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**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE  
ON 4 MARCH 2020**

**SUBJECT: SCHOOLS FOR THE FUTURE REVIEWS – MILNE'S HIGH  
SCHOOL ASSOCIATED SCHOOLS GROUP**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND  
ORGANISATIONAL DEVELOPMENT)**

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the findings of the Schools for the Future Review visits to the Milne's High School Associated Schools Group (ASG) which took place in September 2019.
- 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 an Education Authority.

**2. RECOMMENDATION**

**2.1 It is recommended that the 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 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 Moray Council on 25 May 2016 (paragraph 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 Education and the Quality Improvement 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, Deputes 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 In August 2019. There is very positive feedback from reviewers regarding the professional learning gained from involvement in visits. During the Milne's High School visit, a Depute Head Teacher from the school joined the review team undertaking classroom visits and joining the team for discussion which was based on recommendations from previous visits and worked well.
- 3.7 The Milne's High ASG visits were deferred until September 2019 due to capacity within Education and other more pressing priorities.
- 3.8 A Learning Estates Strategy is currently being produced and will inform the future of enhanced school visits.
- 3.9 Individual reports highlight that the schools in the Milne's 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.

3.10 The condition rating for the school is based on the following criteria:

A: Good - Performing well and operating effectively (physical element carries out function totally as new including consideration of the transverse elements)

B: Satisfactory - Performing adequately but showing minor deterioration (physical element carries out function satisfactorily, may show signs of age and including consideration of some transverse elements)

C: Poor - Showing major defects and/or not operating adequately (physical element does not carry out function effectively without continuous repair, shows signs of age and does not consider most of the transverse elements)

D: Bad - Economic life expired and/or risk of failure.

The condition of the schools in the Milne's ASG are as follows, assessed in 2017, apart from Milne's Primary which was assessed in 2018:

- Milne's High – C – minimum standard
- Lhanbryde - B
- Milne's Primary – C – minimum standard
- Mosstodloch – C – minimum standard

3.11 Significant capital investment is required to improve the condition of Milne's High, and Lhanbryde, Milne's and Mosstodloch Primaries to bring them up to A condition accommodation.

3.12 The following schools are deemed sustainable:

- Milne's High
- Lhanbryde
- Milne's Primary
- Mosstodloch

3.13 With the close proximity of Milne's High and the Milne's ASG primary schools there are merits in considering alternative arrangements, that is, campus or an alternative campus leadership model in order to ensure the sustainability of education within the years to come.

3.14 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 report was informed by the priorities within the Corporate Plan and 10 Year Plan and in particular to Ambitious and Confident Children and Young People and A Growing and Diverse Economy.

**(b) Policy and Legal**

This report relates to Section 66 of the Education (Scotland) Act 1980, which concerns the inspection of educational establishments.

**(c) Financial implications**

There are no financial implications arising directly from this report.

**(d) Risk Implications**

There are no risk implications arising directly from this report.

**(e) Staffing Implications**

There are no staffing implications arising directly from this report.

**(f) Property**

There are no property implications arising directly from this report.

**(g) Equalities/Socio Economic Impact**

An Equality/Socio Economic Impact Assessment is not required as this report is to inform Committee on performance.

**(h) Consultations**

Senior Officers in Education, Communities and Organisational Development, Head of Housing and Property, Head of Development Services, Quality Improvement Officers, the Senior HR Adviser, Paul Connor, Principal Accountant, Tracey Sutherland, Committee Services Officer, Local Negotiating Committee for Teachers (LNCT) Union side joint chair, Milne's ASG Head Teachers, 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 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: Willem Smit, Quality Improvement Officer

Background papers:

Link to the Scottish Government's revised 2017 [guidance for local authorities reporting on the condition of school estates](#).

[Chapter 2](#) gives the criteria for A, B, C and D. Please see below:

## **2 Scope of Condition Core Fact Reporting**

### **Gross internal floor area in conditions A to D**

There is a requirement to report the gross internal floor area (GIFA) of the school along with the condition rating. Similarly, where the school comprises more than one building or block there is a requirement to report the GIFA and the condition rating for each of the buildings or blocks. The results from the building or block surveys are consolidated and reported on the overall area in each of the condition ratings A to D of the buildings or blocks along with the overall condition rating for the school

Ref: