

REPORT TO: EDUCATION COMMITTEE - 8 DECEMBER 2014

REPORT ON: SCHOOL ESTATE CONSULTATION PROPOSALS

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 466-2014

1.0 PURPOSE OF REPORT

- 1.1 The purpose of this report is to seek Education Committee approval for the Director of Education to formally consult on four proposals (it was advised of these in November 2014) under the terms of the Schools (Consultation) (Scotland) Act 2010 and to advise the Education Committee of the consultation process.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Committee agree in principle with the following proposals and instruct the Director of Education to formally consult and report the outcomes in due course:
- i) the closure of Menzieshill High School and redelineation of the catchment area of Harris Academy to include Menzieshill High School's existing catchment area within Dundee; and to transfer that part of Harris Academy's catchment area, which comprises the catchment area of Rosebank Primary School to Morgan Academy's catchment area and make Morgan Academy the associated secondary school of Rosebank Primary School; and to make Baldragon Academy the associated Dundee secondary school of Longforgan, Inchtute, Abernyte, Auchterhouse, Birkhill and Liff Primary Schools from August 2016; (see Appendix 1);
 - ii) the revision of catchment areas for Sidlaw View Primary School, Ardler Primary School, Downfield Primary School and Craigowl Primary School from August 2016 (see Appendix 2);
 - iii) the redelineation of the existing catchment areas for St Paul's RC Academy and St John's RC High School by transferring that part of St Paul's RC Academy's catchment area which comprises the catchment area of St Clement's RC Primary School to St John's RC High School and to make St John's RC High School the associated secondary school of St Clement's RC Primary School from August 2016 (see Appendix 3); and
 - iv) subject to a funding allocation from the Scottish Futures Trust, the closure of St Luke's and St Matthew's RC Primary and St Vincent's RC Primary Schools and the establishment of a new Roman Catholic primary school to be located on a new school campus setting and the relocation of Longhaugh Primary School and Longhaugh Nursery School to that campus (see Appendix 4).

3.0 FINANCIAL IMPLICATIONS

- 3.1 Financial implications are listed for each separate proposal as appropriate.

4.0 BACKGROUND

- 4.1 At the meeting of Education Committee on 24 November 2014 an updated school estate report was agreed (Report No 436-2014 refers) and the Director of Education was instructed to bring details of the consultation process to committee and in line with the Schools (Consultation) (Scotland) Act 2010.

- 4.2 As part of the Education Department's ongoing review of the school estate, and following discussion with Head Teachers, four proposals are presented. The identified proposals are based on the need to provide modern purpose built learning environments, optimise school occupation levels and create the most efficient school estate across the city.

5.0 FORMAL CONSULTATION PROCESS AND THE PUBLICATIONS OF THE FORMAL PROPOSAL PAPERS

- 5.1 If approved, formal proposal papers must be published and advertised at the start of the consultation process. The consultation will begin on Monday 12 January 2015.
- 5.2 The consultation process will end on 27 February 2015.
- 5.3 Formal consultation will include:
- preparation and publication of a proposal paper
 - giving notice of the proposal to parents/carers of young people and other statutory consultees
 - placement of the proposal on the Council's website
 - an announcement of the proposal in the local press, inviting any person to make written representation to the Director of Education
 - public meetings in the local areas
 - meetings with Parent Councils
 - meetings with staff
 - meetings with pupils
 - consultation with representatives of the teacher and support staff trade unions, and where appropriate, representatives from the Roman Catholic Church
 - meetings with other interested bodies such as the Local Community Planning Partnership.
- 5.4 At the end of the consultation period, the Director of Education will draft a report for each proposal, incorporating copies of written representations and a summary of oral representations from key stakeholders. These will then go to Education Scotland for consideration and comment. A maximum of three weeks will be set aside for this part of the process.
- 5.5 On receipt of the Education Scotland report, it will be necessary to review each proposal, and thereafter, the Director of Education, on behalf of the local authority, will prepare and publish a consultation report for each proposal, containing the views of Education Scotland and including an explanation of how the Council proposes to deal with any issues raised. After a period of no less than three weeks, the Education Committee will consider the consultation report and decide whether or not to approve the proposal.
- 5.6 It is anticipated that the Education Committee will be able to take a final decision to approve or reject each proposal at its meeting on 18 May 2015.
- 5.7 In the case of a school closure, Scottish Government Ministers have the power to call in decisions. Ministers have up to 8 weeks to decide whether or not to issue a call in notice. Where the Council approves a closure of a school after consultation this decision will be clearly reported on the council website and where possible, to all those who have sent in responses to the consultation. Information will also be provided on how consultees can make representations to Ministers.
- ## **6.0 POLICY IMPLICATIONS**
- 6.1 This report has been screened for any policy implications in respect of sustainability, strategic environmental assessment, anti-poverty, equality impact assessment and risk management.

