school groups. Because schools work as associated school groups, often staff will have worked together to identify curriculum rationales and progression through curricular areas. Pupils from the primary schools may well have visited the associated secondary schools or have been involved in joint projects with other pupils and staff. In this way the transition in learning can be more seamless if a pupil has attended a primary school associated with the secondary. Under the current policy no consideration is given to pupils who have attended the primary school associated with the secondary school.
- 5.10 Another advantage of considering attendance at a primary school associated with the secondary is the consideration of friendship groupings. Under the current policy there have been cases where a child was the only one from their friendship group not to be allocated a place at the associated school because they lived further away than pupils from other schools who had also submitted placing requests to change denomination. Parents reported that they felt this was unfair and the stress of being split from their friends caused some pupils to become ill and for pupils to feel isolated. Whilst the proposed changes will not stop this entirely, it does go some way to redressing the balance and reducing stressful situations for pupils in their transitions from primary to secondary.
- 5.11 Because a change has been proposed to the allocation of placing requests with regard to associated schools, there is a possibility that this could lead to an oversubscription of denominational schools within Inverclyde, especially in the primary sector. This proposal makes provision to control the intake to denominational schools by giving priority to pupils with a declared affinity for the religious ethos of a Roman Catholic school, evidenced by a certificate of baptism.
- 5.12 It is not considered that there will be any adverse impacts on children attending Inverclyde schools by implementing this proposal. There would also be no detriment to other users of the school facilities or the wider community.
- 5.13 An equality impact assessment has been undertaken in the preparation of this proposal and any equality issues that are raised during the consultation period will be taken into account.

6.0 EMPLOYEE IMPLICATIONS

- 6.1 None.

7.0 FINANCIAL IMPLICATIONS

- 7.1 This proposal has no financial implications but may mitigate against extra teachers being taken into employment because of placing request appeals.

8.0 RESPONDING TO THE PROPOSAL

- 8.1 Page 4 of this document provides details on how to access a copy of the proposal document.
- 8.2 Interested parties are invited to respond to the proposal by making an online submission using the link:

www.inverclyde.gov.uk/yoursay

Alternatively, written submissions should be made using the form attached at the end of this document no later than Tuesday 7 November 2016.

9.0 Appendix 1 – Proposed Draft Policy on Admissions and Pupil Placement in Mainstream Schools:

Inverclyde Council Draft Policy on Admissions and Pupil Placement in Mainstream Schools

Contents

Section A - Core principles of the policy

Section B - Admissions procedures

- 1.0 Arrangements for registering a pupil in P1.
- 2.0 Arrangement for transferring from primary to secondary school.
- 3.0 Arrangements for registering a pupil into primary and secondary school after the start of the school session in August.

Section C - Oversubscription of catchment area schools and the capping of schools

- 1.0 Oversubscription of Schools.
- 2.0 Capping of schools.

Section D - Making a Placing Request

- 1.0 Arrangements for making a placing request at the beginning of an academic year.
- 2.0 Arrangements for making a placing request out with the normal enrolment timescale.
- 3.0 Families who move to a new address.
- 4.0 School Transport.
- 5.0 Appeal Procedures.

Appendices

1. Glossary of terms
2. Reasons for refusing a request at a school
3. Associated school groups by catchment area
4. Capacity of schools

Section A - Core Principles

- 1.0 The Admissions and Pupil Placement Policy is applicable to all **mainstream schools** in Inverclyde.
- 1.1 The Admissions and Pupil Placement Policy recognises the right of parents to make a placing request to have their child educated in a school of their choice. Parents in turn should recognise that they do not have an automatic right to have their **placing request** granted.
- 1.2 For the purposes of determining which school a pupil should attend the authority is divided into defined geographical **catchment areas**. Each address in Inverclyde is assigned to a non-denominational and a denominational primary and secondary school.
- 1.3 At the point of entry to primary school parents may choose the primary school of either educational sector, (**non-denominational** or **denominational**) assigned to their home address, which they wish their child to attend. This policy is premised on the assumption that having made a choice about the educational sector (**denominational** or **non-denominational**) at primary stage, a pupil will remain in that sector for the duration of their education in Inverclyde.
- 1.4 All of the **denominational** schools in Inverclyde are Roman Catholic. Roman Catholic schools are open to all children regardless of faith. Where a **denominational school** is oversubscribed, either for within the **catchment** area pupils or through **placing requests** then priority will be given to pupils who can demonstrate or have declared an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Catholic faith and a supporting letter from the Church.
(see sections C and D)
- 1.5 There are no **denominational** primary schools within the areas of Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:
 - children whose parents have selected to send their child to the **non-denominational** school serving their defined **catchment area** assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at primary 7 of seeking admission to either the **non-denominational** or **denominational** school assigned to their address. The Council's policy in respect of school transport will apply.
- 1.6 Inverclyde has a Gaelic nursery and primary unit attached to Whinhill Primary School. It is the right of parents to make a request to the Authority for Gaelic medium education. Parents wishing their child to be educated in Gaelic medium should register with their local school and make a **placing request**. Gaelic Secondary education is accessed in Glasgow. Transport is provided.
- 1.7 Each secondary school has a list of **associated primary schools**. This means that pupils who live within the geographical **catchment area** and of the chosen sector (**denominational** or **non-denominational**) would normally transfer to the secondary school without the need for a **placing request**.

- 1.8 Attendance at an **associated primary school**, either through a **placing request** or the submission of a request to remain if a family have moved house does not guarantee a place at the **associated secondary school** and a **placing request** should be submitted.
- 1.9 A **Pupil Placement Panel** will be convened by the Corporate Director of Education, Communities and Organisational Development if the situation arises where the number of pupils in a defined catchment area who are eligible to enter a school in primary or secondary is greater than the number of places available in the school.

The **Pupil Placement Panel** will also scrutinise recommendations on entry made by the appropriate Head of Service in Education Services to ensure the criteria has been applied appropriately and to determine which placing request applications should be granted and which should be refused.

- 1.10 The **Pupil Placement Panel** will comprise the Corporate Director of Education, Communities and Organisational Development, the Head of Legal and Property Services and a Head of Service from another council service selected from a rota.
- 1.11 Where documentation such as **proof of residence**, a qualifying letter or baptism into a faith are requested, then the applicant will be given 4 weeks to produce original copies of an documentation requested. A Council Tax notice, plus a recent utility bill or other acceptable evidence will be accepted as proof of residence. Where there is doubt about any of the documentation, the Authority reserves the right to verify this information by cross checking with Council Tax records or undertaking spot checks.

Section B – Admissions Procedures

1.0 Arrangements for registering a pupil in P1.

- 1.1 The Education (Scotland) Act 1980, as amended by the 1981 Act, requires education authorities to secure the adequate and efficient provision of school education including arrangements for the admission of children to schools.
- 1.2 The process of registration records a child as eligible for education to be provided by the authority. The procedure of enrolment commits the authority to providing that education in a particular school.
- 1.3 The process for enrolling is as follows:
On a date or dates in January each year intimated and publicly advertised by Education Services, parents/carers should register their children with their catchment area school of their chosen denomination if their children:
 1. Have attained the age of 5 years before that date
 2. Will attain the age of 5 years on or before the last day of February of the following year
- 1.4 Birth Certificates and proof of residence (Council Tax letter, plus a recent utility bill or other acceptable evidence) must be produced.
- 1.5 At the point of registration parents will have access to the handbook containing information about the school. Parents will also receive information about how to make a **placing request** should they decide not to send their child to their catchment school.

- 1.6 If a parent wishes to defer entry to primary school they still must register at the appropriate school to be advised of the Council's **deferred entry** procedures.
- 1.7 If a child has not reached the age of 5 years by the last day in February they would not be eligible to register at this time. In exceptional circumstances, a formal request for early entry should be submitted to Education Services for consideration.

2.0 Arrangements for transferring from primary to secondary school

- 2.1 On completion of their primary education, pupils will normally transfer to the secondary school within their geographical **catchment area** and of their chosen denomination unless they have been granted a placing request to another secondary school.
- 2.2 Pupils will transfer from primary school to secondary school once per year on the date of the start of the new session for pupils. Transfer will normally take place at the end of primary 7.
- 2.3 The Head Teacher of the primary school will advise parents/carers in December each year that their children are due to transfer to secondary school in the following August. Intimation will be made of the name of the secondary school to which the child should transfer and details of liaison meetings with parents will be provided.
- 2.4 There are no denominational primary schools within Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:
 - Children whose parents have selected to send their child to the non-denominational school serving the defined catchment area assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at primary 7 of seeking admission to either the **non-denominational** or **denominational** school assigned to their address. Inverclyde Council's policy in respect of school transport will apply.

3.0 Arrangements for registering a pupil into primary and secondary school after the start of the school session in August.

- 3.1 This applies to pupils moving into the **catchment area** of their chosen denomination after the start of a school session. In the first instance parents should make contact with the school directly to enquire if they have space for their child in the relevant stage or year group. Parents should provide proof of the address and the child's date of birth.
- 3.2 In addition, for secondary school placements, parents will need to provide details of the subjects that the child has studied, particularly at stages S4 and above. It may not be possible to match all subjects previously studied and children may need to choose new subjects to make a full timetable.
- 3.3 During school holidays, parents should contact Education Services to discuss the arrangements for registering their child into their preferred primary or secondary school.

Section C - Oversubscription of catchment area schools and the capping of schools

1.0 Oversubscription of Schools

Although rare, the situation may arise whereby a school is oversubscribed at either the primary 1 or secondary 1 stage for pupils of the chosen denomination who live within the **catchment area** of the school. In these circumstances, the **Pupil Placement Panel** should convene to determine the allocation of places.

Applications for all other stages of schooling for pupils within the **catchment area** of the chosen denomination should be dealt with by Head Teachers.

While every effort is made to provide places for all children in the school in their defined catchment area within their chosen denomination, places cannot be guaranteed. In such circumstances, pupils will be offered a place in the school of their chosen denomination nearest to their home address, until such times as a place becomes available in their catchment school. Inverclyde Council will meet any additional transport costs incurred due to attendance at the non-catchment school.

If a school is oversubscribed and cannot take pupils within the defined catchment area and chosen denomination then places will be granted in the following order:

1. A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.
 2. Those cases where a brother or sister attends the school and will continue in this school during the next session.
 3. In the case of denominational schools pupils: who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Catholic faith.
 4. Distance of home address from chosen school.
- 1.1 If within catchment area places for the chosen denomination have had to be declined then a waiting list will be held by Education Services reflecting the above criteria. Parents will be informed if places become available. If the parent subsequently chooses that their child remain at the school out with the **catchment area** or chosen denomination the following should be borne in mind:
- Transport will only be made available for that academic year
 - The pupil may have to submit a placing request to their chosen secondary school
- 1.2 If Inverclyde Council refuses an application to one of its schools it must explain the reasons why to parents in writing. The grounds for refusal of a place are listed in Appendix 2. Parents have the right to appeal this decision through the **appeals process**.

2.0 Capping of schools

- 2.1 Inverclyde Council is permitted to limit the overall roll of a school (the term commonly used is “capping”). It can limit not just the overall roll but also the intake of pupils into specific year groups. Where there are schools whose rolls will exceed their capacity or by the granting of placing requests will exceed their capacity in the future, there is a need to restrict access to these schools so that the roll can remain within the agreed capacity of the school.
- 2.2 The Council is allowed to reserve places within primary and secondary schools, based on the assumption that the places will be required for children and young people who are likely to move into the delineated areas of the schools during the session (Section 28A of the Education (Scotland) Act 1980 as amended).

- 2.3 For the purpose of secondary schools which are approaching capacity, Inverclyde Council may keep two places for S1 for pupils who move into the catchment area and one place for pupils in other years.

For primary schools who are approaching capacity, Inverclyde Council will keep one space per year group for pupils who move into the catchment area.

Inverclyde Council will not employ an extra teacher or create another class due to placing requests.

Section D - Making a Placing request

1.0 Arrangements for making a placing request at the beginning of an academic year

- 1.1 Parents who wish their child to attend a school other than their defined catchment school are entitled to make a **placing request** for the school of their choice.
- 1.2 Information on how to make a **placing request** is distributed to parents/carers by Head Teachers at the point of enrolment in January in the case of pupils who are starting primary 1. When pupils transfer from primary to secondary school the information will be given out as part of the information pack in December.
- 1.3 Parents/carers may make only one **placing request** at a time for a pupil. If the initial request is refused the opportunity will be available to parents to make another request should they so wish.
- 1.4 Where applications are being made for the start of a new session these should be submitted to Education Services no earlier than 1 January and no later than 1 February prior to the start of the session in August. Applications received for P1 or S1 after the 1 February will only be considered after the applications received on time have been processed.
- 1.5 Applications will be acknowledged within 5 working days of receipt of each application.
- 1.6 Parents/Carers will be advised in writing of the decision made in respect of their application no later than 30 April.
- 1.7 Late applications may be considered at the discretion of the Head of Education.
- 1.8 If a **placing request** is submitted then the **catchment area** place that the pupil is entitled to will be kept until the outcome of the placing request application has been confirmed.
- 1.9 While every effort is made to grant **placing requests**, circumstances can arise whereby there are more applications than places available. In such cases the priorities for admission will be as follows:
1. A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.
 2. Those cases where a brother or sister attends the school and will continue in this school during the next session.
 3. In secondary schools: children who attend a primary school **associated** with the secondary school as a result of a placing request or a request to remain according to the length of time at the **associated primary school**. This means that pupils who have attended for the longest time will have the highest priority. Appendix 3 shows the list of **associated school groups**.

4. In the case of denominational schools: pupils who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Catholic faith.
 5. All other children of school age residing in the defined catchment area of the school according to distance of home address from chosen school.
 6. All other children of school age residing in Inverclyde according to distance of home address from chosen school.
 7. Children of school age residing out with Inverclyde whose additional support need is supported by significant input by education and another appropriate agency and who are requesting a place within a school which has specialist provision to meet the child's needs.
 8. Children of school age residing out with Inverclyde according to distance of home address from chosen school.
- 1.10 When a **placing request** is granted the previously allocated place at the catchment school will be withdrawn. The newly allocated place will not be withdrawn unless the place was obtained on the basis of false information.
- 1.11 The **Pupil Placement Panel** should convene to determine the allocation of places. It will be the role of the **Pupil Placement Panel** to scrutinise recommendations on placing request applications made by the appropriate Head of Service in Education Services to ensure the criteria have been applied appropriately and to determine which applications should be granted and which should be refused. Where a placing request application is refused parents will be advised in writing of the grounds for refusal.

2.0 Arrangements for transferring from primary to secondary school

- 2.1 Parents who wish to make a **placing request** during the school year or school holidays should contact the school of their choice or Education Services to obtain an application form.
- 2.2 **Placing request** applications which are submitted to Education Services during the school year or school holidays will be acknowledged within 5 working days of receipt. Parents/Carers will be notified of the decision made in respect of their application within 8 weeks (exclusive of school holidays).
- 2.3 Such applications will be referred to the Head Teacher of the school concerned who will advise if there are places available in the school. Where the Authority declines an application for reasons other than there being no places available in the school the application will be referred to the Pupil Placement Panel for decision. If a placing request application is refused parents will be advised in writing of the reasons for refusal.

3.0 Families who move to a new address

- 3.1 Where a family moves to a new address which is out with the catchment area of the school their child currently attends, they have two options:
- Enrol their child in the school serving their new defined **catchment area** for their chosen denomination.
 - Complete a form requesting that their child remains in the school they currently attend. If this

option is selected Inverclyde Council will not provide school transport. In the case of primary pupils, parents should check which the secondary school assigned to their new home address. It is likely that a placing request may be required for their child to attend the secondary school assigned to their previous home address.

4.0 School Transport

- 4.1 Inverclyde Council provides school transport for pupils who live more than one mile from their local primary school or two miles from their local secondary school by the shortest safe walking route.
- 4.2 Children who attend a school as a result of a **placing request** are not entitled to school transport. If, in exceptional circumstances, a pupil is unable to attend the catchment area school of their chosen denomination because it will pose a risk to the safety of the pupil or there is a legal reason why they cannot attend that school then the Authority may consider providing transport at the discretion of the Head of Education.

5.0 Appeal procedures if a placing request is refused

- 5.1 If Inverclyde Council refuses an application to one of its schools it must explain the reasons why to parents in writing. The grounds for refusal of a place are listed in Appendix 2.
- 5.2 If parents/carers are aggrieved by a decision of the Education Authority to refuse a placing request then the parent/carer may refer the decision to the **Education Appeal Committee** set up by Inverclyde Council.
- 5.3 The **Education Appeal Committee** hearing an appeal shall have a membership of three; one Councillor and two other members. The Councillor shall not be a member of the Council's Education & Communities Committee. The other members will not be members of the Authority or its Education Committee and will be in one of the following three categories:
 - Parents of children of school age.
 - Persons who in the opinion of the Authority have experience in education.
 - Persons who in the opinion of the Authority are acquainted with the educational conditions in the area of the Authority.

Neither the Councillor nor the other members shall be a member of the Parent Forum of the school affected by the appeal.

- 5.4 The **Education Appeal Committee** shall be administered by the Council's Head of Legal and Property Services from whom details of the appeals procedure may be obtained. Appeals should be submitted in writing to the Head of Legal and Property Services.
- 5.5 The Head of Legal & Property Services shall maintain a rota to be used in selecting members to sit in hearings of the Committee.

6.0 Policy Review

- 6.1 This policy will be reviewed on a 5-yearly basis, or earlier if required.

