

Notice of meeting and agenda

Education, Children and Families Committee (Additional Meeting)

10am, Thursday 21 June 2018

Dean of Guild Court Room, City Chambers, High Street, Edinburgh

This is a public meeting and members of the public are welcome to attend.

Contacts

Email: lesley.birrell@edinburgh.gov.uk / blair.ritchie@edinburgh.gov.uk

Tel: 0131 529 4240 / 0131 529 4085



1. Order of business

- 1.1 Including any notices of motion and any other items of business submitted as urgent for consideration at the meeting.

2. Declaration of interests

- 2.1 Members should declare any financial and non-financial interests they have in the items of business for consideration, identifying the relevant agenda item and the nature of their interest.

Morning Session - 10am to 1.00pm

3. Deputations

- 3.1 Juniper Green Primary Parent Council
- 3.2 Baberton/Juniper Green Community Council
- 3.3 Woodlands School Parent Council
- 3.4 Wester Hailes Education Centre Parent Council
- 3.5 Currie Community High Parent Council

4. Informal Consultation on West/South West Schools

- 4.1 Update on the Informal Consultation in West/South West Schools - report by the Executive Director for Communities and Families (circulated)

Afternoon Session - 2pm to 5pm

5. Deputations

- 5.1 Friends of Castlebrae

6. Wave 4 Education Infrastructure Investment

- 6.1 Wave 4 Education Infrastructure Prioritisation - report by the Executive Director for Communities and Families (circulated)

Laurence Rockey

Head of Strategy and Insight

Committee Members

Councillors Perry (Convener), Dickie (Vice-Convener), Bird, Mary Campbell, Corbett, Griffiths, Howie, Laidlaw, Rust, Smith and Young.

Added Members for Education Items

Religious Representatives

Rabbi David Rose, Dr Rita Welsh and (Vacancy)

Parent Representative (Non-Voting)

Alexander Ramage

Information about the Education, Children and Families Committee

The Education, Children and Families Committee consists of 11 Councillors, 3 religious representatives and 1 parent representative (non-voting) and is appointed by the City of Edinburgh Council. The Education, Children and Families Committee usually meets every eight weeks.

The Education, Children and Families Committee usually meet in the Dean of Guild Court Room in the City Chambers on the High Street in Edinburgh. There is a seated public gallery and the meeting is open to all members of the public.

Further information

If you have any questions about the agenda or meeting arrangements, please contact Lesley Birrell or Blair Ritchie, Committee Services, City of Edinburgh Council, Business Centre 2:1, Waverley Court, 4 East Market Street, Edinburgh EH8 8BG, Tel 0131 529 4240 / 0131 529 4085 email lesley.birrell@edinburgh.gov.uk / blair.ritchie@edinburgh.gov.uk.

A copy of the agenda and papers for this meeting will be available for inspection prior to the meeting at the main reception office, City Chambers, High Street, Edinburgh.

The agenda, minutes and public reports for this meeting and all the main Council committees can be viewed online by going to www.edinburgh.gov.uk/cpol.

Webcasting of Council meetings

Please note: this meeting may be filmed for live and subsequent broadcast via the Council's internet site – at the start of the meeting the Convener will confirm if all or part of the meeting is being filmed.

You should be aware that the Council is a Data Controller under the Data Protection Act 1998. Data collected during this webcast will be retained in accordance with the Council's published policy including, but not limited to, for the purpose of keeping historical records and making those records available via the Council's internet site.

Generally the public seating areas will not be filmed. However, by entering the Council Chamber and using the public seating area, you are consenting to being filmed and to the use and storage of those images and sound recordings and any information pertaining to you contained in them for web casting and training purposes and for the purpose of keeping historical records and making those records available to the public.

Any information presented by you to the Council at a meeting, in a deputation or otherwise, in addition to forming part of a webcast that will be held as a historical record, will also be held and used by the Council in connection with the relevant matter until that matter is decided or otherwise resolved (including any potential appeals and other connected processes). Thereafter, that information will continue to be held as part of the historical record in accordance with the paragraphs above.

If you have any queries regarding this, and, in particular, if you believe that use and/or storage of any particular information would cause, or be likely to cause, substantial damage or distress to any individual, please contact Committee Services on 0131 469 3870 or committee.services@edinburgh.gov.uk .

Education, Children and Families Committee

10am, Thursday 21 June 2018

Update on the Informal Consultation in West/South West Schools

Item number

Report number

Executive/routine

Wards

Council Commitments [28](#)

Executive Summary

Following an extensive informal consultation on future school infrastructure in the west and south west of Edinburgh a report was submitted to Committee on 22 May 2018 which included three options for consideration and requested that the Committee agree which one should be progressed to a statutory consultation.

The Committee did not agree on a final option and a motion was passed requesting further information be provided in order that a decision can be made at this Committee on which option should be progressed.

A detailed Outcomes of the Informal Consultation [report](#) was also considered by a special Education, Children and Families Committee on 29 March 2018.

Update on the Informal Consultation in West/South West Schools

1. Recommendations

- 1.1 It is recommended that the Committee:
- 1.2 Agree determination of locations for new school infrastructure in west Edinburgh (Kirkliston, Hillwood, Maybury and Cammo areas) is progressed through development of a West Edinburgh spatial strategy to be prepared as part of the new Local Development Plan process and that statutory consultations are progressed when the spatial framework has been completed.
- 1.3 Consider the further information in the report on the school infrastructure options for south west Edinburgh and agree which option should be taken forward to statutory consultation.

2. Background

- 2.1 At a meeting of the Education, Children and Families Committee on 29 March 2018 a [report](#) on the Outcomes of the Informal Consultation in West and South West Edinburgh was considered. The report provided details of the informal consultation process, an assessment of the original proposal for school catchment and infrastructure changes published during the informal consultation and an assessment of three alternative options created as a response to the information received during the informal consultation.
- 2.2 The main focus of the committee meeting on 29 March 2018 was to allow elected members to listen to [deputations](#) from Parent Councils and other interested groups and ask any questions of those providing the deputations or Council officers. There were no decisions taken at this Committee about which option should be taken forward to statutory consultation.
- 2.3 A further update report on the informal consultation was provided to Committee on 22 May 2018. At the Committee the following recommendations were agreed through a motion which was as follows:

Agree to continue consideration of the report to the Additional Meeting of the Education, Children and Families Committee on the 21 June 2018, in order to investigate the issues that have arisen both during and since the special meeting held on 29 March 2018, as part of the consultations and further deputations heard today.

In relation to the school sites and catchment areas, to agree:

- (a) To investigate alternative school sites for the proposed New West Edinburgh High School which would include Kirkliston and Hillwood primary catchment areas, and depending on the preferred site, may also include Maybury. Suitable sites should reflect the fact that Kirkliston will be the largest feeder school and the associated transport implications.
- (b) To agree to review the catchment boundaries in Kirkliston, Hillwood, Maybury and the East Milburn Tower cluster/s

In relation to Option 2, to investigate alternative school sites in the Clovenstone, Canal View and Juniper Green Primary School area and in light of community feedback, to consider an alternative boundary that would see Juniper Green **Primary School** continue to align to the Currie catchment.

In relation Option 3:

- (a) To agree to present option 3 as two separate options - options 3 and 4 - and to assess the potential of the separate sites.
- (b) To address issues in developing new option 4 in light of recent planning committee decisions

In relation to educational issues, to instruct officers to report back on the following educational issues raised in recent written submissions to members of this committee, as part of the overall consultation, particularly in relation to options 3 and 4:

- What is the minimum size of school that will provide an acceptable curriculum choice
- What work/research is there to determine whether there is a disproportionate negative impact on pupils with additional learning needs attending larger schools

2.4 The further information requested is provided in the remainder of this report. As approved by Committee an Option 4 has been created and plans for each of the four options are included in Appendix 1.

3. Main report

Educational Vision and Rationale

- 3.1 The 'Edinburgh 2050' vision is for all Edinburgh's children to thrive and take their place as highly skilled workers in a world-class city. To achieve this they must develop excellent skills for learning, life and work, regardless of socio-economic barriers. It is a vision that is both ambitious and inclusive.
- 3.2 Resources spent on education are an investment in the future workforce. How schools are designed, resourced and supported reflects the cultural, economic and social values and ambitions set out in the City Vision, the Edinburgh Children's Partnership Plan and the Council's Education Improvement Plan.

- 3.3 Education drives social and economic mobility and the outputs of attainment and positive destinations of learners are a measure of how efficiently and effectively resources are allocated and deployed.
- 3.4 This is a critical time when decisions made today will affect the life chances of the city's children and the future successful growth of the city. Currently, children living in areas of low deprivation achieve better than those in high deprivation. The impact of poverty on children's progress is well established, as is the transformative impact of education in improving the life chances for all children, especially those in greatest need.
- 3.5 Currently one in five children in Edinburgh are living in poverty. In common with many other local authorities, data on attainment and equity indicates that a poverty-related attainment gap pervades almost all areas of the city. This enduring problem requires significant resource and dedicated commitment to make sure we meet local and national aims to deliver better outcomes for all children, including every child living in poverty, and to narrow the poverty-related attainment gap.
- 3.6 In line with all schools across Scotland, efforts to improve education in City of Edinburgh schools are prioritised to ensure:
- Excellence through raising attainment:** 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
- Achieving equity:** every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap
- 3.7 To achieve these aims, the Education Improvement Plan sets out the following high-level aims to reduce inequality
- Improve attainment for pupils living in poverty
 - Improve skills for learning, life and work for young people experiencing socio-economic or other barriers
 - Poverty proof the school day, with actions in place to ensure that children and young people experiencing socio-economic and other disadvantage fully develop their potential
 - Increase opportunities for wider achievement, particularly for those pupils who experience inequalities of outcome
 - Improve pathways for young people
- 3.8 Our current strengths, in terms of attainment, are in delivering for those in high SIMD and existing high attainment. To raise attainment for all, we must develop the right curriculum offer for each learner, based on a clear assessment of need, within high quality learning environments, and through high quality teaching and learning. There is the capacity to develop this approach in every school, though the pace and

scale of improvement will be determined by a range of factors and drivers, as detailed in the [National Improvement Framework](#) and [HGIOS4](#).

- 3.9 The city's Raising Attainment for All strategy 'Edinburgh Learns,' provides clear strategic guidance for Headteachers on closing the poverty-related attainment gap. It references current research and practice, grouping strategic actions under three themes:
- Leadership;
 - High quality teaching and learning;
 - Genuine, supportive engagement with families and communities.
- 3.10 All of the city's Headteachers produce detailed plans to close the poverty related attainment gap in their setting as part of their School Improvement Plans. This is the key priority for all schools, regardless of demographic mix or current levels of attainment. Stretch aims are set to show how the gap will be narrowed over the next three years. This is in line with national expectations.
- 3.11 In line with the ambitious city vision, Headteachers plan how attainment will be raised, how pathways will be developed and how health and wellbeing will be maximised, however the main aim across all schools is to reduce inequality.
- 3.12 Inequality comes in many forms, and the needs of those young people suffering inequality through disability must also be prioritised. Ensuring inclusive learning environments and practices must continue to be a feature of all plans for twentieth century schools in Edinburgh.

Attainment and Inclusion

- 3.13 While several themes were raised during the informal consultation process, the most important aspect emerging from analysis of the feedback is that any option progressed to a statutory consultation would have to demonstrate improvements in attainment and wider achievement, and also promote inclusion, improve accessibility and provide effective additional support for learning.
- 3.14 These issues were considered in detail for each option presented in the Outcomes of the Informal Consultation [report](#) presented to Committee on 29 March 2018. This report also highlighted how it would be possible for attainment to improve through combining pupils from two high schools which have differing SIMD profiles in a new purpose built educational facility. Since the Outcomes of Informal Consultation report was considered, the Committee, on 22 May 2018, requested that option 4 be developed. For option 4, the attainment and inclusion benefits would be similar to those previously presented for option 3. These benefits are summarised below.
- 3.15 Any new, inclusive design will help maximise opportunities to attain and achieve for all young people and promote the closing of the attainment gap. Purpose-designed facilities for sports, ICT, food and health technology, STEM (Science, Technology, Engineering and Maths) subjects will promote attainment and achievement for all as well as support health and wellbeing and the development of skills for learning, life and work.

- 3.16 Inclusion, accessibility and provision for effective Additional Support for Learning (ASL) would be enhanced by a newly designed educational facility as it gives the opportunity to future proof for inclusion through the innovative creation of a more holistic, supportive and modern learning environment.
- 3.17 A new educational facility provides opportunities to reimagine space and support for the breadth of additional needs, creating communities within communities. It provides the opportunity to develop innovative, forward-looking provision to meet the learning needs of the whole community into the future. It would benefit from the input of all pupils, parents and staff in order to ensure that all needs are met and to support the sense of shared belonging.
- 3.18 Working in a well-equipped, state of the art environment is likely to have a positive impact on staff motivation and morale, enhance learners' pride in their school and impact positively on school identity and ethos. A new school design provides the opportunity to create truly personalised and flexible pathways for learners through maximising partnership working and vocational pathways in recognition that "one size does not fit all." Research shows that there are clear attainment and other educational benefits of well-designed new schools.
- 3.19 The proposal to build a new school in option 4 provides the opportunity to design a school that enhances integration and promotes inclusion for all pupils including those with additional support needs. The provision of quiet rooms, sensory rooms and dedicated nurture spaces would help develop and promote wellbeing for all learners, and make it easier for any pupil to access more activities and classes within the school. It is not envisaged that this would result in the loss of a separate building for Woodlands pupils but would help build on the existing strong, inclusive practices, within a purpose built new learning environment.

Effect of school size and levels of deprivation on attainment

- 3.20 The issue of whether small or large secondary schools provide a better learning environment for pupils was consistently raised as a topic of discussion during the engagement events with school communities. A high quality learning and teaching experience needs to be available to all pupils in all sizes of schools. The elements needed to achieve this in any school, irrespective of its size, are the quality and flexibility of the learning and teaching environment, the quality of leadership available in the school, the level of parental engagement forthcoming for individual pupils and the school's overall ethos and culture. Smaller schools are limited in their ability to provide breadth of curriculum opportunity without pupils having to travel to other schools for certain subjects. This is further developed in Section 3.25-3.29
- 3.21 In addition to the limiting effect on the curriculum, scale impacts on other drivers such as leadership, professional learning, timetabling, budgets, partnership working, recruitment and retention of staff, transitions and enhanced transitions. While it is possible for each of these to be successfully supported and developed in small schools, there is no question that scale provides greater opportunity and flexibility. For example, a larger school roll requires a greater staffing complement. Increased staffing provides greater opportunities for leadership roles, and in terms

of professional learning, greater collaboration and communities of practice. While the recruitment and retention of staff continues to present a challenge, all opportunities to develop both learning and teaching, and leadership skills and capacities should be seized. This would include building larger schools and supporting them to strategically plan to develop these key features.

- 3.22 Getting it Right for Every Child requires strong and supportive partnership working. The statutory and moral obligations to support every school in Edinburgh to meet the requirements of the Additional Support for Learning (Scotland) Act and the Children and Young People (Scotland) Act, and the concomitant pressures on resource, mean that partnership working is streamlined, and logistically easier to support in larger schools, or schools with campus models. Services weight resources according to need, with those schools in areas of deprivation requiring greater support. Supporting several small schools is inefficient. Providing flexible, efficient interagency ‘Teams around the School’ will enable staff to support learners to combat barriers to learning and wellbeing.
- 3.23 Currently, the data from the city’s schools demonstrates that, with no exceptions, school leavers in areas of low deprivation achieve more highly than those living in high deprivation, based on SCQF tariff points.
- 3.24 The table below shows the mean complementary tariff scores for each school, grouped by SIMD deciles from most deprived (deciles 1-3) to least deprived (deciles 8-10). The mean complementary tariff score is a measure which gives a summary of pupil attainment whilst allowing for the different curriculum structures that can exist across schools. Figures for Portobello and Trinity are given as well as for Broughton, for comparative purposes.

