



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
3 APRIL 2019**

**SUBJECT: SCHOOLS FOR THE FUTURE REVIEWS – SPEYSIDE HIGH
SCHOOL ASG**

**BY: ACTING CORPORATE DIRECTOR (EDUCATION AND SOCIAL
CARE)**

1. REASON FOR REPORT

- 1.1 To inform the Committee of the findings of the Schools for the Future Review visits to the Speyside High School Associated Schools Group (ASG) which took place between November and December 2018.
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as Education Authority within the terms of relevant legislation with regard to nursery, primary, secondary, and further education; adult and community education and Lifelong learning; and to determine the Council's policies in regard thereto.

2. RECOMMENDATION

- 2.1 It is recommended that Committee agrees:-
- (i) to scrutinise and note the report; and
 - (ii) to receive a further report detailing the new Schools for the Future Strategy in line with the Council's ongoing Property Asset Management Review and the resource required to implement.

3. BACKGROUND

- 3.1 At its meeting on 2 March 2016 the Committee agreed to note the outcome of the consultation and pilot work done on the draft 'Schools for the Future Policy' and to refer the draft policy to Moray Council for approval (paragraph 7 of the minute refers).
- 3.2 As a pilot, all schools in the Forres Associated Schools Group (ASG) were audited against the schools for the future criteria. Indicators for Criterion 2 - School Rolls and Criterion 3 - Financial Position are statistical and the data is held centrally. Criterion 1 - Quality of Educational Experiences was audited

by teams of central officers and peer head teachers who spent up to one day in each school observing learning and teaching, interviewing head teachers, teaching staff, non-teaching staff and pupils and examining documentation and samples of pupils' work. The size of the team was proportionate to the size of the school, and ranged from two to four people. This audit process was very similar to the Quality Audit process previously operated by Educational Services and School Reviews carried out by the then Continuous Improvement Team.

- 3.3 Full details of the pilot reviews were discussed at a Members' workshop on 16 February 2016.
- 3.4 The final policy was approved at a meeting of the Moray Council on 25 May 2016 (para 9 of the minute refers). At this time it was also agreed that two ASGs would be visited per year to undertake reviews. Over session 2016/17 the chosen ASGs were Lossiemouth and Buckie. The ASGs for session 2017/18 were Elgin Academy which was completed by the end of 2017 and Elgin High took place between January and March 2018.
- 3.5 The Head of Schools and Curriculum Development and the Quality Improvement Officer (QIO) team continue to review the process of conducting the reviews. During this round of visits a pre-visit with the Head Teacher was introduced which has made the compilation of the timetable much better. In order to speed up the production of the draft report, a 'writing' day has been introduced with the lead QIO and other officers on the visit team clearing a day in the diary in order to complete the 'draft report'. Prior to the Elgin Academy schools' visits, all paperwork was reviewed with questions updated in line with current expectation.
- 3.6 Peer reviewers continue to be used. Further invites were issued to Headteachers, Deputies and Principal Teachers of Additional Support Needs as well as to colleagues who are undertaking these roles in an acting capacity. This resulted in many new reviewers and further training was provided for them with the opportunity for existing reviewers to come along for refresher training. There is very positive feedback from reviewers regarding the professional learning gained from involvement in visits. During the Speyside High visit, a Deputy Head Teacher from the school joined the review team undertaking classroom visits and joining the team for discussion. He valued this opportunity and was positive about the level of dialogue taking place at regular times during the course of the visit. We will continue to make this a feature of reviews for the final two ASGs this session.
- 3.7 One remaining ASG is to be reviewed under the policy (Keith Grammar ASG was conducted from February to March 2019). Milne's High ASG is planned from May to June 2019. However, due to capacity within Education at this time and other emerging priorities, this may be deferred.
- 3.8 A sustainable schools strategy is currently being produced and will inform the future of enhanced school visits.
- 3.9 Due to the rurality of the Speyside ASG and the rolls of the schools, all six criteria were reported on for all the primary schools.