There are no major issues. An Equality Impact Assessment has been carried out and is attached to this report.

7.0 CONSULTATIONS

- 7.1 The Chief Executive, Director of Corporate Services and Head of Democratic and Legal Services have been consulted in the preparation of this report.

8.0 BACKGROUND PAPERS

- 8.1 None.

MICHAEL WOOD
Director of Education

November 2014

APPENDIX 1

1.0 PROPOSAL 1

The closure of Menzieshill High School and redelineation of the catchment area of Harris Academy to include Menzieshill High School's existing catchment area within Dundee; and to transfer that part of Harris Academy's catchment area which comprises the catchment area of Rosebank Primary School to Morgan Academy's catchment area and to make Morgan Academy the associated secondary school of Rosebank Primary School; and to make Baldrigon Academy the associated Dundee secondary school of Longforgan, Inchtute, Abernyste, Auchterhouse, Birkhill and Liff Primary Schools from August 2016

- 1.1 It is proposed that Menzieshill High School be discontinued at the close of the school session 2015/16. It is proposed that the changes in the rezoning also take effect for all applications for school places at Harris Academy, Morgan Academy and Baldrigon Academy for the school session 2016/17 onwards.
- 1.1.1 It is proposed that all pupils currently enrolled in Menzieshill High School will be entitled to transfer to the new Harris Academy at the commencement of academic session 2016/17. Any pupils who wish to enrol at another school would be entitled to make a placing request for that school.

The following arrangements will apply from session 2016/17:

- Perth and Kinross primary schools (Abernyste, Inchtute and Longforgan) and Angus primary schools (Auchterhouse, Birkhill and Liff) which were all formerly associated with Menzieshill High School would become associated primary schools of Baldrigon Academy;
- the Dundee associated primary schools of Menzieshill High School, (Gowriehill Primary School, Hillside Primary School and Camperdown Primary School) would become associated primary schools of Harris Academy; and
- Invergowrie Primary School will remain an associated primary for Harris Academy.

1.2 Background - Education

- 1.2.1 Menzieshill High School is located in the west of the city in the Lochee Ward. The building has a capacity of 995 pupils. In September 2014 the school roll was 487 and the occupancy level was 48% of its capacity.
- 1.2.2 Harris Academy is located in the west of Dundee in the West End Ward. A new school building is currently being constructed for Harris Academy at its site on the Perth Road. Whilst this work is being undertaken, Harris Academy pupils are being accommodated at the site of the former Rockwell High School in Coldside. In September 2014 the school roll was 940. The new Harris Academy building is due to open in 2016 and will have a notional capacity of 1,309 pupils.

1.3 Menzieshill High School Roll

- 1.3.1 The pupil roll in Menzieshill High School has been in steady decline for a number of years and it is operating significantly below the level of capacity. Although the school building has a capacity of 995 pupils, it is currently operating at a capacity level of 48%.

Table 1: Menzieshill High School Occupancy Levels 2008-2015

	Academic Year						
	2008/9	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Roll	662	651	635	555	529	497	487

Occupancy	67%	65%	64%	56%	53%	50%	48%
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1.3.4 Implications of the Status Quo

Based on the current number of placing requests to other secondary schools, the opening of the new Harris Academy may further influence parent choice. Table 2 shows the distribution of current pupils at Harris Academy and Menzieshill High School by the catchment that they live in. It can be seen that a significant number of Harris Academy's pupils actually live outside the school's catchment. Of the 490 non-catchment pupils attending Harris Academy 150 live in Menzieshill High School catchment. In contrast the vast majority of pupils at Menzieshill High School live within its catchment. However at present of the 487 pupils in Menzieshill, 178 of these places are made up through placing requests or from outwith Dundee. With the option of a brand new school it is likely that this level of placing requests will significantly decrease particularly when 20% of the placing requests are actually from families living in the Harris Academy catchment area.

- 1.3.5 It is also worth noting that of the 459 secondary aged pupils who live in the Menzieshill High School catchment area 27% of these currently make placing requests for Harris Academy. The new build Harris is likely to attract a higher level of placing requests from families who live in the Menzieshill catchment.

Table 2: Pupils at Harris Academy and Menzieshill High School, by catchment lived in

		Catchment lived in*			
		Harris Academy	Menzieshill High School	Elsewhere in Dundee	Outside Dundee*
School Attended	Harris Academy	450	150	184	156
	Menzieshill High School	34	309	51	93

- 1.3.6 The roll of Harris Academy has been traditionally capped at an intake of 220 pupils per year, providing a school roll of between 1150 and 1250 on average. A significant percentage of the Harris Academy roll is made up through placing requests from both within and outwith the city. For example at present around 40% of the Harris Academy roll attends through placing request. Only 590 pupils of the current 940 roll live in the Harris catchment area or attend Harris Academy through association from Invergowrie Primary School. Although these levels will rise as the general pupil population of the city increases, this will leave the school with a high number of available spaces for placing requests.
- 1.3.7 Although Harris Academy in the former Perth Road building ran at capacity or near to capacity, there has been a significant decrease in placing requests due to the decant to Rockwell. It is fully anticipated that the level of placing requests will return to normal levels when the new building opens. At present the transfer of the current Menzieshill pupil population to Harris Academy is only feasible because of the artificially low roll of Harris Academy. In event of this proposal not going ahead in August 2016 and the Harris Academy roll normalising as anticipated then the possibility of transferring this large a number of pupils would not be feasible. If at this point the Menzieshill High School roll does decline further then post closure solutions would be very challenging to manage for the Council and families of the school.
- 1.3.8 Menzieshill High School work extremely hard to ensure that the curriculum that is offered to pupils is as full as possible and offers young people a range of choices. This is extremely challenging with the size of the pupil population that the school currently experiences. To allow a reasonable choice the school currently operates a common S4-6 timetable with rotas in every timetable column. This means that the school operate a two week timetable to allow

choices to be made. In addition to this all classes require to operate at bi or tri level from National 4 to Higher because of the numbers of young people involved. If the school roll dropped further, a reasonable timetable and choice would not be sustainable without significantly increasing staffing levels in the school. This would have an adverse impact on all schools across the city.

1.4 Impacts on Harris Academy Roll from Session 2016/17 Onwards

- 1.4.1 The proposed extension of Harris Academy's catchment to include Menzieshill High School's catchment area in Dundee will increase the school roll at Harris Academy. Secondary school roll projections are calculated based on priority 1 pupils. Existing school rolls for primary and secondary are moved forward year on year. This allows pupil cohort projections to be calculated until 2021. These projections are shown in Table 3.
- 1.4.2 Priority for enrolment at a secondary school is determined by the secondary catchment in which a pupil lives. This approach assumes net migration in and out of a school catchment balances at zero. It is assumed that almost all pupils attending the Roman Catholic primary school in the area move to the associated Roman Catholic secondary school.
- 1.4.3 Within the current Harris Academy catchment, 3% of primary school pupils and 13% of secondary school pupils attend private schools. In the projections, therefore, it is assumed that 95% of primary aged children living in the current catchment area who attend local authority schools will transfer to attend Harris Academy.

Table 3: Projected roll for Harris Academy (including the Menzieshill High School Dundee catchment area) 2016 to 2022. Notional capacity 1309

	Academic Year					
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Roll	1299	1284	1260	1239	1233	1260

- 1.4.4 The Housing Land Audit 2014 plans for 687 new residential properties to be built by 2021, within the proposed new catchment for Harris Academy. The density of secondary aged children in existing housing developments is used to model the likely increase in school roll. If all of the 687 residences are built and they are occupied by new families moving into the catchment and existing families stay in the catchment then the projected school roll for Harris Academy could rise to the following figures (Table 4).

Table 4: Projected roll for Harris Academy (including the Menzieshill High School Dundee catchment area) 2016 to 2022. Notional capacity 1309

	Academic Year					
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Roll	1320	1312	1293	1281	1282	1311

1.5 Impact on Baldragon Academy Roll from Session 2016/17 Onwards

- 1.5.1 On average, 12 pupils per year from associated schools in Angus and Perth and Kinross take up a place at Menzieshill High School. If this trend continues at Baldragon Academy, the projected roll for Baldragon Academy is shown in Table 5. With a capacity of 1126, Baldragon Academy will have space for these pupils.

Table 5: Projected school roll for Baldragon Academy 2016 to 2022, including associated Angus and Perth and Kinross primary schools

	Academic Year					
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Roll	831	904	956	989	1031	1016

- 1.5.2 If the proposal is accepted, the Young Mothers' Unit (YMU) currently located in Menzieshill High School would be relocated to Baldragon Academy from the start of session 2016. This would have a small impact on the roll of the school.

1.6 Impact on Morgan Academy Roll from Session 2016/17 Onwards

- 1.6.1 The proposed redelineation of Morgan Academy's catchment area will increase the number of priority 1 pupils eligible for a place at Morgan Academy. Morgan Academy has a capacity of 1050 pupils and its current roll is 946. Table 6 shows the projected pupil roll for Morgan Academy including the revised catchment area. Projected rolls are calculated based on priority 1 pupils living in the catchment area. Based on these figures, Morgan Academy has sufficient capacity to accommodate pupils who live in the catchment area of Rosebank Primary School.

Table 6: Projected roll for Morgan Academy 2016 to 2022, including Rosebank Primary School

	Academic Year					
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Roll	918	916	920	911	922	989

1.7 Educational Benefits for Menzieshill High School Pupils

- 1.7.1 Pupils attending the new Harris Academy will benefit from a modern, state of the art school within a purpose built environment designed to support a range of teaching and learning approaches. In outlining the proposal, the Education Department believes that pupils will benefit from an improved range of high quality, challenging and enjoyable learning experiences across all curricular areas and learning contexts. Pupils will develop knowledge, skills, attributes and capabilities through courses and experiences reflecting Curriculum for Excellence design principles.
- 1.7.2 Pupils will benefit from the opportunity to access a range of new stimulating learning environments including: drama, dance and recording studios; music performing areas; science teaching zone; photographic studio/dark room; catering standard training kitchen and restaurant; modern swimming pool and indoor physical education and sporting facilities. Such environments will be instrumental in both bringing life to learning and learning to life for pupils within the new Harris Academy. In addition, the existence of industry recognised learning environments in areas, including home economics, will further augment the provision of vocational learning opportunities leading to industry recognised qualifications for young people.
- 1.7.3 Pupil access to the school's walled garden and adjacent woodland area will provide a suitable context for a range of outdoor learning experiences.
- 1.7.4 The inclusion of a bespoke area for pupil support, including enhanced accommodation for pupils with complex additional support needs, will further enhance the integration and quality of pupil support service provision within the school. The inclusion of a number of pupil support interview areas will strengthen existing partnership working between school staff and education services, external agencies and third sector partners.
- 1.7.5 Supported by the adaptability and functionality of such learning environments, pupils will have increased opportunities to work individually, in pairs, groups and teams leading to improved learning experiences and greater pupil motivation and engagement in their learning.
- 1.7.6 The creation of a rich digital learning environment with the inclusion of wireless technology will support learning and further extend related teaching approaches across the school community, inspiring both pupils and staff. This will promote greater pupil engagement and motivation in their learning experiences.