School	1 to 3	4 to 7	8 to 10
Currie CHS	280	286	325
Wester Hailes EC	191	233	
Broughton HS	255	294	373
Portobello HS	216	311	332
Trinity Academy	220	261	335

- 3.25 By creating a truly comprehensive school, there is potential to support the proposition that bringing young people together from different social backgrounds would increase the relative performance of disadvantaged pupils. In other words, it would help to close the poverty related attainment gap. The “Outcomes of the Informal Consultation in West and South West Edinburgh” report to Committee on 29 March 2018 (p50) refers to the OECD research (Causa and Chapuis 2009) that suggests increasing the social mix of students within schools can increase the relative performance of disadvantaged students without any apparent effect on overall performance.

Curriculum Choice

3.26 The following table shows the availability of a range of subject qualifications during 2017/18 at various schools.

	National 5 Subjects offered	Highers Subjects offered	Advanced Highers Subjects offered
Broughton High School	26	23	13
Currie High School	35	34	12
WHEC	20	13	2
Castlebrae	11	10	0
Craigroyston	23	18	3
Portobello	25	25	13

- 3.27 There is no definitive guidance on size of school in terms of curriculum choice. Small schools can offer a range of pathways that meet the needs of learners. That said, having a larger school roll means that there are more teaching staff available, larger numbers of learners, and therefore greater likelihood of there being a range of courses on offer.
- 3.28 In addition to the range of traditional subjects and courses, all schools now offer curricular pathways that include other learning experiences. It is widely recognised that the learner journey into a positive destination can and should vary from pupil to pupil. To provide a sufficient range and type of opportunity, school staff link with college, vocational and the government agency, Skills Development Scotland, to find the right offer for each learner.
- 3.29 National 1,2,3,4 courses, National Progression Awards, Skills for Life and Work Awards, City and Guilds qualifications, college partnership, business partnership, and work experience are all suitable learning opportunities. As this varies from school to school, measurements of success can include: the range of pathways, staying on rates and Positive Destinations.

- 3.30 The impact of a wider curricular offer would also impact positively on the choices available for pupils from Woodlands. This would be true for both skills-based learning, accredited courses and also opportunities for wider achievement
- 3.31 The table below shows the current number of opportunities for Wider Achievement in WHEC and Currie, ¹

	S1-3	S4-6
Currie	7	16
WHEC	2	11
Broughton	4	12
Portobello	4	8
Trinity	2	6

- 3.32 Research demonstrates that level of poverty is a far bigger predictor of lack of success than other factors such as school or class size. School size research is also somewhat confused or contradictory. Anderson (2006) states: “neither bigger nor smaller is better, but, instead, an actual ideal size exists between the two’.
- 3.33 Schools, including some of the most successful across Edinburgh and Scotland, are well in excess of 1000 pupils.
- 3.34 All of the city schools in the areas of highest deprivation are very small and have relatively high numbers of children with additional support needs. Currently these young people do not do very well academically. Centrally resourced Additional Support for Learning staff support school and other specialists to raise attainment and achievement in these schools, however it must be concluded that there is no benefit to these pupils in going to a smaller school, based on current data.
- 3.35 The design of new schools across Scotland is heavily weighted towards providing twenty-first century facilities and inclusive practice in a holistic, flexible and sustainable way. Digital learning, outdoor learning, pupil support areas and enhanced classroom spaces are all prioritised to ensure the curriculum offer is as wide and varied as befits the needs of learners, and the ambition of the city.
- 3.36 Larger schools with a larger staff team, with a wider range of skills, should also be able to offer increased wider achievement opportunities. Such new schools also provide the opportunity to create truly personalised and flexible pathways for learners through maximising partnership working and vocational pathways in the

¹ Judgements on what constitutes wider achievement are variable from school to school
 Education, Children and Families Committee – 21 June 2018

recognition that ‘one size doesn’t fit all’. As mentioned above, this includes opportunities for those young people with additional support needs, including those pupils who attend Woodlands School.

- 3.37 Larger, comprehensive schools can also provide greater opportunities to future proof inclusion and reimagine space to support the breadth of additional needs, creating fluid communities within a community. With greater numbers, smaller classes can also be created in targeted areas, and good practice, such as mentoring and peer collaboration, can be maximized through the development of a stronger shared ethos. There can also be greater opportunities for staff collaboration and increasing the skills of mainstream practitioners in meeting the needs of pupils with additional support needs.
- 3.38 Architects and school leaders design new schools to meet and enhance the environmental context in which the school will be built. The principal aim is providing environmentally friendly, energy efficient, ambient spaces in which learning will be enhanced. The design of any new school will therefore be customized to meet the needs of the population it will service. It will be bespoke to the whole community, rather than requiring the community to adapt to existing buildings.
- 3.39 New schools are recognised as transformational spaces to live and work. The roll of the pupils is a limiting factor, rather than a design principle in itself.

Parental Choice

- 3.40 The following table shows secondary schools attended by pupils living in the WHEC catchment area based on the census information from September 2017. There are currently 6 successful Placing Requests into WHEC.

SECONDARY SCHOOL ATTENDED	S1	S2	S3	S4	S5	S6	Total
Balerno Community HS	1		1	3		2	7
Boroughmuir HS					1		1
Broughton HS			1	1	1		3
Craigmount HS	2	1	6	1	2	2	14
Craigroyston Community HS		1	2				3
Currie Community HS	12	14	17	13	7	10	73
Drummond Community HS		1		1	2		4
Firrhill HS	1	6	3	4	1		15
Forrester HS	15	15	17	14	15	4	80

Gracemount HS			1	1			2
James Gillespie's HS			1	1		1	3
Leith Academy			1	1			2
Liberton HS			1				1
Portobello HS					1		1
Queensferry Community HS			1				1
The Royal HS				1			1
Tynecastle HS	14	9	9	7	11	3	53
WHEC	60	43	52	49	34	18	256
Holy Rood RC HS	0	2	2	2	1	0	7
St Augustine's RC HS	28	18	21	22	14	18	121
St Thomas of Aquin's RC HS	0	0	0	1	0	0	1
TOTAL	133	110	136	122	90	58	649

3.41 The table below shows the demand for placing requests into and out of a range of schools across the city. This is an indication of current parental choice. There is a large transient population in Edinburgh schools, however the figures indicate that this varies from 1% (Portobello) to 56% (Castlebrae). WHEC is ranked 19th in terms of demand for PRs out (28% of current S1).

School	Initial catchment pupils	Initial Requests OUT	% initial out	Initial Requests IN	% initial in as compared to final roll	FINAL non catchment Requests IN	FINAL non catchment GRANTED	FINAL non catchment REFUSED	Final Roll
Broughton	185	17	9	55	25	66	17	38	182
Castlebrae	57	32	56			2	2		33
Craigroyston	122	54	44	2	2	7	6		84
Currie	131	5	4	22	15	31	29		145
Portobello	231	2	1	79	31	85	32	48	254
Trinity Academy	122	10	8	28	19	46	39		146
WHEC	111	31	28	2	9	6	6		68

3.42 Across the city the secondary school roll is projected to increase over the next decade with many schools due to reach capacity. Schools in areas of high deprivation have the highest number of placing requests out, pro rata. Assuming no change to the school estate, the increased demand for places will not be met for many children zoned to attend their catchment school in these areas: Castlebrae,

Craigroyston and Wester Hailes. More children will then attend their local school. As the scheduled housing developments for Castlebrae and Craigroyston will provide a broader social mix in these areas, this will result in a greater social mix in all schools with the exception of Wester Hailes.

Alternative sites for the proposed new west Edinburgh High School

- 3.43 Following the Committee on 22 May an approach from developers has been made in relation to an option for a school site on the edge of Kirkliston off Burnshot Road. The developers have indicated they are willing to enter into negotiation with the Council to release land for a school. This land is currently classed as greenbelt in the Local Development Plan. However, given the recent growth of the town, the requirement for additional education infrastructure which has been identified during the informal consultation and the limited site availability for a school in the area, it is worthy of further consideration as a site for a new school.
- 3.44 Extending the catchment area for a school on this site, or any other site in the Kirkliston area, to include the Maybury and Cammo housing developments would result in pupils from these areas having to travel significant distances to get to the school. This means that a further secondary school to serve the new development in the Maybury and Cammo area would be required. This requirement would be further enhanced if housing development is eventually approved for the East of Millburn Tower site at Gogarburn. This application is currently being considered by the Scottish Government with the latest information being that a decision could be made by the end of July.
- 3.45 If a secondary school is required to serve all of this new housing development the site previously proposed on the International Business Gateway land is still a consideration. As mentioned in the report to Committee on 22 May it is proposed this assessment will be aligned to the development of a West Edinburgh spatial strategy to be prepared as part of the new Local Development Plan process. A specific recommendation to progress this spatial strategy has therefore been made and then any necessary statutory consultations could be progressed once the strategy is complete.
- 3.46 A plan showing potential catchment areas and school site locations is included in Appendix 1. The proposed approach for this area can be progressed irrespective of which overall option is preferred by Committee.

Alternative sites and catchment boundaries for Option 2

- 3.47 The implications of an alternative boundary for option 2 that would see Juniper Green Primary School continue to align to the Currie catchment would be that option 2 becomes the same as option 1 with a new secondary school having the same catchment area as WHEC but being relocated to the Curriemuirend site. A smaller school with an initial capacity of 600 would be required.

3.48 If the hatched area shown in the option 2 plan was retained in the catchment area for the new school then the new school would be designed so it could be extended in the future if this area is ever developed with housing. In relation to the request for information on alternative sites, the only other realistic site option for either the original option 2 proposal provided to Committee on 22 May or the reduced catchment option described above would be the Baberton north site which was included as a site option in the original proposal published at the beginning of the informal consultation period.

New option 4

- 3.49 A plan which shows a new option 4 as requested by Committee is included in appendix. Since the last Committee, officers have held initial discussions with the site owners and they have indicated they would be willing to work with the Council to facilitate the development of the Muirwood Road site. Development of a school on this site would be subject to planning permission and it is therefore recommended that if this option is chosen to be progressed that a planning application in principle is submitted before a statutory consultation is progressed.
- 3.50 The site has similar characteristics to the recently developed Portobello High school. Portobello park was used to build the new school which was designated 'open green space' and was Common Good land. Compensating green space was identified at the old site following the redevelopment to St Johns school. If the Muirwood site was identified then a commitment would be made to retain the old Currie High school site as open green space. In order to maintain the site as green space in perpetuity for the local community the council would transfer the asset to a suitable local organisation.
- 3.51 In the Outcomes of the Informal Consultation report to Committee on 29 March travel distances were shown on a plan. This plan is included again in Appendix 1 and shows that all addresses within the proposed catchment area are within 2 miles walking distance from the proposed school location.

4. Measures of success

- 4.1 Development of a strategic plan for the future of the schools and lifelong learning estate in the west and south west of Edinburgh.

5. Financial impact

- 5.1 The financial implications on future capital and revenue budgets associated with future schools infrastructure investment projects are considered in detail with colleagues in finance. Business cases require to be developed through the Communities and Families Asset Investment Group and presented to the Asset Management Board for consideration. Following this process the identification and approval of the required additional capital and revenue funding would be established by Council as part of future budget setting processes. A more detailed breakdown of the costs in paragraph 3.6 of this report is provided in the following table. All costs are £m.

	Balerno High School (refurbish)	Currie High School	WHEC	New School (option 2)	WHEC Community Facilities	Total
Option 1	28.49	42.39	23.76	n/a	6.41	101.05
Option 2	27.07	38.15	n/a	46.66	6.41	118.29
Option 3 (Currie High School Site)	28.49	59.55	n/a	n/a	6.41	94.45
Option 4 (Muirwood Road Site)	28.49	73.23 (includes Woodlands and power diversion)	n/a	n/a	6.41	108.13

5.2 For all options there would be significant annual revenue implications for operation and maintenance of the buildings and a full assessment of these will be provided in the business case which would be developed for any option that is progressed.

6. Risk, policy, compliance and governance impact

6.1 Any future capital project resulting from the Strategic Review of the schools and lifelong learning estate and led by Communities and Families will be aligned to all the necessary Council risk, policy, compliance and governance requirements.

6.2 This report has been prepared without prejudice to any statutory development planning or development management decisions of the Council as planning authority.

7. Equalities impact

7.1 Promoting inclusion, improving accessibility and provision for effective Additional Support for Learning are explicit objectives within these proposals.

7.2 Equalities impact assessments will be carried out for any statutory consultation or infrastructure project which emerges from the strategic review.

8. Sustainability impact

8.1 Any Communities and Families assets which are improved or delivered as a result of this informal consultation and any subsequent statutory

consultations will be fully integrated with the wider asset priorities of the Council and its partners to ensure a sustainable approach to future asset provision.

9. Consultation and engagement

- 9.1 Any statutory consultation which follows this informal consultation will be conducted in line with the procedures set out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

10. Background reading/external references

- 10.1 Education, Children and Families Committee on 29 March 2018 - [report](#) on the Outcomes of the Informal Consultation in West and South West Edinburgh

Alistair Gaw

Executive Director of Communities and Families

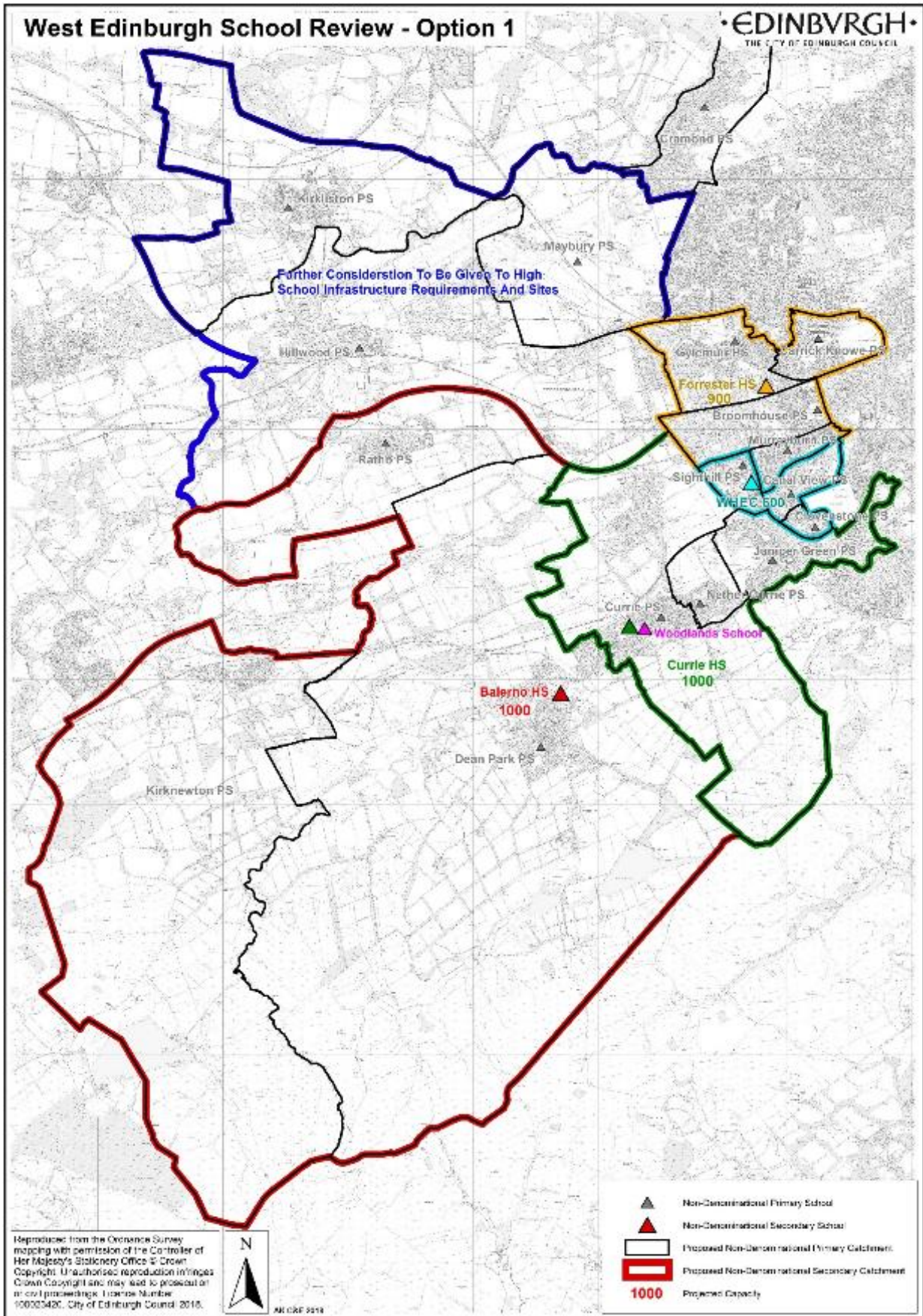
Contact: Crawford McGhie, Acting Head of Operational Support