- 3.10 Individual reports highlight that not all schools in Speyside ASG are sustainable and viable. The effects of a 'Make do and mend' policy decision is having a negative impact on many of the Educational buildings within the ASG with considerable variance in the quality of Educational environment across Moray.
- 3.11 Condition of the schools in Speyside are as follows:
- Speyside High – C
 - Aberlour Primary – B
 - Craigellachie – B
 - Glenlivet – C
 - Inveravon - C
 - Knockando – C
 - Mortlach – C
 - Rothes – B
 - Tomintoul – C
- 3.12 Significant capital investment is required to improve the condition of Speyside High, Glenlivet, Knockando, Mortlach and Tomintoul Primaries to bring up to A standard accommodation.
- 3.13 The following schools are deemed sustainable:
- Speyside High
 - Aberlour
 - Knockando
 - Mortlach
 - Rothes
 - Tomintoul
- 3.14 The following schools are not sustainable with a number of options identified for appraisal:
- Craigellachie
 - Glenlivet
 - Inveravon (currently mothballed)
- 3.15 Although Aberlour is deemed sustainable, due to the proximity of the Secondary school and the capacity within it, there are merits in considering alternative arrangements ie 3-18 campus or an alternative campus leadership model in order to ensure the sustainability of education within the area for years to come.
- 3.16 Inveravon Primary school is currently mothballed with no requests from parents/carers to enrol children for the last two academic years. The overall condition rating was C in 2012/13, however the electrical and mechanical ratings at that time were deemed to be D ratings. A separate report will be submitted to this Committee regarding the future plans for this school.

- 3.17 In order to sustain Education across the Speyside ASG, a project lead should be identified to consider all options and to fully appraise them in order to make final recommendations to Moray Council to maximise Educational benefits and ensure a sustained, quality learning experience for the children across Speyside. A report will be brought to a future meeting of this Committee detailing the resource required to take forward the recommendations in line with the Schools for the Future strategy.
- 3.18 In parallel with the scheduled visits under the existing schools for the future policy, a Schools for the Future Strategy is being developed to have a clear plan for the learning estate aligned to the Asset Management Strategy to ensure a sustainable education provision for the future. For this work to progress, additional resource is required to lead this forward and will be included in the report as indicated in the recommendations.

4. SUMMARY OF IMPLICATIONS

(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))

The contents of this report relate to Priority 2 – ‘Ambitious and confident children and young people’.

(b) Policy and Legal

The policy is designed to provide the Council with clear criteria which will guide the Council in formulating any proposals for changes to the school estate under the Schools (Consultation) (Scotland) Act 2010.

(c) Financial implications

There are no financial implications arising directly from this report. However, there may be financial impact in implementing this policy should members wish to consider the recommendations of individual reports.

(d) Risk Implications

Implementing a criterion based approach to assessing school sustainability should reduce the risk of further deterioration in school building condition and suitability. The strategy outlined in the policy should optimise educational benefits for pupils and ensure equality of opportunity in terms of access to educational provision and facilities.

(e) Staffing Implications

There are no staffing implications arising directly from this report.

(f) Property

There are no property issues arising directly from this report.

(g) Equalities/Socio Economic Impact

None arising directly from this report.

(h) Consultations

Senior Officers in Education and Social Care, Head of Housing and Property, Head of Development Services, Quality Improvement Officers,

the Senior HR Adviser, Paul Connor, Principal Accountant, Morag Smith, Senior Solicitor, Tracey Sutherland, Committee Services Officer, Local Negotiating Committee for Teachers (LNCT) Union side joint chair, Speyside High ASG Head Teachers, Ed Picksley, Depute Head Teacher, Speyside High School and the Equal Opportunities Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

5. CONCLUSION

5.1 The policy and subsequent review reports are designed to provide a transparent basis from which the Moray Council can review its school estate to ensure it provides equality of opportunity for children and young people in terms of access to high quality educational provision and facilities as well as making the School Estate future proof for years to come.

Author of Report: Vivienne Cross (Head of Schools and Curriculum Development)

Background Papers:

Ref: