

Education, Children and Families Committee

10am, Thursday 21 June 2018

Update on the Informal Consultation in West/South West Schools

Item number	4.1
Report number	
Executive/routine	
Wards	
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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
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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

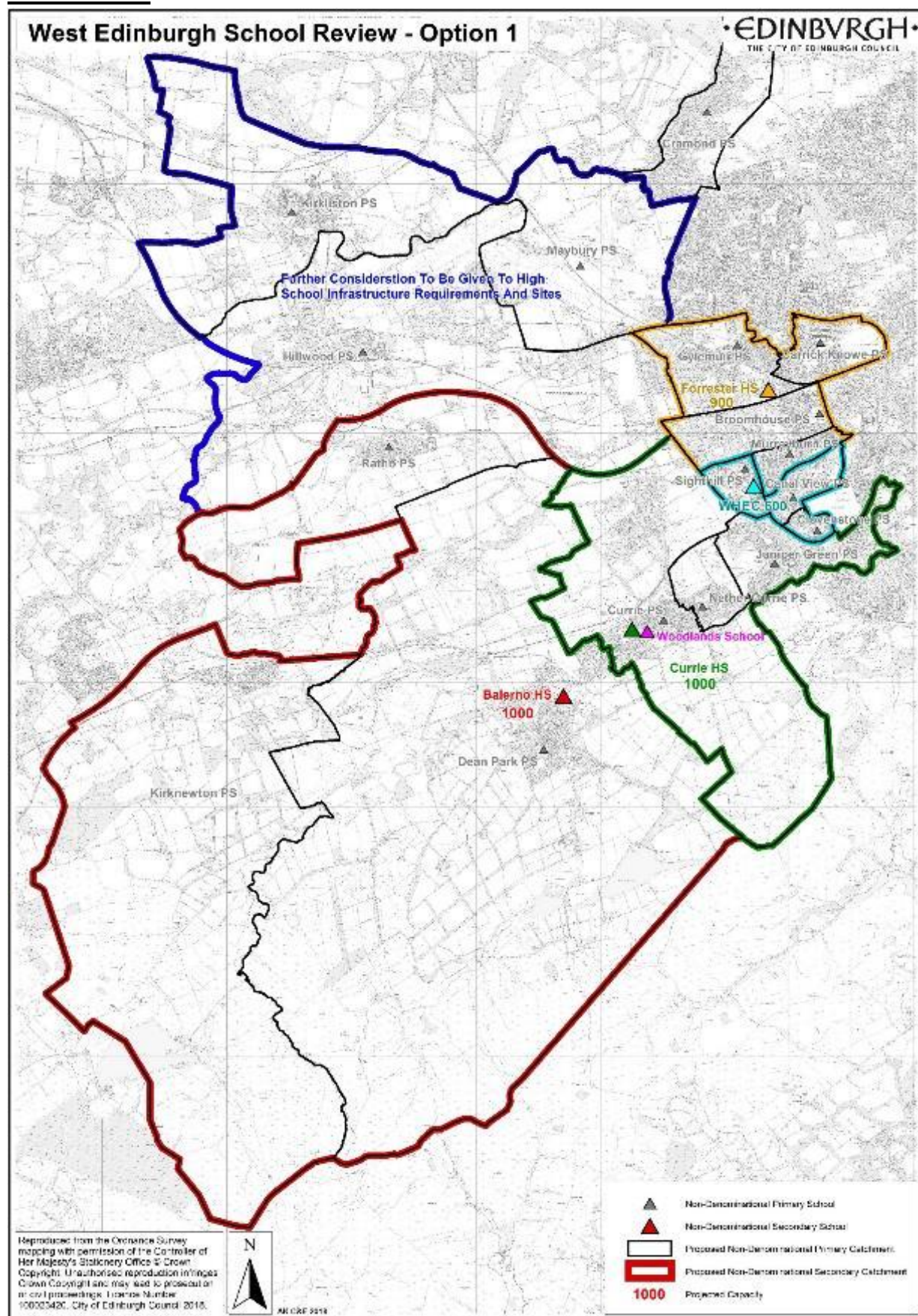
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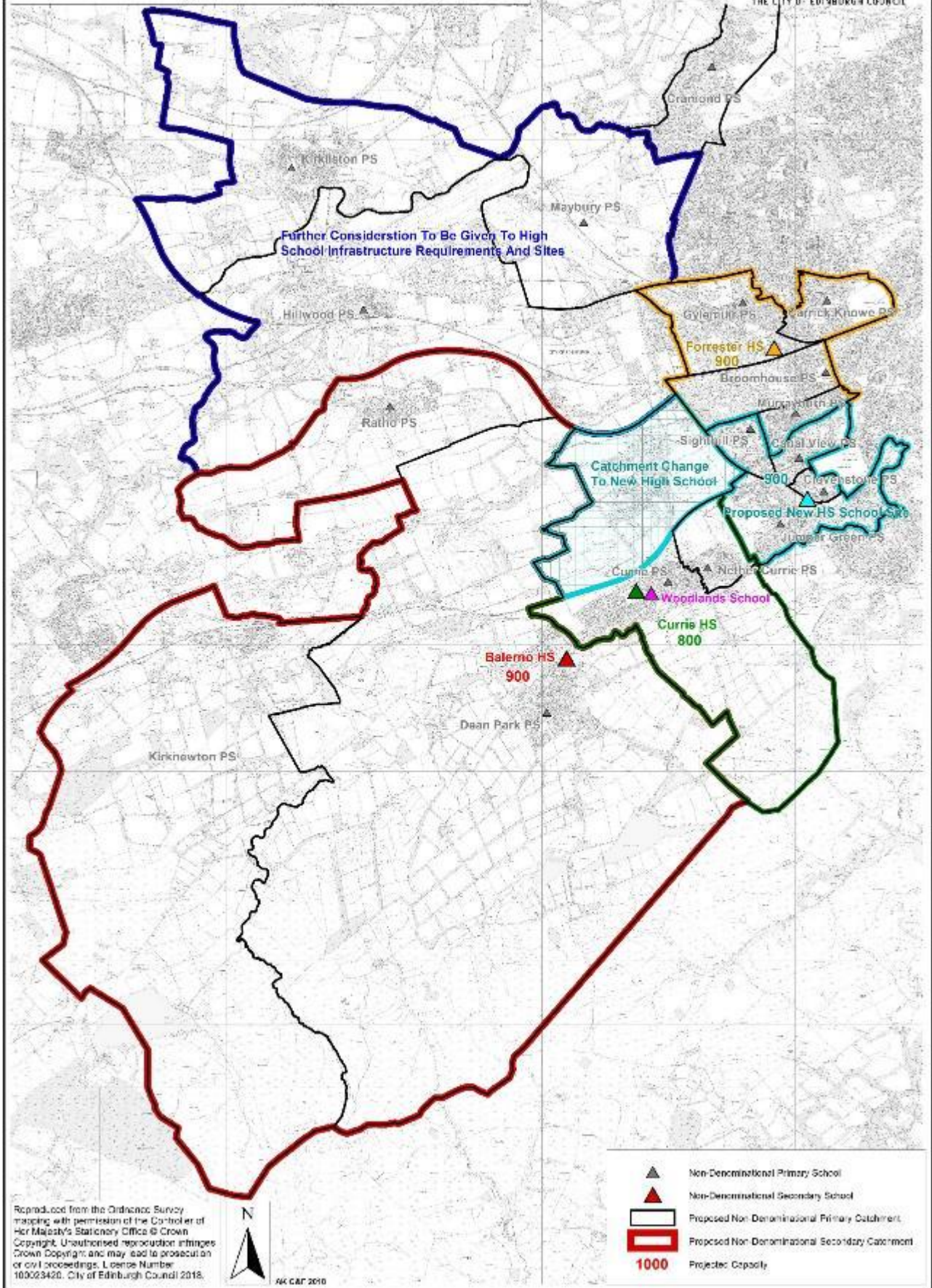
11. Appendices

Appendix 1 – Plans of the Options

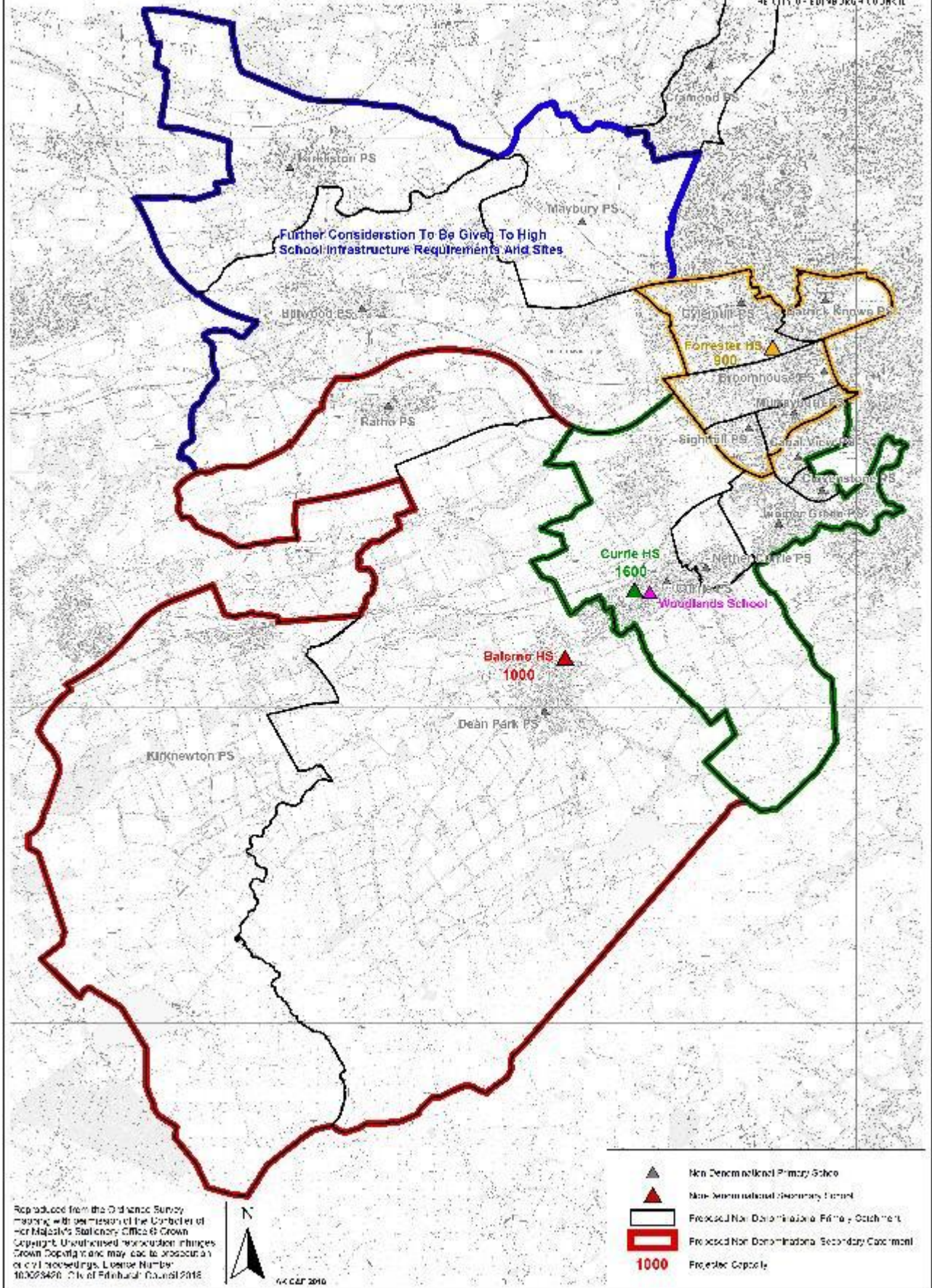
APPENDIX 1



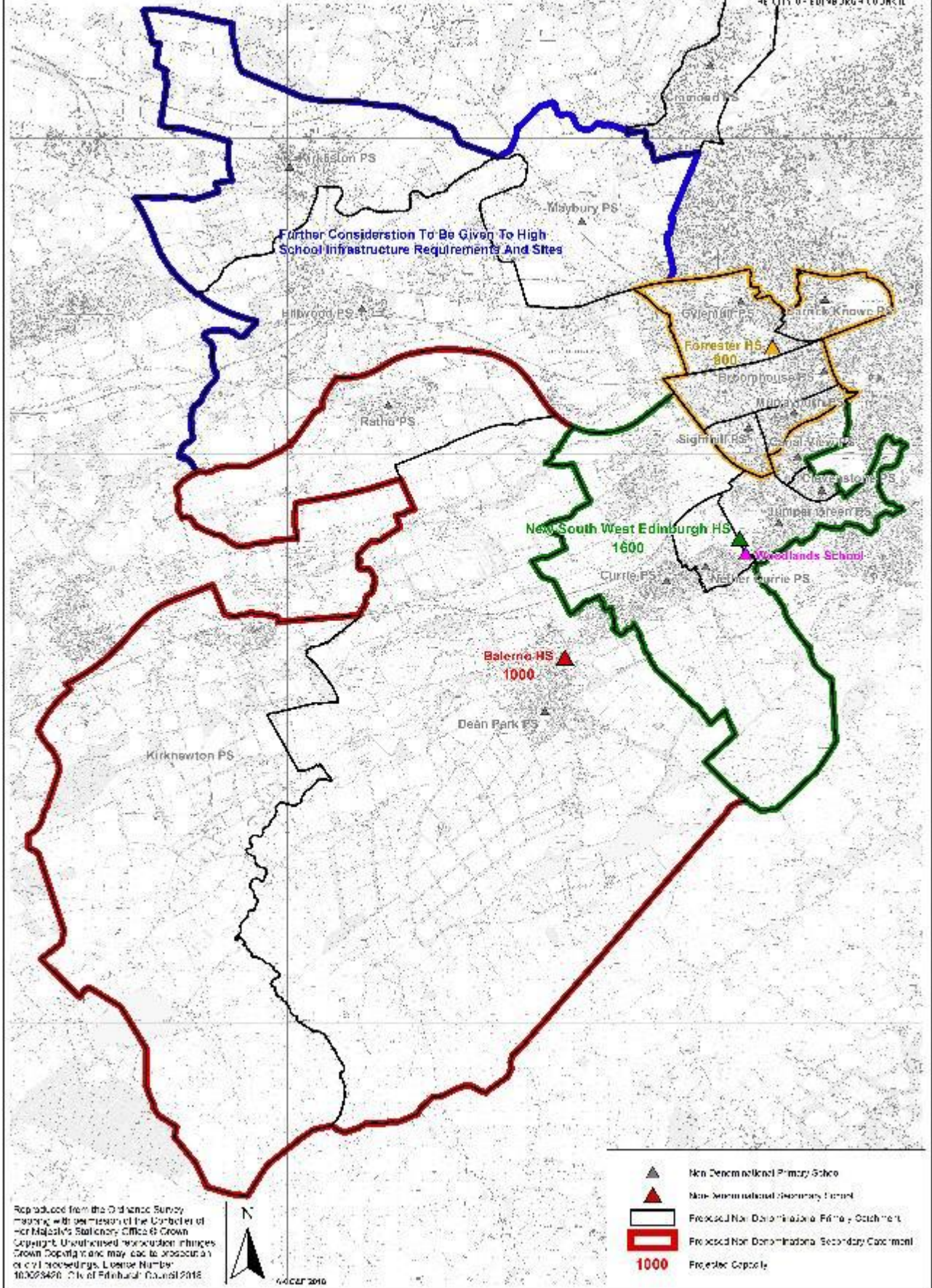
West Edinburgh School Review - Option 2



West Edinburgh School Review - Option 3



West Edinburgh School Review - Option 4



Potential Catchment Areas & Site Locations For West Edinburgh High Schools