E-mail: crawford.mcghie@edinburgh.gov.uk | Tel: 0131 469 3149

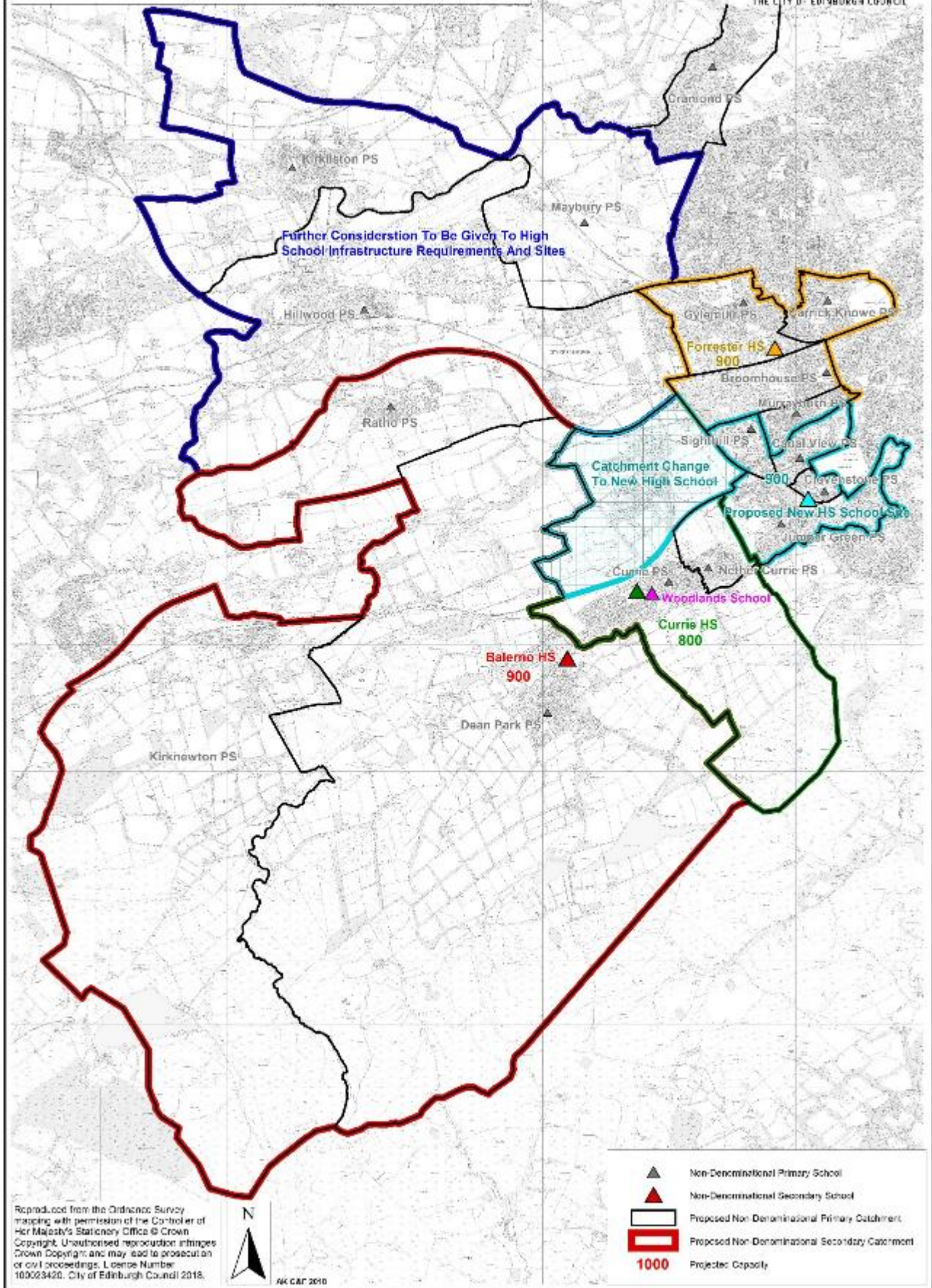
11. Appendices

Appendix 1 – Plans of the Options

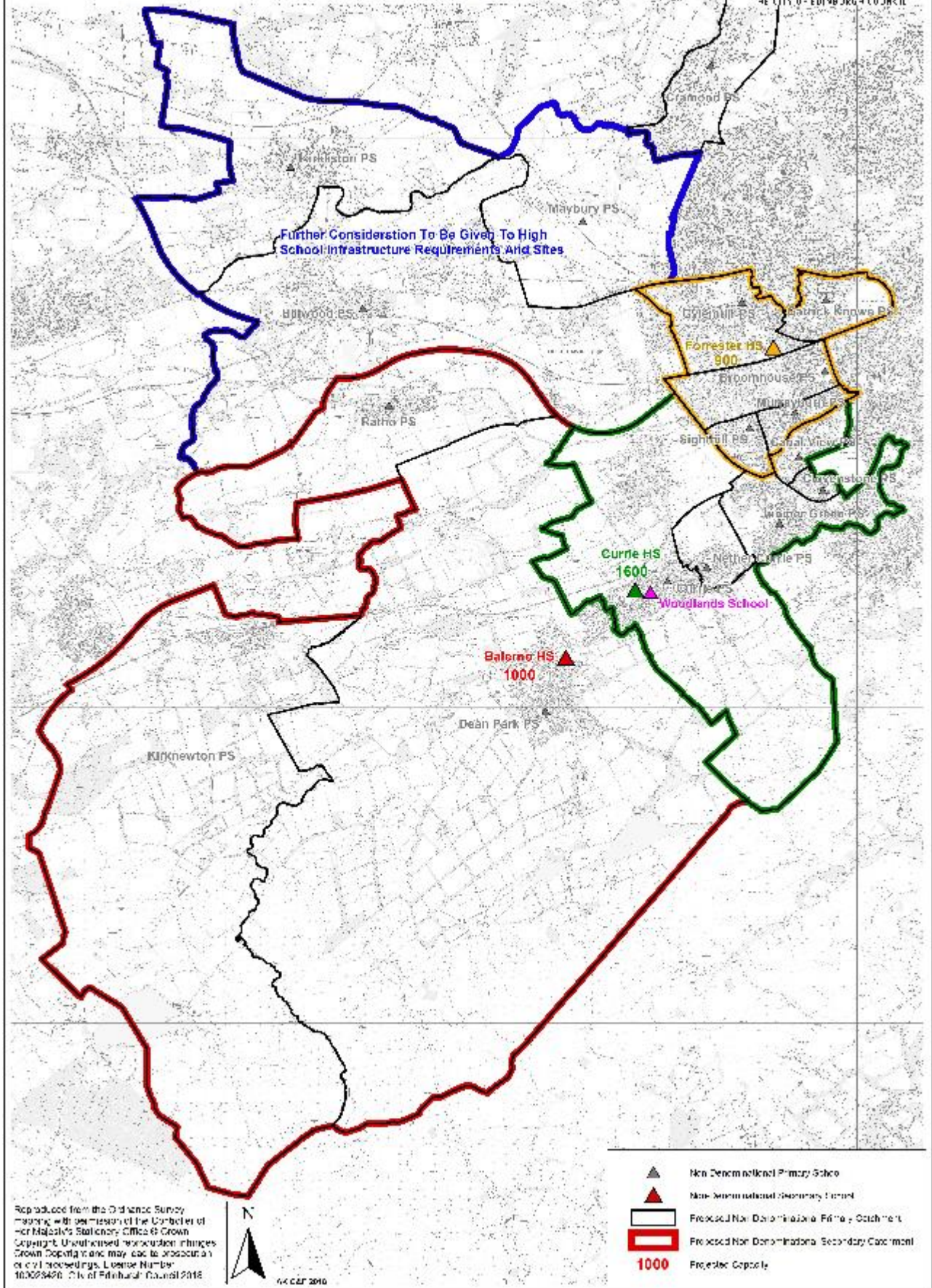
APPENDIX 1



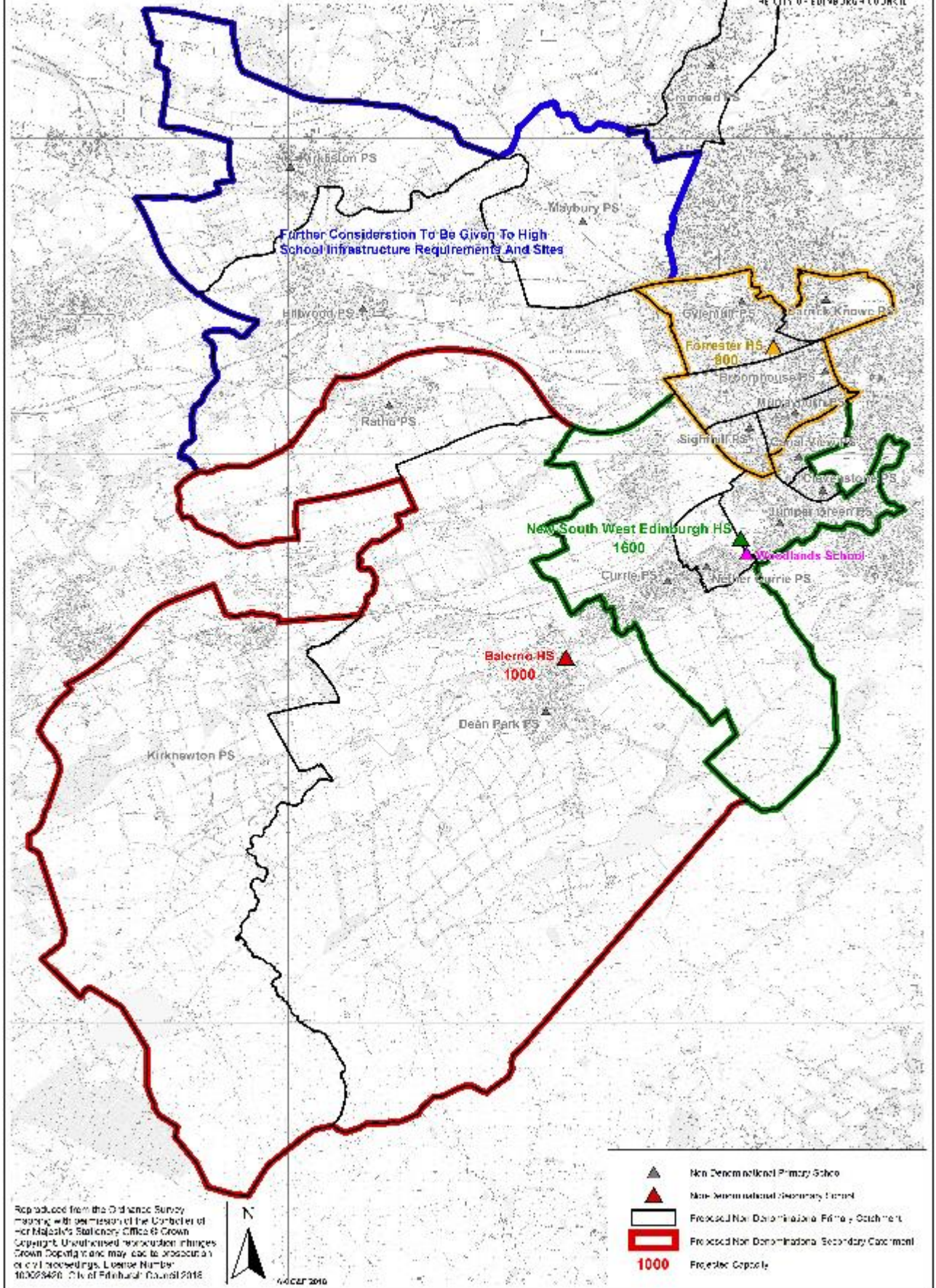
West Edinburgh School Review - Option 2



West Edinburgh School Review - Option 3

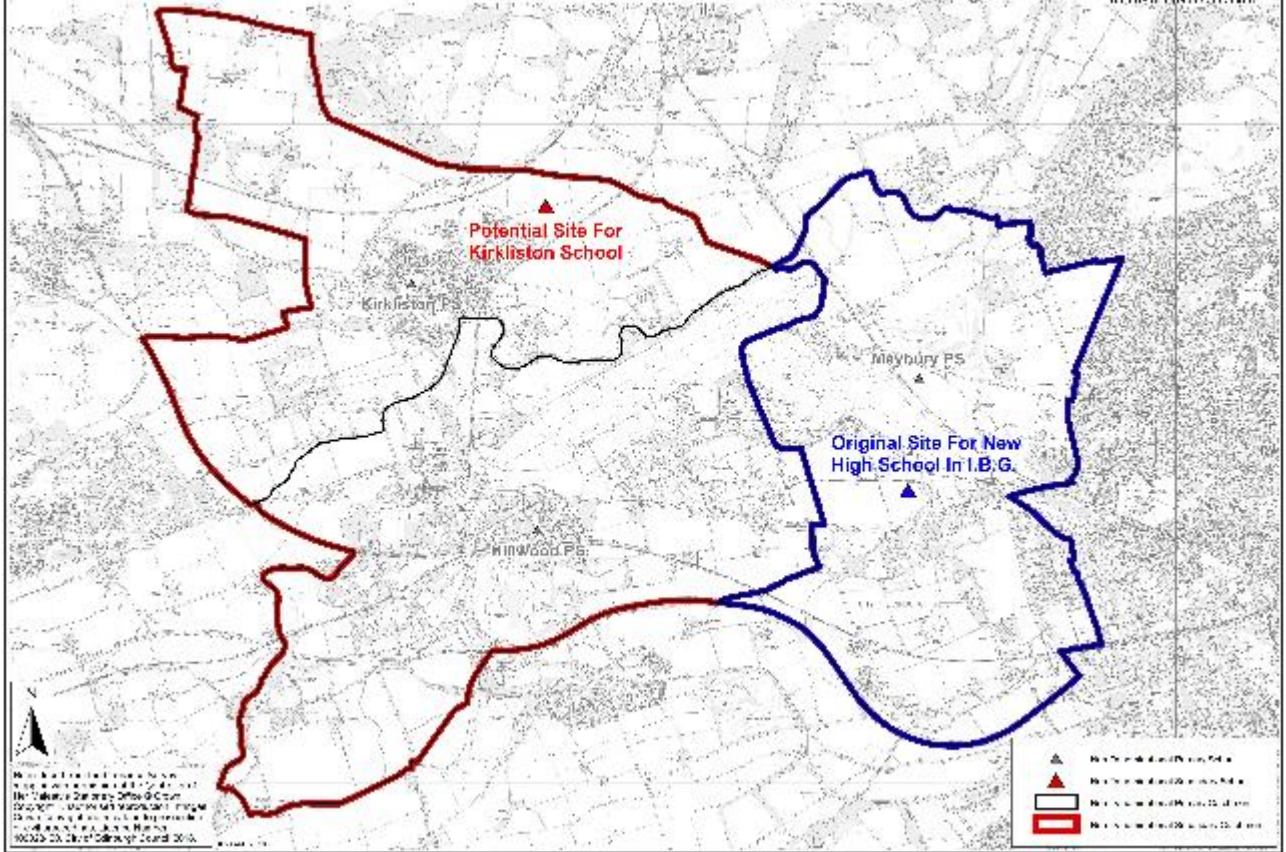


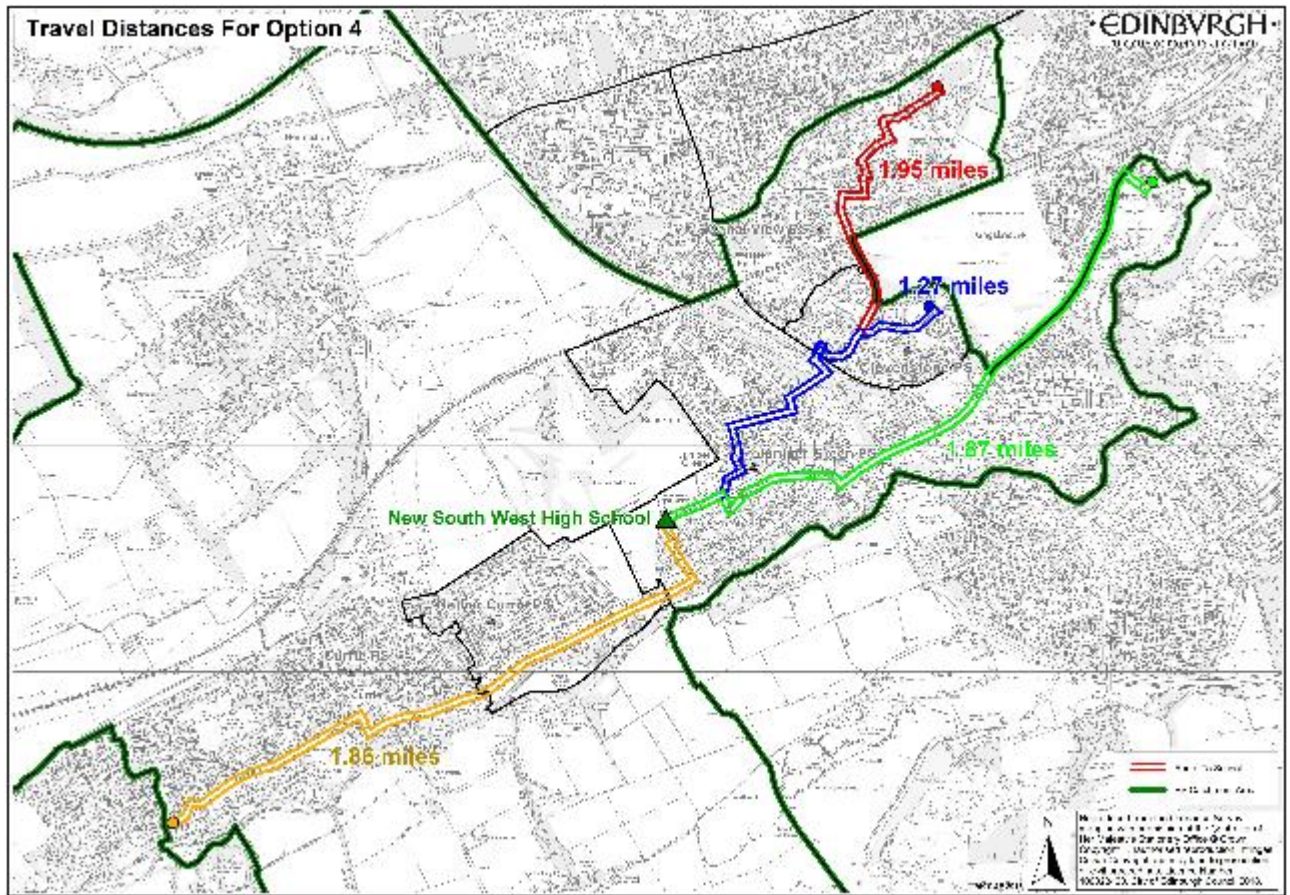
West Edinburgh School Review - Option 4



Reproduced from the Ordnance Survey mapping with permission of the Controller of Her Majesty's Stationery Office & Crown Copyright. Unauthorised reproduction of Crown copyright and may also be associated with other copyright. Licence Number: 100028420. City of Edinburgh Council 2016.

Potential Catchment Areas & Site Locations For West Edinburgh High Schools





Education, Children and Families Committee

10am, Thursday 21 June 2018

Wave 4 Education Infrastructure Prioritisation

Item number	6.1
Report number	
Executive/routine	
Wards	All
Council Commitments	28

Executive Summary

At the Education, Children and Families Committee on 22 May 2018 the Committee agreed the criteria which would be used to prioritise secondary school infrastructure investment in the Wave 4 programme.

This report provides the results of the prioritisation process and makes recommendations about initial investment opportunities.

Wave 4 Education Infrastructure Prioritisation

1. Recommendations

- 1.1 The Education, Children and Families Committee are requested to:
- 1.2 Note the outcome of the Wave 4 prioritisation process.
- 1.3 Agree that the current wave 4 capital allocation of £25m is aligned to delivery of the Castlebrae High School replacement and Bangholm sports facility (Trinity Academy) projects.
- 1.4 Agree that a report is submitted to the Finance and Resources Committee which will include details of the capital and revenue implications of proceeding with the delivery of the Castlebrae High School replacement and Bangholm sports facility (Trinity Academy) projects.
- 1.5 Agree that the report to Finance and Resources Committee also includes detailed business cases for all of the other projects identified in this report so that consideration can be given to how these projects will be funded in the future.
- 1.6 Notes that the report to Finance and Resources Committee will require to be remitted to a full Council meeting for final approval of the proposed budget changes.
- 1.7 Approves that the design process for the Castlebrae High School replacement and Bangholm sports facility projects continues so that there is no delay in final delivery of these projects and notes that if these projects are not ultimately delivered any design costs will need to be met from existing Communities and Families revenue budgets.

2. Background

- 2.1 In a [report](#) to the last Education, Children and Families Committee the following criteria were noted as being those on which future infrastructure investment in secondary schools would be prioritised through the Wave 4 programme:
 - Any existing building structure identified as having a short life expectancy would be top priority.
 - Any existing building where core facilities do not support the necessary size of the expected future school roll would be a high priority.
 - Priority for any remaining schools would be determined based on the combined condition and suitability scores.

- 2.2 The secondary schools to be assessed were noted as being Balerno High School, Castlebrae High School, Currie High School, Leith Academy, Liberton High School, Trinity Academy and Wester Hailes Education Centre (WHEC).
- 2.3 This report provides the results of the prioritisation process and explains the rationale for the initial investment recommendations made by officers.

3. Main report

- 3.1 The prioritisation process has been completed. Priorities 1 and 2 are assessed on a yes/no basis depending on the expected structural lifespan of the building for priority 1 and the sufficiency of core facilities for priority 2. For priority 3 a score out of 100 is given for condition and suitability and these two scores are then blended to provide an overall score out of 100 for comparative purposes.
- 3.2 The condition score is based on an elemental assessment of the condition of the fabric and services of the building. The suitability score is a measure of how well a school facility meets the requirements of its users, in terms of learning and teaching, leisure and social activities, and health and well-being.
- 3.3 The following table indicates the ranked list for the seven secondary schools listed in paragraph 2.2:

HIGH SCHOOL	PRIORITY 1 STRUCTURE	PRIORITY 2 SUFFICIENCY OF CORE FACILITIES	PRIORITY 3 – BLENDED CONDITION & SUITABILITY SCORE		
			CONDITION	SUITABILITY	BLENDED
CURRIE HIGH SCHOOL	YES	NO	58	69.5	63.75
TRINITY ACADEMY	NO	YES	51	54.5	52.75
CASTLEBRAE HIGH SCHOOL	NO	NO	54	50.5	52.25
WHEC	NO	NO	56	50.5	53.25
LIBERTON HIGH SCHOOL	NO	NO	61	51.5	56.25
BALERNO HIGH SCHOOL	NO	NO	69	59	64
LEITH ACADEMY	NO	NO	82	70	76

- 3.4 While Currie High School does not have the overall lowest blended score, it is ranked as the top priority because the structural frame of the original building is reaching the end of its life expectancy and professional advice is to commence planning for its replacement. Trinity Academy is ranked second because it does not have core facilities (particularly for PE and social space) to support the expected future school roll.
- 3.5 An informal consultation process has been ongoing in the west and south west of Edinburgh to gather views on the future of the school estate in these areas of the city and has been the subject of several reports to Committee over the last year. In the south west, three of the secondary schools listed in the table above, Balerno High School, Currie High School and WHEC have been involved in the informal consultation process. A further report on the outcomes of the informal consultation is the subject of a separate report on the agenda for this Committee.
- 3.6 In the report, there are 4 options presented for the future of the school estate in the south west of Edinburgh and in relation to secondary schools, options 2, 3 and 4 would require a statutory consultation to be progressed and be successful before any new infrastructure could be delivered. Option 1, in terms of secondary school infrastructure requires investment to be made at all three schools.
- 3.7 The current estimates of the capital funding shortfall that would be required for all of the seven schools is provided in the following table, assuming developer contributions are received in line with the LDP financial model. The figures for the south west schools are based on option 1 from the outcome of the informal consultation which has an estimated overall cost in the mid-range of the four options. Some of the estimates have increased from previous estimates as further assessment of necessary works has been undertaken.

School	Capital funding gap (£m)	Comments
Currie High School	42.5	Based on provision of a new 1000 capacity school built on the existing school site.
Trinity Academy	50-60	Final cost would depend on best development option for the main site. Committee agreed on 22 May 2018 initial design should be progressed. Includes cost estimate of £10m for new sports facility complex at Bangholm. Cost estimate would be for a school with 1200 capacity.

Castlebrae High School	15	Feasibility study complete and detailed design phase ready to commence. Cost is for delivery of a 700 capacity school extendable to 1200 in the future if required.
WHEC	30.5	Refurbishment option. Includes upgrade of community facilities and new sports accommodation for school.
Liberton High School	32	Recently built sports facilities would be retained if project for a new school is progressed. Cost estimate if for a 1200 school.
Balerno High School	28.5	Extension and refurbishment.
Leith Academy	1.9	Only condition works required. Funded through asset management budget over next five years.

- 3.8 As there is currently only a £25m allocation in the Capital Investment Programme, most of the projects above would require further funding to be made available before they could be implemented. This would require to be allocated in future years from the Council's capital programme and may be partially offset by a successful application to any future Scottish Government funding programme.
- 3.9 However, based on the prioritisation process and the amount of capital funding required, a replacement school for Castlebrae High School could now be progressed. The Outcomes of the Statutory Consultation [report](#) for this project was approved by Council on 31 May 2018 which confirmed the school could be relocated on a new site in Craigmillar town centre should the funding be made available. The design for the new school has also been progressed to feasibility stage which would mean a planning application for the new school could be submitted early in 2019 with the new school opening in 2021.
- 3.10 A [motion](#) approved by Council on 22 February 2018 included a commitment that funding generated through the process of EDI development activity and landholdings transferring to the Council would be used for investment in a new high school in Craigmillar. Therefore, any funding generated through this process would see an equivalent amount returned to the Wave 4 funding allocation in the future for investment in other schools. To ensure improved educational outcomes are delivered as soon as possible it is recommended this project should now be progressed.
- 3.11 From the current £25m allocation, this would leave a minimum funding availability for the Wave 4 programme of £10m. At the Education, Children and Families

Committee on 22 May two [motions](#) were agreed which approved the detailed design process for any future investment in Trinity Academy should be progressed. While there are different options for the best investment solution on the main Trinity Academy site, the Committee has previously approved that delivery of the sports facilities for a 1200 roll secondary school on the site of the current Bangholm Recreation Centre should be delivered as an initial stage of any future investment at Trinity Academy. The estimated cost of delivering this facility is £10m and it is therefore recommended that this project should also now proceed.

- 3.12 If the recommendations for a Castlebrae High School replacement and a Bangholm sports facility are approved by the Education, Children and Families Committee, the decisions require to be remitted to the Finance and Resources Committee so that future revenue implications can be considered. The next suitable Finance and Resources Committee is in October 2018 and by then detailed business cases for all the Wave 4 projects will be available. It is therefore recommended that a full update report on the financial implications of the Wave 4 programme is submitted to this F&R committee for consideration.
- 3.13 Further details on the financial implications are provided in section 5 of this report. Following consideration by the Finance and Resources Committee the report will required to be remitted to a full Council meeting for final approval of any proposed budget changes.
- 3.14 In the meantime, it is recommended that the design process for the Castlebrae High School replacement and Bangholm sports facility projects are progressed so that, subject to the appropriate approvals from the Finance and Resources Committee and full Council, there would be no further delay to delivery of these projects. Further detail on the financial implications of this recommendation are provided in section 5 of this report.

4. Measures of success

- 4.1 The provision of a school estate that will meet the needs of future pupils and the wider community.

5. Financial impact

- 5.1 The latest financial update on Wave 4 and a replacement for Castlebrae High School was included in the [Capital Investment Programme](#) report to the Finance and Resources Committee on 8 February 2018.
- 5.2 The financial implications on future capital and revenue budgets associated with Wave 4 investment projects will be considered in detail with colleagues in Finance. Business cases will be developed through the Communities and Families Asset Investment Group and presented to the Asset Management Board for consideration. As part of this process, the capital and revenue funding required to be established by Council as part of future budget setting processes will be identified.

- 5.3 The Finance and Resources Committee formally approved a recommendation in March which means that all proposed Capital expenditure that has revenue consequences, must be considered by the Finance and Resources Committee for approval.
- 5.4 This is to ensure the Finance and Resources Committee has sufficient oversight and can scrutinise all proposed revenue and capital expenditure. Before a report is submitted to the committee the business cases being prepared through the Asset Investment Group will identify the source of revenue funding. This is to particularly mitigate any further pressures and unfunded revenue impacts being placed upon the Property and FM budget, on areas such as: hard and soft FM costs, utilities, and rates. Any final recommendations for changes to budgets will require to be remitted to full Council for final approval.
- 5.5 In the meantime it is recommended that the design for the Castlebrae High School replacement and Bangholm sports facility projects continues so that there is no delay in final delivery of these projects if approval is forthcoming. If these projects are ultimately not delivered, any expenditure incurred to that point will need to be met from existing Communities and Families revenue budgets.

6. Risk, policy, compliance and governance impact

- 6.1 Any project led by Communities and Families is aligned to all the necessary Council risk, policy, compliance and governance requirements.
- 6.1 The most significant risk is that the measure of success will not be achieved due to funding not being secured.

7. Equalities impact

- 7.1 Promoting inclusion, improving accessibility and provision for effective Additional Support for Learning are explicit objectives in terms of improving the school estate.
- 7.2 Equalities impact assessments will be carried out for any statutory consultation or infrastructure project.

8. Sustainability impact

- 8.1 Any Communities and Families assets which are improved or delivered as a result of Wave 4 investment and any subsequent statutory consultations will be fully integrated with the wider asset priorities of the Council and its partners to ensure a sustainable approach to future asset provision.

9. Consultation and engagement

- 9.1 Any statutory consultation required for changes to the school estate will be undertaken according to the procedures set out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

10. Background reading/external references

10.1 Links to previous Wave 4 reports are as follows:

[City of Edinburgh Council, 25 September 2014.](#)

[City of Edinburgh Council, 20 August 2015.](#)

[Education, Children and Families Committee, 22 May 2018.](#)

Alistair Gaw

Executive Director for Communities and Families

Contact: Crawford McGhie, Acting Head of Operational Support

E-mail: crawford.mcghie@edinburgh.gov.uk | Tel: 0131 469 3149