

Education, Children and Families Committee

10am, Tuesday, 20 September 2022

Learning Estate Update: Engagement Planning

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the engagement processes underway and those in development to inform the delivery of new school infrastructure.

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Learning Estate Update: Engagement Planning

2. Executive Summary

- 2.1 This report provides an update on the key engagement processes underway and those in development to inform the delivery of new school infrastructure. A process in the West of the city of pre-engagement activity with Stakeholder Reference Groups has helped shape and focus plans for wider public engagement in this area. This report sets out where this model for engaging with communities will be utilised in other areas of the city. The report also highlights the need for engagement with the school communities who may be affected by the roll-out of the EnerPHit programme.

3. Background

- 3.1 There is a requirement to assess and agree with affected communities across the city how the learning estate should be planned to meet growing and changing education and other service provision needs.
- 3.2 In March 2022 the “Learning Estate Update: School Roll Projections and West Edinburgh Engagement” report set out a process for engagement with communities in the West of the city. The engagement plan was focused on three key issues:
- 3.2.1 Primary School provision in the Queensferry area;
 - 3.2.2 Secondary School provision for the Kirkliston and Queensferry areas;
 - 3.2.3 Secondary School provision for pupils in the new Maybury and Cammo housing developments.
- 3.3 In addition, in the Greendykes and Gilmerton areas of the city, a significant amount of new housing is leading to growing catchment populations and accommodation pressures. Both areas have new primary schools identified as a requirement in the Local Development Plan and there is now a need to engage with existing and new populations to inform the strategy adopted to meet this growing demand.
- 3.4 In the 2019-2020 Capital Investment Programme (CIP) budget, funding was allocated for the replacement of St Catherine’s RC Primary School due to its condition. This project was not progressed at that time pending the outcome of the Service Design process for the Gracemount Area. COVID-19 then further delayed

the development of the project. However, this project will form a critical strand of the infrastructure requirement consideration in the Gilmerton area.

- 3.5 The Local Development Plan also identifies a requirement for a new school to serve the East of Milburn Tower development south-west of the Gogar Roundabout. This new school and a new school as part of the Granton Waterfront will both require informal engagement followed by formal consultation. Statutory consultation papers and will be the subject of separate reports to Committee at an appropriate time.
- 3.6 Finally, there will be a requirement for engagement with the communities of those schools approved as part of the first tranche of Enerphit upgrade work. The first tranche of the Enerphit programme was the subject of The “EnerPHit Tranche 1 Programme” report to the Council’s Policy and Sustainability Committee on 30 August 2022. The Enerphit programme will involve disruptive works at the schools affected.

4. Main report

West Edinburgh Learning Estate Strategy

- 4.1 Two Stakeholder Reference Groups (SRG) have been established; one with interested parties to consider an engagement process focused on Maybury Primary School and the other to consider engagement in the Queensferry area.
- 4.2 The SRGs act as a sounding board, providing the opportunity for direct dialogue between Council Officers and key stakeholders. They provide guidance for Council Officers on how to best engage and communicate with people on the development and delivery of new infrastructure and will facilitate feedback from the groups they represent as ideas, concepts and proposals develop.
- 4.3 The terms of reference (see Appendix 1) agreed at the first meetings with these two groups set out the role of the groups. Membership includes parent representatives from all local primary and secondary schools as well as representatives from the local Community Councils. Local elected members have also been invited to attend.
- 4.4 Both groups have met with Council Officers on at least two occasions to shape and inform a wider public engagement on these issues. Officers have also attended relevant Community Councils to provide details of the engagement underway and planned.
- 4.5 The timescales for the engagement process set out in the “Learning Estate Update: School Roll Projections and West Edinburgh Engagement” to Committee in March 2022 were ambitious and it has been necessary to extend this schedule. Wider public engagement will now take place in October and November 2022 with a recommendations report to follow in March 2023. An interim update report will be provided to the Education, Children and Families Committee in December 2022.
- 4.6 The SRG meetings to date have been well attended and positive. The conversations have been open and have allowed Council officers to better

understand the pressures and challenges in each of the affected communities and have helped inform the approach being developed to a wider public engagement.

- 4.7 It is hoped that this pre-engagement activity with key stakeholders will help make planning and decision-making processes more transparent and improve the accessibility of our public engagement.

Gilmerton, Granton and Greendykes

- 4.8 A similar process as followed in the West of the city based around the establishment of SRGs to help shape public engagement will be followed in the Granton, Greendykes and Gilmerton areas. However, before beginning this process a review of previous consultation and engagement work, including the “MyGracemount” engagement in the south-east and Granton’s “Learning Strategy” will be undertaken to avoid duplication and ensure that the themes developed through this work are progressed.
- 4.9 SRGs in these areas will be established and meet between September and December 2022 with wider public engagement proposed early in 2023. As in the West of the city, school and community representatives, including local elected members will be invited to join these groups.
- 4.10 Similar to the process in the West of the city, any engagement will seek to explore the opportunities that new school infrastructure may provide to improve other community services or facilities in line with the 20 minute neighbourhood approach.