Appendix 1

Glossary of terms

Catchment Areas	The catchment areas for a school are geographical. Every address in Inverclyde is in the geographical catchment area of a denominational and non-denominational school.
Mainstream School	A mainstream school is any school that is not classed as a special school. The definition of a special school is any school where the sole or main purpose of the school (or stand-alone unit) is to provide education specifically suited to the additional support needs of children and young persons selected for attendance at the school (or unit) by reason of those needs.
Denominational School	The majority of denominational schools in Scotland are Catholic and all of the denominational schools in Inverclyde are Catholic. A Catholic denominational school is one which promotes the ethos and values of the Catholic faith. Denominational schools are run in the same way as other local Authority schools. Every state pupil is open to pupils of all denominations.
Non-Denominational Schools	A non-denominational school is one that does not cater for a specific faith.
Placing Request	This is a request for a pupil to be educated at a school other than that allocated by the Education Authority. A placing request should be submitted if a pupil wants to attend a school out with their geographical catchment area or if a change of denominational sector is required.
Associated School (either primary or secondary)	A group of schools that traditionally work together because they share the same geographical catchment area and denomination. Each associated group of schools has one secondary and feeder primary schools. Whilst most joint working takes place in the associated school group, attendance at an associated primary school does not automatically ensure a place at the secondary school.
Pupil Placement Panel	The Pupil Placement Panel comprises the Corporate Director of Education, Communities and Organisational Development, the Head of Legal and Property Services and a Head of Service from another council service selected from a rota. The role of the panel is to scrutinise recommendations on entry made by the appropriate Head of Service in Education Services to ensure the criteria has been applied appropriately and to determine which placing request applications should be granted and which should be refused.
Proof of Residence	Proof of residence should be a Council Tax notice and another formal letter e.g. a utility bill, a tax credit award notice.
Deferred Entry	All children who are 4 years of age by 28/29 February start primary school in the August of the same year. Children with January/February birthdays can automatically defer school entry for one year. Deferred entry for children born out with January / February is discretionary and is granted by the Additional Support Needs Forum.
Appeals Process	This is the right of the parent to appeal the decision made by the Authority to decline a place at their requested school.
Education Appeal Committee	The Education Appeal Committee is administered by the Council's Head of Legal and Property Services and has a membership of three, one Councillor and two lay members.
Parent Forum	A school's parent forum automatically includes every parent/carers with a child enrolled at the school. This is not the same as a Parent Council who act as a representative group for the parent forum.

Reasons for refusal of a place at a school

If Inverclyde Council refuses an application to one of its schools it must explain the reasons why to parents in writing. The following are the reasons why a Council may refuse an application for a place in one of its schools.

- (a) If placing the child in the specified school (that is, the school specified in the application), would:
 - (i) Make it necessary for the Authority to take an additional teacher into employment
 - (ii) Give rise to significant expenditure on extending or otherwise altering the accommodation at or facilities provided in connection with the school
 - (iii) Be seriously detrimental to the continuity of the child's education
 - (iv) Be likely to be seriously detrimental to order and discipline in the school
 - (v) Be likely to be seriously detrimental to the educational well-being of the pupils attending the school
 - (vi) Assuming that pupil numbers remain constant, make it necessary, at the commencement of a future stage of the child's primary education, for the authority to elect either to create an additional class (or an additional composite class) in the specified school or to take an additional teacher into employment at that school
 - (vii) Though neither of the tests set out in sub-paragraphs (i) and (ii) above is satisfied, have the consequence that the capacity of the school would be exceeded in terms of pupil numbers
- (b) If the education normally provided at the specified school is not suited to the age, ability or aptitude of the child
- (c) If the education authority has already required the child to discontinue his attendance at the specified school
- (d) If the specified school is a special school and the child does not have an additional support need requiring the education or special facilities normally provided at that school
- (e) If the specified school is a single sex school (within the meaning given to that expression by Section 26 of the Sex Discrimination Act 1975) and the child is not of the sex admitted or taken (under that Section) to be admitted to the school
- (f) If accepting the request would prevent the Authority reserving a place at the school for a child likely to move into the area of the school.

(All references to the 'specified school' are to the school specified in the application.)

Appendix 3

Associated School Groups and Catchment Areas

Pupils who live in the catchment area for:

Ardgowan Primary School
Gourock Primary School
Moorfoot Primary School
TRANSFER TO Clydeview Academy

Pupils who live in the catchment area for:

Aileymill Primary School
Kings Oak Primary School
Lady Alice Primary School
Whinhill Primary School
TRANSFER TO Inverclyde Academy

Pupils who live in the catchment area for:

Inverkip Primary School
Wemyss Bay Primary School
TRANSFER TO Inverclyde Academy OR St Columba's High School

Pupils who live in the catchment area for:

All Saints Primary School
St Mary's Primary School
St Patrick's Primary School
TRANSFER TO Notre Dame High School

Pupils who live in the catchment area for:

Newark Primary School
TRANSFER TO Port Glasgow High School

Pupils who live in the catchment area for:

Kilmacolm Primary School
TRANSFER TO Port Glasgow High School OR St Stephen's High School

Pupils who live in the catchment area for:

St Andrew's Primary School
St Joseph's Primary School
St Ninian's Primary School
TRANSFER TO St Columba's High School

Pupils who live in the catchment area for:

St Francis' Primary School
St John's Primary School
St Michael's Primary School
TRANSFER TO St Stephen's High School

Education Services

CONSULTATION ON CHANGES TO OUR POLICY ON ADMISSIONS AND PUPIL PLACEMENT IN MAINSTREAM SCHOOLS

CONSULTATION RESPONSE FORM

Please use this form to let us know what you think about this proposal

The closing date for responses is **Monday 7 November 2016**.

This form should be returned to:

Education Services
Wallace Place
Greenock
PA15 1JB

We are looking for your views on our proposal to apply new procedures for admissions and placing requests to schools within Inverclyde. The Schools (Consultation) (Scotland) Act 2010 requires a local authority to undertake statutory consultation if it wishes to modify its guidelines for placing requests for a school. The proposed policy is attached in its entirety as an appendix to this consultation proposal document; however the two main areas for changes to the policy for consideration are outlined below. Please note that the proposed amended guidelines for priority for admissions to schools and placing requests are **only** in the event of a school being oversubscribed.

When considering the priority for placing requests for schools, we propose to add two qualifying criteria to those already in place. The changes, and the order in which they will be considered are highlighted, below, in bold.

We will consider placing requests using the following sequence of priority criteria:

1. A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.
2. Those cases where a brother or sister attends the school and will continue in this school during the next session.
3. **In secondary schools: children who attend a primary school associated with the secondary school as a result of a placing request or a request to remain**

according to the length of time at the *associated primary school*. This means that pupils who have attended for the longest time will have the highest priority.

- 4. In the case of denominational schools: pupils who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Catholic faith.**
5. All other children of school age residing in the defined catchment area of the school according to distance of home address from chosen school. (An example of such a placing request would be where a child who has attended the non-denominational primary school of its geographical catchment area makes a placing request to the denominational secondary school of its catchment area due to the distance of its home address from the said secondary school).
6. All other children of school age residing in Inverclyde according to distance of home address from chosen school.
7. Children of school age residing out with Inverclyde whose additional support need is supported by significant input by education and another appropriate agency and who are requesting a place within a school which has specialist provision to meet the child's needs.
8. Children of school age residing out with Inverclyde according to distance of home address from chosen school.

In the particular and exceptional circumstances where a school has insufficient capacity to accommodate all pupils living in its defined catchment area, then it is proposed to regard all such pupils as having made placing requests which will be considered, in order of priority, as below:

1. A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.
2. Those cases where a brother or sister attends the school and will continue in this school during the next session.
3. In the case of denominational schools: pupils who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Catholic faith.
4. Distance of home address from chosen school.

Questions 1- 3 are about the priority for placing requests

Q1 Do you agree with the addition of criterion 3 for placing requests?

In secondary schools: children who attend a primary school *associated* with the secondary school as a result of a placing request or a request to remain according to the length of time at the *associated primary school*. This means that pupils who have attended for the longest time will have the highest priority

Yes No Undecided

This box gives an opportunity to explain the reason for your response.

Q2 Do you agree with the addition of criterion 4 for placing requests?

In the case of denominational schools: pupils who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Catholic faith.

Yes No Undecided

This box gives an opportunity to explain the reason for your response.

Q3 Do you agree with the order of priority for the allocation for placing requests?

Yes No Undecided

This box gives an opportunity to explain the reason for your response.

Q4 This question is about the order of allocation of places in the unlikely event that a school is oversubscribed for pupils within the catchment area for their chosen denomination.

Do you agree with the order of the allocation of places if a school is oversubscribed for pupils within the catchment area?

Yes No Undecided

This box gives an opportunity to explain the reasons for your response.

In order to validate your response to this proposal please provide your details:
(this section must be completed in order for your views to be taken into account)

Name

Address

Q6 I am responding in my capacity as a *(please indicate by selecting the appropriate answer below)*

- | | |
|---|--------------------------|
| Parent/carer of a child at primary school | <input type="checkbox"/> |
| Parent/carer of a child at secondary school | <input type="checkbox"/> |
| Parent/carer of a child in nursery | <input type="checkbox"/> |
| Parent Council member (primary school) | <input type="checkbox"/> |
| Parent Council member (secondary school) | <input type="checkbox"/> |
| Member of staff at primary school | <input type="checkbox"/> |
| Member of staff at secondary school | <input type="checkbox"/> |
| Church representative | <input type="checkbox"/> |
| Elected Member | <input type="checkbox"/> |
| Trade Union | <input type="checkbox"/> |
| Member of the public | <input type="checkbox"/> |
| Member of Community Council | <input type="checkbox"/> |
| Bord na Gaidhlig | <input type="checkbox"/> |

Other group (please specify)

Handling your response – Please note that:

We will use the information you provide for the purpose of this consultation, including statistical and analytical purposes.

We will pass a full copy of your response to Education Scotland, or a summary of it if agreed with them.

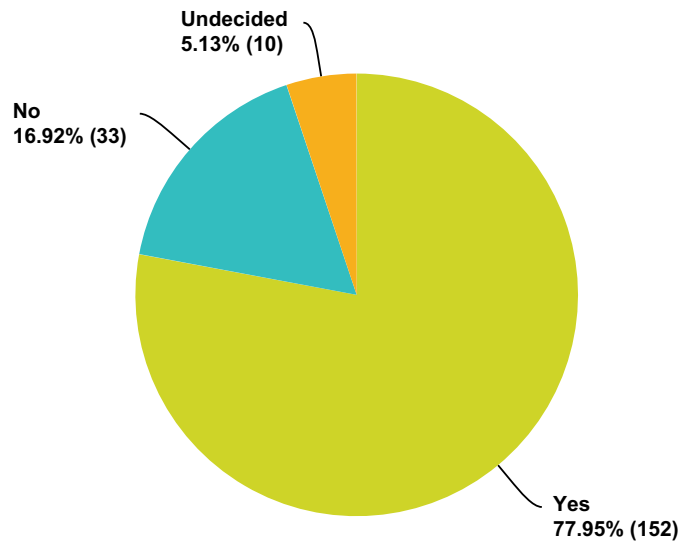
We are subject to the provisions of the Freedom of Information (Scotland) Act 2002 and therefore would have to consider any request made under the Act for information relating to written responses/records or oral representations made to us relating to this consultation.

Thank you for taking the time to respond.

If you would like to make any comment on the proposal, or suggest an alternative option for consideration please do so in the space below:

Q1 Do you agree with the addition of criterion 3 for placing requests? In secondary schools: children who attend a primary school associated with the secondary school as a result of a placing request or a request to remain according to the length of time at the associated primary school. This means that pupils who have attended for the longest time will have the highest priority

Answered: 195 Skipped: 1



#	This box gives an opportunity to explain the reason for your response.	Date
1	This will result in the decline of primary schools that are not with the catchment area for desirable secondary schools as parents remove children from their local schools earlier and earlier in order to secure a place in a high school outside of their catchment area. Affected schools currently lose pupils from p6/p7, however this has the potential to result in dramatic reduction in numbers from much earlier.	11/7/2016 10:46 PM
2	This has the potential to be detrimental to the pupil attendance at schools not associated with the chosen secondary. This has the potential therefore to lower performance and demand at these schools which will ultimately filter on to secondary school.	11/7/2016 10:41 PM
3	If a child moved house during primary and remains in school despite living in catchment then I feel that this is fair. I do not necessarily agree with people who have a primary placing request moving onto secondary based on this.	11/7/2016 9:35 PM
4	Transition to high school can be a challenging time for young people. It is important that established relationships from primary provide continuity for young people.	11/7/2016 9:24 PM
5	This enables children to maintain friendships and gives recognition of pupils commitment to their School. It should help to prevent pupils moving around at end of Primary to meet Placing Request criteria.	11/7/2016 8:11 PM
6	This seems fair and precludes movement for placement in P7.	11/7/2016 4:36 PM

7	This change would mean less placing request appeals for the Council, based on friendship groupings and would avoid disruption for such children, at a fairly crucial stage in their education. The move to secondary can seem daunting and having to attend a different secondary school to the other pupils in the associated primary is a potential upheaval. From an educational perspective, transition from primary to secondary will be more seamless from an associated school, given the work done by staff from associated schools to facilitate this.	11/6/2016 4:11 PM
8	My son will have to put a placing request in when attending high school i.e. Notre dame after completing 7 years in saint Patrick's with all his friends. I feel he should be given higher priority.	11/2/2016 10:44 PM
9	Pupils attending primary school associated with secondary have been attending as a pupil since starting school and teachers know how these children perform in school as in behaviour and attendance.	10/28/2016 5:34 PM
10	Having read the most recent inspection reports for both Notre Dame High School and Inverclyde academy, it is clear that Inverclyde councils educational facilities are not run in an inclusive, equal manner. I have been told by education services that no school in Inverclyde is better than an other. This is clearly not the case. If you read and examine the evidence regarding Notre Dame high school and Inverclyde academy, children from Notre Dame high school have a better educational experience. For example the evidence based statistics for Notredame's last inspection state that 28 % of children felt the school was helping them become more confident compared to 20% in Inverclyde academy. 49% of children asked said they strongly agreed that they get help when they need it compared to a shocking 35% in Inverclyde academy. 44% of NotreDame pupils stated that staff were good at dealing with bullying behavior compared to 39 % of Inverclyde academy pupils asked. Notredame pupils clearly stated in most questions answers which indicate the have a better educational experience aswell as a better social experience than pupils in Inverclyde Academy. I feel that unless Inverclyde council can raise the standards of all local schools to reach this then they cannot discriminate against children based on religion. All facts stated above can be found on the education Scotland website as can both inspection reports. Schools associated with Notredame are Catholic Schools therefore children who have attended them the longest will be of Catholic religion. This is no different to the second proposal it is simply dressed up in a way that Inverclyde council cannot be seen to be discriminating against non catholic children	10/26/2016 12:19 PM
11	Would alleviate the potential problem of children being sent to a high school on their own. However, this problem is undoubtedly caused by parents in the first place, who are willing to "take their chance" at appeals hearings (which have proved ineffective in recent years) and put their children through the uncertainty. Also, Education Services would need to be extra vigilant regarding an increase in Upper school placing requests into feeder primaries of desirable high schools. The word "oversubscribed" needs to be explained and made clear. S1 intake of NDHS was already temporarily increased for Aug 16, even before further children were allowed in.	10/25/2016 7:45 PM
12	It is important that primary pupils moving on to secondary are able to remain with their peer group/friends, this is a life changing experience for children and one that could leave them feeling very vulnerable if they are not able to go to the same school as their friends.	10/22/2016 3:58 PM
13	Too many people are using the schools for the wrong reason e.g. Closer to their house our reputation	10/18/2016 6:30 PM
14	Children making the move from Primary to Secondary School need the reassurance of moving along with friends and classmates they have been with for their primary career. My daughter was impacted in 2015 as we moved outside the Notre Dame catchment weeks before she started high school. She had been in St Kenneth's then All Saints with the same classmates since primary 1. She was refused a place, but was then given one on appeal. But she should have had priority as she was going from an associated primary where she has been since primary 1. It is a very unsettling time for children and they require their support network around them when moving. This should take priority over other placing requests who have no association with that school. All Saints has strong ties to Notre Dame, which is wasted if children aren't given priority.	10/18/2016 5:23 PM
15	Attending school with a peer group who have attended the same Primary School is important.	10/14/2016 3:08 PM
16	Moving from primary to secondary school is a disruptive time in a child's life, and it seems reasonable to want to reduce the impact of this change by allowing a child to remain with their existing schoolmates. However, it is also a time of opportunity for children to expand their horizons, and perhaps the best time to make a change if one has to be made.	10/6/2016 3:34 PM
17	These children have become friendly with their classmates or even grew up with them and most obvious choice would be that they would like to transcend into the secondary school that is associated with that primary as most of those children will be going there also. I do not think it to be fair that it should be made solely on where you stay to the catchment of the school as much as what primary you attended	10/5/2016 8:26 PM
18	No schools should remain accessible to all!	10/5/2016 5:57 PM
19	My children attend a Primary school based on child care arrangements which will not change when one of them starts high school. When applying for a placing request for Primary school this should cover not just the Primary but the feeder Secondary too. This should be figured out on the class sizes at Primary school at the start of the placing request process.	10/2/2016 11:25 PM

