Public Petitions Committee – a template for public petitions

Should you wish to submit a public petition for consideration by the Public Petitions Committee please complete the template below. Please refer to the Guidance on submission of public petitions for advice on issues of admissibility before completing the template. You may also seek advice from the Clerk to the Committee whose contact details can be found at the end of this form.

<table>
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<tr>
<th>Details of principal petitioner:</th>
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<tbody>
<tr>
<td>Please enter the name of person and organisation raising the petition, including a contact address where correspondence should be sent to, email address and phone number if available</td>
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<tr>
<td>Catriona Lessani</td>
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<th>Text of petition:</th>
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<tr>
<td>The petition should clearly state what action the petitioner wishes the Parliament to take in no more than 5 lines of text, e.g.</td>
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<tr>
<td>The petitioner requests that the Scottish Parliament considers and debates the implications of the proposed Agenda for Change legislation for Speech and Language Therapy Services and service users within the NHS</td>
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<tr>
<td>Petition by Catriona Lessani, on behalf of the Parents Action Group of St Kevin’s Primary School, calling for the Scottish Parliament to urge the Scottish Executive to review the implementation of its guidance on school closures to ensure that parents and pupils are properly consulted.</td>
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<th>Additional information:</th>
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<td>Any additional information in relation to your petition, including reasons why the action requested is necessary, should not be included here. However, it may be appended to the petition and will be made available to the Public Petitions Committee prior to its consideration of your petition. Please note that you should limit the amount of any additional information which you may wish to provide in support of your petition to no more than 4 sides of A4.</td>
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Action taken to resolve issues of concern before submitting the petition:

Before submitting a petition to the Parliament, petitioners are expected to have made an attempt to resolve their issues of concern by, for example, making representations to the Scottish Executive or seeking the assistance of locally elected representatives, such as councillors, MSPs and MPs. Please enter details of those approached below and append copies of relevant correspondence, which will be made available to the Public Petitions Committee prior to its consideration of your petition.

Jack McConnell First Minister Scottish Executive, Peter Peacock Education Minister Scottish Executive, Michael O’Neil Director of Education North Lanarkshire District Council, Elaine Smith MSP, Alex Neil MSP, Carolyn Leckie MSP, Donald Gory MSP, Margaret Curran MSP, Councillor Andy Burns, Councillor Jim Smith, Councillor Tom McGuinness, Director of Services Murdo Maciver, Ron Defour Education Officer, Charles Gray Convenor of the Council.

Petitioners appearing before the Committee

The Convener of the Committee may invite petitioners to appear before the Public Petitions Committee to speak in support of their petition. Such an invitation will only be made if the Convener considers this would be useful in facilitating the Committee’s consideration of the petition. It should be noted that due to the large volume of petitions it has to consider, the Committee is not able to invite all petitioners to appear before the Committee to speak in support of their petition.

Please indicate below whether you request to make a brief statement before the Committee when it comes to consider your petition.

I DO request to make a brief statement before the Committee ☑

I DO NOT request to make a brief statement before the Committee □

Signature of principal petitioner:

When satisfied that your petition meets all the criteria outlined in the Guidance on submission of public petitions, the principal petitioner should sign and date the form in the box below. Other signatures gathered should be appended to this form.

Signature ________________________________________________________________

Date ________________________________________________________________

Please note that any additional information, copies of relevant correspondence and additional signatures should be appended to this form and submitted to:

The Clerk to the Public Petitions Committee,
The Scottish Parliament,
Edinburgh
EH99 1SP
Tel: 0131 348 5186 Fax: 0131 348 5088
e-mail: petitions@scottish.parliament.uk
Additional Information

The parents and community of Bargeddie feel that there was no consultation process done regarding St Kevin’s Primary. Our reasons for this are as follows:

1. The new intakes for the last 3 years were never "consulted" and never told that there was to be any joint campus built in the village, even when plans were in the school this also includes this years intakes who when registered in Jan 06 of any information on any joint campus and were only told officially on Friday 24th March that their child would be decanted from St Kevin’s Bargeddie to St James Coatbridge (4 miles away).

2. Focus groups were to be set up at the beginning of the consultation process, this never occurred in Bargeddie.

3. Public meetings were to be arranged, but we were not intitiled to this as NLC could not get round all schools.

4. The children of St Kevin’s have never been consulted in any way by (NLC) or St Kevin’s School which is in breech of their Human Rights as stated in the Office of the High Commissioner for Human Rights The Convention of the Rights of the Child (Article 12).

5. All petitions and objections submitted to (NLC) have never been considered at any point in the consultation process. NLC "consultation process" is only a paper exercise and formality.

6. Senior Council and Education officials have left parents and the community of Bargeddie angry and left feeling intimidated at the way they have been treated and spoken to. The converyor of the council singled out a parent at a meeting and called her a "Ring Leader" he also shouted abuse at a parent who was sitting in the public gallery of an education committee meeting while the meeting was still going on. When one community group advised him about a play park that they were about to get the lease for, he stated he could take the lease back off them if he wanted to. The councils Head of services called a peaceful demonstrator "a twat", he also told respected senior citizens at another peaceful demonstration "why don’t you all go home and watch Coronation Street". The final straw was when the local publican telephoned the Head Master of St Kevin’s to advise him that councillors would not be attending a school board meeting because other representatives of political parties would be at the meeting.

7. Parents are only asking that their democratic rights to be listened to and are there for asking the petitions committee to give them the chance to let their voices be heard by conducting the consultation process again and let the council be impartial and listen to what the community wants and resist the temptation of putting money before children’s human rights.
Thank you for your letter of 2 May about the Committee’s consideration at its meeting on 19 April of Petitions PE945 and PE955. Both petitions are about consultation on proposals involving schools – PE945 on the proposed closure of St Edmund’s Primary School and Carnwadric Primary School in Glasgow, and PE955 on the proposed decant of St Kevin’s Primary School in Bargeddie, North Lanarkshire to allow for the construction of a new school on the existing school site.

Both petitions have flowed from the experiences of the petitioners in relation to what the respective Councils were proposing for the particular schools in question. I note that you have written to, amongst others, the local authorities responsible for these schools and it will be for them to comment appropriately on their conduct of the consultations.

You will understand that it would not be appropriate for me to comment on the Councils’ handling of these issues since they are distinct corporate bodies whose powers and duties are set out in statute and are entirely separate from the Scottish Executive. They are responsible for ensuring that they act lawfully in managing their day to day business and balancing the needs across their area. Scottish Ministers have only very limited powers to intervene and only in exceptional circumstances. There are other avenues, for example, Councils’ own complaints procedures or the Scottish Public Services Ombudsman in certain circumstances, through which aggrieved parties can pursue complaints about such matters. I know too that your Committee, as is set out in its guidance on the submission of petitions, has a limited remit in relation to executive decisions of a local authority or other public body in Scotland.

Turning to more general matters, we issued guidance to local authorities in September 2004 entitled Additional Guidance on the School Estate, Including School Closures. I enclose a copy. At a
meeting of the Parliament’s Education Committee on 26 October 2005, I indicated that I had some concerns about the operation of the guidance and that I was in discussion with COSLA who were about to set up a working group. I expect soon to be updating the Education Committee, which, as you will know, takes a continuing interest in school closure issues – a factor which your Committee may consider to be of some significance in its further deliberations on these petitions.

PETER J PEACOCK
Dear Sir/Madam

ADDITIONAL GUIDANCE ON LOCAL AUTHORITY PROPOSALS FOR THE SCHOOL ESTATE, INCLUDING SCHOOL CLOSURES

As you may be aware, Peter Peacock, the Minister for Education and Young People, gave an undertaking to the Scottish Parliament’s Education Committee on 26 May to produce guidance on the issue of school closures by the end of September.

His commitment to do so followed Parliamentary and public interest in a number of recent school closure proposals and a longer-standing interest which the Committee has taken in this issue in the light of earlier school closure proposals.

I attach the new guidance, including a copy of a letter which Mr Peacock has sent to all Education Conveners. The guidance was discussed at a meeting of the Parliament’s Education Committee yesterday, and both the guidance and Ministerial letter take account of Committee views forwarded by the Committee Convener to the Minister following the meeting.

Please note that this is ‘additional’ guidance and should be read alongside the relevant legislation, earlier guidance and other material identified in it.

Yours faithfully,

COLIN M REEVES
ADDITIONAL GUIDANCE
ON LOCAL AUTHORITY PROPOSALS FOR THE SCHOOL ESTATE,
INCLUDING SCHOOL CLOSURES

Purpose

1. The primary purpose of this guidance is to set out the roles and responsibilities of those involved in the process of considering proposals that may lead to changes in the school estate, including closures of schools. It is intended to act as a framework, guide and clear reference point. It does not usurp the statutory rights and responsibilities of others, or supersede earlier detailed guidance on procedures. Reference is also made to publications in the series – Scotland’s School Estate (see list of weblinks at the end). This guidance should therefore be read in conjunction with relevant legislation, earlier guidance and other materials, and the covering letter of 30 September 2004 from Peter Peacock, Minister for Education and Young People, to Education Conveners.

Introduction

2. Councils have stewardship of education services at the local level. That carries with it many responsibilities, including responding to the changing landscape against which education must be provided. Among other statutory duties, authorities have to make adequate and efficient provision of school education for their area. That requires them often to look at issues from a somewhat different perspective from that of parents and local communities. An authority’s responsibilities cover the whole of its area, whereas the focus of parents or the local community is, quite understandably, on their local school at a particular point in time. An authority’s responsibilities also continue into the future, and that requires taking a long view, over generations, in other words looking far beyond just the current school population and pattern of demand.

3. An authority must keep its school provision under review. Buildings age and become unsatisfactory. Populations move and settlement patterns change. How education is delivered also evolves, which places different requirements on building, their spaces and facilities. Where once there may have been a young population in a particular community the age profile may have changed over time. In other areas, an authority may have to provide new school buildings in response to new housing developments and a growing and more youthful population. Thought must be given to questions such as what is the right ‘shape’ for a school? what facilities does a modern school need? to what extent must school buildings be increasingly flexible and adaptable to cope better with changing needs in the future? All those circumstances require authorities to continue to adjust the school estate and pattern of supply of education to match an ever changing pattern of demand.

The School Estate Strategy

4. In early 2003, the Scottish Executive and COSLA published a joint strategy for the school estate – Building Our Future: Scotland’s School Estate. The purpose of the Strategy is to promote and ensure the creation of a learning and teaching environment fit for the future and buildings that will deliver better public services both to pupils and the wider community. It provides a national and coherent context for all the detailed strategic work at authority level.
5. The Strategy sets out a vision that every school should be an excellent school, raising aspirations, inspiring learners and teachers, enabling and supporting education, and making a positive contribution to local communities. It puts in place a framework within which to consider and plan the future investment in and improvement of the whole school estate, over the long term, to an extent which has never been done before.

6. The Strategy itself was only the start of a process; the bulk of the work still lies ahead. Progress and success will depend on working together in partnership. The process of making plans and taking decisions needs to involve the widest possible consultation and discussion with pupils, parents, teachers and local communities.

7. The Strategy recognises the importance of good school buildings in meeting a range of local and national policy objectives. Subsequent guidance has been produced which focuses on the creation of schools well suited to the needs of users, in School Design; and The 21st Century School highlights a range of Scottish Executive policies that impact on the delivery of better public services through the school estate.

8. The Executive’s and authorities’ joint objectives for the 21st Century School are:

- To deliver better services through the school environment that focus on:
  - the child at the centre – meeting the needs of individual children
  - the school at the heart of the community – meeting the needs of communities: and
- To deliver these services, in respect of the school estate, through the right:
  - condition – a safe, secure environment
  - sufficiency – schools that match demand
  - suitability – supporting the delivery of better public services including the provision of the right facilities
  - life cycle management – taking the long term view
  - design – turning our objectives into reality.

9. The current huge expansion in investment in the school estate – Scotland’s biggest ever school building programme – must mean not just more investment but smarter investment. This requires careful forethought and planning. There is no single blueprint for the future; the right solution locally must reflect the particular needs, aspirations and wishes of today’s pupils, staff, parents and communities. Authorities must balance all of these with their own responsibilities to ensure that there will be proper provision for the pupils and communities of the future.

School Estate Management Plans

10. The framework for implementation of the School Estate Strategy sets out the roles and responsibilities of stakeholders; implementation techniques and mechanisms such as the development of School Estate Management Plans; the resources required; the timeframe; and the ways in which forward progress and success will be measured.

11. A central feature of the framework is the development by each education authority of its School Estate Management Plan. These are intended to help authorities identify and draw together needs, priorities and funding streams, consider a wide range of complex issues bearing on the school estate and take a long term view of the future. The resultant plans are
strategic, management tools, formulated and produced in an inclusive manner, reflecting an appropriate level of consultation with stakeholders and integrated with authorities’ other asset management and community plans. Guidance on preparation of School Estate Management Plans is available as part of the series of School Estate Strategy publications.

12. The process of school estate management planning should follow a logical sequence:

- Step 1 – define authority-wide objectives: to reflect the strategy and local circumstances. These should be strategic, taking account of the wider picture, the long term, and sustainability.
- Step 2 – assess current position: audit the existing school estate – taking account of condition, sufficiency, suitability, life cycle management and design – and the extent to which it meets current and future objectives.
- Step 3 – consider options: identify and assess the range of options to meet the objectives. Each option then needs to be appraised, considering the costs and benefits (in all senses, not just the financial) of each option over the short and long term, taking account of available resources, and identifying the option that offers the best overall outcomes.
- Step 4 – develop the plan: it needs to be both detailed and long term, although the level of detail will inevitably be greater for earlier years.
- Step 5 – implementation: phasing to address and balance maintenance, refurbishment and replacement requirements.
- Step 6 – monitor, review, evaluate: against the plan’s objectives. The plan should be reviewed, maintained and regularly updated so that it continues to contain and provide good quality management information.

13. The Scottish Executive has also issued guidance on the Option Appraisal process. This is a technique for setting objectives, creating and reviewing options and analysing their relative merits. An effective option appraisal should help ensure that all relevant factors have been taken into account in deciding whether a proposed project should proceed and, if so, how best to carry it out. It should be a process that involves consultation prior to final decisions being taken, and that leaves a clear audit trail.

The Legislation

14. The roles and responsibilities of education authorities and Scottish Ministers are set out in legislation. The legislation that is directly relevant to proposals to change the status of schools, for example changing the site or altering the catchment area of any school, providing a new school or discontinuing/closing a school is the Education (Scotland) Act 1980 (the “1980 Act”) as amended, including by the Education (Scotland) Act 1981; and the Education (Publication and Consultation Etc) (Scotland) Regulations 1981 plus the various Amendment Regulations made in 1987, 1988, and 1989.

15. Circulars issued to local authorities (1074 in November 1981 and 1174 in December 1988) provide detailed guidance on the legislation referred to above and also set out authorities’ general duties, and specific issues relating to denominational schools, distances to alternative schools and school capacity. This new guidance builds on and adds to what is contained in the earlier circulars. It does not supersede them.
The Education Authority’s Role and Statutory Responsibilities

16. The task facing an education authority is a complex and challenging one. It must meet and fulfil a wide range of statutory duties and responsibilities and in so doing it must always be answerable and accountable to its electorate for its policies and decisions, as a normal part of the democratic process. What is set out below covers the principal statutory duties and responsibilities placed by Parliament on education authorities in relation to the local provision by them of school education.

17. In summary, under section 1 of the 1980 Act authorities have an overarching statutory duty to provide adequate and efficient provision of education for their area. That of course includes the provision of school buildings. Section 2 of the Standards in Scotland’s Schools etc Act 2000 sets out a duty relating to the direction of the education provided, and section 3(2) sets out authorities’ responsibilities to endeavour to secure improvement in the quality of education in their schools. The Local Government in Scotland Act 2003 specifies authorities’ duties to secure best value ie continuous improvement in the performance of their functions as well as their responsibilities relating to community planning.

18. Other parts of the 1980 Act are relevant to school estate proposals, in particular sections 22 and 22A-D, which deal with discontinuance, closure, merging or moving of schools, consultation on certain educational matters, the consent requirement for certain changes, and matters specifically concerning denominational schools. Most of these sections require to be read with the relevant 1981 and amendment regulations. Under section 28 of the 1980 Act authorities, in exercising their powers and duties, are required to have regard to the wishes of parents so far as is compatible with the provision of suitable education and the avoidance of unreasonable public expenditure.

19. Where an authority proposes to change existing school provision in any of various ways, including closing, merging or changing the site or catchment area of a school, it is required by the Education (Publication and Consultation Etc) (Scotland) Regulations 1981 to publicise its proposal, consult parents and School Boards affected, and allow them and other interested parties a minimum 28 day period to make their views known to the authority. The regulations set out full details of the categories of people to be consulted over the various types of proposal and the form that the publication of proposals and consultations should take. For example, notification of a proposal should indicate where representations should be sent and/or the details of a public meeting at which authority representatives will be present. There are specific provisions where proposals affect denominational and single sex schools. The regulations themselves must be referred to for full details. The authority must then have regard to comments received, in reaching its decision. Once its decision is made, the regulations do not in any way prescribe the time period before it can be implemented.

Scottish Ministers’ Role and Statutory Responsibilities

20. In all cases the final decision rests with the education authority as to how to fulfil its statutory duties, including such decisions as whether to close, merge or change the site of a school. It is not the role of Ministers to second guess decisions taken by an authority or to act as some sort of ‘appeal court’ for those who disagree with a Council’s decision. Ministers could never be in possession of all the local facts and ‘intelligence’ that informs a Council decision, such as would enable them somehow to ‘re run’ or ‘re take’ the Council’s decision. Despite widespread assumptions to the contrary, Ministers have no locus to, and cannot
interfere or intervene in Council proposals for and decisions on school changes or closures beyond their defined role in cases where the Council decision must be referred for Ministerial consent.

21. Parliament has tightly restricted the circumstances in which Ministers become involved in these processes, by prescribing in statute the circumstances in which an authority cannot implement its decision without obtaining the consent of Scottish Ministers. For instances in cases of proposed closure there is a requirement for referral to Ministers where:

- the school’s roll exceeds 80% of its capacity, or
- primary pupils would have to attend an alternative school 5 or more miles distant from their present one (or 10 or more miles in the case of secondary pupils), or
- in certain circumstances where there is a proposed change to the provision of denominational education in an area.

22. In seeking the consent of Ministers, it is the responsibility of authorities to ensure that any and all material facts and reasoning are submitted for Ministers’ consideration, at very least including:

- all details of the consultation proposals, responses and outcome
- how the principles set out at paragraph 26 apply
- relevant factors such as those illustrated in paragraph 27
- whether the proposal has evolved during the consultation and decision-making process, and
- how the proposal and decision relate to the legislative framework as set out in the 1980, 2002 and 2003 Acts referred to in paragraphs 17 to 19.

23. Ministers’ role in cases referred to them will principally be to act as a check that authorities have complied with all the statutory requirements and processes and have demonstrated that in all the circumstances they have taken a reasonable decision. They may call for further information and/or ask HMIE for advice on the proposal and will pay particular attention to the way in which the authority has presented its case and addressed and dealt with the various aspects of this guidance.

24. There is no set timescale for Ministers’ consideration of applications for consent. Depending on the complexity of the case, it may take a matter of weeks or months.

Formulation and Consideration of Proposals for Change

25. The 21st century school is a place that must support the diverse needs of pupils and local communities. In planning to fulfil their statutory duties and deliver this in practice, authorities have to formulate and agree on, and then set out their long term forward strategy. This must be the context within which more detailed or specific proposals will be formulated. Authorities will need to weigh up a large number of factors in order to reach decisions that balance interests and achieve the best outcomes. The process of doing this has been called many things – cost benefit analysis (using the two terms in the wide, rather than just the financial sense), value for money, test of proportionate advantage, option appraisal etc. Irrespective of what it is called, it must be a rigorous and several stage process which broadly follows a sequence set out in the Executive’s recent Optional Appraisal guidance:
— develop and assess options, weighing, balancing and analysing
— decide on proposal(s) for consultation
— engage in open and genuine consultation
— reach, explain and implement final decision

26. There are a number of guiding, underlying principles which the Executive considers should bear on authorities' formulation and consideration of proposals for changes to schools. These include:

• The vision set out in the joint Scottish Executive-COSLA School Estate Strategy, for
  - well designed, well built and well managed schools that
    o support national and local priorities and
    o inspire children, young people and communities; and for
  - a future school estate that
    o meets our aspirations
    o responds to evolving needs and
    o is effectively managed and maintained over the long term.

• The broad objectives for the 21st Century School, as set out in paragraph 8.

• The need to apply a consistency of approach and process to the way in which proposals are formulated, considered, consulted and decided on.

• The need to identify, balance and weigh all the relevant factors in each case and be able to demonstrate and explain, openly and transparently, the decision making process and its 'audit trail'.

• A recognition that the final decision in each case will emerge from a process which takes into account a unique blend of current and local, as well as wider and longer term factors.

Identifying and Considering all the Relevant Factors

27. This is a matter for authorities' judgement and discretion, but always having regard to the importance of the views, focus and sensitivities of parents. The 'mix' and 'weight' of factors to be taken into account will differ in each case. There follows an illustrative but not exhaustive list of potential factors, highlighting some of the principal considerations which are likely to be in authorities' minds during the decision making and consultation processes. They are not presented in any ranked way except that the 'educational case' will always be key. If the judgement or decision is finely balanced, the quality of education provided to pupils, locally and more widely, now and in the future, will normally be the overarching consideration.

• (a) The Educational 'case' — the educational advantages for pupils directly affected, and for others further afield (so long as those advantages can be secured without disadvantaging the pupils directly affected). There will be many aspects to be considered here in the context of addressing the current disadvantages of present arrangements and the nature and scale of improvements which the proposals are intended to deliver — in and around the quality of the learning and teaching environment, opportunities for pupils' optimal learning and social interaction, how best to deliver a modern, flexible curriculum with appropriate opportunities for choice and flexibility, access to facilities, both general and specialist and many other aspects of 'school education'.
(b) **Travel distances and times** – this must be a major consideration in proposing any changes to the pattern of school provision i.e. the implications of the new pattern of home to school distances and travel times, the effect of lengthening the school day for some, issues of safety, the provision and availability of transport, impact on access to extra-curricular activities, and always taking account of the age of the pupils affected.

(c) **Future pupil and population projections** – authorities must be mindful of the need to fulfil their statutory duties into the future, as well as now. They must plan ahead on the basis of the best available population, pupil and school roll projections, deciding how and when best to make changes to the pattern of school provision and planning investment in the estate which will improve the quality of and underpin the delivery of school education over the lifetime of the schools in question i.e. for decades to come.

(d) **Community Planning and Use** – integrating the consideration of proposals for change with the wider community planning process is important; how the proposals square with authorities’ own community planning responsibilities and reflect other community interests, and also with the overall objective of better delivery of public services. The concept of the integrated community school is central here – how a school building is integral to, and serves the needs of, its local community in ways beyond just the provision of school education to pupils; the ‘place’ of the school in a community and the key role, in the widest sense, that it often fulfils.

(e) **Rural Sustainability and Development** – much has been said about the role of the local school in a rural community. There will always be a need for rural schools – Scotland’s geography dictates that - and there are plenty of examples of vibrant, small rural schools serving very local, or wider areas. It is the pattern of rural schooling that is the issue. Authorities need to manage change in the provision of rural schooling alongside and in a way that synchronises with other policies relating to rural development and sustaining the viability of rural communities. This will always require fine judgement on the authority’s part, recognising and responding to trends but avoiding precipitating them.

(f) **Urban Communities and Regeneration** – schools are every bit as important an element to the community landscape in urban areas, in terms of their contribution to the viability and sustainability of communities, and alongside the range of other policies designed to promote economic development and regeneration in the urban setting. Proposed changes to the pattern of schooling in towns and cities provoke no less debate and strength of feeling than in rural areas.

(g) **Financial Considerations** – authorities have a statutory duty to provide ‘efficient’ as well as adequate school education for their area and to secure best value in the performance of their functions. The financial advantages and disadvantages of proposals, as compared with the status quo, are of major relevance as authorities strive to derive maximum benefit from the deployment of finite resources. All aspects of the financial picture need to be factored in e.g. the costs of the proposals and the expected returns, considerations of cost-effectiveness over the long term, savings in future revenue and maintenance expenditure which may accrue from capital expenditure now, additional cost elements such as transport etc.
• (h) Other Alternatives, ‘Lateral Thinking’ – in terms of buildings, can they be used differently and more imaginatively, is there the possibility of shared use ie for other purposes for which there is a local demand? Conversely, if the state of the building is a problem are there other available, underused local buildings which might be brought into the equation? Have changes to management systems and arrangements been considered such as networks of smaller schools sharing management, teaching and other resources and facilities? Has full account been taken of developments in educational and other technologies and their implications for the delivery of education?

• (i) The ‘unique’ local factors – in the case of every proposal relating to a specific school there will be factors and issues unique to that case.

School Closures

28. Of all the changes to the status of a school that may be proposed, the most controversial is likely to be closure. The popular school closure is a very rare thing.

29. There are various reasons which may prompt an authority to consider the future of a school, including its possible closure. The following few are only illustrative of some. The school roll – either in a single or a group of schools - may have fallen below what is optimal in terms of educational opportunity, choice and flexibility, and the social interaction of pupils; there may be significant under occupancy of the buildings; the condition and suitability of buildings and facilities may be below acceptable standards and/or beyond economic repair; there may be new opportunities, for various reasons, to provide better buildings and facilities, and improve the quality of educational provision, nearby. Sudden, even unexpected changes in these factors or the circumstances of a school may prompt an authority into consideration of its medium or long term future. Rationalisation of the pattern of school provision, involving mergers or closures, may also be contemplated where there would be a significant release of resources, capital or revenue, as would benefit both the local and the wider community in achieving better educational outcomes from future spend and/or where authorities see opportunity for improving the quality of education for all pupils or for securing best value, in terms of the statutory duties set out in paragraph 17.

30. The process by which an authority arrives at a decision to propose and consult on a closure should be as rigorous as for any other category of decision, and should not fundamentally differ in approach. Authorities should proceed to consider all aspects of the relevant factors. Every situation, and the range of possible options and solutions, will be different and will require to be considered on its merits. If an educational advantage will occur to the wider community that clearly should not be secured at the cost of educationally disadvantaging pupils directly affected by the closure. In other words there must be advantages both locally and on the wider scale.

A Consultative Process

31. Consultation is key to this whole process. If the process commands respect then, for the great majority of people, so will the outcome. Experience and ‘good practice’ both dictate that there should be a real emphasis here on both the quality and quantity of consultation. The emphasis should be on more consultation, more information, more time, rather than less; a fuller process rather than the minimum required to comply with the legislation.
32. When authorities generate debate about potential changes to schools, including closure, they know that there will be an impact on the feelings of people in the community – on their sense of place and community – as well as an impact on individual children, on which parents will rightly focus. It is a debate in which there are no ‘absolutes’. Invariably there is a balance of arguments to be weighed against each other. It is important that all those consulted on closure proposals feel that they have been listened to and have had the opportunity properly to understand and assess the balance of arguments for and against.

33. Authorities must be confident of the grounds for their proposals, and well prepared to articulate and explain them. They should set out the case for change, the advantages and disadvantages, the costs and savings, fully, clearly and openly. Paragraph 19 describes the main statutory requirements for the formal consultation process. There should be great clarity about precisely what it is that the Council is seeking to achieve, and why, about the range of options, and why one in particular has been chosen, about the short term effects and the longer term considerations, and about how the authority plans to maximise the benefits and minimise any disbenefits. If there is clarity, the public can understand and judge the proposals. They may not agree with them, but Councils often have to work towards longer-terms horizons and take a wider view and people need to have that perspective clearly set out before them, and to understand what Councils intend. The more open and transparent the process of debate and consultation, the better for all concerned. For it is the responsibility of a democratically elected Council to listen to communities and to account for its decisions to its local electorate.

Taking the Final Decision

34. Experience demonstrates that consultations are indeed heeded. Initial proposals are often changed during the course of the process. That is as it should be. Council decisions are influenced by representations made and by the public debate engaged in. Original proposals may be shelved or deferred, or if they do proceed, the plans for the alternative provision may be changed in some way. New options may be agreed and/or become the subject of further consultation. Implementation plans and timescales may be adjusted.

35. Justice and fair play has to be done and be seen to be done. The gains that will be derived from a proposal, especially a closure, must stand scrutiny and outweigh any negative effects. There is no equation, or formula, or ‘balance sheet’ which can deliver the “right decision” at the end of the day. The emphasis must always be on a rigorous testing of the proposals for change consulted upon, weighing up a range of factors on the way and taking into account the local situation and the representations that have been received before decisions are arrived at.

36. The final decision may be one which is unpalatable in a particular community or quarter – it will rarely please everybody. But the Council has to reach a decision which takes account of and balances all the complex and sometimes conflicting factors relating to the particular case, in the context of fulfilling all its statutory duties and other responsibilities.

Information for Parents

37. This guidance is principally for education authorities, but it will also be of close interest to parents and others who have an interest in the future of the school estate. The
guidance in full, including the covering Ministerial letter to Education Conveners, is available on the ‘Parentzone’ website, but the Executive also intends to publish a summary leaflet for parents.

**Further Information and Copies etc**

38. Electronic copies of this guidance are available on the School Estate and ‘Parentzone’ websites at:

www.scotland.gov.uk/schoolestate &

www.parentzonescotland.gov.uk

There are also direct links via the School Estate website to the publications in the School Estate Strategy series which are referred to in this guidance:

*The School Estate Strategy*
*School Design*
*The 21st Century School*
*School Estate Management Plans*
*Option Appraisal*

**Note**
Summary reference is made in this guidance to relevant primary and secondary legislation, although it cannot be taken as an authoritative interpretation of any statutory provisions. Interested parties need to refer to the legislation and regulations directly, for full details.

Scottish Executive Education Department
September 2004.
Dear Convener

As many of you are aware, the issue of school closures has been in the news in recent months. It has been raised in Parliament on several occasions and I appeared before the Education Committee on 26 May to answer questions on the Executive’s policy. I also agreed to produce new Executive guidance, building on that which has been issued previously, and to write to authorities by the end of September. This letter is in fulfilment of that undertaking.

In agreeing to produce additional guidance I made clear that I was not envisaging legislative change. The current legislative framework in my view strikes the right balance between Executive and education authority responsibilities and provides an appropriate basis on which to proceed to consider these matters. It is a question of how one works within that framework.

Your Councils have to consider proposals for changes to the school estate - the pattern and detail of provision of school education - in the context of an ever changing pattern of demand and of your various statutory duties and responsibilities including to provide adequate and efficient school education, to provide sufficient accommodation and to maintain schools, to secure improvement in the quality of education provided, and best value in the performance of your functions. Detailed issues around proposals for the future of a particular school are best dealt with at the local level, within the legislative framework that has been established for the purpose. It is right that such matters be decided at a local level where people who are likely to be affected are consulted and get a chance to have their say before decisions are taken by representatives who have a close understanding of their local communities.

That said, the guidance accompanying this letter is intended to set a clear framework for decisions taken locally, and it will I hope be helpful if I set out the sort of issues and factors which I expect Councils to take into account when considering these matters. There are certain cases where your Council’s decision will require Ministerial consent. In considering such cases I shall pay particular attention to the way in which your Council has addressed and dealt with the relevant issues and factors illustrated in this guidance, and presented its case accordingly. Given the uniqueness of each local situation and proposal for change you yourselves will already recognise that there can be no
question of a rigid or exhaustive ‘checklist’ applicable in all cases, or any formulaic approach to the
decision making process.

Where the closure of a school may be in prospect, as against some other proposed change in its
status, I am well aware of how particularly emotive an issue that can be. Schools play a critical role
in the local communities which they serve, be they rural or urban, and school closure proposals are
therefore very seldom welcomed. From my own experience I know the controversy that such
proposals generate and I expect that they always will. The decisions surrounding closure proposals
are invariably difficult, both for the parents and communities affected and for the elected members
and officials involved. Nobody lightly sets off down the road of closing schools. Not only does it
raise serious issues that require very serious consideration but in virtually every case there is likely to
be a tension between the views and wishes of parents, focusing naturally on the ‘here and now’
issues surrounding that particular school and the effects on their children, and the wider and longer
term view which the Council may have to take, having regard to fulfilment, both now and in the
future, of its various statutory duties. The final decision may be unpalatable to some groups or
communities, but Government at both local and national level is ultimately about making sometimes
very difficult choices and decisions.

I was asked by the Education Committee whether I would introduce a “presumption against the
closure of rural schools”. I said that I was not attracted to a presumption in respect of any category
of school. However, I would stress to you, as I did to the Committee, that the need in every case
under consideration is for the Council to identify and make clear, especially to parents, all the
circumstances and factors to be weighed in the balance and then for decisions to be taken openly and
transparently on proposals which have been fully consulted on. There needs to be a tough test and a
clear case for proceeding with closure if that is to be the final decision. I am also aware of a concern
of the Parliament’s Education Committee about the way others may perceive Council decisions
relating to school rolls which may, at a later date, have implications for whether a closure proposal
requires Ministerial consent under the 80% rule. It is equally important that Councils be open and
transparent regarding the basis for such decisions on school rolls and capacity. At the end of the day,
as always, Councils must stand ready to explain and account for all of their decisions.

I commend your and your Council’s consideration of this guidance.

PETER J PEACOCK
Dear Sir/Madam

I enclose for your consideration by the Public Petitions Committee the following information in relation to the Petition received by Mrs Susan Green, 97 Meiklerig Crescent, Glasgow G53 5PD.

- Draft Papers passed to the Labour Group Office for discussion on 30 September 2005
- Papers discussed by the labour Group on 3 October 2005
- On 4 October 2005 Heads of all Establishments and Learning Community Principals involved in Phase 4 of the Pre 12 Strategy were invited to attend a meeting at the Burrell which was addressed by the Executive Director, Depute Director, Personnel and the Head of Service, Personnel. The proposals and staff implications were outlined and copies of the consultative documents issued to all present
- The 21 Consultative Documents were presented to the Education Committee on 13 October 2005
- The proposals were discussed and accepted by the Education Services Committee on 13 October 2005
- The proposals were ratified by Council and consultative documents, response sheets and letters prepared for printing
- On 24 October 2005 approximately 12,000 documents, response sheets and covering letters were issued to parents, staff, MSPs, MPs and other interested parties. The covering letters were prepared in advance and 'date as postmark' used to avoid incurring excess costs in reprinting should there be any delay in the process
- A short DVD outlining the aims of Phase 4 of the Pre 12 Strategy was produced and issued to all interested parties
- Notices were printed in local and national press
- A series of 54 public meetings commenced on 31 October 2005. These meetings are not a legal requirement nor form part of the formal consultation. They are held to ensure everyone who has received a copy of a document fully understands the proposals and the process involved in a formal consultation.

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The meetings were not formally minuted but a note of all comments and questions was recorded and used by officers when preparing reports.

The St Edmund’s meeting was held on 3 November 2005.

Following a request from parents the Executive Director agreed to meet with parents of St Edmund’s at a further meeting on 7 December 2005.

Upon receipt of responses letters of acknowledgement were sent to every respondent. As there were some 5000 responses received it was impossible to reply to individual comments. However, comments were recorded onto a database and used by officers in the preparation of reports.

The Consultation period ended on 9 December 2005

During the Consultation Period a number of people came to Education Services headquarters to read the responses.

Based on the responses received Education Services prepared a Summary Paper and issued it to the Labour Group Office on 12 January 2006

The Summary Paper was issued to the Labour Executive on 16 January 2006

Summary Paper was issued to the Labour Group on 23 January 2006

The Summary Paper was approved at the Education Services Committee on 2 February 2006 with the instruction the Executive Director undertake further formal consultation on the catchment areas in the West End and Springhill Farm areas of Glasgow

The approved Summary Paper was ratified at a meeting of the full Council on 23 February 2006

Letters advising the Summary Paper had been ratified were issued to parents, staff and other interested parties on 24 February 2006 and the information was printed in local and national press.

Please also find enclosed all relevant papers.

I hope the above information is helpful to you.

Yours faithfully

RONNIE O’CONNOR
Executive Director (Education, Training & Young People)
At its meeting on Thursday 13 October 2005 the Education Services Committee of Glasgow City Council agreed to issue a Consultative Document (outline details below). Parents of children in these schools will be notified of the proposals by post.

Proposal A
Denominational (RC) and Non-Denominational Education in Ruthill:
It is proposed that a new multiplex will replace the existing provision at Ruthill Primary School and Wester Common Primary School for the new denominational and Our Lady of the Assumption Primary School and St Columba's Primary School for the non-denominational (RC) sector.

Proposal B
Denominational (RC) Education in Pollok and Cumbernauld:
It is proposed that St Edmund's Primary School will be closed at the end of session 2005/2006 and that pupils transfer to St Mary's Primary School at the beginning of session 2006/2007.

Proposal C
Non-Denominational Education in Maryhill:
It is proposed that Maryhill Primary School be closed at the end of session 2005/2006 and that pupils transfer to Parkview Primary School at the beginning of session 2006/2007.

Proposal D
Denominational (RC) Education in Nitshill and Priesthill:
It is proposed that a new denominational (RC) primary school with pre 5 facilities will replace the existing provision at St Bernard's Primary School and St Robert's Primary School and Woodacre Nursery School.

Proposal E
Non-Denominational Education in Pollok:
It is proposed that a new non-denominational primary school with pre 5 facilities will be built at Newlands Primary School and Pollockshields Nursery School.

Proposal F
Non-Denominational Education in Nethercraigs:
It is proposed that a new non-denominational primary school with pre 5 facilities will be a new non-denominational primary school with pre 5 facilities.

Proposal G
Non-Denominational Education in Springburn:
It is proposed that a new non-denominational primary school with pre 5 facilities will be the new non-denominational primary school with pre 5 facilities.

Proposal H
Non-Denominational Education in Barlanark and Saldano:
It is proposed that Barlanark Primary School will be closed at the end of session 2005/2006 and that pupils transfer to Saldano Primary School at the beginning of session 2006/2007.

Proposal I
Non-Denominational Education in Calton:
It is proposed that a new non-denominational primary school with pre 5 facilities will replace the existing provision at Calton Primary School.

Proposal J
Non-Denominational Education in Govan:
It is proposed that a new non-denominational primary school with pre 5 facilities will replace the existing provision at Govan Primary School.

Proposal K
Non-Denominational Education in Shawsfield:
It is proposed that a new non-denominational primary school with pre 5 facilities will replace the existing provision at Shawsfield Primary School.

Proposal L
Non-Denominational Education in Galloway:
It is proposed that a new non-denominational primary school with pre 5 facilities will replace the existing provision at Galloway Primary School.

Proposal M
Non-Denominational Education in Pollok:
It is proposed that a new non-denominational primary school with pre 5 facilities will replace the existing provision at Pollok Primary School.

Proposal N
Non-Denominational Education in Pollokshields:
It is proposed that a new non-denominational primary school with pre 5 facilities will replace the existing provision at Pollokshields Primary School.

Proposal O
Denominational (RC) Education in Govan:
It is proposed that a new non-denominational primary school with pre 5 facilities will replace the existing provision at Govan Primary School.

Proposal P
Non-Denominational Education in Pollok:
It is proposed that a new non-denominational primary school with pre 5 facilities will replace the existing provision at Pollok Primary School.

Proposal Q
Non-Denominational Education in Pollokshields:
It is proposed that a new non-denominational primary school with pre 5 facilities will replace the existing provision at Pollokshields Primary School.

Proposal R
Non-Denominational Education in Pollokshields:
It is proposed that a new non-denominational primary school with pre 5 facilities will replace the existing provision at Pollokshields Primary School.

Proposal S
Non-Denominational Education in the East End:
It is proposed that a new non-denominational primary school with pre 5 facilities will replace the existing provision at St Margaret's Primary School.

Proposal T
Non-Denominational Education in Maryhill:
It is proposed that a new non-denominational primary school with pre 5 facilities will replace the existing provision at St Margaret's Primary School.

Proposal U
Non-Denominational Education in Shawsfield:
It is proposed that a new non-denominational primary school with pre 5 facilities will replace the existing provision at Shawsfield Primary School.

If you would like a copy of any of these consultative documents please phone 0141 287 4715 stating which proposal/document you require. The documents will be available on the City Council's website at www.glasgow.gov.uk. Alternatively, the documents will be available from local libraries.

Thursday 20 October please telephone the above number to request a document.
All interested parties are asked to make written representation on the proposals to the Executive Director (Education, Training and Young People), Glasgow City Council, Wheatley House, 25 Cochrane Street, Glasgow G1 1HL no later than Friday 9 December 2005.
The following public meetings have been scheduled:

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Glasgow City Council
Education Services Committee

Report by Executive Director (Education, Training and Young People)

Contact: Ronnie O'Connor, Executive Director (Education, Training and Young People), Ext: 74551

The Development of Pre-12 Education in Glasgow
Strategic Proposals – Phase 4

Purpose of Report:
This report provides proposals for consultation based on the agreed principles of reform of Pre-12 Education as instructed by the Education Services Committee of August 2003.

Recommendations:
It is recommended that the Education Services Committee agrees to:

i. the Executive Director (Education, Training and Young People) issuing consultation documents on the attached proposals to all interested parties

ii. all interested parties being asked to make written submissions on the individual proposals to the Executive Director (Education, Training and Young People), Wheatley House, 25 Cochrane Street, G1 1HL by 9 December 2005

iii. the Executive Director (Education, Training and Young People), preparing a report on the results of the consultative process for consideration at a future meeting of the Education Services Committee.

Ward No(s): Citywide: 
Local member(s) advised: Yes ☐ No ☐ consulted: Yes ☐ No ☐
1. Introduction

1.1 In September 2001 the Education Services Committee agreed the principles for the reform of Pre-12 Education as outlined in the Best Value Review of Primary Education.

1.2 These were re-confirmed by the Education Services Committee of August 2003 which instructed the then Director of Education Services to:

a. bring forward proposals based on the agreed principles of reform of Pre-12 Education (to include Pre-5, Primary and some elements of Special Educational Needs provision) as outlined in the strategy document which would affect schools within the following categories:

   i. schools which, due to a falling or reduced pupil roll, were challenged in delivering full education provision, in particular learning support;

   ii. distressed or challenged buildings which could pose a potential health and safety difficulty and/or where the building could no longer provide a suitable physical environment for teaching and learning in the 21st century; and

   iii. an area or areas of Glasgow where the provision of a reformed Pre-12 Education Service would greatly assist local social, housing and economic regeneration strategies by capitalising on existing infrastructure investments, as well as raising educational attainment and achievement; and

b. develop a Capital Programme within a financially affordable framework in conjunction with the Director of Financial Services.

1.3 Following the original report of 2001 a Pilot Action Plan (Phase 1) was undertaken. The 5 projects were completed and occupied between August 2004 and October 2004.

1.4 A further 2 Phases (2 and 3) are currently under construction, which will result in 14 new Pre-12 campuses being completed during 2006/2007.