East of Milburn Tower

- 4.11 In April 2022 Murray Estates application to develop new housing on a site referred to in Planning as “East of Milburn Tower” was approved. The development which is on the west side of the City Bypass and stretches from Glasgow Road in the north as far south as Hermiston Gate, will include a primary school. The key issue will be to which secondary school this new primary school should be aligned.
- 4.12 The establishment of a school and its catchment areas will necessitate a statutory consultation process. Officers will monitor the progress of this development and report back to committee with a proposed approach to stakeholder engagement at the appropriate time.

EnerPHit

- 4.13 The “EnerPHit Tranche 1 Programme” report to the Council’s Policy and Sustainability Committee on 30 August 2022 set out the case for initiating a programme of works to bring a first tranche of 12 existing Council buildings up to the low energy and low carbon EnerPHit standard.
- 4.14 The report noted that the biggest challenge with respect to the programme is the impact the programme’s works delivery will have on the building users as the works, by their very nature, are highly intrusive and disruptive. Each individual building retrofitting project within the programme will require typically 18 to 21 months of site works and the impact on the building users will be significant.

- 4.15 Engagement with the school communities is required to plan for this disruption and the varying degrees of decant that will be required in order to deliver the works. Phased or even full decant of the schools to alternative accommodation for the duration of the works may be required.
- 4.16 The first two schools being progressed will be Brunstane Primary School and Lorne Primary School. A process of engagement with the management teams and parent representatives of these schools has begun.

5. Next Steps

- 5.1 In the West of the City, officers are in the process of developing engagement documentation and materials and will share these with local elected members and the SRGs for their feedback prior to the start of a public engagement process beginning in October (provisionally 10 October).
- 5.2 A process of engagement with internal and key stakeholders in Gilmerton, Granton and Greendykes will begin in September 2022 with a view to undertaking a wider public engagement early in 2023.
- 5.3 All schools and relevant stakeholder that are part of the EnerPHit programme will be engaged at the appropriate time. Discussions with representatives from Brunstane and Lorne Primary Schools are underway to determine how best to accommodate the works necessary.

6. Financial impact

- 6.1 There are no financial implications arising as a result of this report.

7. Stakeholder/Community Impact

- 7.1 This report is about stakeholder engagement and ensuring that our consultation and engagement processes are as open, transparent, equitable and accessible as possible.

8. Background reading/external references

- 8.1 "[Learning Estate Update: School Roll Projections and West Edinburgh Engagement](#)" – Education Children and Families Committee,
- 8.2 "EnerPHit Tranche 1 Programme – Policy and Sustainability Committee, 30 August 2022

9. Appendices

- 9.1 Appendix 1 – Terms of Reference for Stakeholder Working Groups

APPENDIX 1

West Edinburgh Learning Estate Strategy

Stakeholder Reference Groups Terms of Reference

1. Purpose

The West Edinburgh Learning Estate Strategy Stakeholder Reference Groups will work alongside Council Officers, supporting and guiding them on how to engage and communicate with people on the development and delivery of a West Edinburgh Learning Estate infrastructure strategy.

The Reference Group will also act as a sounding board, providing the opportunity for direct dialogue between Council Officers and key stakeholders. Reference Group members will facilitate communication with and feedback from the groups they represent as ideas, concepts and proposals develop.

2. Role of the Group

The role of the Reference group will be:

- a) To offer advice on the people that should be involved in engagement processes;
- b) To consider how best to engage with different stakeholder groups;
- c) To ensure equity in the opportunities people have to engage with the process;
- d) To identify the information, analysis or data that people may need to reach informed views;
- e) To advise on the presentation of information to people, ensuring it is fit for purpose;
- f) To help shape the direction of engagement processes and, where applicable, options development;
- g) To ensure fair and equitable development of ideas, proposals and, where applicable, assessment criteria.

The Reference Group has an advisory role and is not a decision making body.

3. Membership

The Reference Group will bring together stakeholders representing the interests of schools and their wider communities directly or indirectly affected by current or future learning estate infrastructure challenges and pressures.

Members will:

- a) Represent the views, aspirations and concerns of the communities they represent;
- b) Share relevant local knowledge about resources, opportunities and challenges within the communities they represent;
- c) Be open to the ideas and views of others.

The Reference Group will be chaired by an Officer from the Council's Learning Estate Planning Team.

Membership of the group will initially be based on High School clusters with two representatives from each High School and each of its feeder primary school's Parent Councils. Two representatives from affected Community Council's will also be invited. Local elected members will also be invited to attend.

Membership will be kept under review.

4. Meetings

The Reference Groups will not meet with fixed frequency. The requirement for future meetings will be discussed and agreed at the end of each meeting.

No time limit has been set on the duration of the work of the Reference Groups. This will be subject to the outcomes of engagement processes and the projects that may arise from them.

These Terms of Reference will be reviewed and agreed at the Groups first meeting and at appropriate points thereafter.

Meetings will initially be held online with this format reviewed for subsequent meetings.

An agreed written record of each meeting will be maintained.