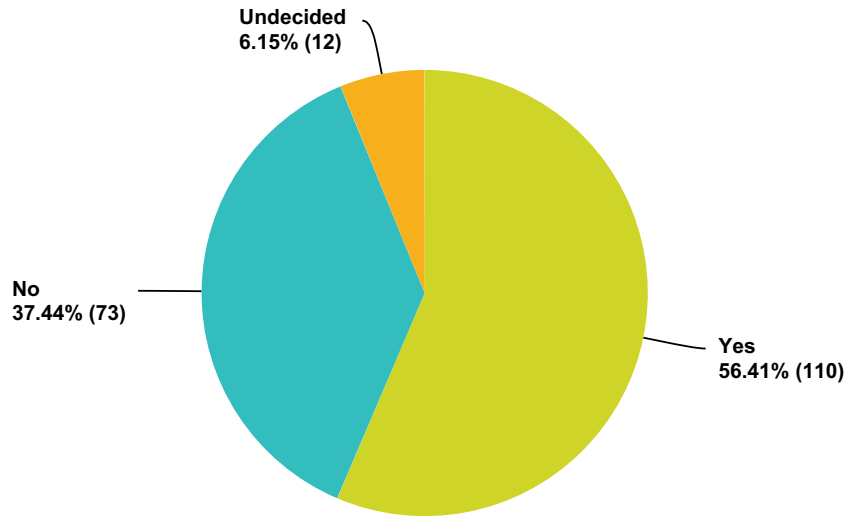
20	Its clearly set out in the Education Act (Scotland) distance is priority. Has Parliamentary agreement been given to this Council to change its laws on a whim because a certain school had an influx of non demoninational students won by my appeal or that they had to provide extra staff?	9/29/2016 12:18 PM
21	Every school should be of equal standard(theoretically) hence a child should go to any secondary from any primary.	9/28/2016 10:28 PM
22	I don't agree with the order as religion shouldn't be taking into it that part should be scrapped altogether.	9/28/2016 4:06 PM
23	This seems unfair as its not the childs fault if they have moved to a new area and only been in associated primary school a short time compared to the other kids.	9/28/2016 1:37 PM
24	This will help children to continue the education with their friends from the primary school. They will not feel lonely and enjoy more the next level of their education. This also could help to settle well in new school and avoid any unnecessary stress.	9/27/2016 10:13 PM
25	Children of primary school age often attend particular schools to suit employment locations of parents or locations of childcare. It is then unfair to separate these children from their classmates of seven years. Also, it is widely known that children from non-denominational primaries are being transferred to feeder schools of Notre Dame High School in primary 6 or 7 in order to get their children to attend this high school under the guide of location and travelling distance.	9/26/2016 9:45 PM
26	I made the decision to have my child attend a Catholic school through choice as I attended Catholic schools throughout my own childhood. I believe that both my children have and still benefit from this choice.	9/25/2016 2:40 PM
27	It should be catchment based on how close the child is from the school and not based on associated schools nor religious ethos.	9/23/2016 4:58 PM
28	I firmly believe that it is important for children to attend the same secondary school with the children they went through primary school with.	9/23/2016 1:03 PM
29	The association is likely to be on grounds of similar faith.	9/22/2016 7:50 PM
30	yes as I think it is paramount to a child's social aspect as well as educational they should be allowed to remain with the peers they have goes through 7 years of primary with. I also think that this rule should be above the fact that siblings are in the school dependant on how far away from the secondary school they live. ie a child has gone through a primary associated with the secondary and lives in Gourock I belive should be have more credibility of being allowed in the secondary than a child who has not attended the associated primary and lives in Inverkip or further and gets in because they have a sibling in the secondary already. that is not benefiting the child socially or educationally.	9/22/2016 6:27 PM
31	I don't necessarily agree that the placing request in primaries are correct, therefore I find it difficult to agree that these placements should get priority in secondary school.	9/21/2016 11:17 PM
32	I disagree with this proposal due to the detrimental impact on other primary schools. Specifically, my experience in Kilmacolm. Many pupils have left Kilmacolm Primary to join Bridge of Weir Primary due to Renfrewshire Council's placing request priorities. These give preference for Gryffe High School placing requests to children who have attended the associated primary school (Bridge of Weir). This has a direct detrimental impact on Kilmacolm Primary as pupils are taken out of year groups (with the associated impact of lost friendships for those left behind) due to parents trying to improve their chance of a placing request to Gryffe High School for secondary. Giving preference to children attending the associated primary school (even where those pupils have never lived in catchment for that associated primary school) is unfairly disadvantaging those pupils over others who have attended their catchment primary but wish to make a placing request for secondary.	9/21/2016 10:16 PM
33	the reasons given sound fair	9/21/2016 9:58 PM
34	think this may prevent people moving into the catchment purely to ensure place in secondary school.Plus is all their friends are moving to that school it seems unfair to exclude them.	9/21/2016 7:31 PM
35	This discriminates other pupils who's closest option is a lower performing school. The council's priority should be to raise the academic levels of all the high schools in inverclyde and that would solve the problems of over subscription at certain schools in the area.	9/21/2016 3:41 PM
36	That's discrimination	9/21/2016 2:54 PM
37	This does not place a fair weight on people who have moved to the area.	9/21/2016 9:00 AM
38	All primary school pupils who are in a primary school that is associated with the secondary school should attend that secondary without question.	9/21/2016 8:38 AM
39	It is imperative that children in feeder schools by means of a placing request are allowed into the associated secondary school. Current system is unfair in the way it allows children who have not attended an associated primary school to secure a place before them. Obviously priority should be given to children with special needs and siblings in the school with children in the feeder schools being given priority next. This criterion is imperative.	9/20/2016 10:54 PM

40	I feel this is discrimination on the basis of religion. Goes against what the Equality Act 2010	9/20/2016 8:07 PM
41	The criteria is clear as mud, however if I understand the jist of it, tenure that is outside the control of the child and could be down to a huge variety of reasons, is a criteria on which the request will be judged. Apart from being convenient, what value or quality does this addition to the criteria actually add? It's a just a numbers game really, hardly a sound basis for a decision.	9/20/2016 1:57 PM
42	If a child attends a primary school for many years whether on request or not then they should automatically go to the corresponding secondary school. Only reason they should not attend the secondary school is if they move home and they decide to move to school closer to their home. I have always felt it very unfair that a child goes through 7 years at primary school only to be told there may not be a place for them at the associated secondary. Pupils from other primary schools in area and close to secondary get places over the associated primary children is very unfair system	9/20/2016 1:29 PM
43	It's only fair that it goes to catchment schools the way it always has	9/20/2016 12:49 PM
44	I know from personal experience that the priority for any child is remaining with their friends and peer group. The level of anxiety caused to these children and families of having to attend a different school cannot be over emphasised. Also children in associated primaries will have been involved in lessons taken by teachers from the Secondary school. There is also the issue of which Foreign Language is taught in primary. In the past some children have done Spanish in primary and then gone to a secondary school which teaches French.	9/20/2016 12:36 PM
45	Children should attend the nearest school.	9/20/2016 11:07 AM
46	It is unfair to expect children who have spent up to seven years with their peers to be sent to a different secondary school for the rest of their school career.	9/20/2016 8:57 AM
47	It is important for children to be able to make the transition into secondary school along with their friends. Children in associated primaries are also more familiar with staff in the secondary school.	9/19/2016 11:32 PM
48	Attendees at a feeder school should be afforded priority.	9/19/2016 8:56 PM
49	I believe that children from a denominational primary school should be given priority when transitioning to secondary school if they have been a pupil of the primary for a few years	9/19/2016 8:29 PM
50	As a parent who due to unforeseen circumstances will have to move out with the catchment area for the high school associated with my daughters primary school I welcome this. It is extremely important that she progresses to secondary with the class group she has been with for the 7 years.	9/19/2016 8:07 PM
51	My child has a placing request for his Primary school due to child care arrangements. These child care arrangements will still be in place for both my children once my son starts high school, therefore, I will need a placing request for Secondary school. I feel it is only fair the placing request for his 7 years in Primary school should stay in place as he moves to high school. To remove him from his friends would be stressful and start his high school years under pressure. I also believe if you apply for a placing request at Primary school this should cover the feeder Secondary school.	9/19/2016 8:07 PM
52	My son has attended Ardgowan primary for 7 years. I believe it is important that where friendships are made at school, that the children have the choice to continue these friendships at the feeder secondary.. For the whole of p7' my son (as well us us as parents) worried he might be separated from his peers and forced into a school where he had no bond with the other children. My son would not have had the confidence to enter into his catchment secondary and that would have been increased worry for us..fortunately, his placing request was granted and he can continue his journey through high school with the friends he has known for 7 years.	9/19/2016 7:17 PM
53	It is very important that a child who has attended the associated primary for their entire primary school education have an automatic place at the associated secondary without exception. However, great care must be taken to ensure that parents do not abuse this by taking their child out of non-associated primaries to ensure their child gets a place at the secondary of their choice. I have already heard of one parent who was planning to take their child out of a non associated primary to complete primary 7 in an associated primary.	9/19/2016 6:21 PM
54	This would give all children from feeder schools the opportunity to remain with their peers and friendship groups that they have developed over a period of 7 years. This proposed alteration to the placing request criteria would help improve pupils' social and emotional well-being as a result of remaining with their friendship groups.	9/19/2016 6:04 PM
55	A child who is accepted to attend the feeder primary school should be allowed to continue their education alongside their peers in the secondary school associated to their primary.	9/19/2016 4:49 PM
56	I dont beleive that this makes sence? are you saying that a child who attends a primary feeder school for a specific secondary school had to have a placement request accepted to that primary school in order be accepted to that secondary?	9/19/2016 3:18 PM
57	Placing request should be based on where you live not the primary school you have managed to placing request into.	9/19/2016 12:10 PM

58	I feel that if a child has attended an associated primary school by means of a placing request then it would be wrong and detrimental to their well being and continuity of education if they are not allowed into the associated secondary school. Present system is unfair and does not take this into consideration so MUST be changed. Children in feeder schools should be allowed into associated secondary schools. I strongly agree with this proposed change.	9/19/2016 11:16 AM
59	If a child attends a feeder school , either by placing request or right to remain , they should be referred automatically to the secondary school attached. It would reduce emotional distress for the children and families involved and would also give more of an idea as to protected rolls for secondary school.	9/19/2016 10:18 AM

Q2 Do you agree with the addition of criterion 4 for placing requests? In the case of denominational schools: pupils who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Catholic faith.

Answered: 195 Skipped: 1



#	This box gives an opportunity to explain the reason for your response.	Date
1	No, religion should not be a factor in assigning school places. It is divisive and works against the principles of equality and inclusion.	11/7/2016 10:41 PM
2	Catholic schools pride themselves on accepting every religion. As a non-Catholic teacher working in a denominational school, I have witnessed many pupils attending who do not have an "affinity with the religious ethos" and opt out of attending mass etc. while those non-Catholic pupils go along and support the ethos of the school. In Scotland, you don't need to be baptised by the Catholic church to gain entry to a denominational school. You can be christened in Church of Scotland and it would take the place of a baptismal certificate. I think this needs to be clear to avoid further segregation.	11/7/2016 10:02 PM
3	As a parent who chooses to send my children to a Catholic school, I believe strongly in the partnership between home, school and parish to provide the foundation of Faith formation and also values. I also know that there are many parents who choose to send their children to Catholic schools even though they are not Catholic because of the ethos and Christian values which they promote.	11/7/2016 9:24 PM
4	This criteria will give an element of priority to pupils who are Catholic but still allows pupils to opt in to a Catholic Education, even if they are not of that faith.	11/7/2016 8:11 PM
5	Excludes people to whom a strong religious ethos is of paramount importance and who can demonstrate commitment to the spirit of Catholic values. Not fair to immigrants. Religion is a personal matter - don't discriminate.	11/7/2016 4:36 PM
6	St Columba's Parent Council are concerned that if the School Transport proposals go ahead, along with these changes that this will make it easier for pupils from our associated Primary School's to move to Notre Dame High School and other secondary schools. In particular, families who live within our catchment area, however, from a distance and public transport perspective are closer to or easier to access another school will opt to apply for a placing request and be successful. This change if implemented could have an impact on our school roll.	11/6/2016 7:39 PM

7	It seems only fair that children who can demonstrate such an affinity are given priority over those who cannot. Furthermore, this will assist the teaching of this within the curriculum.	11/6/2016 4:11 PM
8	Some parent council members felt this criteria could aggravate the religious divide	10/28/2016 3:56 PM
9	I have no problem with criteria 4 up to and including the words religious ethos of the school. However, I do not believe that having a certificate of baptism provides evidence of an affinity with this ethos. In 32 years teaching in a denominational school, I knew many non catholic who had a great affinity to the schools religious ethos and equally many catholics who didnt	10/28/2016 3:53 PM
10	Again this is religious discrimination against Children, If Notre dame and other Inverclyde schools performed to the same level then there would be no need for these proposals. Inverclyde council is denying non religious children a better educational service due to religion. Non denominational High Schools within Inverclyde do not perform to the level in which Notre dame does therefore Inverclyde council are providing better staffing and a educational resources to Catholic children.	10/26/2016 12:19 PM
11	Baptismal certificate - Yes Letter from Clergy- No	10/25/2016 7:45 PM
12	This demonstrates clear discrimination against all children of non-Catholic heritage, who will be significantly disadvantaged in relation to placing requests to attend three of the six secondary schools in the local authority. This could lead to material breaches of the local authority's responsibility to improve wellbeing outcomes for all young people, as outlined in the Children and Young People (Scotland) Act.	10/25/2016 6:07 PM
13	Totally unacceptable criteria for selecting which application is accepted for this obvious reason; Inverclyde has a catholic secondary school already allocated to each catchment area, if a catholic family are applying for a placement request to a catholic secondary school then clearly their rationale for making the request is not on a religious basis but on some other criteria such as quality of the school they wish to send their child to or proximity to after school family support. It is most likely that a non catholic family are making such a placement request on exactly the same basis so why should the non catholic family be victimised based on their religion as religion is not the principle reason for either application. It seems clear to me that the introduction of such a policy may be seen as a victimisation based on religion as it is clear that religion is not the reason for either family making the application in first place. In my opinion such a victimisation may be subject to legal challenge on the basis of equality.	10/24/2016 11:11 PM
14	Clearly, each area in Inverclyde has a delegated Catholic school, so to consider by way of religion for a placing request is totally unjust. Clearly the Catholic family is applying for a placing request NOT for religious reasons but on some other attraction to that school; most likely the exact same reason a non-Catholic family would be applying! Such discrimination on these grounds would clearly be a breach of the non-Catholic's human rights and would surely be open (quite rightly so) to legal challenge.	10/24/2016 10:42 PM
15	If people choose to go to a Catholic school, they should be of that faith.	10/22/2016 3:58 PM
16	Children who have chosen to go to a denominational sector establishment are there for religious education, non religious children aren't and shouldn't take that away from an over subscribed denominational school	10/18/2016 6:30 PM
17	Since it is assumed that the Catholic church provide some funding for the school this would seem fair.	10/14/2016 3:08 PM
18	The Denominational schools are publicly funded so should be available equally to children of all backgrounds and faiths. To favour certain religions regardless of the school is discrimination.	10/12/2016 1:28 PM
19	This would be discrimination on religious grounds, to deny children school placing based on religion is unfair. All parents pay council tax and the schools are publicly funded, no church of any denomination funds them. Moreover to deny a child who lives in the catchment area to give places to those outwith a catchment area, based on religious grounds is again, a form of discrimination.	10/12/2016 12:22 PM
20	When a school is oversubscribed the reason for this needs to be looked into. Where the school in question is oversubscribed as its deemed a 'better' school and academically out performs other schools in the area. This needs to be investigated by the council and best practices shared across the other schools in the district. What is the school doing differently compared to the others? Nobody should be denied the opportunity of attending a council school due to religion. Amending the selection criteria does not address the actual root of the problem, which is understanding why its oversubscribed in the first instance. Is it due to the locations of the other High Schools, do parents not agree with the ethos and policies of the other schools, do they have a poor track record on results, bullying or extra curricular activities? All this needs to be addressed or certain schools will continue to remain over subscribed and parents and children will continue to be disappointed that they are unable to attend their school of choice.	10/9/2016 4:51 PM
21	4 pupils took part in this survey and 1 thought the response should be yes because children who are of the catholic faith should have chance to attend catholic schools.	10/7/2016 10:23 AM
22	I think the concept of segregated faith schools is completely anachronistic, and all faith schools should be abolished in favour of a completely secular education system. I cannot see how discriminating against children who don't have a certificate of baptism will foster better relations within different religious and non-religious groups in society. I fear that introducing such a barrier will be counter-productive, giving religious leaders greater influence over the school.	10/6/2016 3:34 PM