1.5 Throughout the previous consultation process, respondents gave clear support to the closure of existing schools where these were replaced by schools with sufficient pupil numbers to deliver and manage full education provision. Respondents also supported the construction of new build accommodation or refurbishment of existing school buildings to a high standard.

1.6 In phase 4, a number of proposals involve schools which are challenged in terms of pupil numbers. A challenged school is one:

   • which has difficulty in delivering full education provision
   • where full social provision is also curtailed by the small pupil population
   • where management time is at risk and is often lost due to staff absence
   • where the revenue costs per pupil are high due to very low occupancy rates

In these cases it is proposed to take the opportunity to amalgamate with a nearby school to provide a strong pupil population which will engender the full educational and social provisions and reduce some of the effects detailed above. Where necessary, funding will be made available to the receiving school to ensure the accommodation is fit for purpose, with minimum disruption to the curriculum, the pupils, parents and staff.

1.7 Details of the Phase 4 proposals can be found in section 3 of this report.
2. Accommodation

2.1 Raising standards of achievement and attainment of young people in Glasgow is a key priority for the Council. Research has shown that the provision of high quality buildings greatly assists in the promotion of high achievement and attainment.

2.2 The Scottish Executive has indicated that it intends to proceed with a further reduction in class size at primary one to a maximum of 25 pupils. The size of school recommended for each proposal has taken account of the implications of the proposed reduction in class sizes.

3. Phase 4 Proposals

3.1 Following on from the development of Phases 1, 2 and 3 Education Services has continued to review the provision across the whole Pre-12 Estate. In devising proposals for Phase 4, consideration has been given to education priorities of providing schools with sufficient pupil numbers to deliver and manage:

- full education provision
- the condition of existing buildings
- future pupil roll projections
- opportunities to assist in the regeneration of the city
- the overall education provision within the areas involved.

3.2 There are 21 consultative proposals contained within the Phase 4 development affecting 53 primary schools, 24 pre five establishments, 1 SEN school, 3 SEN units and 1 bilingual support unit.

3.3 The proposals for phase 4 are summarised as follows:

Proposal A
Denominational (RC) and Non Denominational Education in Ruchill:

i. It is proposed that a new multiplex will replace the existing provision at Ruchill Primary School and Wester Common Primary School for the non denominational sector and Our Lady of the Assumption Primary School and St Cuthbert’s Primary School for the denominational (RC) sector. The Ruchill Communication Disorder Unit and Wester Common Nursery School, which are currently based in Ruchill Primary School and St Cuthbert’s Primary School respectively, will also transfer to the new multiplex.

ii. The new multiplex containing a new St Cuthbert’s Primary School and a new Wester Common Primary School with pre 5 facilities and a communication disorder unit will be constructed in the Ruchill area on the football pitch adjacent to the former hospital site.

iii. Pupils and staff will remain in their current establishments until the new multiplex is complete.

iv. On completion of the new multiplex building, it is proposed that Ruchill Primary School be closed with effect from the end of school session 2007/2008 and pupils transferred to the roll of the new Wester Common Primary School with effect from August 2008 or before or after this date dependent on construction of the new building.
v. Pupils due to commence primary one at Ruchill Primary School in session 2008/2009 would also transfer to the roll of the new Wester Common Primary School from August 2008.

vi. Pupils who currently reside within the shared catchment areas of Ruchill Primary School and Dunard Primary School will retain the right to attend the new Ruchill Primary School or Dunard Primary School, dependent on parental choice.

vii. As both Ruchill Primary School and Wester Common Primary School are associated with Cleveden Secondary School, the proposal will have no effect on the existing arrangements for transfer to secondary education.

viii. Ruchill Communication Disorder Unit and Wester Common Nursery School, which are currently based in Ruchill Primary School and St Cuthbert's Primary School respectively, will also transfer to the new multiplex with effect from August 2008 or before or after this date dependent on construction of the new building.

ix. On completion of the new multiplex building, it is also proposed that Our Lady of the Assumption Primary School be closed with effect from the end of school session 2007/2008 and pupils transferred to the roll of the new St Cuthbert's Primary School with effect from August 2008 or before or after this date dependent on construction of the new building.

x. Pupils due to commence primary one at Our Lady of the Assumption Primary School in session 2008/2009 would also transfer to the roll of the new St Cuthbert's Primary School from August 2008.

xi. Pupils who currently reside within the shared catchment areas of Our Lady of the Assumption Primary School and St Augustine's Primary School will retain the right to attend the new St Cuthbert's Primary School or, the new denominational (RC) primary school in Milton dependent on parental choice. This is dependent on the result of consultation T.

xii. Pupils who currently reside within the shared catchment areas of Our Lady of the Assumption Primary School and St Charles' Primary School will retain the right to attend the new St Cuthbert's Primary School or St Charles' Primary School, dependent on parental choice.

xiii. As both Our Lady of the Assumption Primary School and St Cuthbert's Primary School are associated with St Roch's Secondary School, the proposal will have no effect on the existing arrangements for transfer to secondary education.

Proposal B
Non Denominational Education in Maryhill:

i. It is proposed that Maryhill Primary School be closed at the end of session 2005/2006 and that pupils transfer to Parkview Primary School at the beginning of session 2006/2007.

ii. Pupils due to commence primary one at Maryhill Primary School in session 2006/2007 would also transfer to the roll of Parkview Primary School at the beginning of session 2006/2007.

iii. Pupils who currently reside within the shared catchment areas of Maryhill Primary School and Cadder Primary School will retain the right to attend Cadder Primary School or Parkview Primary School, dependent on parental choice.
iv. As both Maryhill Primary School and Parkview Primary School are associated with Cleveden Secondary, the proposed closure will have no effect on the existing transfer arrangements to secondary education.

Proposal C  
Denominational (RC) Education in Nitshill and Priesthill:

i. It is proposed that a new denominational (RC) primary school with pre 5 facilities will replace the existing provision at St Bernard's Primary School, St Robert's Primary School and Woodacre Nursery School.

ii. The new St Bernard's Primary School with pre 5 facilities will be constructed in the Nitshill area on the current site of St Bernard's Primary School.

iii. Woodacre Nursery School which is currently located in its own building will also move to the new primary school with effect from August 2008 or before or after this date dependent on construction of the new building.

iv. St Robert's Primary School will be closed at the end of session 2005/2006 and pupils transferred to the roll of St Bernard's Primary School. Pupils from St Bernard's Primary School will be decanted temporarily to the former St Robert's Primary School building at the beginning of session 2006/2007 until the completion of the new building at the St Bernard's site.

v. Pupils due to commence primary one at St Robert's Primary School in session 2006/2007 would also transfer to the roll of St Bernard's Primary School from the beginning of session 2006/2007.

vi. Pupils who currently reside within the shared catchment areas of St Bernard's Primary School and St Angela's Primary School will retain the right to attend St Bernard's Primary School or St Angela's Primary School, dependent on parental choice.

vii. As both St Robert's Primary School and St Bernard's Primary School are associated with St Paul's High School, the proposed closure will have no effect on the existing transfer arrangements to secondary education.

Proposal D  
Non Denominational Education in Nitshill and Priesthill:

i. It is proposed that a new non denominational primary school will replace the existing provision at Househillmuir Primary School, Burnbrae Primary School, Nitshill Primary School and Burnbrae Children's Centre.

ii. The new Househillmuir Primary School with pre 5 facilities will be constructed in the Priesthill area on the site of either:

Option 1  Househillmuir Primary School football pitches

or

Option 2  Burnbrae Primary School football pitches

These are alternative options either of which the council may implement without further consultation.

iii. Burnbrae Children's Centre, which is currently located in its own building adjacent to Burnbrae Primary School, will also move to the new primary school with effect from
August 2008 or before or after this date dependent on construction of the new building.

iv. Pupils and staff will remain in their current establishments until the new school is completed.

v. On completion of the new building, it is proposed that Burnbrae Primary School and Nitshill Primary School be closed with effect from the end of school session 2007/2008 and pupils transferred to the roll of the new Househillmuir Primary School with effect from August 2008 or before or after this date dependent on construction of the new building.

vi. Pupils due to commence primary one at Nitshill Primary School or Burnbrae Primary School in session 2008/2009 would also transfer to the roll of the new Househillmuir Primary School from August 2008.

vii. As Burnbrae Primary School, Househillmuir Primary School and Nitshill Primary School are associated with Hillpark Secondary School, the proposed closure will have no effect on the existing transfer arrangements to secondary education.

Proposal E
Denominational (RC) Education in Pollok and Corkerhill:

i. It is proposed that St Edmund’s Primary School be closed at the end of session 2005/2006 and that pupils transfer to St Marnock’s Primary School at the beginning of session 2006/2007.

ii. Pupils due to commence primary one at St Edmund’s Primary School in session 2006/2007 would transfer to the roll of St Marnock’s Primary School at the beginning of session 2006/2007.

iii. As both St Edmund’s Primary School and St Marnock’s Primary School are associated with Lourdes Secondary School, the proposed closure will have no effect on the existing transfer arrangements to secondary education.

Proposal F
Non Denominational Education in Easterhouse:

i. It is proposed that a new non denominational primary school with pre 5 facilities will replace the existing provision at Bishoploch Primary School, Blairstummock Primary School, Commonhead Primary School, Rogerfield Primary School and St Clare’s Day Nursery.

ii. The new build non denominational primary school with pre 5 facilities will be built in the Easterhouse area on the site of the former St Clare’s Primary School.

iii. St Clare’s Day Nursery, which is currently located at Blairstummock Primary School, will also move to the new building with effect from August 2008 or before or after this date dependent on construction of the new building.

iv. Pupils and staff will remain in their current establishments until the new school is completed.

v. On completion of the new building, it is proposed that Bishoploch Primary School, Blairstummock Primary School, Commonhead Primary School and Rogerfield Primary School be amalgamated with effect from the end of school session 2007/2008 and pupils transferred to the roll of the new combined non denominational primary school.
with effect from August 2008 or before or after this date dependent on construction of the new building

vi. Pupils due to commence primary one at Bishoploch Primary School, Blairtummock Primary School, Commonhead Primary School and Regerfield Primary School in session 2008/2009 would also transfer to the roll of the new non denominational primary school from August 2008.

vii. Pupils who currently reside within the shared catchment areas of Bishoploch Primary School and Provanhall Primary School will retain the right to attend the new combined non denominational primary school or the new Easthall Primary School, dependent on parental choice. This is dependent on the result of consultation G.

viii. As Bishoploch Primary School, Blairtummock Primary School, Commonhead Primary School and Regerfield Primary School are associated with Lochend Community High School, the proposed closure will have no affect on the existing transfer arrangements to secondary education.

Proposal G
Non Denominational Education in Central Easterhouse:

i. It is proposed that a new non denominational primary school with pre 5 facilities and a Communication Disorder Unit will replace the existing provision at Easthall Primary School, Provanhall Primary School, Provanhall Primary School Nursery Class, Wellhouse Primary School, Easthall Nursery School, Newhurst Nursery School and Barlanark Communication Disorder Unit.

ii. Easthall Nursery School, Newhurst Nursery School and Provanhall Primary School Nursery Class will close and amalgamate to form a new Nursery School at the new school building with effect from August 2008 or before or after this date dependent on construction of the new building.

iii. The new Easthall Primary School with pre 5 facilities and a Communication Disorder Unit will be built in the Central Easterhouse area on the site of the current Ogilvie Primary School. This is dependent on the result of consultation I.

iv. Barlanark Communication Disorder Unit, which is currently based in Barlanark Primary School, will relocate temporarily to Provanhall Primary School during session 2006/2007. Upon completion of the new Easthall Primary School, the Unit will move into the new building from August 2008 or before or after this date dependent on the construction of the new building. This is dependent on the result of consultation H.

v. Pupils and staff will remain in their current establishments until the new school is completed.

vi. On completion of the new building, it is proposed that Provanhall Primary School and Wellhouse Primary School be closed with effect from the end of school session 2007/2008 and pupils transferred to the roll of the new Easthall Primary School with effect from August 2008 or before or after this date dependent on construction of the new building.

vii. Pupils due to commence primary one at Provanhall Primary School and Wellhouse Primary School in session 2008/2009 would also transfer to the roll of the new Easthall Primary School from August 2008.

viii. Pupils who currently reside within the shared catchment areas of Provanhall Primary School and Bishoploch Primary School will retain the right to attend the new combined non denominational primary school or the new Easthall Primary School, dependent on parental choice.
ix. As Easthall Primary School, Provanhall Primary School and Wellhouse Primary School are associated with Lochend Community High School, the proposed closures will have no effect on the existing transfer arrangements to secondary education.

Proposal H
Non Denominational Education in Barlanark and Sandaig

i. It is proposed that Barlanark Primary School be closed at the end of session 2005/2006 and that pupils transfer to Sandaig Primary School at the beginning of session 2006/2007.

ii. Barlanark Communication Disorder Unit, which is currently based in Barlanark Primary School, will relocate temporarily to Provanhall Primary School during session 2006/2007. Upon completion of the new Easthall Primary School, the Unit will move into the new building from August 2008 or before or after this date dependent on the construction of the new building. This is dependent on the result of consultation G.

iii. Pupils due to commence primary one at Barlanark Primary School in session 2006/2007 would also transfer to the roll of the Sandaig Primary School at the beginning of session 2006/2007.

iv. As both Barlanark Primary School and Sandaig Primary School are associated with Bannerman High School, the proposed closure will have no effect on the existing transfer arrangements to secondary education.

Proposal I
Denominational (RC) Education in Easterhouse

i. It is proposed that a new denominational (RC) primary school with pre 5 facilities will replace the existing provision at St Jude’s Primary School, Ogilvie Primary School and Barlanark Family Learning Centre.

ii. The new build denominational (RC) primary school with pre-5 facilities will be constructed on the site of the current Barlanark Primary School. This is dependent on the result of consultation H.

iii. On completion of the new building Barlanark Family Learning Centre which is located in its own building will also move to the new primary school with effect from August 2006 or before or after this date dependent on construction of the new building.

iv. Ogilvie Primary School and St Jude’s Primary School will be closed at the end of session 2005/2006 and pupils transferred to the roll of the new denominational (RC) primary school. Pupils of the new denominational (RC) primary school will occupy, on an interim basis, the former St Jude’s Primary School building until the completion of the new building.

v. Pupils due to commence primary one at Ogilvie Primary School and St Jude’s Primary School in session 2006/2007 would also transfer to the roll of the new denominational (RC) primary school from the beginning of session 2006/2007.

vi. St Jude’s Primary School and Ogilvie Primary School are associated with St Andrew’s Secondary School. Pupils of Ogilvie Primary School who reside within the former Springhill Farm area will continue to retain the right to transfer to St Ambrose High School. The proposed closure will have no effect on the existing transfer arrangements to secondary education.
Proposal J
Non Denominational Education in Hillhead:

i. It is proposed that a new non denominational primary school with pre 5 facilities will replace the existing provision at Dowanhill Primary School, Hillhead Primary School, Kelvinhaugh Primary School, Willowbank Primary School, Dowanhill Nursery School and Willows Nursery School.

ii. The new Hillhead Primary with pre 5 facilities will be built in the Hillhead area on the gap site at Otago Street and Gibson Street.

iii. On completion of the new building Willows Nursery School, which is currently located at Willowbank Primary School, and Dowanhill Nursery School, which is currently located in the Dowanhill Primary School building, will close and amalgamate to form a new nursery school with effect from August 2008 or before or after this date dependent on construction of the new building.

iv. The Primary Bilingual Support Unit which is currently located at Dowanhill Primary School will relocate to Oakgrove Primary School from the beginning of session 2006/2007.

v. Pupils and staff will remain in their current establishments until the new school is completed.

vi. On completion of the new building, it is proposed that Kelvinhaugh Primary School, Willowbank Primary School and Dowanhill Primary School be closed with effect from the end of school session 2007/2008 and pupils transferred to the roll of the new Hillhead Primary School with effect from August 2008 or before or after this date dependent on construction of the new building.

vii. Pupils due to commence primary one at Dowanhill Primary School, Kelvinhaugh Primary School and Willowbank Primary School in session 2008/2009 would also transfer to the roll of the new Hillhead Primary School from August 2008.

vii. Pupils who currently reside within the shared catchment areas of Anderston Primary School and Willowbank Primary School will continue to retain the right to attend Anderston Primary School or the new Hillhead Primary School, dependent on parental choice.

ix. Pupils who currently reside within the shared catchment areas of Anderston Primary School and Kelvinhaugh Primary School will continue to retain the right to attend Anderston Primary School or the new Hillhead Primary School, dependent on parental choice.

x. Pupils who currently reside within the shared catchment areas of Dowanhill Primary School, Hyndland Primary School and Thornwood Primary School will continue to retain the right to attend the new Hillhead Primary School, Hyndland Primary School or Thornwood Primary School, dependent on parental choice.

xi. As Dowanhill Primary School, Hillhead Primary School, Kelvinhaugh Primary School and Willowbank Primary School are associated with Hillhead High School, the proposed closure will have no effect on the existing transfer arrangements to secondary education.
Proposal K
Denominational (RC) Education in the West End:

i. It is proposed that a new denominational (RC) primary school with pre 5 facilities be built in the West End area to replace Notre Dame Primary School, St Peter's Primary School and Anderson Street Nursery School.

ii. The new build denominational (RC) primary school with pre 5 facilities will be constructed at either:

   Option 1  Dowanhill Primary School site  
              This is dependent on the result of consultation J.

   or

   Option 2  St Peter's Primary School site

   These are alternative options either of which the council may implement without further consultation.

iii. Anderson Street Nursery School which is currently located in its own accommodation will be relocated to the new school in August 2009 or before or after this date, dependent on construction of the new building.

iv. If Option 1 is recommended pupils and staff will remain in their current establishments until the new school is completed.

If Option 2 is recommended St Peter's Primary School will require to be temporarily relocated to the Notre Dame Primary School site during the construction period.

v. On completion of the new building, it is proposed that St Peter's Primary School be closed with effect from the end of school session 2008/2009 and pupils transferred to the roll of the new Notre Dame Primary School with effect from August 2009 or before or after this date dependent on construction of the new building.

vi. Pupils due to commence primary one at St Peter's Primary School in session 2009/2010 would also transfer to the roll of the new Notre Dame Primary School from August 2009.

vii. As both Notre Dame Primary School and St Peter's Primary School are currently associated with Notre Dame High School and St Thomas Aquinas Secondary School, the proposed closure will have no effect on the existing transfer arrangements to secondary education.
Proposal L
Non Denominational Education in Temple:

i. It is proposed that Temple Primary School be closed at the end of session 2006/2007 and that pupils transfer to Knightswood Primary School at the beginning of session 2007/2008.

ii. Pupils due to commence primary one at Temple Primary School in session 2007/2008 would also transfer to the roll of the Knightswood Primary School at the beginning of session 2007/2008.

iii. The extension to Knightswood Primary School will be located at the north eastern wing of the current Knightswood Primary School.

iv. Pupils who currently reside within the shared catchment areas of Temple Primary School and Kelvindale Primary School will retain the right to attend Knightswood Primary School or Kelvindale Primary School dependent on parental choice.

v. As both Temple Primary School and Knightswood Primary School are associated with Knightswood Secondary School, the proposed closure will have no effect on the existing transfer arrangements to secondary education.

Proposal M
Non Denominational Education in West Govan:

i. It is proposed that Drumoyne Primary School, Elder Park Primary School, Greenfield Primary School and Govan Family Learning Centre be amalgamated into a new non denominational primary school with 5 facilities.

ii. The new school with 5 facilities will be located at either:

Option 1 A refurbished and extended building on the site of the current Drumoyne Primary School

or

Option 2 A new build non denominational primary school with 5 facilities on the site of Pirie Park.

These are alternative options either of which the council may implement without further consultation.

iii. Govan Family Learning Centre which is currently located at Drumoyne Primary School, will remain in the refurbished school or transfer to the new building depending on the option chosen with effect from August 2008 or before or after this date dependent on construction of the new building.

iv. Greenfield Nursery class currently located in Greenfield Primary School will transfer to the site of St Jerome’s Primary School with effect from August 2008 or before or after this date dependent on construction of the new building. This is dependent on the result of consultation O.

v. Pupils and staff will remain in their current establishments until the refurbishment or new build is completed.

vi. On completion of the refurbishment or new build, it is proposed that Drumoyne Primary School, Elder Park Primary School and Greenfield Primary School be amalgamated with effect from the end of school session 2007/2008 and pupils
transferred to the roll of the new combined non denominational primary school with effect from August 2008 or before or after this date dependent on construction of the new building.

vii. Pupils due to commence primary one at Drumoyne Primary School, Elder Park Primary School and Greenfield Primary School in session 2008/2009 would also transfer to the roll of the new non denominational primary school from August 2008.

viii. Pupils who currently reside within the shared catchment areas of Drumoyne Primary School and Craigton Primary School will retain the right to attend the new non denominational primary school or Craigton Primary School, dependent on parental choice.

ix. As Drumoyne Primary School, Elder Park Primary School and Greenfield Primary Schools are associated with Govan High School, the proposed closure will have no effect on the existing transfer arrangements to secondary education.

Proposal N
Denominational (RC) and Non Denominational Education in the East Govan area:

i. It is proposed that a new multiplex with pre 5 facilities will replace the existing provision at Hill’s Trust Primary School and Copeland Primary School for the non denominational sector, St Saviour’s Primary School for the denominational (RC) sector and Broomloan Nursery School.

ii. The new build multiplex containing St Saviour’s Primary School and a new non denominational primary school with pre 5 facilities will be built in the Govan area on the site of the former St Gerard’s Secondary School.

iii. Broomloan Nursery School, which is currently based at the former St Gerard’s Secondary School, will be relocated, at the end of session 2005/2006 to the existing Copeland Primary School building until completion of the new building when it will transfer to the new multiplex with effect from August 2008 or before or after this date dependent on construction of the new building.

iv. Cartvale School, which is currently located at the former St Gerard’s Secondary School, will be relocated temporarily to a surplus education establishment at the end of session 2005/2006 and on completion of the new build multiplex transfer to the former Copeland Primary School building with effect from August 2008 or before or after this date dependent on construction of the new building.

v. Pupils and staff of all three primary schools affected will remain in their current establishments until the new multiplex is complete.

vi. On completion of the new build multiplex, it is proposed that Copeland Primary School and Hill’s Trust Primary School be closed and amalgamated with effect from the end of school session 2007/2008 and pupils transferred to the roll of the new combined non denominational primary school with effect from August 2008 or before or after this date dependent on construction of the new building.

vii. Pupils due to commence primary one in Copeland Primary School and Hill’s Trust Primary School in session 2008/2009 would also transfer to the roll of the new non denominational primary school from August 2008.

viii. Pupils who currently reside within the shared catchment areas of Copeland Primary School and Ibrox Primary School will retain the right to attend the new non denominational primary school or Ibrox Primary School, dependent on parental choice.
As both Copeland Primary School and Hill's Trust Primary School are associated with Govan High School and St Saviour's Primary School is associated with Lourdes Secondary School, the proposed closures will have no effect on the existing transfer arrangements to secondary education.

**Proposal O**

**Denominational (RC) Education in Govan and surrounding areas:**

i. It is proposed that St Jerome’s Primary School and St Anthony’s Primary School be amalgamated into a new denominational (RC) primary school with pre 5 facilities.

ii. The new school with pre 5 facilities will be located at either:

   Option 1 A refurbished and extended building with pre 5 facilities on the site of the current St Jerome’s Primary School.

   or

   Option 2 A new build denominational (RC) primary school with pre 5 facilities on the site of the current St Jerome’s Primary School.

These are alternative options either of which the council may implement without further consultation.

iii. The new school will replace the existing provision at St Jerome’s Primary School and St Anthony’s Primary School.

iv. On completion of the new primary school building the nursery class currently located at Greenfield Primary School will be transferred to the new building with effect from August 2008 or before or after this date dependent on construction of the new building. This is dependent on the result of consultation M.

v. St Anthony’s Primary School and St Jerome’s Primary School will be closed at the end of session 2005/2006 and pupils transferred to the roll of the new denominational (RC) primary school. Pupils from both former schools will transfer to the new denominational (RC) primary school located temporarily at the former St Anthony’s Primary School building at the beginning of session 2006/2007 until the completion of the refurbishment or new build at the St Jerome’s site.

vi. Pupils due to commence primary one at St Anthony’s Primary School and St Jerome’s Primary School in session 2006/2007 would also transfer to the roll of the new denominational (RC) primary school from the beginning of session 2006/2007.

vii. As both St Jerome’s Primary School and St Anthony’s Primary School are associated with Lourdes Secondary School, the proposal will have no effect on the existing arrangements for transfer to secondary education.

**Proposal P**

**Denominational (RC) Education in Arden and Carnwadric:**

i. It is proposed that a new denominational (RC) primary school with pre 5 facilities and a Communication Disorder Unit will replace the existing provision at St Vincent’s Primary School, St Louise’s Primary School, Thornlaw Nursery School and St Vincent’s Communication Disorder Unit.

ii. The new St Vincent’s Primary School with pre 5 facilities and a Communication Disorder Unit will be built on the site of St Vincent’s Primary School football pitches.
iii. On completion of the new building Thornlaw Nursery School which is located in its own building will also move to the new primary school with effect from August 2008 or before or after this date dependent on construction of the new building.

iv. The St Vincent's Communication Disorder Unit which is currently based in St Vincent's Primary School will also move to the new building with effect from August 2008 or before or after this date dependent on construction of the new building.

v. Pupils and staff will remain in their current establishments until the new school is completed.

vi. On completion of the new building, it is proposed that St Louise's Primary School be closed with effect from the end of school session 2007/2008 and pupils transferred to the role of the new St Vincent's Primary School with effect from August 2008 or before or after this date dependent on construction of the new building.

vii. Pupils due to commence primary one at St Louise's Primary School in session 2008/2009 would also transfer to the role of the new St Vincent's Primary School from August 2008.

viii. Pupils who currently reside within the shared catchment areas of St Louise's Primary School and St Angela's Primary School will continue to retain the right to attend the new St Vincent's Primary School or St Angela's Primary School, dependent on parental choice.

ix. The proposed closure will have no effect on existing transfer arrangements to secondary education. Pupils within the current catchment area of St Vincent's will continue to go to St Paul's High School. Pupils who will reside within the former delineated area of St Louise's Primary will continue to retain the right to transfer to St Ninian's High School (East Renfrewshire).

Proposal Q
Non Denominational Education in Arden and Carnwadrict:

i. It is proposed that a new non denominational primary school with pre 5 facilities will replace the existing provision at Arden Primary School, Carnwadrict Primary School and the Jimmy Dunnachie Family Learning Centre.

ii. The new Carnwadrict Primary School with Pre 5 facilities will be built on the site of Arden Primary School football pitches.

iii. On completion of the new primary school, the Jimmy Dunnachie Family Learning Centre which is located in its own accommodation will also move to the new building with effect from August 2008 or before or after this date dependent on construction of the new building.

iv. Pupils and staff will remain in their current establishments until the new school is completed.

v. Pupils who currently reside within the shared catchment areas of Arden Primary School and Darnley Primary School will retain the right to attend the new Carnwadrict Primary School or Darnley Primary School, dependent on parental choice.

vi. On completion of the new building, it is proposed that Arden Primary School be closed with effect from the end of school session 2007/2008 and its pupils transferred to the role of the new Carnwadrict Primary School with effect from August 2008 or before or after this date dependent on construction of the new building.
vii. Pupils due to commence primary one at Arden Primary School in session 2008/2009 would also transfer to the roll of the new Carnwadric Primary School from August 2008.

viii. As both Arden Primary School and Carnwadric Primary School are associated with Hillpark Secondary School, the proposed closure will have no effect on the existing transfer arrangements to secondary education.

Proposal R
Non Denominational Education in Pollokshaws and Newlands:

i. It is proposed that a new non denominational primary school with pre 5 facilities will replace the existing provision at Tinto Primary School, Sir John Maxwell Primary School, Shawbridge Nursery School and Pollokshaws Day Nursery.

ii. The new Tinto Primary School with pre 5 facilities will be built in the Newlands area on the site of Tinto Primary School football pitches.

iii. Shawbridge Nursery School and Pollokshaws Day Nursery, both located in separate buildings in Pollokshaws, will close and amalgamate to become a Pre 5 Early Years Centre at the new school with effect from August 2008 or before or after this date dependent on construction of the new building.

iv. Pupils and staff will remain in their current establishments until the new school is completed.

v. On completion of the new building, it is proposed that Sir John Maxwell Primary School be closed with effect from the end of school session 2007/2008 and pupils transferred to the roll of the new Tinto primary school with effect from August 2008 or before or after this date dependent on construction of the new building.

vi. Pupils due to commence primary one at Sir John Maxwell Primary School in session 2008/2009 would also transfer to the roll of the new Tinto Primary School from August 2008.

vii. As both Sir John Maxwell Primary School and Tinto Primary School are associated with Hillpark Secondary School, the proposed closure will have no effect on the existing transfer arrangements to secondary education.

Proposal S
Non Denominational Education in the East End:

i. It is proposed that a new non denominational primary school with pre 5 facilities will replace the existing provision at Quarrybrae Primary School, Quarrybrae Primary School Nursery Class and Parkhead Community Nursery.

ii. The new Quarrybrae Primary School with pre 5 facilities will be built on pitches to the north of the existing Quarrybrae Primary School.

iii. Parkhead Community Nursery (which is currently located in two separate buildings), will transfer to the new building with effect from August 2008 or before or after this date dependent on construction of the new building.

iv. Quarrybrae Primary School Nursery Class will close and amalgamate with Parkhead Community Nursery at the new school building with effect from August 2008 or before or after this date dependent on construction of the new building.
v. Pupils who currently reside within the shared catchment areas of Quarrybrae Primary School and Dalmarnock Primary School will retain the right to attend Quarrybrae Primary School or Dalmarnock Primary School, dependent on parental choice.

vi. Pupils and staff will transfer to the new build Quarrybrae Primary School upon completion of the new building in August 2008 or before or after completion of construction.

vii. As Quarrybrae Primary School is associated with Eastbank Academy, the proposal will have no effect on the existing transfer arrangements to secondary education.

Proposal T
Denominational (RC) Education in Milton:

i. It is proposed that a new denominational (RC) primary school with pre 5 facilities will replace the existing provision at St Augustine's Primary School, St Ambrose Primary School and Milton Community Nursery.

ii. The new build denominational (RC) primary school with pre 5 facilities will be built in the Milton area on the site of the former St Augustine's Secondary School.

iii. Milton Community Nursery, which is currently located in its own building and its associated outreach services will move to the new building with effect from August 2008 or before or after this date dependent on construction of the new building.

iv. Pupils and staff will remain in their current establishments until the new school is completed.

v. On completion of the new building, it is proposed that St Augustine's Primary School and St Ambrose's Primary School be closed and amalgamated with effect from the end of school session 2007/2008 and pupils transferred to the roll of the new combined denominational (RC) primary school with effect from August 2008 or before or after this date dependent on the construction of the new building.

vi. Pupils due to commence primary one a: St Ambrose Primary School and St Augustine's Primary School in session 2008/2009 would also transfer to the roll of the new denominational (RC) primary school from August 2008.

vii. Pupils who currently reside within the shared catchment areas of St Augustine's Primary School and St Agnes' Primary School will retain the right to attend the new denominational (RC) primary school or St Agnes' Primary School, dependent on parental choice.

viii. Pupils who currently reside within the shared catchment areas of St Augustine's Primary School and Our Lady of the Assumption Primary School will retain the right to attend the new denominational (RC) primary school or the new St Cuthbert's Primary School, dependent on parental choice. This is dependent on the result of consultation A.

ix. As both St Ambrose Primary School and St Augustine's Primary School are associated with All Saints Secondary School, the proposed closure will have no effect on the existing transfer arrangements to secondary education.
Proposal U
Denominational (RC) Education in Hutchesontown:

i. It is proposed that St John's Primary School and Oatlands Nursery School be closed
   at the end of session 2005/2006 and that pupils transfer to St Francis' Primary School
   at the beginning of session 2006/2007.

ii. Laurieston Day Nursery School located at St John's Primary School will be relocated
to Blackfriars Primary School at the beginning of session 2006/2007.

iii. Oatlands Nursery School will be closed at the beginning of session 2006/2007 and a
nursery class with a capacity for 40 pupils will be created at St Francis' Primary School
with effect from August 2006.

iv. The Gaelic Nursery Unit, currently located within Oatlands Nursery School, will be
relocated to the Glasgow Gaelic School (Sgoil Ghaidhlig Ghlaschu) in August 2006 or
as soon thereafter as possible upon completion of the refurbishment of the Woodside
Campus.

v. Pupils due to commence primary one at St John's Primary School in session
2006/2007 would also transfer to the roll of St Francis' Primary School at the

vi. As both St John's Primary School and St Francis' Primary School are associated with
Holyrood Secondary School, the proposed closure will have no effect on the existing
transfer arrangements to secondary education.

4. Project Management

4.1 The design work and delivery of this phase will be co-ordinated by a corporate steering group
 chaired by the Executive Director (Education, Training and Young People) and led by a
 project manager within Education Services.

5. Financial Implications

5.1 It is estimated that the total capital investment in the construction and delivery of the named
proposals will be £128.34m. This will be funded as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Capital Receipts</td>
<td>£23.42m</td>
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<tr>
<td>Prudential Borrowing</td>
<td>£55.72m</td>
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<tr>
<td>Future Years' Capital Programme</td>
<td>£37.20m *</td>
</tr>
<tr>
<td>Schools' Fund</td>
<td>£12.00m</td>
</tr>
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* This includes provision for contingencies of 7.5% to be controlled by the Director of
Financial Services.

5.2 The funding package has been discussed and agreed with the Director of Financial Services.
6. Legal Implications

6.1 Those primary schools which have an existing pupil roll resulting in a capacity of over 80% will be referred to the Scottish Executive.

7. Personnel Implications

7.1 The consultative proposals as outlined will have implications for teaching and support staff. All members of staff will be fully consulted about their future as will the appropriate trade unions. The particular wishes of each member of staff will be taken into consideration, within the context of existing personnel policies and local negotiating committee (LNCT) agreements.

8. Service Plan

8.1 These proposals are in line with Education Services Service Plan for Pre 12 education in the city.

9. Recommendations

9.1 It is recommended that the Education Services Committee agrees to:

i. the Executive Director (Education, Training and Young People) issuing consultation documents on the attached proposals to all interested parties.

ii. all interested parties being asked to make written submissions on the individual proposals to the Executive Director (Education, Training and Young People), Wheatley House, 25 Cochrane Street, G1 1HL by 9 December 2005

iii. the Executive Director (Education, Training and Young People) preparing a report on the results of the consultative process for consideration at a future meeting of the Education Services Committee.

Executive Director (Education, Training and Young People)
To the Parent/Guardian of pupils attending
St Edmund’s Primary School

Dear Parent/Guardian

FUTURE EDUCATION PROVISION FOR DENOMINATIONAL (RC) PUPILS OF PRIMARY AGE RESIDING WITHIN THE DELINEATED AREAS OF ST EDMUND’S PRIMARY SCHOOL AND ST MARNOCK’S PRIMARY SCHOOL

At its meeting on 13 October 2005 the Education Services Committee of Glasgow City Council agreed to issue the attached consultative document.

Accordingly, I would be grateful to have any comments you wish to make on the proposals in writing, using the attached response sheet, to the Executive Director (Education, Training and Young People), Glasgow City Council, Wheatley House, 25 Cochrane Street, Merchant City, Glasgow G1 1HL no later than Friday 9 December 2005.

A public meeting to discuss the document will be held on Thursday 3 November 2005 at 7.00 pm in St Edmund’s Primary School.

Yours sincerely

Executive Director
(Education, Training & Young People)
<table>
<thead>
<tr>
<th><strong>MEETING FOR:</strong></th>
<th>ST MARNOCK'S PRIMARY SCHOOL</th>
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<tbody>
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<td><strong>PROPOSAL LETTER:</strong></td>
<td>E</td>
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<tr>
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<td>17 NOVEMBER 2005</td>
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<tr>
<td><strong>VENUE:</strong></td>
<td>ST MARNOCK'S PRIMARY SCHOOL</td>
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<tr>
<td><strong>MEMBER OF DIRECTORATE:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>HEAD TEACHER:</strong></td>
<td>HEIDI FAWCETT</td>
</tr>
<tr>
<td><strong>APPROX No. IN ATTENDANCE:</strong></td>
<td>25</td>
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<tr>
<td><strong>COUNCIL REPS IN ATTENDANCE:</strong></td>
<td>IAIN MCDONALD – PROJECT MANAGER</td>
</tr>
<tr>
<td><strong>ELECTED MEMBERS IN ATTENDANCE:</strong></td>
<td>IRIS GIBSON – MOSSPARK    KEITH BALDASSARA – POLLOK WILLIAM O’ROURKE – CROOKSTON</td>
</tr>
<tr>
<td><strong>RELIGIOUS REPS IN ATTENDANCE:</strong></td>
<td>REV MOYNIHAN</td>
</tr>
<tr>
<td><strong>MINUTES TAKEN BY:</strong></td>
<td>STEPHEN ANDRADE</td>
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</table>
Ms Fawcett, Head Teacher, thanked the parents for their attendance and gave a brief explanation of the format the meeting would take, before handing over to Mr McDonald.

Mr McDonald gave a detailed slide presentation in which he talked through both the consultation process and the Strategy for Pre-12 Education in Glasgow, explaining that schools involved in the current consultations had been chosen due to challenged school rolls and/or distressed buildings.

The meeting was then opened for questions.

QUESTIONS RAISED / AREAS OF CONCERN:-

1) Is there a budget for refurbishment?

2) Parent from St Edmund’s Primary School read out letter on her objections which she is sending in with her submission.

3) The School roll is currently 250 but the school is full of composite classes

4) St Marnock’s achieve high marks on their national tests, if our children are achieving how are these change going to improve their education?

5) We have been told St Marnock’s do not have extra curricular activities

6) You are playing one school off against the other

7) There will be new housing built, Will the roll keep dropping?

8) Councillor Baldassara – Cardonald Primary is at Capacity at present but St Edmund’s and St Marnock’s are both performing better. This strategy is based on distress but I think they have got it wrong. The statistics for new build housing are inaccurate. Families are returning to Pollok. This is an area of growth not decline.

9) What you have just said goes against what you have been saying about composite classes?

10) What you are saying about single occupancy is nonsense, trading up is not happening here, families are going to move back to the area

11) Councillor Baldassara – The new builds at Darnley are 5-6 apartments. These are family homes. The areas at McGill and Leithland will also be family homes.

12) Will there not be more placing requests to St Edmund’s and St Marnock’s because they are both doing so well?
13) Will you keep your class sizes to the regulations set?

14) Do you have enough class rooms to cope with bringing the 124 pupils of St Edmund's to this school?

15) If you increase class sizes, the couple of children that could be struggling in a class will not get the extra support they need.

16) My children came to St Marnock's 5 years ago. The roll then was 360. If they did it then, they can still do it now.

17) Asbestos can be easily removed from St Edmund's.

18) My daughter went to St Edmund's, Can I claim compensation from council if she becomes ill from exposure from Asbestos.

19) Councillor Baldassara – The people who run this country who went to University at Oxford and Cambridge, The maximum university class numbers are between 8 & 12. The teaching Union has said it aspirations to get class sizes down to 20, educators can't be wrong, by doing this you are taking more away from these school.

20) By doing this you are going back to the days when there were 60-70 pupils to a class.

21) Have you seen the size of the playground, how are you going to accommodate more children?

22) What if both schools are against these plans?

23) Why can't you wait until the new school is open?

24) What will happen now? Will people who have put in placing request not be admitted?

25) Why is St Monica's not being included in this proposal? It is older than both of these schools.

26) Is this about the money or the children?

Mr McDonald once again reminded the parents of the importance of completing their submissions, in writing, by 9 December 2005. The meeting was then closed.
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<tr>
<th><strong>MEETING FOR:</strong></th>
<th>St Edmund's Primary School</th>
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<tr>
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<tr>
<td><strong>DATE OF MEETING:</strong></td>
<td>03 November 2005</td>
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<tr>
<td><strong>VENUE:</strong></td>
<td>St Edmund's Primary Schcol</td>
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<tr>
<td><strong>MEMBER OF DIRECTORATE:</strong></td>
<td>Iain MacDonald</td>
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<tr>
<td><strong>HEAD TEACHER:</strong></td>
<td>Mary McBrearty</td>
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<tr>
<td><strong>APPROX No. IN ATTENDANCE:</strong></td>
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</tbody>
</table>
| **COUNCIL REPS IN ATTENDANCE:** | Iain McDonald – Project Manager  
Neill Sproull - TRS |
| **ELECTED MEMBERS IN ATTENDANCE:** | Keith Baldassara – Pollok  
William O’Rourke – Crookston  
Iris Gibson - Mosspark |
| **RELIGIOUS REPS IN ATTENDANCE:** | Rev Moynihan |
| **MINUTES TAKEN BY:** | Stephen Andrade |
Ms McBrearty, Head Teacher, thanked the parents for their attendance and gave a brief explanation of the format the meeting would take, before handing over to Mr McDonald.

Mr McDonald gave a detailed slide presentation in which he talked through both the consultation process and the Strategy for Pre-12 Education in Glasgow, explaining that schools involved in the current consultations had been chosen due to challenged school rolls and/or distressed buildings.

The meeting was then opened for questions.

**QUESTIONS RAISED / AREAS OF CONCERN:-**

1) Is the figure for the cost per pupil quoted an annual amount?
2) How many teachers would you allocate to the continuing school?
3) How many pupils will there be per class?
4) What is the Minimum and Maximum amount of pupils per class size?
5) Would the class teachers from St Edmund's transfer to St Marnock's?
6) What guarantee can you give us?
7) Can you add a letter to your Proposal?
8) Children at St Marnock's are underachieving and they also have a low roll, how is this closure going to improve that?
9) When was the last inspection of St Marnock's completed?
10) Should an inspection not have been carried out prior to this proposal?
11) Can you send out copies of the last inspection?
12) Why is St Marnock's underachieving and under occupied? what are the reasons?
13) St Marnock's is underachieving and St Edmund's is achieving, who will be the head teacher of the continuing school?
14) Is the education department using our children as a learning exercise?
15) Who else will be involved in the consultation?
16) After closure of St Edmund's, if none of the pupils went to St Marnock's and went to other schools, Would St Marnock's be classed as a lower roll school and close?

17) Councillor Baldassara – In term of consultation, I do not remember any time that the council have come back with any responses, plans or strategies. If it is working why change it. There are plans in the pipeline for multi acre housing sites at Leithland and McGill, I think the council projections are well off the mark. There will be a flood of placing requests from McGill to go to St Marnock's from 2007. I would base the proposal on the achievements of the school. I have taken a full week to study the various consultations. The Council have a fight on their hands

18) What is your response to the councillor's point?

19) Rev Moynihan – It would be a shame to see St Edrund's close. There has been much discussions about the poor standards at St Marnock's but if you check the national test results it is not as bad as people make out

20) Why is this happening so soon?

21) Why can't you wait until the new school in Crookston opens?

22) I have a child in both schools, there is issues at St Marnock's of poor security and bullying

23) I have two children at this school they are both Non-Denominational but are welcome here, will St Marnock's welcome them in the same way

24) What will you do with St Edmund's building once closed?

25) If you build a new school it might appease people

26) This is currently stage 4, what is to say once this stage is completed that we will not be in the same position again with St Monica's?

27) What will happen with our response?

28) If the parents from both schools opposed this move, would you listen?

29) Can the other two councillors (William O'Rourke & Iris Gibson) declare their intentions?

30) How many classrooms are in St Marnock's?

31) We would like to have a further meeting once you have received our responses?

32) Is there any chance of the director coming down here to respond to our questions?

33) Can I ask the teachers opinions on the closure?

34) Can we have a show of hands to let the education department know how we feel about this closure?
Mr McDonald once again reminded the parents of the importance of completing their submissions, in writing, by 9 December 2005. The meeting was then closed.
PROPOSAL E

GLASGOW CITY COUNCIL
EDUCATION SERVICES

THIS IS A FORMAL CONSULTATIVE DOCUMENT

FUTURE EDUCATION PROVISION FOR DENOMINATIONAL (RC)
PUPILS OF PRIMARY AGE RESIDING WITHIN THE DELINEATED AREAS OF ST EDMUND'S PRIMARY SCHOOL AND ST MARNOCK'S PRIMARY SCHOOL

REPORT BY EXECUTIVE DIRECTOR

This document has been issued by the Education Services Committee of Glasgow City Council for consultation in terms of the Education (Publications and Consultation etc.) (Scotland) Regulations 1981 and amendment Regulations 1987, 1988 and 1989.

The Ordnance Survey map data included within this document is provided by Glasgow City Council under licence from Ordnance Survey in order to fulfil its public function in relation to this public consultation. Persons viewing this mapping should contact Ordnance Survey Copyright for advice where they wish to licence Ordnance Survey mapping/data for their own use.
1. Background

1.1 The education services committee has agreed the recommendations of the document "The Development of Pre-12 Education in Glasgow - Raising Standards for the Learning Age – Creating Tomorrow’s Glasgow" which identified the future development of education for children in the pre-12 age group. This document addressed the council's priority for raising levels of attainment of pupils to meet their needs and the needs of education for the 21st century.

1.2 The Council has implemented 3 phases of its current strategy and invested £133 million in pre 12 education, which by March 2007 will have delivered 21 new build primary schools all with purpose built pre 5 facilities.

1.3 In phase 4, the Council is considering proposals and options affecting a further 53 primary schools, 24 pre five establishments, 1 SEN school, 3 communication disorder units and 1 bilingual support unit. This could lead to a further investment of £128 million and 16 new build schools with pre 5 facilities across the city.

1.4 In phase 4, a number of proposals involve schools which are challenged in terms of pupil numbers. A challenged school is one:

- which has difficulty in delivering full education provision
- where full social provision is also curtailed by the small pupil population
- where appropriate management time is difficult to sustain and develop
- where the revenue costs per pupil are excessively high due to very low occupancy rates

1.5 To address the needs of such schools, to respond to the needs of local communities and to assist area regeneration, the education services committee agreed to a reform of pre-12 education which would include pre-5 education on a common campus with primary education and, where appropriate, elements of special educational needs.
2. Present Situation

2.1 ST EDMUND’S PRIMARY SCHOOL

2.1.1 St Edmund’s Primary School was built in 1977. It is a denominational (RC) primary school, which serves the area of Pollok. The building has a capacity of 205 and the current school roll for session 2005/2006 based on the September 2005 census is 130.

2.1.2 The area served by St Edmund’s Primary School is shown at Appendix 1.

2.1.3 A detailed roll projection is shown at Appendix 2a.

2.2 ST MARNOCK’S PRIMARY SCHOOL

2.2.1 St Marnock’s Primary School was built in 1974. It is a denominational (RC) primary school, which serves the area of Pollok. The building at present has a capacity of 447 and the current school roll for session 2005/2006 based on the September 2005 census is 249. Where necessary, funding will be made available to the receiving school to ensure the accommodation is fit for purpose, with minimum disruption to the curriculum, the pupils, parents and staff.

2.2.2 The area served by St Marnock’s Primary School is shown at Appendix 1.

2.2.3 A detailed roll projection is shown at Appendix 2b.

3. Proposal

i. It is proposed that St Edmund’s Primary School be closed at the end of session 2005/2006 and that pupils transfer to St Marnock’s Primary School at the beginning of session 2006/2007.

ii. Pupils due to commence primary one at St Edmund’s Primary School in session 2006/2007 would transfer to the roll of St Marnock’s Primary School at the beginning of session 2006/2007.

iii. As both St Edmund’s Primary School and St Marnock’s Primary School are associated with Lourdes Secondary School, the proposed closure will have no effect on the existing transfer arrangements to secondary education.

iv. A detailed roll projection for the revised catchment area to be served by St Marnock’s Primary School is shown at Appendix 2c.

v. The revised catchment area to be served by St Marnock’s Primary School is shown at Appendix 3.

4. Consequences of Closure

4.1 The proposal as outlined in section 3 would have implications for teaching and support staff. All members of staff will be fully consulted about their future as will the appropriate trade unions. The particular wishes of each member of staff will be taken into consideration, within the context of appropriate personnel policies and agreements.

4.2 The Police and Land Services will be consulted in relation to the safety of pupils travelling to
school, in particular in relation to the provision of adequate crossing patrols for pupils required to cross major routes. Assistance with travel costs will be on the basis of the prevailing Glasgow City Council policy subject to any future general modification of that policy.

5. **Financial Implications**

5.1 It is estimated that the total capital investment in adaptations to St Marnock's Primary School will be £100,000.

5.2 The costs of the duplication of the consultative document and of the administration of the consultative process are estimated as £8,000.

6. **Future Use of the Building**

6.1 Education Services has no proposals for the future use of the St Edmund's Primary School building and it would be surplus to requirements.

7. **Consultation Process**

7.1 The education services committee of 13 October 2005 agrees that:

i. this consultative document be made available to all interested parties, including school boards;

ii. all interested parties be asked to make written submissions on the proposal to the Executive Director (Education, Training & Young People), Wheatley House, 25 Cochrane Street, Merchant City, Glasgow G1 1HL no later than Friday 9 December 2005.

iii. the Executive Director (Education, Training & Young People) will prepare a report on the results of the consultative process for consideration at a future meeting of the Education Services Committee.
The following projections are based on the Census rolls at September 2005, taking account of current placing request trends, migration and known new housing.

### 2a ROLL PROJECTION – ST EDMUND’S PRIMARY SCHOOL
**CAPACITY 205**

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<tr>
<th>Year</th>
<th>P1</th>
<th>P2</th>
<th>P3</th>
<th>P4</th>
<th>P5</th>
<th>P6</th>
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### 2b ROLL PROJECTION – ST MARNOCK’S PRIMARY SCHOOL
**CAPACITY 447**

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### 2c COMBINED SCHOOLS - ROLL PROJECTION

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Name:  
(Printed)

Address

Signature:  

Post Code

**YOUR INTEREST:** tick one box only

- Parent - St Edmund's Primary
- Staff - St Edmund's Primary
- Friend - St Edmund's Primary
- Parent - St Marnock's Primary
- Staff - St Marnock's Primary
- Friend - St Marnock's Primary
- Councillor - GCC
- Employee - GCC
- Resident - Glasgow
- Other

**YOUR VIEWS:**

Close St Edmund's Primary and transfer pupils to St Marnock's Primary

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Complete, Section B

**SECTION A:** List 3 main reasons for your views either for or against the proposal.

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**SECTION B:** Please give details of your alternative proposal.

Please state

**SECTION C:** Other Comments

Add other comments if required on the back of this sheet.
Dear

FUTURE EDUCATION PROVISION FOR DENOMINATIONAL (RC) PUPILS OF PRIMARY AGE RESIDING WITHIN THE DELINEATED AREAS OF ST EDMUND'S PRIMARY SCHOOL AND ST MARNOCK'S PRIMARY SCHOOL

Thank you for your communication which will be recorded as one of the written submissions received as a result of the public consultation on the above proposal. You will understand that due to the very large volume of responses we are unable to respond to individual comments but I can assure you they are noted and logged.

Your submission will be catalogued along with all other written submissions received and will be listed in the appendix of the report which will be submitted to the Education Services Committee. On completion of the consultation and prior to the Education Services Committee meeting you will be able to inspect the submissions at the City Chambers.

Elected members will be able to consider the issues you have raised before taking decisions on the proposals contained within the consultation document.

Thank you for writing to Education Services.

Yours sincerely

RONNIE O'CONNOR
Executive Director (Education, Training & Young People)
Our Ref AMcG/CSM Your Ref
Date As postmark
If phoning please ask for Anne McGuire

To the Parent/Guardian of pupils attending
St Edmund's Primary School

Dear Parent/Guardian

FUTURE EDUCATION PROVISION FOR DENOMINATIONAL (RC) PUPILS OF PRIMARY AGE
RESIDING WITHIN THE DELINEATED AREAS OF ST EDMUND'S PRIMARY SCHOOL AND
ST MARNOCK'S PRIMARY SCHOOL

At its meeting on 23 February 2006 the Council agreed that:

i. St Edmund's Primary School be closed at the end of session 2005/2006 and that pupils
   transfer to St Marnock's Primary School at the beginning of session 2006/2007.

ii. Pupils due to commence primary one at St Edmund's Primary School in session 2006/2007
    would transfer to the roll of St Marnock's Primary School at the beginning of session

Yours sincerely

Executive Director
(Education, Training & Young People)
GLASGOW CITY COUNCIL
EDUCATION SERVICES

RESPONSE TO THE CONSULTATION

RESULTS OF THE CONSULTATION ON THE
FUTURE EDUCATION PROVISION FOR DENOMINATIONAL (RC)
PUPILS OF PRIMARY AGE RESIDING WITHIN THE
DELINEATED AREAS OF ST EDMUNDS PRIMARY SCHOOL
AND ST MARNOCK'S PRIMARY SCHOOL

REPORT BY EXECUTIVE DIRECTOR (EDUCATION, TRAINING & YOUNG PEOPLE)
1. Introduction

1.1 As part of the development of pre-12 education in Glasgow, (Phase 4), a consultative document was issued on the future education provision for denominational (RC) pupils of primary age residing within the delineated areas of St Edmund's Primary School and St Marnock's Primary School.

1.2 Responses to the proposal contained in the document were requested from all interested parties by 9 December 2005.

1.3 Public consultation meetings were held in St Edmunc's Primary School and St Marnock's Primary School. Approximately 60 and 25 people attended them respectively.

2. Response to the Consultation

2.1 Eighty five responses to the consultation were received and these are listed in Appendix A.

2.2 A breakdown of responses and the main issues raised can be summarised as follows:
   i. Of 85 responses received 6 were supportive of the proposal and 77 were against.
   ii. Forty parents from St Edmund's Primary responded to the consultation. Thirty seven were against the proposal.
   iii. One parent from St Marnock's responded and was against the proposal.
   iv. The balance of other responses came from individuals.

2.3 The main issues raised by the respondents can be summarised as follows:
   i. School size and class size
   ii. School accommodation
   iii. Road safety
   iv. Territorial issues
   v. School performance in National Testing

Proposal E
2.4 The majority of parents did not make any representation and it is important to note that the majority of the submissions received did not address the main issue of decreasing Roman Catholic pupil roll numbers in the area.

2.5 Responses were also received from Executive Director (Culture and Sport), Director of Land Services, Director of Development & Regeneration Services and an Elected Member.

2.6 A note of the main issues raised against the proposal during the consultation and the Education Services’ comments is attached at Appendix B.

3. Conclusion

3.1 The work of St Edmund’s Primary School and St Marnock’s Primary School is highly valued by parents, as is the place of the schools within their respective communities. However, St Edmund’s Primary School is challenged in terms of its building fabric. There are also concerns in meeting obligations in respect of Health & Safety legislation. With a roll of 130 pupils and a P1 intake of 15, of which 8 were placing requests at the 2005 census, St Edmund’s Primary School is also challenged in terms of pupil numbers. Future roll projections will not see any significant increase in the number of pupils attending St Edmund’s Primary School. A challenged school is one:

- which has difficulty in delivering full education provision
- where full social provision is also curtailed by the small pupil population
- where appropriate management time is difficult to sustain and develop
- where the revenue costs per pupil are excessively high due to very low occupancy rates
- where the fabric of the building is in need of significant investment.

4. Recommendations

4.1 After consultation it is recommended that the Education Services Committee agrees the following:

i. St Edmund’s Primary School be closed at the end of session 2005/2006 and that pupils transfer to St Marnock’s Primary School at the beginning of session 2006/2007.

ii. Pupils due to commence primary one at St Edmund’s Primary School in session 2006/2007 would transfer to the roll of St Marnock’s Primary School at the beginning of session 2006/2007.
Consultation: Future Education Provision For Denominational (RC) Pupils of Primary Age Residing Within The Delineated Areas Of St Edmunds Primary School and St Marnock's Primary School

Respondents to Consultation Document

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Proposal E
RESULTS OF THE CONSULTATION ON THE FUTURE EDUCATION PROVISION FOR DENOMINATIONAL (RC) PUPILS OF PRIMARY AGE RESIDING WITHIN THE DELINEATED AREAS OF ST EDMUND’S PRIMARY SCHOOL AND ST MARNOCK’S PRIMARY SCHOOL

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<td><strong>1. School size</strong></td>
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<td>Parents from St Edmund’s indicated their preference for a smaller school and referred very positively to the quality of education and care in their present school. Some parents are concerned that there is likely to be more bullying in a larger school and that the good working relations between school staff, children and parents would be impaired. Many parents expressed their preference for small classes. There was concern among some respondents that the proposal does not adequately address future potential pupil population growth in the area.</td>
<td>If the schools are merged the school roll will be 341 – the merger will provide a viable denominational school for the area. In addition the Council’s strategy is designed to provide good resourcing for full curricular provision, for support for learning and behaviour, for the pastoral care and supervision of pupils and for working with parents. This larger school will be sustainable in the longer term given the pupil roll projections for denominational schooling in the area.</td>
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<td><strong>2. School Accommodation</strong></td>
<td><strong>2. School Accommodation</strong></td>
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<td>Many respondents expressed concern about the fitness of the accommodation at St Marnock’s and expressed concern that there was not enough room in the building and the playground and that St Edmund’s provided superior educational accommodation.</td>
<td>St Marnock’s accommodation has a capacity for 447 pupils. The design of St Marnock’s is similar but more spacious than that of St Edmund’s Primary. There is sufficient space to accommodate both the curricular and recreational activities of the school.</td>
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</tbody>
</table>
3. **Road safety**

Many respondents drew attention to the busy roads which pass through the area and which would have to be crossed by children travelling to and from St Marnock's.

3. **Road safety**

Education Services will work with Land Services School Traffic Co-ordinators and the School Senior Management Team to ensure that appropriate no parking zones are observed.

It is essential that parents transporting children to and from school are supportive of the education authority’s health and safety requirements.

4. **Territorial issues**

Many respondents referred to their fears that bringing the present schools together would result in rivalry and fighting.

On the other hand some respondents referred to the potential social benefits of bringing children from the different areas into one school community.

4. **Territorial issues**

Parents and pupils are always concerned about safety and good relations when schools come together. If the proposal is approved a detailed transition programme will be planned by the schools involving staff, pupils and parents.

Past experience indicates that any difficulties are usually overcome and that a new school identity quickly develops.

5. **School Performance in National Testing**

Some respondents cross compared 5-14 results between the two schools.

5. **School Performance in National Testing**

Both schools are striving to improve their test results. It is recognised that 5-14 attainment across all schools in the city is a focus for improvement.

6. **Continuity of education**

Many respondents expressed concern that the proposal would result in discontinuity of education for pupils. Relationships with staff in the present schools are highly valued. There is particular concern about proposed interim arrangements until the new building is ready.

6. **Continuity of education**

Staff will transfer with the pupils. As both schools are part of the Lourdes learning community they will be ensuring that curricular resources are common to all schools in the community. A careful programme of joint curricular and social events are held to allow both communities to come together.

7. **Parental choice**

Some parents expressed concern that the proposal would reduce parental choice.

7. **Parental choice**

It is correct that the reduction of the number of schools in an area will reduce parental choice. The pupil population, however, cannot sustain the number of primary schools which the authority currently has in this area.
<table>
<thead>
<tr>
<th>8. Community facilities</th>
<th>8. Community facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some respondents expressed concern that the closure of St Edmund's Primary School would remove an important community facility in the area.</td>
<td>There are currently no community lets in St Edmund's and there is no history of letting this facility in the recent past.</td>
</tr>
</tbody>
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<tbody>
<tr>
<td>A small number of respondents expressed concern that the proposal was financially driven.</td>
<td>The Council's strategy aims to make best use of the available resourcing, reducing expenditure on unused school places and providing viable schools for the future.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Staffing issues</th>
<th>10. Staffing issues</th>
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</thead>
<tbody>
<tr>
<td>As already indicated, parents' value highly the work of the staff in the present schools. Some respondents expressed concern about arrangements for the appointment of staff to the proposed larger school.</td>
<td>Many existing teaching and support staff from St Edmund's will be offered posts in St Marnock's. Arrangements for the redeployment of staff, including the head teacher, will be in line with the agreed policy relating to school closures.</td>
</tr>
</tbody>
</table>
Glasgow City Council
Education Services Committee
Report by Executive Director (Education, Training & Young People)
Contact: Ronnie O' Connor, Executive Director (Education, Training & Young People)

Pre 12 Strategy (Phase 4)
Response to the Consultation Documents

Purpose of Report:
This report is to advise members of the results of the consultation on the proposals contained in the (Phase 4) review of pre 12 education in the city. Responses to and recommendations on each proposal are included in this report.

Recommendations:
After consultation, it is recommended that the Education Services Committee agrees the following:

i. to note the results of the consultation on the Pre12 Strategy (Phase 4) proposals.

ii. to approve the recommendations as detailed in the responses to the consultation on each of the twenty-one (Phase 4) proposals.

iii. to instruct the Executive Director to implement the recommendations within the agreed financial framework.

iv. to note the appropriate timescales for all relevant buildings and sites to be declared surplus to the requirements of Education Services and refer this report to the Development & Regeneration Services Committee for noting.

v. to instruct the relevant council services to commence the procedures for procurement of the new building works.

vi. to instruct the Executive Director to provide regular capital monitoring and building progress reports to the Education Services Committee.

vii. to instruct the Executive Director to review the current capacity of the Education Services Pre 12 Project Team to deliver the (Phase 4) proposals.

Ward No(s):
Local member(s) advised: Yes ☑ No ☐
Consulted: Yes ☑ No ☐
1. Introduction

1.1 At its meeting of 13 October 2005 the Education Services Committee agreed to consult on the Pre 12 Strategy, (Phase 4) proposals.

1.2 Consultation documents were issued to the relevant staff, parents, school boards and all interested parties on 13 October 2005.

1.3 The (Phase 4) proposals were devised using the following criteria:-

- schools which because of a reduced roll are challenged in delivering full education provision, in particular, class composition, learning support and management issues
- distressed buildings which could pose a future potential health and safety difficulty
- areas of Glasgow where the investment in a reformed pre-12 education service would greatly assist social, housing and economic regeneration as well as raising standards of educational attainment.

2. The Consultation Process

2.1 Discussions were held with the heads of all affected establishments to explain the proposals and ascertain their views.

2.2 Meetings took place with all staff in each of the educational establishments affected to explain the proposals and the consultation process and advise on any related personnel issues.

2.3 The Roman Catholic Archdiocese was formally consulted on all proposals affecting denominational (RC) schools.

2.4 Public meetings were held in each establishment for parents, school boards and any interested parties. Officers explained the proposals and the consultation process, they also answered any relevant questions emphasising the importance of sending responses in writing to the Executive Director by the end of the consultation period on 9 December 2005.

2.5 In total, 75 public and staff meetings were held as part of the consultation process.

2.6 Responses were received from local elected members, MPs and MSPs.

2.7 Responses were received from the following Directors of Council Services

- the Executive Director (Culture and Sport)
- the Director of Land Services
- the Director of Development and Regeneration Services

2.8 In total, 4,505 responses were received from parents, members of staff, local organisations, residents of Glasgow and persons living outwith Glasgow.

2.9 Twelve petitions were received from respondents and they are noted in the relevant response to consultation documents.

2.10 Many common issues and concerns were raised in all of the proposals which can be summarised as follows:
### COMMON COMMENTS FROM RESPONDENTS IN FAVOUR OF PROPOSALS

1. Recognition of falling pupil rolls in the area  
2. Present buildings in poor state of repair – leaking roofs and windows etc  
3. Lack of modern facilities such as proper games halls, PE facilities, all weather pitches and appropriate ICT provision  
4. Potential use of the new facilities by the community  
5. The advantages of a modern purpose built facility designed for education in the 21st Century  
6. Insufficient space in current buildings to deliver a modern curriculum  
7. Improved pupil security  
8. Improved provision for pupils during inclement weather  
9. Benefits of co-locating pre-5 and primary provision, including where appropriate SEN units, in the one building.

### COMMON COMMENTS FROM THOSE RESPONDENTS AGAINST PROPOSALS

1. Future pupil roll populations and local planning  
2. Site location of school and issues of distance and convenience  
3. School size and class size  
4. Road safety issues  
5. Territorial issues  
6. Continuity of education for pupils  
7. Staffing of the proposed school  
8. The potential loss of community facilities

2.11 Details of the issues and concerns to each individual proposal are attached as Appendix B in the separate individual response documents.

### 3. Conclusion

3.1 In many of the consultations there was support by the respondents for the council’s initiative where two schools were being amalgamated with pre-5 facilities and a new building proposed.  
3.2 There was less support for options involving more than two schools with appropriate pre-5 facilities. The debate locally focused primarily on the most appropriate location for a new build school.  
3.3 There was very little support for the merger of schools where no new build was offered.  
3.4 A further analysis of the responses to the consultation indicates that of the 4500 responses approximately 1300 of these were from parents.  
3.5 It is important to note that in the majority of the submissions which were against the proposals, respondents did not address the main strategic issues facing the council regarding a decreasing pupil population and the continuing dilapidation of the building fabric in the primary and pre-5 estate.
3.6 The status quo does not represent good value to the council, either in respect of the education provision in primary schools or pre-5 establishments or in its use of available finances.

3.7 Experience from the recent new build schools shows that parents are pleased with the new buildings and have found that their original misgivings regarding, schools joining together, travel to school and curricular continuity were unfounded.

3.8 Although some head teachers will be displaced, the vast majority of staff, both teaching and support staff will transfer with their pupils to the new schools ensuring continuity of children’s education. There will be no compulsory redundancies.

4. Summary of the Recommendations of each proposal

Proposal A
Denominational (RC) and Non-denominational Education in Ruchill

SPECIFIC ISSUES RAISED DURING CONSULTATION

i. Accommodation
ii. Integration
iii. School site and safety
iv. Road safety
v. Alternative site
vi. After school care
vii. Communication Disorder Unit

Recommendation for Proposal A

i. A new multiplex will replace the existing provision at Ruchill Primary School and Wester Common Primary School for the non-denominational sector and Our Lady of the Assumption Primary School and St Cuthbert’s Primary School for the denominational (RC) sector. The Ruchill Communication Disorder Unit and Wester Common Nursery School, which are currently based in Ruchill Primary School and St Cuthbert’s Primary School respectively, will also transfer to the new multiplex.

ii. The new multiplex containing a new St Cuthbert’s Primary School and a new Wester Common Primary School with pre-5 facilities and a Communication Disorder Unit will be constructed in the Ruchill area on the football pitch adjacent to the former hospital site.

iii. Pupils and staff will remain in their current establishments until the new multiplex is complete.

iv. On completion of the new multiplex building, it is proposed that Ruchill Primary School be closed with effect from the end of school session 2007/2008 and pupils transferred to the roll of the new Wester Common Primary School with effect from August 2008 or before or after this date dependent on construction of the new building.

v. Pupils due to commence primary one at Ruchill Primary School in session 2008/2009 would also transfer to the roll of the new Wester Common Primary School from August 2008.

vi. Pupils who currently reside within the shared catchment areas of Ruchill Primary School and Dunard Primary School will retain the right to attend the new Ruchill Primary School or Dunard Primary School, dependent on parental choice.
vii. As both Ruchill Primary School and Wester Common Primary School are associated with Cleveden Secondary School, the proposal will have no effect on the existing arrangements for transfer to secondary education.

viii. Ruchill Communication Disorder Unit and Wester Common Nursery School, which are currently based in Ruchill Primary School and St Cuthbert's Primary School respectively, will also transfer to the new multiplex with effect from August 2008 or before or after this date dependent on construction of the new building.

ix. On completion of the new multiplex building, it is also proposed that Our Lady of the Assumption Primary School be closed with effect from the end of school session 2007/2008 and pupils transferred to the roll of the new St Cuthbert's Primary School with effect from August 2008 or before or after this date dependent on construction of the new building.

x. Pupils due to commence primary one at Our Lady of the Assumption Primary School in session 2008/2009 would also transfer to the roll of the new St Cuthbert's Primary School from August 2008.

xi. Pupils who currently reside within the shared catchment areas of Our Lady of the Assumption Primary School and St Augustine's Primary School will retain the right to attend the new St Cuthbert's Primary School or, the new denominational (RC) primary school in Milton dependent on parental choice.

xii. Pupils who currently reside within the shared catchment areas of Our Lady of the Assumption Primary School and St Charles' Primary School will retain the right to attend the new St Cuthbert's Primary School or St Charles' Primary School, dependent on parental choice.

xiii. As both Our Lady of the Assumption Primary School and St Cuthbert's Primary School are associated with St Roch's Secondary School, the proposal will have no effect on the existing arrangements for transfer to secondary education.

Proposal B
Non-denominational Education in Maryhill

<table>
<thead>
<tr>
<th>SPECIFIC ISSUES RAISED DURING CONSULTATION</th>
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<tbody>
<tr>
<td>1. School size and class size and quality of education provision</td>
</tr>
<tr>
<td>2. Territorial issues – bullying</td>
</tr>
<tr>
<td>3. Continuity of education</td>
</tr>
<tr>
<td>4. Playground supervision</td>
</tr>
<tr>
<td>5. Traffic</td>
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</tbody>
</table>

Recommendation for Proposal B

i. Maryhill Primary School be closed at the end of session 2005/2006 and that pupils transfer to Parkview Primary School at the beginning of session 2006/2007.

ii. Pupils due to commence primary one at Maryhill Primary School in session 2006/2007 would also transfer to the roll of Parkview Primary School at the beginning of session 2006/2007.

iii. Pupils who currently reside within the shared catchment areas of Maryhill Primary School and Cadder Primary School will retain the right to attend Cadder Primary School or Parkview Primary School, dependent on parental choice.

iv. As both Maryhill Primary School and Parkview Primary School are associated with Cleveden Secondary, the proposed closure will have no effect on the existing transfer arrangements to secondary education.

summaryamended23jan00
Proposal C
Denominational (RC) Education in Nitshill and Priesthill

<table>
<thead>
<tr>
<th>SPECIFIC ISSUES RAISED DURING CONSULTATION</th>
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<tbody>
<tr>
<td>i. School location and future catchment areas</td>
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<tr>
<td>ii. Road safety</td>
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<tr>
<td>iii. Territorial issues</td>
</tr>
<tr>
<td>iv. Continuity of education</td>
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<tr>
<td>v. Staffing issues</td>
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</tbody>
</table>

Recommendation for Proposal C

i. A new denominational (RC) primary school with pre-5 facilities will replace the existing provision at St Bernard’s Primary School, St Robert’s Primary School and Woodacre Nursery School.

ii. The new St Bernard’s Primary School with pre-5 facilities will be constructed in the Nitshill area on the current site of St Bernard’s Primary School.

iii. Woodacre Nursery School which is currently located in its own building will also move to the new primary school with effect from August 2008 or before or after this date dependent on construction of the new building.

iv. St Robert’s Primary School will be closed at the end of session 2005/2006 and pupils transferred to the roll of St Bernard’s Primary School. Pupils from St Bernard’s Primary School will be decanted temporarily to the former St Robert’s Primary School building at the beginning of session 2006/2007 until the completion of the new building at the St Bernard’s site.

v. Pupils due to commence primary one at St Robert’s Primary School in session 2006/2007 would also transfer to the roll of St Bernard’s Primary School from the beginning of session 2006/2007.

vi. Pupils who currently reside within the shared catchment areas of St Bernard’s Primary School and St Angela’s Primary School will retain the right to attend St Bernard’s Primary School or St Angela’s Primary School, dependent on parental choice.

vii. As both St Robert’s Primary School and St Bernard’s Primary School are associated with St Paul’s High School, the proposed closure will have no effect on the existing transfer arrangements to secondary education.
Proposal D
Non-denominational Education in Nitshill and Priesthill

<table>
<thead>
<tr>
<th>SPECIFIC ISSUES RAISED DURING CONSULTATION</th>
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<tbody>
<tr>
<td>i.  School location</td>
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<td>ii. School size</td>
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<td>iii. Road safety</td>
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<tr>
<td>iv. Continuity of education</td>
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<tr>
<td>v.  Parental choice</td>
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<tr>
<td>vi. Community facilities</td>
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<tr>
<td>vii. Staffing issues</td>
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<tr>
<td>viii. School name</td>
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</tbody>
</table>

Recommendation for Proposal D

i. A new non-denominational primary school will replace the existing provision at Househillmuir Primary School, Burnbrae Primary School, Nitshill Primary School and Burnbrae Children's Centre.

ii. The new Househillmuir Primary School with pre-5 facilities will be constructed in the Priesthill area on the site of Househillmuir Primary School football pitches.

iii. Burnbrae Children's Centre, which is currently located in its own building adjacent to Burnbrae Primary School, will also move to the new primary school with effect from August 2008 or before or after this date dependent on construction of the new building.

iv. Pupils and staff will remain in their current establishments until the new school is completed.

v. On completion of the new building, it is proposed that Burnbrae Primary School and Nitshill Primary School be closed with effect from the end of school session 2007/2008 and pupils transferred to the roll of the new Househillmuir Primary School with effect from August 2008 or before or after this date dependent on construction of the new building.

vi. Pupils due to commence primary one at Nitshill Primary School or Burnbrae Primary School in session 2008/2009 would also transfer to the roll of the new Househillmuir Primary School from August 2008.

vii. As Burnbrae Primary School, Househillmuir Primary School and Nitshill Primary School are associated with Hillpark Secondary School, the proposed closure will have no effect on the existing transfer arrangements to secondary education.

Proposal E
Denominational (RC) Education in Pollok and Cokerhill

<table>
<thead>
<tr>
<th>SPECIFIC ISSUES RAISED DURING CONSULTATION</th>
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<tbody>
<tr>
<td>i.  School size and class size</td>
</tr>
<tr>
<td>ii. School accommodation</td>
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<td>iii. Road safety</td>
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<tr>
<td>iv. Territorial issues</td>
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<tr>
<td>v.  School performance in National Testing</td>
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<tr>
<td>vi. Continuity of Education</td>
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<tr>
<td>vii. Parental Choice</td>
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<tr>
<td>viii. Community facilities</td>
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<tr>
<td>ix.  Financial issues</td>
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<tr>
<td>x.  Staffing issues</td>
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</table>
Recommendation for Proposal E

i. St Edmund's Primary School be closed at the end of session 2005/2006 and that pupils transfer to St Marnock's Primary School at the beginning of session 2006/2007.

ii. Pupils due to commence primary one at St Edmund's Primary School in session 2006/2007 would transfer to the roll of St Marnock's Primary School at the beginning of session 2006/2007.

iii. As both St Edmund’s Primary School and St Marnock's Primary School are associated with Lourdes Secondary School, the proposed closure will have no effect on the existing transfer arrangements to secondary education.

Proposal F
Non-denominational Education in Easterhouse

<table>
<thead>
<tr>
<th>SPECIFIC ISSUES RAISED DURING CONSULTATION</th>
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<tbody>
<tr>
<td>i. School location</td>
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<tr>
<td>ii. School size and nurture classes</td>
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<tr>
<td>iii. Road safety</td>
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<tr>
<td>iv. Territorial issues</td>
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<tr>
<td>v. Continuity of education</td>
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<tr>
<td>vi. Community facilities</td>
</tr>
<tr>
<td>vii. Financial issues</td>
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<tr>
<td>viii. Staffing issues</td>
</tr>
<tr>
<td>ix. School name</td>
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</tbody>
</table>

Recommendation for Proposal F

i. A new non-denominational primary school with pre-5 facilities will replace the existing provision at Bishoploch Primary School, Blairtummock Primary School, Commonhead Primary School, Rogerfield Primary School and St Clare's Day Nursery.

ii. The new build non-denominational primary school with pre-5 facilities will be built in the Easterhouse area on the site of the former St Clare's Primary School.

iii. St Clare's Day Nursery, which is currently located at Blairtummock Primary School, will also move to the new building with effect from August 2008 or before or after this date dependent on construction of the new building.

iv. Pupils and staff will remain in their current establishments until the new school is completed.

v. On completion of the new building, it is proposed that Bishoploch Primary School, Blairtummock Primary School, Commonhead Primary School and Rogerfield Primary School be amalgamated with effect from the end of school session 2007/2008 and pupils transferred to the roll of the new combined non-denominational primary school with effect from August 2008 or before or after this date dependent on construction of the new building.

vi. Pupils due to commence primary one at Bishoploch Primary School, Blairtummock Primary School; Commonhead Primary School and Rogerfield Primary School in session 2008/2009 would also transfer to the roll of the new non-denominational primary school from August 2008.

vii. Pupils who currently reside within the shared catchment areas of Bishoploch Primary School and Provanhall Primary School will retain the right to attend the new combined non-denominational primary school or the new Easthall Primary School, dependent on parental choice.

summary amended 20 Jan 06
viii. As Bishoploch Primary School, Blairtummock Primary School, Commonhead Primary School and Rogerfield Primary School are associated with Lochend Community High School, the proposed closure will have no effect on the existing transfer arrangements to secondary education.

Proposal G
Non-denominational Education in Central Easterhouse

<table>
<thead>
<tr>
<th>SPECIFIC ISSUES RAISED DURING CONSULTATION</th>
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<tbody>
<tr>
<td>i.  Schools involved in the specific proposals</td>
</tr>
<tr>
<td>ii. School location</td>
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<tr>
<td>iii. Alternative locations</td>
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<tr>
<td>iv. School size</td>
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<tr>
<td>v.  Road safety</td>
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<tr>
<td>vi. Transport to schools</td>
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<tr>
<td>vii. Territorial issues</td>
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<tr>
<td>viii. Continuity of education</td>
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<tr>
<td>ix. Financial issues</td>
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<tr>
<td>x.  School name</td>
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</tbody>
</table>

Recommendation for Proposal G

i. A new non-denominational primary school with pre-5 facilities and a Communication Disorder Unit will replace the existing provision at Easthall Primary School, Provanhall Primary School, Provanhall Primary School Nursery Class, Wellhouse Primary School, Easthall Nursery School, Newhurst Nursery School and Barlanark Communication Disorder Unit.

ii. Easthall Nursery School, Newhurst Nursery School and Provanhall Primary School Nursery Class will close and amalgamate to form a new Nursery School at the new school building with effect from August 2008 or before or after this date dependent on construction of the new building.

iii. The new Easthall Primary School with pre-5 facilities and a Communication Disorder Unit will be built in the Central Easterhouse area on the site of the current Ogilvie Primary School.

iv. Barlanark Communication Disorder Unit, which is currently based in Barlanark Primary School, will relocate temporarily to Provanhall Primary School during session 2006/2007. Upon completion of the new Easthall Primary School, the Unit will move into the new building from August 2008 or before or after this date dependent on the construction of the new building.

v. Pupils and staff will remain in their current establishments until the new school is completed.

vi. On completion of the new building, it is proposed that Provanhall Primary School and Wellhouse Primary School be closed with effect from the end of school session 2007/2008 and pupils transferred to the roll of the new Easthall Primary School with effect from August 2008 or before or after this date dependent on construction of the new building.

vii. Pupils due to commence primary one at Provanhall Primary School and Wellhouse Primary School in session 2008/2009 would also transfer to the roll of the new Easthall Primary School from August 2008.

viii. Pupils who currently reside within the shared catchment areas of Provanhall Primary School and Bishoploch Primary School will retain the right to attend the new combined non-denominational primary school or the new Easthall Primary School, dependent on parental choice.
ix. As Easthall Primary School, Provanhall Primary School and Wellhouse Primary School are associated with Lochend Community High School, the proposed closures will have no effect on the existing transfer arrangements to secondary education.

Proposal H
Non-denominational Education in Barlanark and Sandaig

<table>
<thead>
<tr>
<th>SPECIFIC ISSUES RAISED DURING CONSULTATION</th>
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<tbody>
<tr>
<td>i. Safety of children</td>
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<tr>
<td>ii. Territorial issues</td>
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<tr>
<td>iii. Movement of Communication Disorder Unit pupils</td>
</tr>
<tr>
<td>iv. Facilities at Sandaig</td>
</tr>
<tr>
<td>v. Size of Sandaig</td>
</tr>
<tr>
<td>vi. Loss of Barlanark as a community resource</td>
</tr>
</tbody>
</table>

Recommendation for Proposal H

i. Barlanark Primary School be closed at the end of session 2005/2006 and that pupils transfer to Sandaig Primary School at the beginning of session 2006/2007.

ii. Barlanark Communication Disorder Unit, which is currently based in Barlanark Primary School, will relocate temporarily to Provanhall Primary School during session 2006/2007. Upon completion of the new Easthall Primary School, the Unit will move into the new building from August 2008 or before or after this date dependent on the construction of the new building.

iii. Pupils due to commence primary one at Barlanark Primary School in session 2006/2007 would also transfer to the roll of the Sandaig Primary School at the beginning of session 2006/2007.

iv. As both Barlanark Primary School and Sandaig Primary School are associated with Bannerman High School, the proposed closure will have no effect on the existing transfer arrangements to secondary education.

Proposal I
Denominational (RC) Education in Easterhouse

<table>
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<tr>
<th>SPECIFIC ISSUES RAISED DURING CONSULTATION</th>
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<td>i. School location</td>
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<td>ii. School size</td>
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<td>iii. Road safety</td>
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<tr>
<td>iv. Territorial issues</td>
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<tr>
<td>v. Continuity of education</td>
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<tr>
<td>vi. School catchment area</td>
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<td>vii. Community facilities</td>
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<td>viii. Financial issues</td>
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<tr>
<td>ix. Staffing issues</td>
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</tbody>
</table>

Recommendation for Proposal I

i. A new denominational (RC) primary school with pre-5 facilities will replace the existing provision at St Jude's Primary School, Ogilvie Primary School and Barlanark Family Learning Centre.
The new build denominational (RC) primary school with pre-5 facilities will be constructed on the site of the current Barlanark Primary School.

On completion of the new building Barlanark Family Learning Centre which is located in its own building will also move to the new primary school with effect from August 2008 or before or after this date dependent on construction of the new building.

Ogilvie Primary School and St Jude's Primary School will be closed at the end of session 2005/2006 and pupils transferred to the roll of the new denominational (RC) primary school. Pupils of the new denominational (RC) primary school will occupy, on an interim basis, the former St Jude's Primary School building until completion of the new building.

Pupils due to commence primary one at Ogilvie Primary School and St Jude's Primary School in session 2006/2007 would also transfer to the roll of the new denominational (RC) primary school from the beginning of session 2006/2007.

St Jude's Primary School and Ogilvie Primary School are associated with St Andrew's Secondary School. Pupils of Ogilvie Primary School who reside within the former Springhill Farm area will continue to retain the right to transfer to St Ambrose High School. The proposed closure will have no effect on the existing transfer arrangements to secondary education.

Proposal J
Non-denominational Education in Hillhead

<table>
<thead>
<tr>
<th>SPECIFIC ISSUES RAISED DURING CONSULTATION</th>
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<tbody>
<tr>
<td>i. School location</td>
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<tr>
<td>ii. School size and class size</td>
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<tr>
<td>iii. The proposed new build</td>
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<tr>
<td>iv. Continuity of education</td>
</tr>
<tr>
<td>v. Potential community impact</td>
</tr>
<tr>
<td>vi. Financial issues</td>
</tr>
<tr>
<td>vii. The Primary Bilingual Support Unit</td>
</tr>
<tr>
<td>viii. Consultation process</td>
</tr>
<tr>
<td>ix. Alternative proposals</td>
</tr>
</tbody>
</table>

Recommendation for Proposal J

i. A new non-denominational primary school with pre-5 facilities will replace the existing provision at Dowanhill Primary School, Hillhead Primary School, Kelvinhaugh Primary School, Willowbank Primary School, Dowanhill Nursery School and Willows Nursery School.

ii. The new Hillhead Primary with pre-5 facilities will be built in the Hillhead area on the gap site at Otago Street and Gibson Street.

iii. On completion of the new building Willows Nursery School, which is currently located at Willowbank Primary School, and Dowanhill Nursery School, which is currently located in the Dowanhill Primary School building, will close and amalgamate to form a new nursery school with effect from August 2008 or before or after this date dependent on construction of the new building.

iv. The Primary Bilingual Support Unit which is currently located at Dowanhill Primary School will relocate to Oakgrove Primary School from the beginning of session 2006/2007.

v. Pupils and staff will remain in their current establishments until the new school is completed.
vi. On completion of the new building, it is proposed that Kelvinhaugh Primary School, Willowbank Primary School and Dowanhill Primary School be closed with effect from the end of school session 2007/2008 and pupils transferred to the roll of the new Hillhead Primary School with effect from August 2008 or before or after this date dependent on construction of the new building.

vii. Pupils due to commence primary one at Dowanhill Primary School, Kelvinhaugh Primary School and Willowbank Primary School in session 2008/2009 would also transfer to the roll of the new Hillhead Primary School from August 2008.

viii. Pupils who currently reside within the shared catchment areas of Anderston Primary School and Willowbank Primary School will continue to retain the right to attend Anderston Primary School or the new Hillhead Primary School, dependent on parental choice.

ix. Pupils who currently reside within the shared catchment areas of Anderston Primary School and Kelvinhaugh Primary School will continue to retain the right to attend Anderston Primary School or the new Hillhead Primary School, dependent on parental choice.

x. Pupils who currently reside within the shared catchment areas of Dowanhill Primary School, Hyndland Primary School and Thornwood Primary School will continue to retain the right to attend the new Hillhead Primary School, Hyndland Primary School or Thornwood Primary School, dependent on parental choice.

xi. As Dowanhill Primary School, Hillhead Primary School, Kelvinhaugh Primary School and Willowbank Primary School are associated with Hillhead High School, the proposed closure will have no effect on the existing transfer arrangements to secondary education.

Proposal K
Denotional (RC) Education in the West End

<table>
<thead>
<tr>
<th>SPECIFIC ISSUES RAISED DURING CONSULTATION</th>
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<tbody>
<tr>
<td>i. Proposed site</td>
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<tr>
<td>ii. Class size</td>
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<tr>
<td>iii. Road safety</td>
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<tr>
<td>iv. School design</td>
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<tr>
<td>v. Continuity of education</td>
</tr>
<tr>
<td>vi. Parental choice</td>
</tr>
<tr>
<td>vii. School name</td>
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</tbody>
</table>

Recommendation for Proposal K

i. A new denominational (RC) primary school with pre-5 facilities be built in the West End area to replace Notre Dame Primary School, St Peter’s Primary School and Anderson Street Nursery School.

ii. The new build denominational (RC) primary school with pre-5 facilities will be constructed at Dowanhill Primary School.

iii. Anderson Street Nursery School which is currently located in its own accommodation will be relocated to the new school in August 2009 or before or after this date, dependent on construction of the new building.

iv. Pupils and staff will remain in their current establishments until the new school is completed.

v. On completion of the new building, it is proposed that St Peter’s Primary School be closed with effect from the end of school session 2008/2009 and pupils transferred to the roll of the new Notre Dame Primary School with effect from August 2009 or before or after this date dependent on construction of the new building.
vi. Pupils due to commence primary one at St Peter's Primary School in session 2009/2010 would also transfer to the roll of the new Notre Dame Primary School from August 2009.

vii. As both Notre Dame Primary School and St Peter's Primary School are currently associated with Notre Dame High School and St Thomas Aquinas Secondary School, the proposed closure will have no effect on the existing transfer arrangements to secondary education.

Proposal L
Non-denominational Education in Temple

<table>
<thead>
<tr>
<th>SPECIFIC ISSUES RAISED DURING CONSULTATION</th>
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<tbody>
<tr>
<td>i. School size and quality of education</td>
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<tr>
<td>ii. Class size</td>
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<tr>
<td>iii. Territorial issues</td>
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<tr>
<td>iv. Continuity of education</td>
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<tr>
<td>v. Community facilities</td>
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<tr>
<td>vi. Positive HMIE report</td>
</tr>
<tr>
<td>vii. Staffing</td>
</tr>
</tbody>
</table>

Recommendation for Proposal L

i. Temple Primary School be closed at the end of session 2006/2007 and that pupils transfer to Knightswood Primary School at the beginning of session 2007/2008.

ii. Pupils due to commence primary one at Temple Primary School in session 2007/2008 would also transfer to the roll of the Knightswood Primary School at the beginning of session 2007/2008.

iii. The extension to Knightswood Primary School will be located at the north eastern wing of the current Knightswood Primary School.

iv. Pupils who currently reside within the shared catchment areas of Temple Primary School and Kelvindale Primary School will retain the right to attend Knightswood Primary School or Kelvindale Primary School dependent on parental choice.

v. As both Temple Primary School and Knightswood Primary School are associated with Knightswood Secondary School, the proposed closure will have no effect on the existing transfer arrangements to secondary education.

Proposal M
Non-denominational Education in West Govan

<table>
<thead>
<tr>
<th>SPECIFIC ISSUES RAISED DURING CONSULTATION</th>
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<tbody>
<tr>
<td>i. School location</td>
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<td>ii. School size</td>
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<tr>
<td>iii. Road safety</td>
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<td>iv. Territorial issues</td>
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<td>v. Continuity of education</td>
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<td>vi. Parental choice</td>
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<tr>
<td>vii. Community facilities</td>
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<tr>
<td>viii. Staffing issues</td>
</tr>
</tbody>
</table>
**Recommendation for Proposal M**

i. Drumoyne Primary School, Elder Park Primary School, Greenfield Primary School and Govan Family Learning Centre be amalgamated into a new non-denominational primary school with pre-5 facilities.

ii. A new build non-denominational primary school with pre-5 facilities will be located on the site of Pirie Park.

iii. Govan Family Learning Centre which is currently located at Drumoyne Primary School, will transfer to the new building with effect from August 2008 or before or after this date dependent on construction of the new building.

iv. Greenfield Nursery Class currently located in Greenfield Primary School will transfer to the site of St Jerome’s Primary School with effect from August 2008 or before or after this date dependent on construction of the new building.

v. Pupils and staff will remain in their current establishmets until the refurbishment or new build is completed.

vi. On completion of the new build, it is proposed that Drumoyne Primary School, Elder Park Primary School and Greenfield Primary School be amalgamated with effect from the end of school session 2007/2008 and pupils transferred to the roll of the new combined non-denominational primary school with effect from August 2008 or before or after this date dependent on construction of the new building.

vii. Pupils due to commence primary one at Drumoyne Primary School, Elder Park Primary School and Greenfield Primary School in session 2008:2009 would also transfer to the roll of the new non-denominational primary school from August 2008.

viii. Pupils who currently reside within the shared catchment areas of Drumoyne Primary School and Craigton Primary School will retain the right to attend the new non-denominational primary school or Craigton Primary School, dependent on parental choice.

ix. As Drumoyne Primary School, Elder Park Primary School and Greenfield Primary Schools are associated with Govan High School, the proposed closure will have no effect on the existing transfer arrangements to secondary education.

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**Proposal N**

Denominational (RC) and Non-denominational Education in the East Govan area

<table>
<thead>
<tr>
<th><strong>SPECIFIC ISSUES RAISED DURING CONSULTATION</strong></th>
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<tbody>
<tr>
<td>i. School location</td>
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<td>iii. Road safety</td>
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<td>iv. Territorial issues</td>
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<td>v. Continuity of education</td>
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<tr>
<td>vi. Community facilities</td>
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<tr>
<td>vii. Financial issues</td>
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<td>viii. Staffing issues</td>
</tr>
</tbody>
</table>

**Recommendation for Proposal N**

i. A new multiplex with pre-5 facilities will replace the existing provision at Hill's Trust Primary School and Copeland Primary School for the non-denominational sector, St Saviour's Primary School for the denominational (RC) sector and Broomloan Nursery School.
ii. The new build multiplex containing St Saviour’s Primary School and a new non-denominational primary school with pre-5 facilities will be built in the Govan area on the site of the former St Gerard’s Secondary School.

iii. Broomloan Nursery School, which is currently based at the former St Gerard’s Secondary School, will be relocated, at the end of session 2005/2006 to the existing Copeland Primary School building until completion of the new building when it will transfer to the new multiplex with effect from August 2008 or before or after this date dependent on construction of the new building.

iv. Cartvale School, which is currently located at the former St Gerard’s Secondary School, will be relocated temporarily to a surplus education establishment at the end of session 2005/2006 and on completion of the new build multiplex transfer to the former Copeland Primary School building with effect from August 2008 or before or after this date dependent on construction of the new building.

v. Pupils and staff of all three primary schools affected will remain in their current establishments until the new multiplex is complete.

vi. On completion of the new build multiplex, it is proposed that Copeland Primary School and Hill’s Trust Primary School be closed and amalgamated with effect from the end of school session 2007/2008 and pupils transferred to the roll of the new combined non-denominational primary school with effect from August 2008 or before or after this date dependent on construction of the new building.

vii. Pupils due to commence primary one in Copeland Primary School and Hill’s Trust Primary School in session 2008/2009 would also transfer to the roll of the new non-denominational primary school from August 2008.

viii. Pupils who currently reside within the shared catchment areas of Copeland Primary School and Ibrox Primary School will retain the right to attend the new non-denominational primary school or Ibrox Primary School, dependent on parental choice.

ix. As both Copeland Primary School and Hill’s Trust Primary School are associated with Govan High School and St Saviour’s Primary School is associated with Lourdes Secondary School, the proposed closures will have no effect on the existing transfer arrangements to secondary education.

Proposal O
Denominational (RC) Education in Govan and surrounding areas

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<thead>
<tr>
<th>SPECIFIC ISSUES RAISED DURING CONSULTATION</th>
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<td>vi.</td>
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</table>

Recommendation for Proposal O

i. St Jerome’s Primary School and St Anthony’s Primary School be amalgamated into a new denominational (RC) primary school with pre-5 facilities.

ii. A new build denominational (RC) primary school with pre-5 facilities will be located on the site of the current St Jerome’s Primary School.
iii. The new school will replace the existing provision at St Jerome's Primary School and St Anthony's Primary School.

iv. On completion of the new primary school building the nursery class currently located at Greenfield Primary School will be transferred to the new building with effect from August 2008 or before or after this date dependent on construction of the new building.

v. St Anthony's Primary School and St Jerome's Primary School will be closed at the end of session 2005/2006 and pupils transferred to the roll of the new denominational (RC) primary school. Pupils from both former schools will transfer to the new denominational (RC) primary school located temporarily at the former St Anthony's Primary School building at the beginning of session 2006/2007 until the completion of the new build at the St Jerome's site.

vi. Pupils due to commence primary one at St Anthony's Primary School and St Jerome's Primary School in session 2006/2007 would also transfer to the roll of the new denominational (RC) primary school from the beginning of session 2006/2007.

vii. As both St Jerome's Primary School and St Anthony's Primary School are associated with Lourdes Secondary School, the proposal will have no effect on the existing arrangements for transfer to secondary education.

Proposal P
Denominational (RC) Education in Arden and Carnwadric

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<thead>
<tr>
<th>SPECIFIC ISSUES RAISED DURING CONSULTATION</th>
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<tbody>
<tr>
<td>i.  School location</td>
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<td>ii. School size</td>
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<td>iii. Road safety</td>
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<td>iv. Continuity of education</td>
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<td>v.  After school care</td>
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<tr>
<td>vi. Financial issues</td>
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<tr>
<td>vii. School name</td>
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</tbody>
</table>

Recommendation for Proposal P

i. A new denominational (RC) primary school with pre-5 facilities and a Communication Disorder Unit will replace the existing provision at St Vincent's Primary School, St Louise's Primary School, Thornlaw Nursery School and St Vincent's Communication Disorder Unit.

ii. The new St Vincent's Primary School with pre-5 facilities and a Communication Disorder Unit will be built on the site of St Vincent's Primary School football pitches.

iii. On completion of the new building Thornlaw Nursery School which is located in its own building will also move to the new primary school with effect from August 2008 or before or after this date dependent on construction of the new building.

iv. The St Vincent's Communication Disorder Unit which is currently based in St Vincent's Primary School will also move to the new building with effect from August 2008 or before or after this date dependent on construction of the new building.

v. Pupils and staff will remain in their current establishments until the new school is completed.

vi. On completion of the new building, it is proposed that St Louise's Primary School be closed with effect from the end of school session 2007/2008 and pupils transferred to the roll of the new St Vincent's Primary School with effect from August 2008 or before or after this date dependent on construction of the new building.
vii. Pupils due to commence primary one at St Louise's Primary School in session 2008/2009 would also transfer to the roll of the new St Vincent's Primary School from August 2008.

viii. Pupils who currently reside within the shared catchment areas of St Louise's Primary School and St Angela's Primary School will continue to retain the right to attend the new St Vincent's Primary School or St Angela's Primary School, dependent on parental choice.

ix. The proposed closure will have no effect on existing transfer arrangements to secondary education. Pupils within the current catchment area of St Vincent's will continue to go to St Paul's High School. Pupils who will reside within the former delineated area of St Louise's Primary will continue to retain the right to transfer to St Ninian's High School (East Renfrewshire).

Proposal Q
Non-denominational Education in Arden and Carnwadric

**SPECIFIC ISSUES RAISED DURING CONSULTATION**

<table>
<thead>
<tr>
<th>i.</th>
<th>School location</th>
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<td>ii.</td>
<td>Road safety</td>
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<td>iii.</td>
<td>Community facilities</td>
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<td>iv.</td>
<td>Proximity of mobile phone mast</td>
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<tr>
<td>v.</td>
<td>Staffing issues</td>
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</tbody>
</table>

**Recommendation for Proposal Q**

i. A new non-denominational primary school with pre-5 facilities will replace the existing provision at Arden Primary School, Carnwadric Primary School and the Jimmy Dunnachie Family Learning Centre.

ii. The new Carnwadric Primary School with Pre-5 facilities will be built on the site of Arden Primary School football pitches.

iii. On completion of the new primary school, the Jimmy Dunnachie Family Learning Centre which is located in its own accommodation will also move to the new building with effect from August 2008 or before or after this date dependent on construction of the new building.

iv. Pupils and staff will remain in their current establishments until the new school is completed.

v. Pupils who currently reside within the shared catchment areas of Arden Primary School and Darnley Primary School will retain the right to attend the new Carnwadric Primary School or Darnley Primary School, dependent on parental choice.

vi. On completion of the new building, it is proposed that Arden Primary School be closed with effect from the end of school session 2007/2008 and its pupils transferred to the roll of the new Carnwadric Primary School with effect from August 2008 or before or after this date dependent on construction of the new building.

vii. Pupils due to commence primary one at Arden Primary School in session 2008/2009 would also transfer to the roll of the new Carnwadric Primary School from August 2008.

viii. As both Arden Primary School and Carnwadric Primary School are associated with Hillpark Secondary School, the proposed closure will have no effect on the existing transfer arrangements to secondary education.
Proposal R
Non-denominational Education in Pollokshaws and Newlands

SPECIFIC ISSUES RAISED DURING CONSULTATION

i. School location and local planning
ii. School size
iii. Road safety
iv. Continuity of education
v. Staffing issues
vi. Loss of community provision in Pollokshaws area

Recommendation for Proposal R

i. A new non-denominational primary school with pre-5 facilities will replace the existing provision at Tinto Primary School, Sir John Maxwell Primary School, Shawbridge Nursery School and Pollokshaws Day Nursery.

ii. The new Tinto Primary School with pre-5 facilities will be built in the Newlands area on the site of Tinto Primary School football pitches.

iii. Shawbridge Nursery School and Pollokshaws Day Nursery, both located in separate buildings in Pollokshaws, will close and amalgamate to become a Pre-5 Early Years Centre at the new school with effect from August 2008 or before or after this date dependent on construction of the new building.

iv. Pupils and staff will remain in their current establishments until the new school is completed.

v. On completion of the new building, it is proposed that Sir John Maxwell Primary School be closed with effect from the end of school session 2007/2008 and pupils transferred to the roll of the new Tinto Primary school with effect from August 2008 or before or after this date dependent on construction of the new building.

vi. Pupils due to commence primary one at Sir John Maxwell Primary School in session 2008/2009 would also transfer to the roll of the new Tinto Primary School from August 2008.

vii. As both Sir John Maxwell Primary School and Tinto Primary School are associated with Hillpark Secondary School, the proposed closure will have no effect on the existing transfer arrangements to secondary education.
Proposal S
Non-denominational Education in the East End

**SPECIFIC ISSUES RAISED DURING CONSULTATION**

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<td>i.</td>
<td>School location</td>
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<td>ii.</td>
<td>Staffing</td>
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**Recommendation for Proposal S**

i. A new non-denominational primary school with pre-5 facilities will replace the existing provision at Quarrybrae Primary School, Quarrybrae Primary School Nursery Class and Parkhead Community Nursery.

ii. The new Quarrybrae Primary School with pre-5 facilities will be built on pitches to the north of the existing Quarrybrae Primary School.

iii. Parkhead Community Nursery (which is currently located in two separate buildings), will transfer to the new building with effect from August 2008 or before or after this date dependent on construction of the new building.

iv. Quarrybrae Primary School Nursery Class will close and amalgamate with Parkhead Community Nursery at the new school building with effect from August 2008 or before or after this date dependent on construction of the new building.

v. Pupils who currently reside within the shared catchment areas of Quarrybrae Primary School and Dalmarnock Primary School will retain the right to attend Quarrybrae Primary School or Dalmarnock Primary School, dependent on parental choice.

vi. Pupils and staff will transfer to the new build Quarrybrae Primary School upon completion of the new building in August 2008 or before or after completion of construction.

vii. As Quarrybrae Primary School is associated with Eastbank Academy, the proposal will have no effect on the existing transfer arrangements to secondary education.

Proposal T
Denominational (RC) Education in Milton

**SPECIFIC ISSUES RAISED DURING CONSULTATION**

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<td>ii.</td>
<td>Road safety</td>
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<td>iii.</td>
<td>Continuity of education</td>
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<tr>
<td>iv.</td>
<td>Staffing issues</td>
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</tbody>
</table>

**Recommendation for Proposal T**

i. A new denominational (RC) primary school with pre-5 facilities will replace the existing provision at St Augustine's Primary School, St Ambrose Primary School and Milton Community Nursery.

ii. The new build denominational (RC) primary school with pre-5 facilities will be built in the Milton area on the site of the former St Augustine's Secondary School.

iii. Milton Community Nursery, which is currently located in its own building and its associated outreach services will move to the new building with effect from August 2008 or before or after this date dependent on construction of the new building.
iv. Pupils and staff will remain in their current establishments until the new school is completed.

v. On completion of the new building, it is proposed that St Augustine's Primary School and St Ambrose's Primary School be closed and amalgamated with effect from the end of school session 2007/2008 and pupils transferred to the roll of the new combined denominational (RC) primary school with effect from August 2008 or before or after this date dependent on the construction of the new building.

vi. Pupils due to commence primary one at St Ambrose Primary School and St Augustine's Primary School in session 2008/2009 would also transfer to the roll of the new denominational (RC) primary school from August 2008.

vii. Pupils who currently reside within the shared catchment areas of St Augustine's Primary School and St Agnes' Primary School will retain the right to attend the new denominational (RC) primary school or St Agnes' Primary School, dependent on parental choice.

viii. Pupils who currently reside within the shared catchment areas of St Augustine's Primary School and Our Lady of the Assumption Primary School will retain the right to attend the new denominational (RC) primary school or the new St Cuthbert's Primary School, dependent on parental choice.

ix. As both St Ambrose Primary School and St Augustine's Primary School are associated with All Saints Secondary School, the proposed closure will have no effect on the existing transfer arrangements to secondary education.

Proposal U
Denominational (RC) Education in Hutchesontown

<table>
<thead>
<tr>
<th>SPECIFIC ISSUES RAISED DURING CONSULTATION</th>
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<tbody>
<tr>
<td>i.  School location</td>
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<td>ii. School size and class size</td>
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<td>iii. Road safety</td>
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<td>iv. Continuity of education</td>
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<tr>
<td>v. Parental choice</td>
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<tr>
<td>vi. Community facilities</td>
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<tr>
<td>vii. Financial issues</td>
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<tr>
<td>viii. Staffing issues</td>
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</tbody>
</table>

Recommendation for Proposal U

i. St John's Primary School and Oatlands Nursery School be closed at the end of session 2005/2006 and that pupils transfer to St Francis' Primary School at the beginning of session 2006/2007.

ii. Laurieston Day Nursery School, currently located at St John's Primary School, will be relocated to Blackfriars Primary School at the beginning of session 2006/2007.

iii. Oatlands Nursery School will be closed at the beginning of session 2006/2007 and a nursery class with a capacity for 40 pupils will be created at St Francis' Primary School with effect from August 2006.

iv. The Gaelic Nursery Unit, currently located within Oatlands Nursery School, will be relocated to the Glasgow Gaelic School (Sgoil Ghaidhlig Ghlaschu) in August 2006 or as soon thereafter as possible upon completion of the refurbishment of the Woodside Campus.

v. Pupils due to commence primary one at St John's Primary School in session 2006/2007 would also transfer to the roll of St Francis' Primary School at the beginning of session 2006/2007.
As both St John's Primary School and St Francis' Primary School are associated with Holyrood Secondary School, the proposed closure will have no effect on the existing transfer arrangements to secondary education.

5. Financial Implications

5.1 An inter-departmental working group is considering the most appropriate procurement strategy for this Phase of the building programme. The estimated budgeted costs within the financial framework assume best value and no unforeseen or adverse ground conditions.

5.2 It is estimated that the capital investment framework in the delivery of the named proposals will be £128.34m. This includes provision for costs associated with design, construction, furniture and fittings, ICT and minor adaptations to receiving schools.

The programme will be funded as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Capital Receipts</td>
<td>£23.42m</td>
</tr>
<tr>
<td>Prudential Borrowing</td>
<td>£55.72m</td>
</tr>
<tr>
<td>Future Years' Capital Programme</td>
<td>£37.20m</td>
</tr>
<tr>
<td>Schools Fund</td>
<td>£12.0m</td>
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</tbody>
</table>

*This includes provision for contingencies of 7.5% to be controlled by the Director of Financial Services.

Formal prices for each new-build project will be reported to Policy and Resources Committee once known.

The financial implications will be considered as part of the Budget and Service Plan process for 2006/07.

5.3 The Council's current policy on assistance with transport would continue to apply.

5.4 Where, as part of the new build there is a requirement to decant pupils to an alternative temporary location free transport will be provided.

6. Legal Implications

6.1 Those primary schools which have an existing pupil roll resulting in a capacity of over 80% will be referred to the Scottish Executive.

7. Personnel Implications

7.1 All members of staff will be fully consulted about their future as will the appropriate trade unions. The particular wishes of each member of staff will be taken into consideration, within the context of existing personnel policies.

8. Service Plan

8.1 These proposals are in line with the Education Service Plan and the Education Services Committee's Pre 12 Strategy for education in the city.
9. Recommendations

After consultation, it is recommended that the Education Services Committee agree the following:

i. to note the results of the consultation on the Pre12 Strategy (Phase 4) proposals.

ii. to approve the recommendations as detailed in the responses to the consultation on each of the twenty-one (Phase 4) proposals.

iii. to instruct the Executive Director to implement the recommendations within the agreed financial framework.

iv. to note the appropriate timescales for all relevant buildings and sites to be declared surplus to the requirements of Education Services and refer this report to the Development & Regeneration Services Committee for noting.

v. to instruct the relevant council services to commence the procedures for procurement of the new building works.

vi. to instruct the Executive Director to provide regular capital monitoring and building progress reports to the Education Services Committee.

vii. to instruct the Executive Director to review the current capacity of the Education Services Pre 12 Project Team to deliver the (Phase 4) proposals.

