



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
18 DECEMBER 2019**

**SUBJECT: SCHOOLS FOR THE FUTURE REVIEWS – KEITH GRAMMAR
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 Keith Grammar School Associated Schools Group (ASG) which took place between February and March 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 scrutinise and note the report at Appendix 1.**

3. BACKGROUND

- 3.1 At its meeting on 2 March 2016 (paragraph 7 of the minute refers) 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.
- 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 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 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. There is very positive feedback from reviewers regarding the professional learning gained from involvement in visits. During the Keith Grammar 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 One remaining ASG (Milne's High) was to be reviewed under the policy during the academic session 2018/19. The Milne's High ASG visits were deferred until September 2019 due to capacity within Education and other more pressing priorities.
- 3.8 Due to the rurality of the Keith ASG and the rolls of the schools, all six criterion were reported on for all of the primary schools.
- 3.9 Individual reports highlight that not all schools in the Keith 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 This information will be used to inform any future work around the school estate. 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.

3.11 The condition ratings of schools are 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

Condition of the schools in the Keith ASG are as follows, assessed in 2017:

- Keith Grammar – C
- Botriphnie - C
- Crossroads – C
- Keith Primary – A
- Newmill – C
- Rothiemay - C
- St Thomas' - C

3.12 Significant capital investment is required to improve the condition of Keith Grammar, Botriphnie, Crossroads, Newmill, Rothiemay and St Thomas' Primaries to bring them up to A condition accommodation.

3.13 There are 6 quantitative and qualitative criteria which are linked to the consideration of the longer term viability of a school:

1. Quality educational experience
2. School roll
3. Financial position
4. Staff wellbeing and development
5. Accessibility
6. Strong links with the community

Schools are reviewed against criteria 1-3 initially; where concerns are evident, further exploration of criteria 4-6 are considered. In this context, the following schools are deemed sustainable:

- Keith Grammar
- Keith Primary

- Newmill
- Rothiemay
- St Thomas'

3.14 The following schools are deemed not sustainable with a number of options identified for appraisal:

- Botriphnie
- Crossroads

3.15 With the close proximity of Keith Grammar and Keith Primary Schools, there are merits in considering alternative arrangements, that is, campus or alternative campus leadership model in order to ensure the sustainability of education within the years to come.

3.16 In order to sustain Education across the Keith ASG, a project lead should be identified to consider all options and to fully appraise them in order to make final recommendations to the Council to maximise Educational benefits and ensure a sustained, quality learning experience for the children across the ASG.

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, Diverse and Sustainable 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, Principal Accountant, Tracey Sutherland, Committee Services Officer, Local Negotiating Committee for Teachers (LNCT) Union side joint chair, Keith 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:
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