23	i have no knowledge of this , but i would suppose that to attend a catholic school then there should be an element of catholic faith possibly but not too much i can comment on about this.	10/5/2016 8:26 PM
24	Religion and schooling together are divisive and have no place in a modern society. Splitting friends and family members up due to religion smacks of a backward society.	10/5/2016 5:57 PM
25	No child should be denied a place at a school based on their religion.	10/4/2016 9:16 PM
26	I am undecided about this point. If a denominational school has better results than a non denominational school, there may be quite a few families wishing to send their children there in the hope that they will achieve better grades. I don't think that the religion of the child should be factored into the decision around a place in the school. Being of Catholic faith, I can understand the reasons why evidence may be requested but I don't think it should affect a child's education.	10/4/2016 1:24 PM
27	Faith needs to be a priority from Primary school through to Secondary. You cannot choose at high school age to send your child to a denominational school, therefore, children who go to a denominational Primary wanting to go to a denominational Secondary should take priority on a placing request.	10/2/2016 11:25 PM
28	Its clearly set out in the Education Act (Scotland) distance comes before denomination. This is a Government matter...not a local Councils. Has it been passed in Parliament that you intend changing this statute? Notre dame is a Council run school, the people of Inverclyde under this council are of mixed denomination and therefore the school should be open to those in the catchment area. If its to purely Catholic, the Catholic Church should be paying for it, not the locals. The point of going to school is to be educated...not for religion.	9/29/2016 12:18 PM
29	In this century, there should be NO denominational schools .Schooling should be secular and not encourage sectarianism Keep religion at home	9/28/2016 10:28 PM
30	Segregation in schools has been a blight on our society for generations and this only serves to further entrench these divisive and outdated religiously orientated 'education' rules.	9/28/2016 5:04 PM
31	I don't beleive religion should dictate what school any child should go to as in my opinion it is trying to force a divide between catholic and all other religions as in a place like inverclyde there is a big enough divide.My son attends whinhill primary and live in the catchment area for high school notre dame and basically if this happened my son wouldn't be allowed to attend this school due to being non religious and would have to attend a school further away because of this. I feel I should be able to put my kids into any school in any area without religion being forced upon them.	9/28/2016 4:06 PM
32	I think the question of "Baptism into the Catholic faith" is erroneous as all Christian Baptisms are into the Christian Faith of "ONE Catholic and Apostolic Church" and there has been long standing recognition of Baptisms into Christian Faith (in Scotland, and the rest of the UK) between differing denominations of Christianity. In essence Christian Baptism is recognised and respected by all denominations, even when a person is Baptised in a Roman Catholic Church or Church of a Reformed Tradition (widely known as Protestant). The very fact that a person should only receive one Baptism in their lifetime whether or not they later decide to follow/join another denomination, is theologically sound and prohibits the need for someone who was baptised as an infant (or at any other time) being re-baptised. They may well be baptised in one denomination and "confirmed" in another. Therefore baptism is a Christian Sacrament of Worship, not necessarily a Roman Catholic Sacrament of worship, which negates the issue of Baptismal certificates "proving" any affiliation to Roman Catholicism and Denominational Schooling.	9/28/2016 3:23 PM
33	Is this not punishing people because of religion some kids do not practice any religion as family feel they would like them to make there own choices regarding religion . the kids with no religion would then be excluded from applying.	9/28/2016 1:37 PM
34	It will help the school to accept the children of the parents who continue the same value, including any religious ethos, as the school.	9/27/2016 10:13 PM
35	Why would parents with no affinity to the Catholic faith want their child to attend a Catholic school? It is the case they think the standard of education/discipline is higher in Catholic schools. This has to be addressed- Inverclyde Academy has a terrible reputation, I don't claim to know if this is deserved or not but something has to be done to change this perception. The situation where Catholic pupils may not be able to attend a Catholic high school due to a high number of pupils with no affinity for that religion is ludicrous.	9/26/2016 9:45 PM
36	I believe that children who have been baptised in to the Catholic faith, have grown and attended the Catholic primary school associated with the secondary school should be given priority. when placing requests are put forward regardless of catchment area.	9/25/2016 2:40 PM
37	In this day and age discriminating on children due to their religion is obscene!!	9/23/2016 4:58 PM
38	Priority should be given to all the pupils from the denominational feeder schools in the catchment area	9/23/2016 1:49 AM
39	We feel that all children in the feeder denomination primary school, have priority over children from outwith the feeder school or of a different faith	9/23/2016 1:43 AM

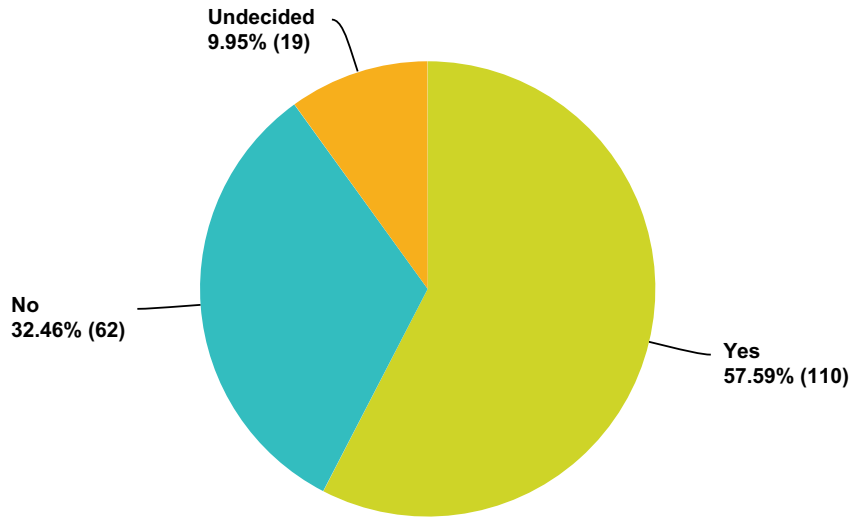
40	It is unacceptable that the faith of a child's parents afford their child a preferred placing to a school. Additionally, there is no meaningful facility to establish if the child considers themselves of that faith. I believe the beaches the right of the child. Additionally religious minorities would find it harder to obtain school places.	9/22/2016 7:50 PM
41	I am undecided about this as for a non Catholic school there is no evidence as there is no religion therefore the non catholics are at a disadvantage as they are not allowed to go to the Catholic school. personally I would abolish the separate schools and allow everyone to go to the same school. religion should be taught in the church of the parents choice.	9/22/2016 6:27 PM
42	A Catholic child will have the opportunity to choose to attend a denominational school or a non-denominational school whereas a Non-Catholic child will only have the choice of a non-denominational school. This means that Catholic children will have two choices against only one choice for Non-Catholics so the Catholic child will have an unfair advantage over the others. This means that the system would be unfairly slanted against the Non-Catholics.	9/22/2016 3:20 PM
43	I feel that this breaches equality legislation that states you must not discriminate on the grounds of a protected characteristic. In this case religion. This may apply both direct and indirect discrimination against someone due to their religion or lack of religion. Religion or belief (1)Religion means any religion and a reference to religion includes a reference to a lack of religion. (2)Belief means any religious or philosophical belief and a reference to belief includes a reference to a lack of belief. (3)In relation to the protected characteristic of religion or belief— (a)a reference to a person who has a particular protected characteristic is a reference to a person of a particular religion or belief; (b)a reference to persons who share a protected characteristic is a reference to persons who are of the same religion or belief.	9/22/2016 2:12 PM
44	I feel that this is discriminatory towards children and families that are not practicing a faith but may still feel an affinity and still consider themselves religious. I also feel that since the denominational schools are perceived as being 'better' it is unfair to exclude or prioritise one set of children over another. This would be a huge step backwards in my opinion is sectarian in nature.	9/22/2016 12:43 PM
45	There are options. You don't just suddenly decide at secondary level that you now want your child to have a catholic education nor should you send your child to a catholic school with the view you will not make them participate in any religious study at all. There are non denominational schools for that.	9/22/2016 9:41 AM
46	If someone who has attended a denominational primary but lives close and chooses to go to a non denominational secondary and would have no problem being placed (since they are within the catchment), why should it be different the other way around? This idea is completely wrong and taking us backwards in our segregation issues we already have in society	9/21/2016 11:17 PM
47	Whilst I sympathise with Catholic parents who see non Catholic children being prioritised to their disadvantage, I disagree with Inverclyde Council providing separate denominational education at all. Therefore I have answered this as undecided.	9/21/2016 10:16 PM
48	this change sounds fair	9/21/2016 9:58 PM
49	Rather than a baptism certificate they should provide evidence that they attend a Catholic Church as many people have their children baptised and don't come back until holy communion time, it would be unfair if a practising Catholic child missed out on a place at a catholic school to someone who had s certificate but not known to the church.	9/21/2016 9:26 PM
50	This breads discrimination and is archaic	9/21/2016 9:05 PM
51	I don't feel priority should be given to religious factors I think the other proposed criteria are more important in deciding on priority placing requests.	9/21/2016 9:00 PM
52	A school should be an environment for learning not for religion - that is what churches are for. On that basis I can't agree with people getting priority purely because they follow a certain religion. That is discriminatory.	9/21/2016 8:11 PM
53	Vital that children who share the religious ethos of the school get priority over those who don't especially when those same children wish to be excused from religious services and education.	9/21/2016 7:31 PM
54	I don't agree with this as I feel that now people will baptise children just to get them into the school. If you are looking to ensure that the kids have he same religion they should be practising in that faith. Just because a piece of paper says they were baptised doesn't mean they follow the faith. Religion should be no part of it. If I want my child to go to that school is to do with location and the fact it's a good school nothing with religion.	9/21/2016 7:04 PM
55	It should be about giving the child the best education possible and not discriminate due to religious beliefs, its 2016 for goodness sake. There shouldn't even be denominational schools in Scotland anymore. Religion should be a choice of the pupil.	9/21/2016 3:41 PM
56	Places should be allocated on catchment not faith	9/21/2016 2:54 PM

57	Schools should be for all i.e. All Inverclyde schools should be non-denominational. It's outdated. If parents want their kids educated in one specific faith then send them to church / Sunday school. It's categorically unfair that non-Catholics do not get a choice where as catholic parents do. Kids education should be free from politics and religion.	9/21/2016 12:56 PM
58	I believe it is wrong to give EDUCATIONAL priority to any child based on the religion their parents have chosen for them to follow. What is paramount here is education, not religion!	9/21/2016 10:02 AM
59	I disagree with this in the strongest possible terms. There should be NO situation in this country in the 21st century where a child is treated differently because of their religion or lack of it. The fact that we have state funded faith schools is something this country should be ashamed of. Religion should be covered as part of an inclusive RME program and this kind of discrimination is divisive and sends the wrong message.	9/21/2016 9:00 AM
60	Placing requests should be based solely on catchment area.	9/21/2016 8:38 AM
61	Children must be allowed to attend whichever school is in their area otherwise this is classed as religious bigotry and could be removal of their rights to an education.	9/20/2016 9:58 PM
62	No point in going to a catholic school if your not catholic likewise attending a catholic primary then going to a non denomination secondary as it is closer to home i.e. Round the corner , should not be allowed	9/20/2016 9:25 PM
63	As above	9/20/2016 8:07 PM
64	Catholic Children should be given priority over non catholic children with regards to placing request, if there is there is a surplus of places then the other criteria should come into play. One has to remember though that catholic schools receive public fund and are not private therefore if places are available for non catholic children then they must accommodate.	9/20/2016 2:20 PM
65	I do not have children yet, however I would find it very prejudicial that in the future, my child could be refused to allow to attend a school because of their religion. Given that this/these schools are in receipt of public funds, I find this addition a regressive step - not progressive. I oppose this addition completely.	9/20/2016 1:57 PM
66	Some children in associated primaries may be not part of the religion but have gone through 7 years of primary and made friends. I do realise that for the over-subscribed secondary this is a challenge but again if these kids spend 7 years in a denominational primary but do not belong to the religion then they should still be given place at associated secondary	9/20/2016 1:29 PM
67	Why should a child that is not from a religious or mixed religious background not be able to attend a school whether they or there family practice in a faith or not. There should not be any boundaries in regards to religion about where you can or can't apply for a placing request. Parents for what ever reason may not want there child(ren) to attend the feeder secondary, why should a child be limited to what school they can apply for. Any Religion should not be part of the criteria for a placing request.	9/20/2016 12:44 PM
68	Whilst accepting that Denominational schools are not only for people of one Faith it is very difficult for parents to see children of an alternative or no Faith getting a place when their child may have attended a Denominational Primary for 7 years but be denied a place in the associated Secondary.	9/20/2016 12:36 PM
69	As a parent I had my children baptised and take them to church. If you want your children to be brought up with religious beliefs then you have to take them to church and teach them about that faith. The fact that you are baptised in a faith does not necessarily mean that you practice said faith. I know being a Christian does not necessarily mean you attend church either. Children should attend their nearest school regardless of what religion they are. Religion should be for the home and schools should be for learning about all faiths to promote tolerance.	9/20/2016 11:07 AM
70	We all pay our taxes and fund denominational schools and therefore pupils should not be discriminated against for their choice of religion. I find it appalling that it's even suggested. If families want their children to be taught religion they should go to Sunday school or seek religious support from the church or attend a private funded school. What is suggested is that pupils with a religious ethos could have equal rights to non denominational schools and priority to denominational schools. This is an unfair advantage and discriminatory. I do not support this and am angry my taxes may fund this.	9/20/2016 10:39 AM
71	Out dated. The council caused this problem off placement by changing non denominational schools into Catholic schools. There should be no religion involved. Children ideally should attend the school closest to their home thus sorting out the travel costs. Why should anyone be given preference because of religion. If you want religious schools they should be private the same as Ceders or St Columbus in Kilmacolm.	9/20/2016 9:30 AM
72	Catholic children should be afforded priority to attend a catholic school.	9/19/2016 8:56 PM
73	A child who is baptised living next door to an unbaptised child should not have any advantage over his friend and neighbour. Many parents choose not to baptise their child in order that the child chooses his/her faith themselves when mature enough.	9/19/2016 8:19 PM

74	I feel it is perfectly acceptable to grant placing to those practice that particular religion as the will benefit the most from attending that school	9/19/2016 8:07 PM
75	My child had attended a Catholic Primary school and has been Christened a Catholic, made his first confession, first communion and is due to make his confirmation. We regularly attend Sunday mass and want his Catholic education to continue into Secondary school. Therefore I believe he should take priority over a child who has attended a non denominational school whose religious education was not a priority in Primary school.	9/19/2016 8:07 PM
76	State schools should be for all, no matter what their religion or non religion. As its against the law to discriminate against someone' religious beliefs in almost all other regulations, schools and education must not be exempt.	9/19/2016 7:54 PM
77	Does not apply to me.	9/19/2016 7:17 PM
78	I feel that is discrimination	9/19/2016 6:36 PM
79	This clause is perpetuating sectarian segregation. Pupils of any religious denomination should be able to choose educational establishments. In inverclyde, the geographical placement of non denominational schools and the proposed transport changes make it difficult for many pupils to get to a non denominational school. I am strongly opposed to this policy as I feel it is a form of religious discrimination.	9/19/2016 4:57 PM
80	I do not agree as pupils can demonstrate an affinity with the religious ethos of a school without the need for a baptism certificate! sometimes more so than those that do	9/19/2016 3:18 PM
81	We as I society should move forward, our children should be given every chance to improve their 'education' and shouldn't base this education on their families ties to a religion	9/19/2016 3:04 PM
82	I don't believe in this day and age that school pupils should be segregated or given preferential treatment based on religion. Will the same occur for non denominational schools? Will pupils be given priority if their family is not religious? Surely if a decent education was given in all schools there would be no need for this ruling to be put in place. If this has become an issue recently do the council not need to question why there has been an increase in placement requests to catholic school? As these are all new build schools surely they can't be at capacity, was proper planning not in place?	9/19/2016 2:47 PM
83	My belief is that schools should not be identified via religion. It creates a culture of divide. All schools should be mixed with no emphasis on one religion.	9/19/2016 2:18 PM
84	This piece of paper reflects the parents religious affinity, not the child's. How can a 5 year old, for example, be expected to 'demonstrate their religious affinity' in any meaningful way? Adding this criteria means discrimination with public funds against children whose parents have a different faith or none.	9/19/2016 1:45 PM
85	I don't agree that Inverkip and Wemyss bay children should have direct access to st Columbas high school when they are not affiliated with the catholic faith. Ultimately if there were too many children going to st Columbas my child could be one of the children not getting in when she goes to a denominational primary school and attends the Catholic Church regularly in favour of a child who attends the non denominational primary school or who has no affiliation with the faith.	9/19/2016 1:34 PM
86	Only if catholic families cannot put in placing requests for non-denominational schools also in the interest of fairness as they would then have double the choice over non catholic families.	9/19/2016 12:10 PM
87	Children who practice a certain faith should take priority with associated schools over those who don't.	9/19/2016 10:18 AM

Q3 Do you agree with the order of priority for the allocation for placing requests?

Answered: 191 Skipped: 5



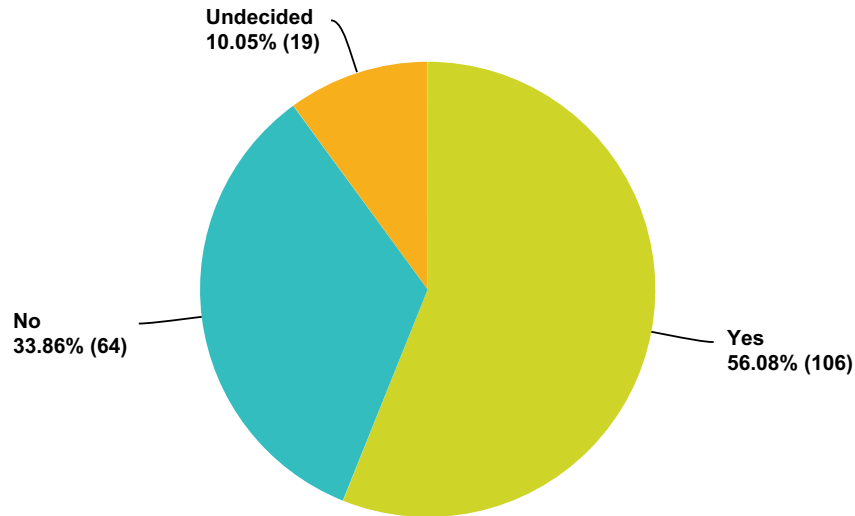
#	This box gives an opportunity to explain the reason for your response.	Date
1	In the event that these were imposed I think that they should be the other way round i.e denomination followed by length of time.	11/7/2016 10:41 PM
2	I think that the order is balanced, fair and makes sense.	11/7/2016 8:11 PM
3	No7 should be higher up. Inclusion has big impact on learning. No4 should be lower (swap with either 5 or 6).	11/7/2016 4:36 PM
4	I do not agree with the first priority. I believe that ASN places are 'allocated' by the ASN Monitoring Forum and should appear in this policy document as a separate listing.	11/7/2016 3:49 PM
5	I assume that this question relates to the proposed changes to priority. In my opinion, the new criteria proposed will make the Admissions Policy fairer as the transition will be more seamless from an associated primary.	11/6/2016 4:11 PM
6	We would prefer to see Criteria 4 moved in between 6 and 7 if its retained. So that the new order of priority would be 1,2,3,4,5,6,7,8	10/28/2016 3:56 PM
7	With the content include for question 2	10/28/2016 3:53 PM
8	I agree with children with disabilities and sibling in the school being accepted first as this school may be able to provide support others cannot but I do not agree with the new proposed order.	10/26/2016 12:19 PM
9	Children of non-Catholic heritage should not be disadvantaged in any way in the allocation of placing requests.	10/25/2016 6:07 PM
10	No 4 is ridiculous!	10/24/2016 11:11 PM
11	I agree with the above list of priorities.	10/22/2016 3:58 PM
12	No additional comments to add.	10/14/2016 3:08 PM
13	7. Special needs met by certain schools should be higher regardless of area	10/12/2016 1:28 PM
14	Remove number 4 or exchange 4 to number 8 and push 5, 6, 7 & 8 up one place.	10/12/2016 12:22 PM
15	There was no common agreement with the order.	10/7/2016 10:23 AM
16	The absence of a 'certificate of baptism' should have no bearing whatsoever on the educational options open to a child.	10/6/2016 3:34 PM

17	Proximity of school should be a priority. My child lives a 10 minute walk to Notre Dame but will be expected to walk 4 times that to get to St Columba's. The lineage requires to be looked at.	10/2/2016 11:25 PM
18	Priority should be given first to children who live in the catchment areawhy buy a house in Inverkip then have to send your child to a school in a different area because the school is virtually full . This is happening now because so many placing requests have been accepted from kids from Greenock wemyss bay etc . I don't think the sibling rule should be an automatic right when a school is struggling for space .	9/30/2016 11:30 AM
19	I agree with The Education Act (Scotland) that distance and catchment areas should have priority. I will contest this move in a court of law as is my right under the same Education Act.	9/29/2016 12:18 PM
20	Again, if every school was equal what matter , other than distance to walk, should it make?	9/28/2016 10:28 PM
21	1. If the needs of a child with ASN can only be provided by a specific school; why are they not automatically placed there instead of being considered a placing request? 2. Sibling rule is fine. 3. Associated Primary and previous length of time in said primary would be more acceptable. 4. I think my reservations to no. 4 are obvious given response above. 5. - 8. are acceptable	9/28/2016 3:23 PM
22	Kids with disabilities should be considered 1st.	9/28/2016 1:37 PM
23	I agree fully with the specific needs of children being met were the school caters for this. I feel that as a parent who chose for my children to attend a specific primary Catholic school with the intention of them being able to attend the associated secondary school can then be left with this choice being taken away from me and my child regardless of catchment area.	9/25/2016 2:40 PM
24	it should be medical conditions, followed by closeness to the school (catchment area), followed by family set up (siblings in school).	9/23/2016 4:58 PM
25	I think in cases with denominational schools after medical grounds then it should be priority to those with proof of affinity with the religious ethos of the school that get next priority.	9/23/2016 9:32 AM
26	No, 5 & 6 should not be criteria.	9/22/2016 7:50 PM
27	as described above I think that the associated school should be before the sibling rule.	9/22/2016 6:27 PM
28	Disagree with addition of item 4.	9/22/2016 6:25 PM
29	With the exception of number 3.	9/22/2016 2:12 PM
30	As stated above, the prioritisation of one group over another based on faith is wrong and sectarian - it is a step backwards in my opinion. I completely accept and understand prioritising a child based on physical or special needs but not faith.	9/22/2016 12:43 PM
31	No.2 has been given too high a priority. If a child requires special support in a particular school, why should their younger sibling who doesn't be given priority over others?	9/22/2016 8:48 AM
32	N/A since I disagree with the additional of criterion 3.	9/21/2016 10:16 PM
33	If a child attended a non denominational primary school they should not be entitled to a place in a denominational secondary school no matter how convenient the location may be.	9/21/2016 9:26 PM
34	im unsure whether reason 4 should be above reason 3. I trust that when a placing request is put in in primary school that these come under the same scrutiny.	9/21/2016 7:31 PM
35	.	9/21/2016 7:04 PM
36	Again it should be about offering an equal and effective academic opportunity to all children in inverclyde.. If all the schools were highly achieving this wouldn't be an issue.	9/21/2016 3:41 PM
37	Distance a child lives from the school should be a priority over religious affinity.	9/21/2016 10:02 AM
38	4 should not be included at all.	9/21/2016 9:00 AM
39	Placing requests should only be based on catchment area.	9/21/2016 8:38 AM
40	Catchment over religion or faith	9/20/2016 8:07 PM
41	3 should be above 2	9/20/2016 5:36 PM
42	Again - the criteria as written are so poorly written as to be almost impossible to clearly understand - if there are 8, then something fundamental is wrong if IC think they need 8!	9/20/2016 1:57 PM
43	for me if the child attends the primary they automatically go to the associated secondary. then specific criteria can be put in place to allow requests from others in area.	9/20/2016 1:29 PM

44	Point 4 - should not be a criteria at all or at least at the bottom.	9/20/2016 12:44 PM
45	I will be looking for a placing request as my twins will be in St Josephs and I do not want them in this school as I work for HSCP and this is a school intake for SW places and feel that they may discuss issues in regards to there personal lives with me and do not wish this to happens, in addition the main reason is childcare issues. I have no-one apart from my in laws to pick me kids up from school, my mother in law is registered disabled and they live in Gibshill so its to far for them to travel every day to pick the kids up. They are in Blairemore Nursery due to childcare and this has to be done by a placing request. I feel that everyone has different situation and should be looked at on an individual basis	9/20/2016 12:18 PM
46	No the distance of home from the school should come first.	9/20/2016 11:07 AM
47	Religion shouldn't come before location of where child lives	9/20/2016 10:59 AM
48	4 should be removed.	9/20/2016 10:39 AM
49	This is because of the crazy placements set out by council. People with a Gourrock address had to put placements for their children into Gourrock schools & then will have to do same for High school. The council thought it was more sensible for them to go to a Greenock school.	9/20/2016 9:30 AM
50	Children with siblings in the school should have the first priority. It could be a logistical nightmare for parents with primary school age children in different schools. Younger children look to their older siblings when beginning school for both comfort and reassurance.	9/19/2016 11:32 PM
51	Children who have attended an associated primary scool should automatically be given a place there should be no question about it. Being in a catchment school should mean you would be automatically accepted no matter what.	9/19/2016 9:25 PM
52	I can understand the order of placing requests however I do believe the lineage requires to be looked at again. We live a 5 minute walk to Notre Dame HS but our catchment is St Columba's in Gourrock which would take my child over 30 minutes to walk to.	9/19/2016 8:07 PM
53	this is because I don't agree with the "catchment area" policy.. I believe kids who attend a primary should automatically feed into the secondary school attached. If the policy was changed as above, then I would agree: -that children with disabilities should take priority, -followed by children with siblings - and then requests for kids within the catchment could apply for placing requests if the want to attend a non feeder secondary.	9/19/2016 7:17 PM
54	Dont agree with siblings. What about only child or children whose siblings have left the school in question ?	9/19/2016 6:21 PM
55	I would be happy if the religious clause was removed. If maintained this should be the last in order of priority.	9/19/2016 4:57 PM
56	I would agree with the process had this come into force prior to my children starting Primary school where we would have needed to make an informed choice at that time. Now it seems as though you are trying to remove ones freedom of choice when looking at a childs secondary education.	9/19/2016 3:18 PM
57	I would of hoped with the new schools that all would have facilities to provide education to anyone with additional support needs. I also agree with number 2, it would be unfeasible for children from the same home to attend different schools. No 3 I would imagine will panic a lot of parents locally into disrupting their child's current primary education in order to ensure a place at their chosen high school. No4 will be piece of paper to many (not all) and again I don't agree that children should be segregated by religious background.	9/19/2016 2:47 PM
58	Criterion 4 - religious affiliation - should not, if included at all, have a higher priority than distance to school within catchment area. A child living adjacent to a denominational school may be denied a place due to parental beliefs?	9/19/2016 1:45 PM
59	I believe children of a denominational faith should have first refusal of the denominational high school before any other placing request.	9/19/2016 1:34 PM
60	I agree that children with siblings deserve a place first and all children in feeder schools deserve a place also before any child who wishes to go to a secondary school that is not associated with their primary school. It's unfair that some children can get into a secondary school when they haven't attended the associated primary school before those children who have.	9/19/2016 11:16 AM
61	I believe a child who attends a primary school should not have to have a placing request in the first place. If they are in a feeder school , there should be an automatic entry into the associated secondary school.	9/19/2016 10:18 AM

Q4 This question is about the order of allocation of places in the unlikely event that a school is oversubscribed for pupils within the catchment area for their chosen denomination. Do you agree with the order of the allocation of places if a school is oversubscribed for pupils within the catchment area?

Answered: 189 Skipped: 7



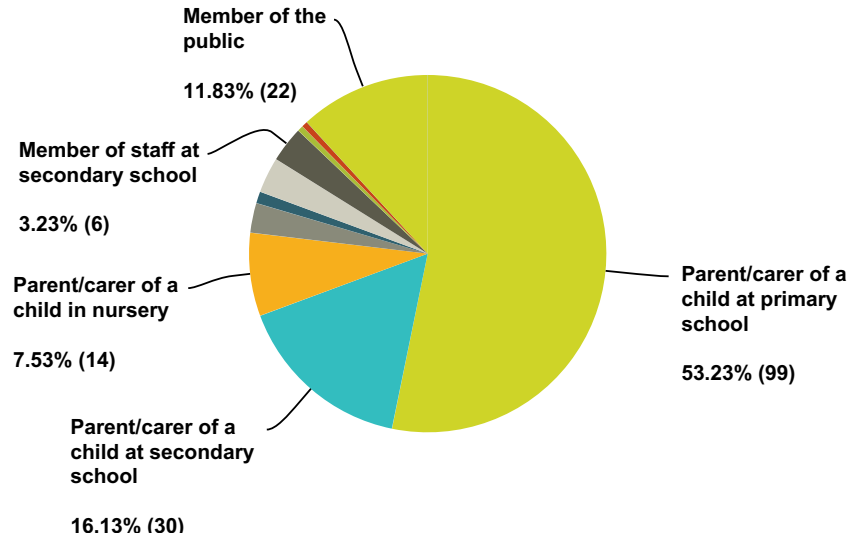
#	This box gives an opportunity to explain the reasons for your response.	Date
1	However, many non- Catholic young people who attend denominational secondary school not only contribute but help to enhance the faith life of the school.	11/7/2016 9:24 PM
2	Swap 3 & 4. Closeness to school more important to avoid lateness.	11/7/2016 4:36 PM
3	However given my comment at Q3, I would like to see an added mention re the Forum.	11/7/2016 3:49 PM
4	Once again, I assume that this question relates to the proposed changes to the policy and I agree that those proposals should be approved. The changes are both fair and conducive to more seamless transition to secondary education from associated schools.	11/6/2016 4:11 PM
5	The order should be similar to above, 1,2,3,4,	10/28/2016 3:56 PM
6	with the same content included in question 2	10/28/2016 3:53 PM
7	There should be no preference given to placing requests on the basis of a child's faith heritage.	10/25/2016 6:07 PM
8	If a child attends a primary school they should be automatically sent to the secondary school that school feeds into. The pressures and emotional strains of moving a child away from the friends they had for 7 years would be hugely detrimental to their development	10/24/2016 11:11 PM
9	If the child attends the primary school associated with the secondary school, then the child should get a place regardless of where they live.	10/19/2016 4:21 PM
10	This will stop people using the school for its location	10/18/2016 6:30 PM
11	No additional comments to add.	10/14/2016 3:08 PM

12	I dont believe religion should be a factor at all	10/12/2016 1:28 PM
13	Priorities should be needs based, in the first instance regarding the needs of the child, in terms of support needs and association to feeder school and in the second instance the needs of the whole family, for example travelling distance, employment area of parents/guardians. No religious grounds should be taken account of. Point 4 should be removed or placed as point 8 and following points moved up one place each.	10/12/2016 12:22 PM
14	1 pupil out of 4 agreed.	10/7/2016 10:23 AM
15	As above.	10/6/2016 3:34 PM
16	Denomination should not be used as an entitlement for placing within schools!	10/5/2016 5:57 PM
17	As above the proximity of the home address to the school should be priority. Why should a child who lives 5 - 10 minutes walk from a school be expected to walk 4 times that to their catchment school. Lineage requires to be looked at.	10/2/2016 11:25 PM
18	Distance should remain the priority. Demonination is secondary. Education (Scotland) Act.	9/29/2016 12:18 PM
19	Again.....schools should be equal.....	9/28/2016 10:28 PM
20	1. If the needs of a child with ASN can only be provided by a specific school; where are they not automatically placed there instead of being considered a placing request? 2. Sibling rule is fine. 3. Associated Primary and previous length of time in said primary is more acceptable. Also note my reservations regarding Baptismal certificates. 4. Distance from home address is acceptable.	9/28/2016 3:23 PM
21	I feel my child should not be penalised because their sibling has left the said secondary school before they start. The choice to have my child attend a specific school is also for reasons beyond the choice of faith. As a working parent who relies on Grandparents to look after my children whilst I work. The choice of schools was also chosen early on because of were they live and for my children to be near them.	9/25/2016 2:40 PM
22	There should be sufficient places for all the denominational children from the feeder schools in the first instance, only then should requests from denominational children outwith the catchment area be considered, before any non denominational requests are considered	9/23/2016 1:49 AM
23	There should be sufficient spaces in denomination schools for all the pupils coming up from the feeder schools in the catchment areas, irrelevant of requests from pupils outwith the catchment area & from other faiths	9/23/2016 1:43 AM
24	No, denomination considerations should not be taken into account	9/22/2016 7:50 PM
25	With the exception of 3.	9/22/2016 2:12 PM
26	Unsure of what the actual policy is	9/22/2016 12:45 PM
27	Basing it on special or physical needs yes but not basing it on faith. Discriminating between people based on faith and religion is wrong and a step backwards.	9/22/2016 12:43 PM
28	Again, no.2 is too high a priority. I would not be happy if my child did not get into the school just because they didn't have an older sibling there I I lived closer to the school than them.	9/22/2016 8:48 AM
29	People within the catchment should always get priority, regardless of their religion	9/21/2016 11:17 PM
30	For denominational schools faith should be the top priority, distance to and from school should not feature at all as council already has a transport provision in place for pupils out with walking distance	9/21/2016 9:26 PM
31	Distance to school should be priority over denomination.	9/21/2016 9:00 PM
32	In this case i do think denomination should be given priority.	9/21/2016 7:31 PM
33	No point 4 should not come into it, I agree with points 1-3 if a priority call is needed	9/21/2016 7:04 PM
34	If a school is over subscribed then you need to look at the other schools in the area to find out why parents are reticent about sending their children there. Inverclyde has one of the worst higher grade scores in Scotland. Choosing to send your child to a school in inverclyde isn't really that easy considering the majority of secondary schools have such poor results. Clydeview will be over subscribed due to it being the best school for higher results. If parents are willing to travel to put their children there then the council should be held responsible for the lack of an adequate education level at schools closer to home.	9/21/2016 3:41 PM
35	Schools should be not discriminating towards kids based on their faith Should be catchment area first	9/21/2016 2:54 PM
36	I think that no 1 and no 2 should be swapped around. ie those with siblings already in the school should have priority over a medical reason to attend the school.	9/21/2016 2:51 PM
37	See previous resopnse.	9/21/2016 10:02 AM

38	4 should not be included at all.	9/21/2016 9:00 AM
39	If a strict catchment area criteria was applied, this question is irrelevant.	9/21/2016 8:38 AM
40	The key issue that I have seen is that a lot of pupils are admitted to a primary school that are NOT in the catchment area of that school. In St. Mary's Primary School / Greenock around 1/3 of the pupils do not come from within the catchment area. It is unacceptable that the school must take these pupils on - they "live" with their grandparents who live "round the corner" - and other pupils have to suffer. This school is far too small for the amount of pupils it must take on. This issue must be tackled across Inverclyde.	9/21/2016 7:11 AM
41	Distance should be the main thing when considering a place. Children should attend their nearest school.	9/20/2016 9:58 PM
42	Again catchment over religion	9/20/2016 8:07 PM
43	I don't understand the question. No3. I understand, but not clear on what is being asked here.	9/20/2016 1:57 PM
44	As Above	9/20/2016 12:44 PM
45	For all of the reasons already given.	9/20/2016 12:36 PM
46	Again children should attend the nearest school regardless of their faith.	9/20/2016 11:07 AM
47	As previous question	9/20/2016 10:59 AM
48	Number 4 should be removed.	9/20/2016 10:39 AM
49	Explained already.	9/20/2016 9:30 AM
50	Children attending the associated primary schools should have preference.	9/20/2016 8:57 AM
51	Children with siblings in school should have first priority.	9/19/2016 11:32 PM
52	As above I believe the lineage needs to be looked at again and if you receive a placing request for Primary this should cover the Secondary school too. I would accept the order if the lineage was looked at properly.	9/19/2016 8:07 PM
53	As I have said to question 2.	9/19/2016 7:54 PM
54	Does not apply to me.	9/19/2016 7:17 PM
55	should be 1, 2, 4, 3	9/19/2016 7:16 PM
56	I feel it's basically like saying if you get your child into primary school as a result of a placing request you are guaranteed a place at thend associated secondary even though it's outwith your catchment area. I have no faith and choose tone send my child to the closest school to me and for my child to follow the faith of the school they attend. This is discrimination against this and my child would be disadvantaged as a result.	9/19/2016 6:36 PM
57	Dont agree with siblings. What about only child or children whose siblings have left the school in question ?	9/19/2016 6:21 PM
58	As above. Religious affiliation should be removed or be the lowest priority.	9/19/2016 4:57 PM
59	I may have agreed with the process had this come into force prior to my children starting Primary school which may now prohibit them in attending the secondary school of choice	9/19/2016 3:18 PM
60	Affiliate primary schools are as attended given right to a placement at said secondary school, if you choose not to use either of those affiliated secondary schools then allocation order should be used	9/19/2016 3:04 PM
61	Same response as q3	9/19/2016 1:45 PM
62	I believe children of the schools denominational faith should have priority to a denominational high school before other placing requests are considered.	9/19/2016 1:34 PM

**Q6 I am responding in my capacity as a
(please indicate by selecting the
appropriate answer below)**

Answered: 186 Skipped: 10



#	Other group (please specify)	Date
1	On behalf of Clydeview Academy Student Council	11/7/2016 4:36 PM
2	Member of Exclusion & Appeal Committee	11/7/2016 3:49 PM
3	Chair St Ninian's Primary Parent Partnership	11/7/2016 3:46 PM
4	as above	11/7/2016 3:28 PM
5	Grandparent who regularly is carer when parents work	10/28/2016 5:34 PM
6	Parents should be made aware that if their home address which determines which secondary schools catchment area they live in, rather than the primary school attended. A map of catchment areas both primary and secondary might be helpful for parents.	10/28/2016 3:48 PM
7	Also, staff member at primary school and parent council member of secondary school	10/25/2016 7:45 PM
8	Close relative of child attending primary school.	10/25/2016 6:07 PM
9	HT on behalf of the Junior Leadership Team	10/14/2016 1:47 PM
10	Parent of children at secondary school and primary school and also a teacher in secondary school.	9/30/2016 4:48 PM
11	Parent/carer of a child in primary school, Parent/carer of a child in nursery & Parent council member (primary).	9/30/2016 11:34 AM
12	A community charge payer and graduate of a non biased scottish system	9/28/2016 10:28 PM
13	Grandparent of a child who will begin Secondary school in 2016	9/23/2016 1:03 PM
14	grandparent/carer of both primary and secondary school pupils	9/21/2016 3:20 PM
15	Parent of two children in primary and one child in secondary school	9/21/2016 7:11 AM
16	Also a parent of secondary pupil (Notre Dame and St Patricks)	9/20/2016 5:36 PM
17	Future parent with an interest in ensuring my child is not prejudiced based on their religion or circumstances outside their control.	9/20/2016 1:57 PM
18	Current Parent Council Chair.	9/19/2016 10:18 AM

Q7 Handling your response - Please note that: We will use the information you provide for the purpose of this consultation, including statistical and analytical purposes. We will pass a full copy of your response to Education Scotland, or a summary of it if agreed with them. We are subject to the provisions of the Freedom of Information (Scotland) Act 2002 and therefore would have to consider any request made under the Act for information relating to written responses/records or oral representations made to us relating to this consultation. Thank you for taking the time to respond. If you would like to make any comment on the proposal, or suggest an alternative option for consideration please do so in the space below:

Answered: 12 Skipped: 184

#	Responses	Date
1	The proposed policy should alleviate concerns of pupils and parents in schools on placing requests. There is one area not covered which I believe should appear - there is no mention of Pupils' Rights from the age of 16.	11/7/2016 3:49 PM
2	I think parents bringing children up in catholic education should always take precedence	10/28/2016 5:34 PM
3	My personal view is you go to the nearest school to your home non denominational or denominational . If you wish another school then move to that catchment area or if you are lucky enough to get a placing request then pay for your child to travel to that school buses should not be paid for by council.	9/30/2016 11:30 AM
4	Ive stated my case above.	9/29/2016 12:18 PM
5	This is a very sensible solution to the problems in recent years regarding placing requests- well done on proposing this Inverclyde council!	9/26/2016 9:45 PM
6	I think that if a child has attended a the primary school they should be able to continue to the associated high school and not be separated from he friends they have made over the 7 years in primary education.	9/21/2016 4:33 PM
7	Educational establishments in Scotland should be wholly secular with a good RME program. There is NO good reason in the 21St century to discriminate against children on religious grounds. This is all about funding and religious influence and neither of these things have a place in education.	9/21/2016 9:00 AM
8	I also have a child in a denominational school as a result of a placing request. This was due to the distance of the school from the home.	9/20/2016 11:07 AM
9	I don't think we should have denominational schools at all. Can we vote on that?	9/19/2016 9:19 PM
10	Michael duffy	9/19/2016 9:08 PM
11	I could not send my children to the Primary catchment school for my area due to work commitments. I work in Glasgow 3 days out of the 5 my children go to school therefore my child care dictated the school my children could attend. My child care issues will not disappear once my older child starts high school. Placing requests are required to let parents work not just because we want our child to go to a certain school.	9/19/2016 8:07 PM

12	As a parent of a child who attends a primary school by means of a placing request I am extremely worried and anxious that they may not be allowed into the associated secondary school. I therefore feel it is imperative that our situation is taken fully into consideration when deciding on placing requests. Children in feeder schools should be allowed into associated secondary schools.	9/19/2016 11:16 AM
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Placing Request Consultation

Comments from Public Meetings

Capacity	Question:	Response:
Vice Chair Parent Council	<p>Has the Council looked at the knock on effect the changes to the transport policy will affect the placing request situation, especially with regards to Notre Dame High School.</p> <p>Notre Dame is the only school in the centre of town, there are high areas of deprivation, the next school available is going West, so there could be an increase in placing requests due to changes in transport.</p>	<p>Both consultations required to be conducted at same time, cut-off November, with decision due Jan/Feb before election.</p> <p>Possibility there could be an impact but as we don't know the outcome of transport consultation, we cannot say it will impact.</p> <p>Whatever decision is taken re transport policy we will still need to apply criteria for allocating placing requests</p> <p>.</p>
Parent Council – Notre Dame	The working capacity of the school means the school could lose social areas etc., due to increase of placing request.	<p>Paper going to November committee re capacity of all schools.</p> <p>Capacity of a school to deliver a curriculum is taken into account.</p> <p>Guidance: How many school holds. Curriculum delivered Maximum intake.</p> <p>We've tried to be fair to every school.</p>
Parent – Moorfoot & Clydeview	When will this change to the policy take effect?	<p>This coming year 2017/18 intake. If the consultation is taken, for one year only the due date for placing request applications will be end February 2017.</p> <p>.</p>
Vice Chair Parent Council – Notre Dame High School	Do you think by putting this policy forward the council is hoping it will cut out placing request appeals?	<p>Current policy has no choice but to uphold some appeals. New policy is clearer for parents, pupils and easier for appeals – less stress for everyone</p>
Parent Council – Notre Dame High School	Timing of placing request appeals being upheld, has an effect on staffing, teacher and pupils because it's so late.	<p>Hope new policy will help as less parents winning at appeal therefore, should stop disruption. Staffing can require more funding if placing request appeals upheld. New policy should help this. Should also help the child who wants to stay with his/her class.</p>

<p>Parent – Whinhill Primary School</p>	<p>Transport and placing request policies are overlapping, as we won't know the outcome of the transport policy, it will not give us the outcome we are looking for with regards savings, due to possible increase in placing requests.</p>	<p>If transport policy is taken there could be a noticeable increase in one school due to distance from home but the capacity for the school will still be the same.</p> <p>Not entitled to transport if you are a placing request.</p> <p>We can see where one could affect the other.</p>
<p>Parent - Moorfoot Primary School & Clydeview Academy</p>	<p>General view Placing request policy was needing revised for a while. Lot clearer and fairer for pupils. Happy with points 3 & 4.</p>	

Report by Education Scotland addressing educational aspects of the proposal by Inverclyde Council to review its Policy for Admissions and Pupil Placement in Mainstream Schools.

1. Introduction

This report from Education Scotland has been prepared by HM Inspectors in accordance with the terms of the *Schools (Consultation) (Scotland) Act 2010* and the amendments contained in the *Children and Young People (Scotland) Act 2014*. The purpose of the report is to provide an independent and impartial consideration of Inverclyde Council's proposal to review its Policy for Admissions and Pupil Placement in Mainstream Schools. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include a copy of this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision. Where a council is proposing to close a school, it needs to follow all legislative obligations set out in the 2010 Act, including notifying Ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.

1.1 HM Inspectors considered:

- the likely effects of the proposal for children and young people of Inverclyde Council any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area.
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.2 In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meeting held at Inverclyde Academy on Thursday 26 October 2016 at 6.30 pm in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others;

- visits to the sites of St. Mary's Primary School, Whinhill Primary School, Clydeview Academy and Notre Dame High School, including discussion with relevant consultees; and
- a meeting with the Roman Catholic Church representative.

2. Consultation Process

2.1 Inverclyde Council undertook the consultation on its proposal(s) with reference to the *Schools (Consultation) (Scotland) Act 2010* and the amendments in the *Children and Young People (Scotland) Act 2014*.

2.2 The formal consultation began on Monday 19 September and ended on Monday 7 November 2016. Public meetings were held on Wednesday 26 October and Thursday 27 October 2016. Notice of the proposal's publication was placed in the Greenock Telegraph. A copy of the proposal was published on the council website and an online survey was created to allow ease of access and to promote engagement by the community. Copies of the proposal document were also available at all educational establishments, libraries and the council's Customer Services. In the drafting of the proposal the council has taken into consideration the reasons given by parents who have made placing requests in the past, the decisions made by the Education Appeals Committee and similar policies for other local authorities.

2.3 In total 12 people attended the public meetings. A meeting was also held with Church representatives. There were in total 196 responses to the consultation through the online survey. Other written responses were received by letter or email format and included those from several Pupil and Parent Councils and the Diocese of Paisley.

2.4 The majority, 53%, of those who responded were parents or carers of children at primary school while 16% and 7% were from parents of secondary young people and nursery children respectively. Most respondents (78%) welcomed the addition of criterion number 3, which prioritised children who had attended the associated primary school for the longest period of time because it allowed for continuity of friendships. This therefore minimised the potential for any disruption and associated anxiety for children at the point of transition to secondary school. Of the minority who did not support the change, respondents considered that pupils should be referred automatically if they attended the associated primary school and that they should not have to submit an additional placing request when transitioning to secondary school. Some respondents had a concern for the knock on effect of the policy on the future rolls of both denominational and non-denominational schools. The majority of respondents (56%) supported the addition of criterion 4 in giving priority to those young people who are baptised into the Catholic faith. They considered that they were more likely to be supportive of the school's values and ethos. Of those who did not support the addition of this particular criterion they considered that the catchment area the young person comes from should be given more of a priority than the faith of the young person or their family. Overall the majority of respondents (58%) supported the order of priority for the allocation of placing requests although again some respondents considered that catchment area

should take priority over faith. In response to the question of what happens should the denominational school be oversubscribed, again the majority (56%) of respondents were in favour of the order for the allocation of places should this eventuality arise. Those who disagreed again did so on the basis that they did not consider the need for the faith of the young person or their family to be given priority.

2.5 The formal written responses that were received from Pupil Councils and Parent Councils varied in their degree of support for the proposal. Overall they recognise the need for change and thought the steps proposed were long overdue and sensible. Some considered the proposal unfair and that the priority should be for young people to attend their nearest school, given the complex arrangements in travelling to and from schools located at a distance from some communities. Pupils and parents thought there would be an inevitable impact on school rolls and demand for places, should proposals on changes to qualifying for free transport be approved. Pupils supported a reordering of the priorities where more significance was given to those attending the associated school and less to those who could demonstrate an affinity to the Catholic faith. A few respondents thought that young people should demonstrate a broader commitment to the Catholic faith than a certificate of baptism and that the proposal was unfair on young people who had only recently joined an associated school who might not be able to access their preferred choice of secondary school. A few Parent Councils were concerned about the impact on school rolls should this proposal and the transport proposal changes both be accepted.

3. Educational Aspects of Proposal

3.1 The proposal has a number of potential educational benefits for children and young people. In changing the policy on admission to schools, where an establishment is oversubscribed, the authority is reducing the risk of very high occupancy levels which will restrict curricular, achievement and social opportunities available for children and young people. Pressure on facilities will most likely be reduced providing greater flexibility for schools to better meet the needs of all children and young people. The needs of young people with additional support needs will continue to be prioritised in decisions made regarding placing requests. The proposal continues to ensure that priority is given to family members being educated within the same establishment where possible thus supporting family learning. The proposal has the potential to further strengthen the transition arrangements across associated school groupings and reduce the likelihood of appeals following placing request decisions and the corresponding delays and anxiety for children, young people, families, staff and schools, associated with such decisions. Children and young people are more likely to transfer to secondary school with their preferred friendship and social groupings from primary schools which will enhance their wellbeing. Intakes to denominational schools will, where there is an oversubscription, prioritise the requests of those who demonstrate an affinity to the Catholic faith as evidenced by a certificate of baptism. The proposal if implemented will help the council to manage its school estate more effectively and efficiently ensuring best value in the delivery of its services. It will help the council in continuing to meet its legislative requirements in relation to denominational education.

3.2 Most stakeholders from denominational and non-denominational schools who met with HM Inspectors were supportive of the proposal and recognised the benefit of providing greater clarity to the qualification criteria. They thought the changes were reasonable and they liked the priority being given to children who had attended the associated primary school for the longest period of time. They recognised the need to provide greater clarity over the qualifying criteria. Most parents recognise the need to reduce the number of appeals and to provide greater continuity of experience for children from associated school groupings. More than a few parents were concerned about distance of travel and safe walking routes to the associated non-denominational school should a placing request for the nearest school not be accepted. The majority agreed with the request for a baptismal certificate to demonstrate affinity with Catholic values and ethos although more than a few disagreed over the same point. A few staff thought the priority given to siblings was unfair on those young people without siblings and on families with only one child. A few staff were concerned about the impact of the proposal on the future rolls of the catchment schools for Inverclyde Academy, Notre Dame and St Columba's High School in particular. The council needs to provide more information about projected rolls and current capacity of schools affected by the proposals, current and projected waiting lists for denominational schools as well as any impact of the proposal on non-denominational schools.

3.3 Children and young people from denominational and non-denominational schools who met with HM Inspectors varied in their support of the proposal. The majority considered it was helpful for young people from associated schools to be given priority to ensure friendship groupings were maintained on into secondary school. They liked the priority being given to ensure siblings were educated in the same establishment. A few young people did not consider that faith should be a priority in deciding placing requests. They considered it was unfair on young people of other faiths or none, including migrants, asylum seekers and 'New Scots', who moved into the area but would not be able to provide a certificate of baptism. They thought this would limit the opportunities for children of other faiths or none to attend a denominational school.

3.4 The Diocese of Paisley is supportive of the proposal. While it did not request or desire any modification to the Placing Request Policy, it welcomes the attempt to provide fair qualifying criteria to enable and clarify the decision making process where there is an insufficient number of places available in Roman Catholic Schools to meet the level of demand from young people and their parents. It recognised the importance of denominational schools being open to all young people. In its written submission it provided a helpful suggestion that Catholic pupils from out with the catchment area should not be given priority in terms of placing requests over those young people from within the catchment area even where a baptismal certificate is provided. Therefore it proposed that the words 'and who live within the catchment area of the school' should be added to the qualifying criterion 4. They did not support or think it necessary to ask for a qualifying letter as part of the admissions policy.

4. Summary

Inverclyde Council's proposal is of educational benefit. The majority of stakeholders who submitted responses or expressed a view are in favour of the proposal. In providing a clear and fair set of guidelines which can be understood by all stakeholders, the proposal has the potential to reduce both the risk of schools becoming oversubscribed and the number of appeals submitted following placing request decisions. Should the proposal be adopted it will further help to ensure that it is more likely for young people to remain with existing friendship groupings in the move to secondary school thus supporting their wellbeing. It should in addition ensure that school places remain available for young people and their families who wish for them to be educated in a Roman Catholic faith establishment. By helping to reduce pressure on existing school accommodation, resources and facilities, it will also enable the council to demonstrate best value through making most effective use of its existing school estate, in providing all young people with the most appropriate curricular pathway and opportunities to achieve. In taking forward the proposal the council should consider how it will address the concerns raised during the proposal including ensuring that placing request decisions are made at the earliest opportunity to ensure all young people, particularly those with additional support needs, are given the highest quality of support in transitioning to secondary school. The council also needs to outline more clearly how it will address the potential implications on schools likely to be most affected by the proposal, and any increase in demand, should it arise, in the associated primary establishments of Notre Dame High School should the proposal be accepted.

In finalising the proposal the council should adopt the suggested additional wording from the Diocese of Paisley in respect of qualifying criterion 4 to further improve, ensure equity and bring greater clarity to the proposal. It should also take steps to remove the reference to 'qualifying letter' as outlined in the admission policy, paragraph 1.11.

**HM Inspectors
Education Scotland
November 2016**

Inverclyde Council
Draft Policy on Admissions and Pupil Placement in Mainstream Schools

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Section A - Core Principles

- 1.0 The Admissions and Pupil Placement Policy is applicable to all ***mainstream schools*** in Inverclyde.
- 1.1 The Admissions and Pupil Placement Policy recognises the right of parents to make a placing request to have their child educated in a school of their choice. Parents in turn should recognise that they do not have an automatic right to have their ***placing request*** granted.

- 1.2 For the purposes of determining which school a pupil should attend the authority is divided into defined geographical **catchment areas**. Each address in Inverclyde is assigned to a non-denominational and a denominational primary and secondary school.
- 1.3 At the point of entry to primary school parents may choose the primary school of either educational sector, (**non-denominational** or **denominational**) assigned to their home address, which they wish their child to attend. This policy is premised on the assumption that having made a choice about the educational sector (**denominational** or **non-denominational**) at primary stage, a pupil will remain in that sector for the duration of their education in Inverclyde.
- 1.4 All of the **denominational** schools in Inverclyde are Roman Catholic. Roman Catholic schools are open to all children regardless of faith. Where a **denominational school** is oversubscribed, either for within the **catchment** area pupils or through **placing requests** then priority will be given to pupils who can demonstrate or have declared an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Catholic faith and a supporting letter from the Church.
(see sections C and D)
- 1.5 There are no **denominational** primary schools with in the areas of Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:
 - children whose parents have selected to send their child to the **non-denominational** school serving their defined **catchment area** assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at primary 7 of seeking admission to either the **non-denominational** or **denominational** school assigned to their address. The Council's policy in respect of school transport will apply.
- 1.6 Inverclyde has a Gaelic nursery and primary unit attached to Whinhill Primary School. It is the right of parents to make a request to the Authority for Gaelic medium education. Parents wishing their child to be educated in Gaelic medium should register with their local school and make a **placing request**. Gaelic Secondary education is accessed in Glasgow. Transport is provided.
- 1.7 Each secondary school has a list of **associated primary schools**. This means that pupils who live within the geographical **catchment area** and of the chosen sector (**denominational** or **non-denominational**) would normally transfer to the secondary school without the need for a **placing request**.
- 1.8 Attendance at an **associated primary school**, either through a **placing request** or the submission of a request to remain if a family have moved house does not guarantee a place at the **associated secondary school** and a **placing request** should be submitted.
- 1.9 A **Pupil Placement Panel** will be convened by the Corporate Director of Education, Communities and Organisational Development if the situation arises where the number of pupils in a defined catchment area who are eligible to enter a school in primary or secondary is greater than the number of places available in the school.

The **Pupil Placement Panel** will also scrutinise recommendations on entry made by the appropriate Head of Service in Education Services to ensure the criteria has been applied appropriately and to determine which placing request applications should be granted and which should be refused.

- 1.10 The **Pupil Placement Panel** will comprise the Corporate Director of Education, Communities and Organisational Development, the Head of Legal and Property Services and a Head of Service from another council service selected from a rota.
- 1.11 Where documentation such as **proof of residence**, a qualifying letter or baptism into a faith are requested, then the applicant will be given 4 weeks to produce original copies of an documentation requested. A Council Tax notice, plus a recent utility bill or other acceptable evidence will be accepted as proof of residence. Where there is doubt about any of the documentation, the Authority reserves the right to verify this information by cross checking with Council Tax records or undertaking spot checks.

Section B – Admissions Procedures

1.0 Arrangements for registering a pupil in P1.

- 1.1 The Education (Scotland) Act 1980, as amended by the 1981 Act, requires education authorities to secure the adequate and efficient provision of school education including arrangements for the admission of children to schools.
- 1.2 The process of registration records a child as eligible for education to be provided by the authority. The procedure of enrolment commits the authority to providing that education in a particular school.
- 1.3 The process for enrolling is as follows:
On a date or dates in January each year intimated and publicly advertised by Education Services, parents/carers should register their children with their catchment area school of their chosen denomination if their children:
 1. Have attained the age of 5 years before that date
 2. Will attain the age of 5 years on or before the last day of February of the following year
- 1.4 Birth Certificates and proof of residence (Council Tax letter, plus a recent utility bill or other acceptable evidence) must be produced.
- 1.5 At the point of registration parents will have access to the handbook containing information about the school. Parents will also receive information about how to make a **placing request** should they decide not to send their child to their catchment school.
- 1.6 If a parent wishes to defer entry to primary school they still must register at the appropriate school to be advised of the Council's **deferred entry** procedures.
- 1.7 If a child has not reached the age of 5 years by the last day in February they would not be eligible to register at this time. In exceptional circumstances, a formal request for early entry should be submitted to Education Services for consideration.

2.0 Arrangements for transferring from primary to secondary school

- 2.1 On completion of their primary education, pupils will normally transfer to the secondary school within their geographical **catchment area** and of their chosen denomination unless they have been granted a placing request to another secondary school.
- 2.2 Pupils will transfer from primary school to secondary school once per year on the date of the start of the new session for pupils. Transfer will normally take place at the end of primary 7.
- 2.3 The Head Teacher of the primary school will advise parents/carers in December each year that their children are due to transfer to secondary school in the following August. Intimation will be made of the name of the secondary school to which the child should transfer and details of liaison meetings with parents will be provided.
- 2.4 There are no denominational primary schools within Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:
 - Children whose parents have selected to send their child to the non-denominational school serving the defined catchment area assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at primary 7 of seeking admission to either the **non-denominational** or **denominational** school assigned to their address. Inverclyde Council's policy in respect of school transport will apply.

3.0 Arrangements for registering a pupil into primary and secondary school after the start of the school session in August.

- 3.1 This applies to pupils moving into the **catchment area** of their chosen denomination after the start of a school session. In the first instance parents should make contact with the school directly to enquire if they have space for their child in the relevant stage or year group. Parents should provide proof of the address and the child's date of birth.
- 3.2 In addition, for secondary school placements, parents will need to provide details of the subjects that the child has studied, particularly at stages S4 and above. It may not be possible to match all subjects previously studied and children may need to choose new subjects to make a full timetable.
- 3.3 During school holidays, parents should contact Education Services to discuss the arrangements for registering their child into their preferred primary or secondary school.

Section C - Oversubscription of catchment area schools and the capping of schools

1.0 Oversubscription of Schools

Although rare, the situation may arise whereby a school is oversubscribed at either the primary 1 or secondary 1 stage for pupils of the chosen denomination who live within the **catchment area** of the school. In these circumstances, the **Pupil Placement Panel** should convene to determine the allocation of places.

Applications for all other stages of schooling for pupils within the **catchment area** of the chosen denomination should be dealt with by Head Teachers.

While every effort is made to provide places for all children in the school in their defined catchment area within their chosen denomination, places cannot be guaranteed. In such circumstances, pupils will be offered a place in the school of their chosen denomination nearest to their home address, until such times as a place becomes available in their catchment school. Inverclyde Council will meet any additional transport costs incurred due to attendance at the non-catchment school.

If a school is oversubscribed and cannot take pupils within the defined catchment area and chosen denomination then places will be granted in the following order:

1. A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.
 2. Those cases where a brother or sister attends the school and will continue in this school during the next session.
 3. In the case of denominational schools: pupils **within the catchment area** who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Catholic faith.
 4. Distance of home address from chosen school.
- 1.1 If within catchment area places for the chosen denomination have had to be declined then a waiting list will be held by Education Services reflecting the above criteria. Parents will be informed if places become available. If the parent subsequently chooses that their child remain at the school out with the **catchment area** or chosen denomination the following should be borne in mind:
- Transport will only be made available for that academic year
 - The pupil may have to submit a placing request to their chosen secondary school
- 1.2 If Inverclyde Council refuses an application to one of its schools it must explain the reasons why to parents in writing. The grounds for refusal of a place are listed in Appendix 2. Parents have the right to appeal this decision through the **appeals process**.

2.0 Capping of schools

- 2.1 Inverclyde Council is permitted to limit the overall roll of a school (the term commonly used is “capping”). It can limit not just the overall roll but also the intake of pupils into specific year groups. Where there are schools whose rolls will exceed their capacity or by the granting of placing requests will exceed their capacity in the future, there is a need to restrict access to these schools so that the roll can remain within the agreed capacity of the school.
- 2.2 The Council is allowed to reserve places within primary and secondary schools, based on the assumption that the places will be required for children and young people who are likely to move into the delineated areas of the schools during the session (Section 28A of the Education (Scotland) Act 1980 as amended).

- 2.3 For the purpose of secondary schools which are approaching capacity, Inverclyde Council may keep two places for S1 for pupils who move into the catchment area and one place for pupils in other years.

For primary schools who are approaching capacity, Inverclyde Council will keep one space per year group for pupils who move into the catchment area.

Inverclyde Council will not employ an extra teacher or create another class due to placing requests.

Section D - Making a Placing request

1.0 Arrangements for making a placing request at the beginning of an academic year

- 1.1 Parents who wish their child to attend a school other than their defined catchment school are entitled to make a **placing request** for the school of their choice.
- 1.2 Information on how to make a **placing request** is distributed to parents/carers by Head Teachers at the point of enrolment in January in the case of pupils who are starting primary 1. When pupils transfer from primary to secondary school the information will be given out as part of the information pack in December.
- 1.3 Parents/carers may make only one **placing request** at a time for a pupil. If the initial request is refused the opportunity will be available to parents to make another request should they so wish.
- 1.4 Where applications are being made for the start of a new session these should be submitted to Education Services no earlier than 1 January and no later than 1 February prior to the start of the session in August. Applications received for P1 or S1 after the 1 February will only be considered after the applications received on time have been processed.
- 1.5 Applications will be acknowledged within 5 working days of receipt of each application.
- 1.6 Parents/Carers will be advised in writing of the decision made in respect of their application no later than 30 April.
- 1.7 Late applications may be considered at the discretion of the Head of Education.
- 1.8 If a **placing request** is submitted then the **catchment area** place that the pupil is entitled to will be kept until the outcome of the placing request application has been confirmed.
- 1.9 While every effort is made to grant **placing requests**, circumstances can arise whereby there are more applications than places available. In such cases the priorities for admission will be as follows:
1. A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.
 2. Those cases where a brother or sister attends the school and will continue in this school during the next session.
 3. In secondary schools: children who attend a primary school **associated** with the secondary school as a result of a placing request or a request to remain according to the length of time at the **associated primary school**. This means that pupils who

have attended for the longest time will have the highest priority. Appendix 3 shows the list of **associated school groups**.

4. In the case of denominational schools: pupils within the **catchment area** who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Catholic faith.
 5. All other children of school age residing in the defined catchment area of the school according to distance of home address from chosen school.
 6. All other children of school age residing in Inverclyde according to distance of home address from chosen school.
 7. Children of school age residing out with Inverclyde whose additional support need is supported by significant input by education and another appropriate agency and who are requesting a place within a school which has specialist provision to meet the child's needs.
 8. Children of school age residing out with Inverclyde according to distance of home address from chosen school.
- 1.10 When a **placing request** is granted the previously allocated place at the catchment school will be withdrawn. The newly allocated place will not be withdrawn unless the place was obtained on the basis of false information.
- 1.11 The **Pupil Placement Panel** should convene to determine the allocation of places. It will be the role of the **Pupil Placement Panel** to scrutinise recommendations on placing request applications made by the appropriate Head of Service in Education Services to ensure the criteria have been applied appropriately and to determine which applications should be granted and which should be refused. Where a placing request application is refused parents will be advised in writing of the grounds for refusal.

2.0 Arrangements for transferring from primary to secondary school

- 2.1 Parents who wish to make a **placing request** during the school year or school holidays should contact the school of their choice or Education Services to obtain an application form.
- 2.2 **Placing request** applications which are submitted to Education Services during the school year or school holidays will be acknowledged within 5 working days of receipt. Parents/Carers will be notified of the decision made in respect of their application within 8 weeks (exclusive of school holidays).
- 2.3 Such applications will be referred to the Head Teacher of the school concerned who will advise if there are places available in the school. Where the Authority declines an application for reasons other than there being no places available in the school the application will be referred to the Pupil Placement Panel for decision. If a placing request application is refused parents will be advised in writing of the reasons for refusal.

3.0 Families who move to a new address

3.1 Where a family moves to a new address which is out with the catchment area of the school their child currently attends, they have two options:

- Enrol their child in the school serving their new defined **catchment area** for their chosen denomination.
- Complete a form requesting that their child remains in the school they currently attend. If this option is selected Inverclyde Council will not provide school transport. In the case of primary pupils, parents should check which the secondary school assigned to their new home address. It is likely that a placing request may be required for their child to attend the secondary school assigned to their previous home address.

4.0 School Transport

4.1 Inverclyde Council provides school transport for pupils who live more than one mile from their local primary school or two miles from their local secondary school by the shortest safe walking route.

4.2 Children who attend a school as a result of a **placing request** are not entitled to school transport. If, in exceptional circumstances, a pupil is unable to attend the catchment area school of their chosen denomination because it will pose a risk to the safety of the pupil or there is a legal reason why they cannot attend that school then the Authority may consider providing transport at the discretion of the Head of Education.

5.0 Appeal procedures if a placing request is refused

5.1 If Inverclyde Council refuses an application to one of its schools it must explain the reasons why to parents in writing. The grounds for refusal of a place are listed in Appendix 2.

5.2 If parents/carers are aggrieved by a decision of the Education Authority to refuse a placing request then the parent/carer may refer the decision to the **Education Appeal Committee** set up by Inverclyde Council.

5.3 The **Education Appeal Committee** hearing an appeal shall have a membership of three; one Councillor and two other members. The Councillor shall not be a member of the Council's Education & Communities Committee. The other members will not be members of the Authority or its Education Committee and will be in one of the following three categories:

- Parents of children of school age.
- Persons who in the opinion of the Authority have experience in education.
- Persons who in the opinion of the Authority are acquainted with the educational conditions in the area of the Authority.

Neither the Councillor nor the other members shall be a member of the Parent Forum of the school affected by the appeal.

5.4 The **Education Appeal Committee** shall be administered by the Council's Head of Legal and Property Services from whom details of the appeals procedure may be

obtained. Appeals should be submitted in writing to the Head of Legal and Property Services.

5.5 The Head of Legal & Property Services shall maintain a rota to be used in selecting members to sit in hearings of the Committee.

6.0 Policy Review

6.1 This policy will be reviewed on a 5-yearly basis, or earlier if required.

Appendix 1

Glossary of terms

Catchment Areas	The catchment areas for a school are geographical. Every address in Inverclyde is in the geographical catchment area of a denominational and non-denominational school.
Mainstream School	A mainstream school is any school that is not classed as a special school. The definition of a special school is any school where the sole or main purpose of the school (or stand-alone unit) is to provide education specifically suited to the additional support needs of children and young persons selected for attendance at the school (or unit) by reason of those needs.
Denominational School	The majority of denominational schools in Scotland are Catholic and all of the denominational schools in Inverclyde are Catholic. A Catholic denominational school is one which promotes the ethos and values of the Catholic faith. Denominational schools are run in the same way as other local Authority schools. Every state pupil is open to pupils of all denominations.
Non-Denominational Schools	A non-denominational school is one that does not cater for a specific faith.
Placing Request	This is a request for a pupil to be educated at a school other than that allocated by the Education Authority. A placing request should be submitted if a pupil wants to attend a school out with their geographical catchment area or if a change of denominational sector is required.
Associated School (either primary or secondary)	A group of schools that traditionally work together because they share the same geographical catchment area and denomination. Each associated group of schools has one secondary and feeder primary schools. Whilst most joint working takes place in the associated school group, attendance at an associated primary school does not automatically ensure a place at the secondary school.
Pupil Placement Panel	The Pupil Placement Panel comprises the Corporate Director of Education, Communities and Organisational Development, the Head of Legal and Property Services and a Head of Service from another council service selected from a rota. The role of the panel is to scrutinise recommendations on entry made by the appropriate Head of Service in Education Services to ensure the criteria has been applied appropriately and to determine which placing request applications should be granted and which should be refused.
Proof of Residence	Proof of residence should be a Council Tax notice and another formal letter e.g. a utility bill, a tax credit award notice.
Deferred Entry	All children who are 4 years of age by 28/29 February start primary

	school in the August of the same year. Children with January/February birthdays can automatically defer school entry for one year. Deferred entry for children born out with January / February is discretionary and is granted by the Additional Support Needs Forum.
Appeals Process	This is the right of the parent to appeal the decision made by the Authority to decline a place at their requested school.
Education Appeal Committee	The Education Appeal Committee is administered by the Council's Head of Legal and Property Services and has a membership of three, one Councillor and two lay members.
Parent Forum	A school's parent forum automatically includes every parent/carer with a child enrolled at the school. This is not the same as a Parent Council who act as a representative group for the parent forum.

Appendix 2

Reasons for refusal of a place at a school

If Inverclyde Council refuses an application to one of its schools it must explain the reasons why to parents in writing. The following are the reasons why a Council may refuse an application for a place in one of its schools.

- (a) If placing the child in the specified school (that is, the school specified in the application), would:
- (i) Make it necessary for the Authority to take an additional teacher into employment
 - (ii) Give rise to significant expenditure on extending or otherwise altering the accommodation at or facilities provided in connection with the school
 - (iii) Be seriously detrimental to the continuity of the child's education
 - (iv) Be likely to be seriously detrimental to order and discipline in the school
 - (v) Be likely to be seriously detrimental to the educational well-being of the pupils attending the school
 - (vi) Assuming that pupil numbers remain constant, make it necessary, at the commencement of a future stage of the child's primary education, for the authority to elect either to create an additional class (or an additional composite class) in the specified school or to take an additional teacher into employment at that school
 - (vii) Though neither of the tests set out in sub-paragraphs (i) and (ii) above is satisfied, have the consequence that the capacity of the school would be exceeded in terms of pupil numbers
- (b) If the education normally provided at the specified school is not suited to the age, ability or aptitude of the child
- (c) If the education authority has already required the child to discontinue his attendance at the specified school
- (d) If the specified school is a special school and the child does not have an additional support need requiring the education or special facilities normally provided at that school

- (e) If the specified school is a single sex school (within the meaning given to that expression by Section 26 of the Sex Discrimination Act 1975) and the child is not of the sex admitted or taken (under that Section) to be admitted to the school
- (f) If accepting the request would prevent the Authority reserving a place at the school for a child likely to move into the area of the school.

(All references to the 'specified school' are to the school specified in the application.)

Appendix 3

Associated School Groups and Catchment Areas

Pupils who live in the catchment area for:

Ardgowan Primary School
Gourock Primary School
Moorfoot Primary School
TRANSFER TO Clydeview Academy

Pupils who live in the catchment area for:

Aileymill Primary School
Kings Oak Primary School
Lady Alice Primary School
Whinhill Primary School
TRANSFER TO Inverclyde Academy

Pupils who live in the catchment area for:

Inverkip Primary School
Wemyss Bay Primary School
TRANSFER TO Inverclyde Academy OR St Columba's High School

Pupils who live in the catchment area for:

All Saints Primary School
St Mary's Primary School
St Patrick's Primary School
TRANSFER TO Notre Dame High School

Pupils who live in the catchment area for:

Newark Primary School
TRANSFER TO Port Glasgow High School

Pupils who live in the catchment area for:

Kilmacolm Primary School
TRANSFER TO Port Glasgow High School OR St Stephen's High School

Pupils who live in the catchment area for:

St Andrew's Primary School

St Joseph's Primary School

St Ninian's Primary School

TRANSFER TO St Columba's High School

Pupils who live in the catchment area for:

St Francis' Primary School

St John's Primary School

St Michael's Primary School

TRANSFER TO St Stephen's High School

Equality Impact Assessment

This document should be completed at the start of policy development or at the early stages of a review. This will ensure equality considerations are taken into account before a decision is made and policies can be altered if required.

SECTION 1 - Policy Profile

1 Name/description of the policy, plan, strategy or programme	Policy on Admissions and Pupil Placement in Mainstream Schools
2 Responsible organisations/Lead Service	Education Services
3 Lead Officer	Ruth Binks
4 Partners/other services involved in the development of this policy	Legal Services
5 Is this policy:	New <input type="checkbox"/> Reviewed/Revised <input checked="" type="checkbox"/> The relocation does not introduce a new policy
6 What is the purpose of the policy (include any new legislation which prompted the policy or changes to the policy)?	This policy revises the priority for placing requests and admissions to mainstream schools if the school is oversubscribed.
7 What are the intended outcomes of the policy?	The outcomes of this policy are to: Have a policy in place which is less likely to be overturned on appeal To have a clearer policy which is understood by all
8 Geographical area (Inverclyde wide or a specific location)	Inverclyde wide
9 Is the policy likely to have an impact on any of the elements of the Council equality duty (if yes, please tick as appropriate)?	<input type="checkbox"/> Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010 <input checked="" type="checkbox"/> Advance equality of opportunity between people from different groups <input type="checkbox"/> Foster good relations between people from different groups This move will enable the building to be more DDA compliant.

10 Will those who may be directly or indirectly affected by this policy be involved in its development?

Yes. Full consultation has been undertaken with all stakeholders.

SECTION 2 – Impact on Protected Characteristics

Which of the protected characteristics will the policy have an impact upon? (see guidance for examples of key considerations under each characteristic)

Protected Characteristic	Impact					Reason/Comments
	Positive High	Positive Low	Neutral	Negative High	Negative Low	
Age						
Disability						
Gender Reassignment						
Pregnancy and maternity						
Race						
Religion or Belief		X				All schools in Inverclyde remain open to all pupils and this policy will only be used if a school is oversubscribed. The policy allows an element of priority for allocating places to Catholic schools in Inverclyde. This is allowable under the equalities act. It means that a pupil who follows the Catholic faith and wishes to be educated in a Catholic school will have an element of priority if the school is oversubscribed.
Sex (Male or Female)						
Sexual Orientation						
Other groups to consider (please give details)						

SECTION 3 – Evidence

What evidence do you have to help identify any potential impacts of the policy? (Evidence could include: consultations, surveys, focus groups, interviews, projects, user feedback, complaints, officer knowledge and experience, equalities monitoring data, publications, research, reports, local, national groups.)

Evidence	Details
Consultation/Engagement (including any carried out while developing the policy)	Full consultation has been carried out with all stakeholders. This includes public meetings and questionnaires.
Research	Officers have looked at similar policies from other authorities.
Officer's knowledge and experience (including feedback from frontline staff).	This policy takes into account the experiences of those involved with the placing request appeal process.
Equalities monitoring data.	
User feedback (including complaints)	As part of the research for this policy, the reasons submitted for placing request appeals were taken into consideration.
Stakeholders Other	
What information gaps are there?	

SECTION 4 – CONSEQUENCES OF ANALYSIS

What steps will you take in response to the findings of your analysis? Please select at least one of the following and give a brief explanation.		
1. Continue development with no changes		
2. Continue development with minor alterations	X	It is proposed that the wording on one the criterion is changed as a result of research and consultation. This makes the policy more equitable.
3. Continue development with major changes		
4. Discontinue development and consider alternatives (where relevant)		
How will the actual effect of the policy be monitored following implementation?		
The policy will be monitored on an annual basis through the appeals process for placing requests.		
When is the policy due to be implemented?		
January 2017.		
When will the policy be reviewed?		
The policy will be reviewed as necessary.		
What resources are available for the implementation of this policy? Have these resources changed?		
Staffing resources are already in place for the implementation of this policy. Leaflets and paperwork will be amended as appropriate.		

Name of Individual(s) who completed the Assessment

Name(s): Ruth Binks

Position: Head of Education

Date: 26/11/16

Authorised by

Name: Grant McGovern

Position: Head of Inclusive Education

Date: 28/11/16

Report To: Education and Communities Committee **Date:** 17 January 2016

Report By: Grant McGovern
Head of Inclusive Education,
Culture and Corporate Policy **Report No:** EDUCOM/02/17/GM

Contact Officer: Grant McGovern **Contact No:** 01475 712828

Subject: Baillie Gwynne Report – Inverclyde Response

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Committee about the recommendations from the recent published report to Aberdeen Council on the circumstances of the death of Baillie Gwynne in 2015.
- 1.2 The purpose of this report is to advise the Committee on the amended recommendations contained in Appendix 1 to be adopted as policy and practice by Inverclyde Council with regard to weapons in Inverclyde educational establishments.

2.0 SUMMARY

- 2.1 Following the tragic death of Bailey Gwynne at Cults Academy in October 2015 Aberdeen City Council commissioned an independent review to identify any lessons that can be learnt to inform future practice.
- 2.2 In March 2016 it was announced that Andrew Lowe, an independent expert, had been appointed to lead the review, who would also help shape the reporting timescale and terms of reference. The outcomes of the review were published in September 2016 and contained 21 recommendations ranging across curriculum, policy and legislative changes (see Appendix 1).
- 2.3 Following publication of the report, Council Leader Stephen McCabe requested that the recommendations published in the report be reviewed against existing policy and practice in Inverclyde educational establishments.
- 2.4 Inverclyde schools have included a range of programmes in their PSE curriculum to address issues around violence in the community. These include:
- No Knives, Better Lives Campaign;
 - Mentors in Violence Prevention (MVP); and
 - Rights Respecting Schools
- 2.5 The published report was reviewed by representatives from Education SMT, Psychological Services and CLD who subsequently amended the recommendations in light of current Inverclyde policy and practice. These amended recommendations take account of the programmes listed in Section 2.4 above.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee acknowledge the contents of this report and the annotated recommendations contained in Appendix 1.
- 3.2 It is recommended that the Education and Communities Committee agree to the formation of a short life strategic implementation group to consult with all stakeholders with a view to implementing the agreed amended recommendations contained in Appendix 1.
- 3.3 It is recommended that the Education and Communities Committee take account of the advice given in this report with regard to changes to policy and practice in Inverclyde educational establishments.

Wilma Bain
Corporate Director
Education, Communities & Organisational Development

4.0	BACKGROUND													
4.1	Following the tragic death at Cults Academy in October 2015 of Bailey Gwynne and the conclusion of the trial in the High Court in Aberdeen, the principal public agencies with an interest in the issues raised by the case announced their intention on 7th March 2016 to commission an independent review.													
4.2	The independent multi-agency review was commissioned by members of a Chief Officers Group comprising Angela Scott, Chief Executive of Aberdeen City Council, Malcolm Wright, Chief Executive of NHS Grampian and Campbell Thomson, Police Scotland's North East Divisional Commander.													
4.3	The overall aim of the review was to provide independent assurance to partners and the public that all circumstances, in relation to the death of Bailey Gwynne, had been reviewed and to make appropriate recommendations which could be applied for future practice													
4.4	The Review conclusions included: <ol style="list-style-type: none"> 1. This was an unplanned, spontaneous conflict that emerged rapidly out of an unexceptional banter. It is not considered that it could have been predicted or averted on the day. 2. The course of the conflict was fatally altered by the possession of a bladed weapon by one of the boys. This was potentially predictable and avoidable. 3. The incident at Cults Academy on 28th October was well managed by all agencies. 													
4.5	Inverclyde Council currently has three representatives on the National MVP Steering Group – two as representatives of separate professional bodies, ASPEP (Association of Principal Psychologists), ADES, and one nominated as Inverclyde's representative on the national development group.													
4.6	Inverclyde Council was one of the early adopters of the MVP programme and is widely regarded at national level as a proponent of excellent practice. The MVP programme is now embedded in all secondary schools.													
4.7	The majority of Inverclyde schools have achieved Rights Respecting School Level 1 accreditation.													
5.0	IMPLICATIONS													
5.1	Financial Implications - One off Costs													
	<table border="1"> <thead> <tr> <th>Cost Centre</th> <th>Budget Heading</th> <th>Budget Year</th> <th>Proposed Spend this Report</th> <th>Virement From</th> <th>Other Comments</th> </tr> </thead> <tbody> <tr> <td>N/A</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Cost Centre	Budget Heading	Budget Year	Proposed Spend this Report	Virement From	Other Comments	N/A						
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	<table border="1"> <thead> <tr> <th>Cost Centre</th> <th>Budget Heading</th> <th>With Effect from</th> <th>Annual Net Impact</th> <th>Virement From (if applicable)</th> <th>Other Comments</th> </tr> </thead> <tbody> <tr> <td>N/A</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (if applicable)	Other Comments	N/A						
Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (if applicable)	Other Comments									
N/A														
5.2	Human Resources: N/A													

Bailey Gwynne – Cults Academy: Summary of Recommendations

Review Recommendations

Recommendation	Inverclyde Response
<p>R1. All parents should receive a letter from school at the beginning of Year S1 each year. The letter will set out the school rules and the expectations of the school with regard to weapons. The letter will be signed and returned to school.</p>	<p>Not recommended.</p> <p>The majority of Inverclyde schools have achieved Rights Respecting Schools status and consequently would not look to a tradition presentation of “schools rules” as described.</p> <p>There would be concern that to implement this recommendation would lead to the perception that there was a significant concern around weapons in Inverclyde schools.</p>
<p>R2. Pupil forums and pupil councils to be encouraged to develop safe processes to enable pupils to share their knowledge of weapons with teaching staff.</p>	<p>Recommended</p> <p>All Inverclyde schools have had input from CLD and other partner agencies in the “No Knives Better Lives” Campaign with a significant number also actively participating in the Mentors in Violence Prevention (MVP) programme.</p> <p>The work in schools by student mentors in the MVP programme would cover the outcomes of this recommendations</p>
<p>R3. Police Scotland shall be notified of each and every incident of weapons possession of which the school become aware.</p>	<p>Recommended</p> <p>This recommendation is in line with current practice.</p> <p>It is further recommended that communication protocols are developed to allow information and annual data be passed to both Safer Communities with an incident report to appropriate HSCP staff, e.g. Social Work.</p>
<p>R4. Every incident will be recorded by the school immediately following an allegation or an incident and notified to Senior Managers.</p>	<p>Recommended</p> <p>While any individual incident of this nature would be recorded in SEEMIS Pastoral Notes for individual students, any significant incident would be recorded by school and Inverclyde Senior Managers using existing Critical Incident Record pro-forma (Appendix 5 – PRPB Policy).</p>

<p>R5. Aberdeen City Council work should work with Police Scotland to establish a clear and effective policy on management of offensive weapons in school with partners.</p>	<p>Recommended</p> <p>Inverclyde Council should look to establishing clear policy and protocols on management of offensive weapons. Development of this protocol should also include input from partner agencies including HSCP and Safer Communities.</p>
<p>R6. In accordance with the law of Scotland searches must be made with pupil's consent. The Head Teacher or his/her nominee should undertake searches of pupils where consent is given. Where no consent is forthcoming, the police should be notified if there are grounds to suggest that the child or young person is carrying a knife or other offensive weapon.</p>	<p>Recommended</p> <p>This recommendation reflects current practice.</p> <p>Advice would be required on:</p> <ul style="list-style-type: none"> • Definition of search – bags, pockets, on person; and • Actions within the context of Children's Rights under European Legislation
<p>R7. A specific search and confiscation protocol should be developed by Aberdeen City Council supported by Police Scotland as part of their weapons/knife crime strategy currently under development.</p>	<p>Not Recommended</p> <p>Search and confiscation protocols should remain an area for Police Scotland intervention.</p>
<p>R8. Individual risk assessments should be completed on all individuals known or suspected to carry offensive weapons.</p>	<p>Recommended</p> <p>Advice would be required as to the scope of risk assessment within context of Information Sharing protocols (advice pending in similar issues arising from implementation of Children and Young People (Scotland) Act, 2014)</p>
<p>R9. Aberdeen City Council to work jointly with Police Scotland to develop and deliver age appropriate training for Primary 7, Secondary 1 and Secondary 5 to support the knife crime strategy.</p>	<p>Not Recommended</p> <p>See R2 above</p> <p>Consideration should be given to development primary school resources in line with Youthlink Scotland strategy</p>
<p>R10. Aberdeen City Council to develop work with Ben Kinsella Trust to develop appropriate teaching resources and lessons plans.</p>	<p>Not Recommended</p> <p>See R2 above</p>
<p>R11. The Scottish Government should improve the resilience of schools to the threat posed by weapons and give consideration to amending the law in relation to searching pupils.</p>	<p>Not Recommended</p> <p>It is not considered necessary to amend existing legislation in terms of extending right to search to Head Teachers.</p>
<p>R12. The Scottish Government should explore the further legislative controls that can be brought to bear on the purchase of weapons online.</p>	<p>Recommended</p> <p>Inverclyde Council should look to review licencing powers under existing legislation to ensure that highest standards are applied.</p>

BULLYING	
R13. Aberdeen City Council 2009 Anti bullying policy to be replaced with a policy developed in conjunction with Respect Me to include the changes following Children and Young People (Scotland) Act 2014.	Inverclyde Council's revised Anti-Bullying Policy (launched 2016) was written in consultation with Respect Me and meets the standard required within this recommendation
R14. School anti bullying policies to be written in terms of the new policy.	School Anti-Bullying Policies are taken directly from Inverclyde's policy (see R13 above) and is currently compliant with the standard require of the changes following the implementation of the Children and Young People (Scotland) Act 2014.
R15. A senior teacher to be trained to respond to the complaints of bullying and agree outcomes with parents.	<p>Inverclyde Council would recommend that the delegated responsibility of complaint handling of bullying incidents is managed and monitored by an identified establishment senior manager.</p> <p>This recommendation should be tested against Inverclyde Council's recently implemented Complaints Handling Policy (2016).</p> <p>Inverclyde councils revised Anti-Bullying policy complaints and appeals procedures should be reviewed to take account of this recommendation.</p>
BUSINESS CONTINUITY PLANNING	
R16. The rigour of the business continuity plans for secondary schools be tested using a live scenario based on the 28th October incident.	<p>Recommended</p> <p>Business Continuity Plans for individual establishments, Education Services and Inverclyde Council should be tested in a live scenario based event.</p>
MEDIA	
R17. The United Kingdom regulatory bodies, Ofcom and IPSO to consider the imposition of a 24 hour bar on reporting and publication of names involved in a fatal incident to allow for the proper and respectful notification to relatives and those intimately effected by the event.	<p>Recommended</p> <p>It is essential that media communication of a near or actual fatal incident that Inverclyde Council allow for the proper and respectful notification to relatives and those intimately effected by the event.</p>
R18. Aberdeen City Council to develop media training for Members and Chief Officers on the management of communications during adverse events.	<p>Recommended</p> <p>Appropriate media training may be required.</p>
GENERAL	

<p>R19. Aberdeen City Council to review the complaints policy to ensure it is responsive and expeditious.</p>	<p>Recommendation Agreed</p> <p>Newly implemented Complaints Policy to be tested to ensure that it is responsive and expeditious.</p>
<p>R20. The review commissioned from the Good Governance Institute by Aberdeen City Council in June 2016 should defer its conclusion until the Scottish Government Child Protection System Review has reported. The national review is underway and is independently chaired by Catherine Dyer. It is due to report by end of December 2016.</p>	<p>Recommendation Agreed.</p> <p>Any final decisions to change policy and operational practice should take account of the forthcoming Scottish Government Child Protection System Review (December 2016)</p>
<p>R21. Aberdeen City Chief Officers Group to develop an implementation plan to deliver these recommendations and keep progress under review.</p>	<p>While Inverclyde is in a strong position to meet the majority of recommendations contained in this report, process and procedures require to be developed and implemented to ensure that the policy and changes resulting from the above recommendations are reviewed and evaluated regularly. The resulting areas for development require to be incorporated into Inverclyde Council's Corporate Development Improvement Plan (CDIP).</p>

**INVERCLYDE COUNCIL
EDUCATION AND COMMUNITIES COMMITTEE**

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Councillor Brennan	1
Councillor McColgan	1
Councillor McCabe	1
Councillor Clocherty	1
Councillor Jones	1
Councillor Wilson	1
Councillor Shepherd	1
Councillor Brooks	1
Councillor McEleny	1
Councillor Campbell-Sturgess	1
All other Members (for information only)	9

Church Members

Mr Tom Macdougall	1
Rev F Donaldson	1
Mrs Frances Gilpin	1

Parent Representative:

Mr Robin Thomson	1
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Teacher Representative:

Mr Tom Tracey	1
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Officers:

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Corporate Communications & Public Affairs	1
Chief Officer, Health & Social Care Partnership	1
Corporate Director Education, Communities & Organisational Development	1
Head of Education	1
Head of Inclusive Education, Culture & Corporate Policy	1
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S Lang, Legal & Property Services	1
Chief Internal Auditor	1
Audit Scotland	1
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