RO'C
27 January 2006
CONSULTATION: PRE-12 STRATEGY
Ogilvie Primary School,
St Jude’s Primary School,
St Bridget’s Primary School

Response Sheet

Must be completed for valid response

Name: (PRINTED)

Address

Signature:

Post Code

YOUR INTEREST: tick one box only

Parent: Ogilvie Primary ☐ Parent: St Jude’s Primary ☐ Parent: St Bridget’s Primary ☐
Staff: Ogilvie Primary ☐ Staff: St Jude’s Primary ☐ Staff: St Bridget’s Primary ☐
Friend: Ogilvie Primary ☐ Friend: St Jude’s Primary ☐ Friend: St Bridget’s Primary ☐
Pupil: Ogilvie Primary ☐ Pupil: St Jude’s Primary ☐ Pupil: St Bridget’s Primary ☐
Councillor: GCC ☐ Employee: GCC ☐ Resident: Glasgow ☐
Other ☐

YOUR VIEWS:
The former Springhill Farm area be associated with St Bridget’s Primary School, Baillieston.

Option

For ☐ Against ☐

Complete Section A

SECTION A: List 3 main reasons for your views either for or against the proposal.

Reason 1

Reason 2

Reason 3

Add other comments if appropriate: Date back of this sheet.
# Consultation: Pre-12 Strategy

**Anderston Primary, Dowanhill Primary, Hillhead Primary, Hyndland Primary, Kelvinhaugh Primary, Oakgrove Primary and Willowbank Primary**

**Response Sheet**

**Must be completed for valid response**

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<td>Signature:</td>
<td>Post Code</td>
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**Your Interest:** tick one box only

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<th>Parent: Anderston Primary</th>
<th>Parent: Hillhead Primary</th>
<th>Parent: Kelvinhaugh Primary</th>
<th>Parent: Willowbank Primary</th>
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</thead>
<tbody>
<tr>
<td>Staff: Anderston Primary</td>
<td>Staff: Hillhead Primary</td>
<td>Staff: Kelvinhaugh Primary</td>
<td>Staff: Willowbank Primary</td>
</tr>
<tr>
<td>Friend: Anderston Primary</td>
<td>Friend: Hillhead Primary</td>
<td>Friend: Kelvinhaugh Primary</td>
<td>Friend: Willowbank Primary</td>
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<tr>
<td>Pupil: Anderston Primary</td>
<td>Pupil: Hillhead Primary</td>
<td>Pupil: Kelvinhaugh Primary</td>
<td>Pupil: Willowbank Primary</td>
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<tr>
<td>Parent: Dowanhill Primary</td>
<td>Parent: Hyndland Primary</td>
<td>Parent: Oakgrove Primary</td>
<td>Councillor: GCC</td>
</tr>
<tr>
<td>Staff: Dowanhill Primary</td>
<td>Staff: Hyndland Primary</td>
<td>Staff: Oakgrove Primary</td>
<td>Employee: GCC</td>
</tr>
<tr>
<td>Friend: Dowanhill Primary</td>
<td>Friend: Hyndland Primary</td>
<td>Friend: Oakgrove Primary</td>
<td>Resident: Glasgow</td>
</tr>
<tr>
<td>Pupil: Dowanhill Primary</td>
<td>Pupil: Hyndland Primary</td>
<td>Pupil: Oakgrove Primary</td>
<td>Other:</td>
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**Your Views:**

That the current catchment area of Dowanhill Primary School becomes a shared area with Hyndland Primary School and the new Hillhead Primary School.

Option

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<th>For</th>
<th>Against</th>
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**Complete Section A**

That the current catchment area of Kelvinhaugh Primary School becomes a shared area with Anderston Primary School and the new Hillhead Primary School.

Option

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<th>Against</th>
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**Complete Section A**

That the current catchment area of Willowbank Primary School becomes a shared area with Oakgrove Primary School and the new Hillhead Primary School.

Option

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**Complete Section A**

**Section A: List 3 main reasons for your views either for or against the proposal.**

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<th>Reason 1</th>
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<td>Reason 2</td>
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<td>Reason 3</td>
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Add other comments if required on the back of this sheet.
Dear Dr. Johnston

Petition PE 955 : Catriona Lessani on behalf of the Parents Action Group of St Kevin's Primary School

1. General background

1.1 In 2002 the council agreed the development of Education 2010, a major school refurbishment programme, partly funded by the Scottish Executive’s PPP initiative. It included improvements to the two primary schools in Bargeddie. The initial plan was to locate St Kevin’s Primary School and Bargeddie Primary School in a refurbished St Kevin’s building.

1.2 In April 2004 Balfour Beatty was selected as the contractor for the PPP project. Its bid included a total rebuilding of St Kevin’s on a shared campus to accommodate both schools. To ensure the best possible design for the schools and in the interests of pupil safety, the existing St Kevin’s building had to be vacated and the school decanted to another location during the building period.

1.3 As part of the decision making process the council consulted on both of these decisions, as follows

(1) September - December 2002 : the redevelopment of the existing St Kevin’s Primary School on a shared campus with Bargeddie Primary School

(2) November 2005 - January 2006 : the temporary relocation of St Kevin’s Primary School during the rebuilding of the two new schools

1.4 The consultation procedures followed on both occasions were comprehensive and more than met the requirements of the Education (Publication and Consultation etc) (Scotland) Regulations 1981 and subsequent amendments, and the advice in the Scottish Executive Education Department Circular 2/2004.

2. The 2002 Consultation

2.1 The education committee approved the release of a consultation paper on September 9 2002.

2.2 The education department arranged an extensive process to consult those potentially affected by the proposed changes in provision. The proposals were advertised in the national and local press, and copies of the consultation document were made available to interested parties, including parents, school boards, elected members, unions and school staff. Written comments on the proposals were invited.
2.3 Responses relating to the general Education 2010 proposals including the St Kevin's Primary School and Bargeddie Primary School proposals were received from the Bishop of Motherwell, the Church of Scotland (Hamilton Presbytery), NHS Lanarkshire, EIS North Lanarkshire Association, North Lanarkshire NAS/UWT, Scottish Enterprise Lanarkshire, North Lanarkshire HAS and the MSP for Coatbridge and Chryston.

2.4 64 individual public responses specific to the Bargeddie proposals were received.

2.5 All the submissions were made available for public reference in the Education Department.

2.6 The results of the consultation were considered by the education committee on 17 December 2002. In a formal report the views expressed in the consultation were described and analysed. The individual responses were made available to members. The decision taken was to proceed with the proposal.

3. **The 2005-6 Consultation**

3.1 The education committee considered and approved the release of a consultation paper on 9 November 2005.

3.2 Again, the proposals were advertised in the national and local press and copies of the documents were issued to interested parties, including parents, school boards, elected members, union and school staff. Written comments on the proposals were invited.

3.3 Ten written responses to the consultation were received. In addition, a petition with 39 individual signatures and 19 petition letters were submitted. The petition was reported to the education committee.

3.4 All submissions received were made available for public reference in the education department.

3.5 The results of the consultation were considered by the education committee on 18th January 2006. In a formal report the views expressed in the consultation were described and analysed. The individual responses were made available to members.

3.6 Significantly, particular attention was given in the report to the following two issues raised in the consultation:

(1) *Concerns associated with travel to the decant school (the St James PS building in Coatbridge).* In response, the education department proposed changes to the travel arrangements and gave assurances that the existing range of extra-curricular activities and meetings could be catered for locally. However, it is worth noting that the travel distance between St Kevin’s Primary School and the St James’ building is two miles only.

(2) *The proposal of a temporary hutted school in Bargeddie village.* This proposal raised by a parents’ group was reported to the education committee. The committee decided to reject it and to proceed with the decant on educational and financial grounds. Firstly, the capital investment would be nearly £500,000, significantly greater than the cost of transport to the St James’ building then estimated at £35,000. Secondly, the educational opportunities which could be provided would be very restricted, significantly inferior to the facilities available in the St James’ building. For example, there would be no internal or external PE facilities and no general purpose education spaces. The dining facilities would be very limited. A lead-in period of six months would be required to allow tendering, planning procedures, site preparation and construction. As a result the PPP building programme would be disrupted with potential cost implications for the council.

4. **Subsequent developments**
4.1 Following the January 2006 decision by the education committee a parents action group associated with St Kevin's Primary School continued to argue in favour of the temporary hutted school in the village. The action taken included the occupation of the school on three occasions, the removal of children from the building during the school day for a demonstration march despite attempts by the head teacher to prevent it. In addition, the council's legal services made representations to Google to close a web site which carried materials from the St Kevin's action which were highly defamatory to the Bishop of Motherwell, council members, council staff and the St Kevin's head teacher.

4.2 The council continued to respond to representations made by the group in the post-January period including the convening of meetings between the group and senior members of the council. As a result, the date of decanting St Kevin's to the temporary provision in the St James building was delayed until the beginning of school session 2006/07.

5. **Specific points attached to the petition**

5.1 The following responses to the additional information included in the petition may be helpful.

(1) the proposal to develop a shared campus was widely publicised as detailed above.

(2) there was no commitment by the council to set up individual school 'focus groups'

(3) public meetings were held as part of most formal consultations, particularly where major changes were proposed. A meeting was offered to the St Kevin's school board in December 2005 but was not taken up.

(4) the children of St Kevin's were consulted. Indeed, responses to the 2002 proposals were received from 49 pupils.

(5) all submissions to the consultations and petitions were considered by the education committee

(6) the council consider that both members and officers have been very responsive to the action group representations, sometimes in the face of some very provocative behaviour

6. **Conclusion**

6.1 It is considered that the existing consultation regulations relating to changes in school provision are operating effectively, allowing both the council to discharge its responsibilities and giving interest groups the opportunity to express their views. In relation to the decisions taken on St Kevin's Primary School, it is considered that the procedures followed were fully in accordance with the existing Regulations.

Yours sincerely

Chief Executive
COSLA is acutely aware of the need for appropriate parental involvement in a whole range of education matters, and very specifically on issues relating to the possible closure of a school.

Councils have a statutory duty to make adequate and efficient provision of school education across their entire area far beyond the current school population and pattern of demand. This means ensuring that their schools are the best possible places to learn in an ever-changing landscape, and involves assessing the suitability of some schools in order to take difficult decisions on their long-term future. Councils need to meet these challenges within finite resources, and must use the resources available in a way that provides best value, whilst also providing the optimum educational benefits.

The nature of education is constantly changing in line with 21st century cultural and societal changes meaning that councils need to consider whether school facilities are positive learning and teaching environments. School estates are diverse within and across both urban and rural councils, with schools varying in age, type, condition, and suitability of location. Councils also need to keep the suitability and condition of their school estate under constant review to ensure that school buildings are appropriate to respond to both national curricula and local curricular variations. Furthermore, demographic or transport changes can result in the need for more or less school buildings with changing populations and settlement patterns.

We are keen to stress that councils take all decisions on school closure very seriously, and base their considerations on many factors, including consultation with parents. COSLA has recently worked with councils to explore the process of managing school estates, including school closure decisions. It was evident from this work that councils are well aware of the need to involve parents at appropriate stages during the decisions making process.

We strongly believe that current legislation is appropriate in requiring consultation with parents, and that over-prescription will add unnecessary delays to the decision-making process. Furthermore it will interfere with a council’s ability to make decisions locally that are appropriate for the local circumstances.

We understand that those affected by the closure of a particular school are likely to be concerned or even angry. However, the suggestions set out in the petitions PE945 and PE955 of individualising the consultation with parents and personalising the process are impractical. These steps would simply add further delays to the decision-making process. We stress again the importance of the educational benefits of all decisions taken by councils around their school estates management. The status quo is simply not sustainable indefinitely, and difficult decisions need to be taken to ensure that finite resources provide the best education for all across an area.

In conclusion, we do not believe there is merit in making any changes to the existing legislation. Councils are already required to undertake consultation and, in our view, go over and above their minimum requirements simply because they recognise the importance of involving parents. It is also our view that the evidence submitted in the evidence is largely influenced by the emotional attachment that the petitioners have to the specific schools concerned. Whilst we sympathise with their views, we do not believe that the councils concerned would have come to different decisions with changed legislation, and have made their decisions based on sound information that will lead to better overall educational benefits in their respective geographic areas of responsibility.
Written response to the Scottish Parliament Public Petitions Committee with regards to PE945 and PE 955

**SPTC's role in supporting the interests of parents**

The Scottish Parent Teacher Council welcomes the chance to respond to the above petitions. We would like to begin by making it clear that we see our role as being to support the general interests of parents, rather than to lobby on behalf of one particular group of parents, and to provide parents with honest and accurate information even if this is not always what they want to hear. We make this point because parents' interests often do not coincide. One clear example of this is that parents will have different views on the benefits of placing requests depending on whether they live in the catchment area of a popular school and see it become very crowded because of placing requests or they are parents who live outside the catchment area and want their child to go to the popular school.

**School closure – the issue, conflicting views, the reasons**

Similarly with school rationalisation, there will be different perspectives between those who are directly caught up in a school closure/merger and other parents within the same authority area who may suffer a reduction in funding for their child's school if the school(s) in question is/are not closed/merged. Unfortunately, there is also little understanding by parents of the constraints on local authorities in terms of funding. Those caught up in a school closure often accuse the authority of “closing the school in order to save money”. Local politicians, because they wish to represent the interests of their constituents, often allow this view to go uncorrected. The truth of the matter is that because school funding is tied directly to the number of pupils in schools within a local authority area, then as the number of pupils declines, so the funding goes down and the authority is forced to rationalise school provision in order to stay within budget.

At present many areas are experiencing a rapid decline in school population. Overall there has been a steady decline in the number of live births such that the year group cohort has almost halved since the mid sixties. The picture has been complicated by migration, meaning that the overall population decline has had a different impact in different areas. In general there has been migration out of city areas compounding the population decline there and putting increased pressure, particularly on Edinburgh and Glasgow, to rationalise their school provision. The situation in Edinburgh and the Lothians illustrates this point. Whereas Edinburgh is facing a 25% decrease in its primary school population, as a result of the combined effects of a reduction in the number of births and cut-migration, the surrounding Lothian authorities are facing an increased pupil population. It would be unreasonable, not
least for the expanding authorities, if school funding was not adjusted to take account of actual pupil numbers.

However, we are aware that there is generally a lack of understanding of the issues and of the difficulties created by the need to rationalise school provision, so we recently carried the following article in our newsletter Backchat that we regularly send to PTAs throughout Scotland.

Education funding and school closures

When parents are faced with a proposal to close or merge their local school or limit the intake numbers, their first reaction, quite rightly, is to leap to the defence of their school. However, what is happening locally is part of a wider picture and we thought it might be helpful if we put these changes in context.

The bulk of school funding comes in the form of a grant from central government to local government (council tax only contributes about 15% of the money). The size of this grant is determined by what the local authority is required to do to educate a child, any particular local circumstances and the number of children actually in the local authority’s schools; children who go to private schools are not part of the calculation. In recent years there have been two distinct trends. The first is the good news: spending on education has increased in real terms by almost a third since 1999-2000 and now stands at £3,855 per primary pupil and £5,428 per secondary pupil. This increase has gone on staffing (both teachers and support staff), improved buildings, and better equipment, etc. Moreover, the good news will continue as P1 classes will be cut to 25 in August 2007 and S1 Maths and English classes will be cut to 20.

However, the bad news is that the number of school pupils has fallen dramatically and will carry on falling. Edinburgh, for example, expects to have 25% fewer primary pupils by 2013. Moreover, as the number of pupils falls, so the total grant from central government goes down. This means that local authorities have to review their provision - the number of schools, etc. - and bring it into line with the decreasing number of pupils. If pupil numbers were increasing, we would expect authorities to open new schools to accommodate the extra pupils. What we are currently seeing is the opposite process.

Graph showing the fall in the number of live births in Scotland since the 1960s.

- In 1964 (when today’s 42 year-olds were born) there were 104,315.
- By 1976 (the birth-year of today’s 30 year-olds) there were only 64,895.
- The number of live births then stabilised for a while until starting to fall again in the early 1990s.
- In 2004, there were only 33,957 live births.

For more information go to the Registrar General’s website www.gro-scotland.gov.uk

In education, as in most things, there are economies of scale and it is more cost effective to educate pupils in reasonably sized schools rather than have a few pupils rattling around in half empty buildings. A two pupil secondary school in Shetland illustrates this well: it costs more than £81,000 per pupil to educate these two pupils against the national average of £5,428. It would cost a lot less to send them to Eton. Obviously this is an extreme case and, in rural areas, authorities often have no option but to run small schools because children would otherwise have to travel excessively long distances each day. However, in towns, the argument for mergers and closures are much stronger. Moreover, as authorities are funded per pupil, if they spend excessive amounts keeping small schools open unnecessarily, the money to fund these schools has to come out of the total education budget and there is less money for all the rest of the pupils.

Understanding probably doesn’t make it any easier to cope with a local school closure or merger, but hopefully it does help explain why authorities are acting as they are.
Ongoing population decline

The decline in live births has been the result of a rapidly falling birthrate and this process has been compounded by the fact that, over time, it has resulted in fewer potential parents. It is therefore likely that, unless there is a dramatic change in the birthrate, the current (approximately) 52,000 children being born each year will themselves only produce about 40,000 children when they are adults. Although immigration might have some effect, there would have to be considerable immigration combined with an increase in the birth rate, merely to stabilise the population at its present level. It is therefore reasonable that authorities plan for a declining number of school pupils.

It is against this background that we would like to consider the specific petitions.

Limited Information

We are aware that the report of the Committee Meeting on 19th April gives one version of events — the version seen through the parents’ perspective. Inevitably this is a subjective view and it is hard to know what information the local authority provided. However, this version however slanted, makes it clear that the process of consultation must be reviewed if it is to serve any meaningful purpose.

The duty to consult

Whilst there is a politically correct requirement “to consult” it is not clear what this process can or does achieve. Parents tend to understand the process in its most basic form: you asked me if I wanted the school closed; I do not want this, therefore you should not close the school. However, it is not clear that this option is really available for the local authority required to get its education funding back in budget in order to provide for other statutory demands such as free personal care. It is also not clear from the Parliamentary report on the Committee hearings whether clear options were ever laid before parents on which there could be meaningful consultation, or whether the consultations were no more than a case of going through the motions as required by central government. Consultation should not be used by any level of government simply for forms sake or as smokescreen for decisions or as a way of avoiding responsibility for decisions. We would suggest that the Executive and local authorities should discuss how such consultation can be meaningful so that the parameters can be made totally clear to those who are being consulted. The authorities should be completely open about those parameters.

With regards to the two cases, it is worth considering what the options were and what was the scope for movement. In terms of the rebuild at St Kevin’s, the parents put forward a clear alternative – huts in the local area; they even provided costings that compared favourably with the costs for extra transport arising from the local authority’s preference to move the school during building work. However, what is not clear is whether there were other considerations – for example the health and safety risks in keeping the children on site during building work or inadequacy of huts as an educational space over the length of time that it would take to refurbish the school.

In terms of the school closure, there are no obvious alternatives, but there is a lot of unhappiness about what is proposed, some of it arising from long-held antipathy between two communities. It is difficult to judge how significant an issue this might be.
The process of consultation

The parents raised their treatment during various meetings with education officials and councillors and, if their version is true, then these are shocking incidents. Even if the parents had worn the councillors/officials patience very thin, the latter should still have been polite and civil. If the name-calling and insults occurred as reported, then those responsible should be severely reprimanded.

However, there is some evidence to suggest that the parents did not hear/understand what they were told. The report on the consultation in Glasgow illustrates this well. There was clearly a great deal of confusion and misunderstanding about what written evidence would count in the consultation process. Reading the Parliamentary Committee Report, I understand that all written response sheets were considered as part of the formal response to the consultation. On this basis the repeated statements by the official for parents to put their comments (raised during the consultation meeting) in writing on the response sheet should be seen as helpful. However, the Committee Report makes it clear that the parents did not see it like this. They clearly found the official’s repeated exhortations to put their questions on the response sheets as annoying and a way of avoiding answering questions. They were then annoyed to discover that the minute of the meeting would not form part of the official response, only the written response sheets. We would make the following proposals.

1) The authority should explain very clearly exactly what will and will not form part of the consultation response. Our own experience would lend credibility to the parents’ complaint that the documents presented to them were in council language and not easily understandable. Councils have a duty to ensure that they put such information in a clear and easily understood format and language. We also support the view that councils should explain the reasoning behind the closure/merger proposals very clearly. I hope you will agree from the Backchat article re-printed above, that it is possible to explain even complex issues clearly.

2) In the circumstances, we think that it is unreasonable that minutes of consultation meetings are not counted as contributing to the response to a consultation. Whatever, the letter of the law, it is bad practice not to include such minutes.

3) It would seem from these reports that it would be better if such consultation meetings were chaired by someone who is independent, who can recognise when misunderstandings are occurring and can correct these at the time and who can perhaps ensure that the tenor of the meetings remains civil on all sides.

Purpose of the Petition

Reading the report of the Committee hearing, we gained the impression that there were different views on what the final outcome might be. Jackie Baillie is quite clear that she sees the petition as complaining about the process of consultation and that an outcome might be a review/improvement of that process. However, we get the sense that others have an expectation that the petition process might lead to a reverse of the decisions on school closure etc. Again, we think it is very important that everyone, particularly those in positions of authority, make it totally clear what can be achieved by a process and what the limits are.

Scottish Parent Teacher Council
June 2006