- 1.7.7 Within the new Harris Academy, pupils will benefit from increased and improved opportunities for inter-disciplinary learning within bespoke co-located curriculum areas for drama, music, art & design and dance; home economics and physical education; science and technology.
- 1.7.8 Consistent with new school building design principles, the school environment will have a positive impact on the motivation, behaviour, health and wellbeing, aspirations and ultimately outcomes for young people leading to improved post-school positive destinations. It is envisaged that the design will create a calm and purposeful environment for learning.
- 1.7.9 The new school will provide a progressive and coherent S1-S6 curriculum with a more comprehensive range of subject choices available for all pupils at all levels within the S1-S3 broad general education and S4-S6 senior phase. Such curriculum opportunities for pupils will include: the provision of timetabled literacy and numeracy programmes within the Broad General Education and an extended range of National Qualifications within the Senior Phase. This will include the availability of National 5 qualifications in Design and Manufacture, Practical Woodworking, English for Speakers of Other Languages, Spanish and Music Technology; and the availability of Higher Qualifications in German, Italian, Spanish, Hospitality and Religious, Moral and Philosophical Studies. Significantly, pupils will now be able to study Higher Physics which has recently, due to staffing restrictions, not been possible.
- 1.7.10 An augmented staff population will enable pupils to access increased curriculum experiences. The larger staff team will be instrumental in providing greater personalisation and choice for pupils, both through varied pedagogy and curriculum provision.
- 1.7.11 Increased scope and flexibility in the deployment of staff will result in greater opportunities for pupils to access discrete classes within the senior phase. This will limit the need for bi-level and tri-level teaching, currently a significant challenge within Menzieshill High School. As a result, pupils will be taught within a narrower ability range across subjects, commensurate with pupils' individual needs, abilities and aspirations.
- 1.7.12 The increased pupil population will provide more opportunities for pupils to form a broader range of relationships and friendships and in so doing, support pupils' personal and social development and life skills.
- 1.7.13 Such relationships will be supported within a school at the forefront of local and national 'Getting it Right for Every Child' developments. Pupils will have regular and frequent opportunities, within a caring educational community, to discuss their learning and progress with 'key' others including peer supporters, assigned class advisors and designated Principal Teachers of Guidance.
- 1.7.14 An extended range of opportunities for pupils' achievements will be available through the provision of varied educational, cultural and sporting activities and clubs. Pupils will have increased opportunities to participate as individuals and teams in a variety of local and national competitions and events.
- 1.7.15 The provision of a broader range of relevant curriculum experiences and extended opportunities for pupils' achievements, coupled with increased flexibility of staff deployment, will be instrumental in providing an enhanced inclusive learning environment for pupils in meeting their learning needs.
- 1.7.16 In meeting the learning needs of pupils requiring additional support, it is anticipated that the broader range of teaching and specialist staff, including guidance and support for learning/enhanced provision staff, will better meet pupils' additional support needs at all stages of intervention. Pupils will benefit from well established universal approaches to inclusive practice at classroom level within Harris Academy.
- 1.7.17 Continued opportunities will exist for the parents and carers to be involved in their child's education through a range of home and school engagement activities aimed at supporting

their child's learning. As at present, parents will have opportunities to participate within the 'new' Harris Academy Parent Council.

1.8 Educational benefits for Harris Academy pupils

- 1.8.1 The establishment of a revised catchment area for Harris Academy, embracing the rezoning of the Menzieshill High School catchment, will result in a more inclusive induction experience for pupils due to improved transition arrangements. Currently, a large number of pupils who reside outwith the current Harris catchment area, are excluded from this process. Pupils will benefit from improved progression and continuity at the point of transition.
- 1.8.2 An increased staff and pupil population will further consolidate and enhance existing curriculum provision through increased breadth and depth and additional opportunities for personalisation, choice, challenge and enjoyment.
- 1.8.3 The provision of additional staff to Harris Academy (as a result of the increased pupil population) will extend and improve the existing staff skill set. New staff will contribute to established professional learning and development opportunities for staff. Such opportunities will include planned approaches to the sharing of good practice in learning and teaching which will ultimately benefit pupils' learning experiences.
- 1.8.4 The revised catchment area and increased school roll will afford pupils more chances to widen their network of friends within a West Dundee community. In fostering new relationships and friendships, pupils will enhance their own and others' personal and social development.

1.9 Educational benefits for Perth and Kinross and Angus primary school pupils, currently associated to Menzieshill High School, who will be associated with Baldragon Academy

- 1.9.1 From session 2016/17, pupils attending Perth and Kinross and Angus primary schools formerly associated with Menzieshill High School will, as an alternative to attending their designated local authority secondary school (Perth High School or Monifieth High School) have priority 1 status for Baldragon Academy. In doing so, pupils with similar rural primary school experiences will, in accordance with their needs, receive an appropriate and compatible transition experience to secondary school.
- 1.9.2 Associated Perth and Kinross and Angus pupils choosing to attend Baldragon Academy from the beginning of session 2016/17 will, from January 2017, attend the new purpose built Baldragon Academy on the school's existing site.
- 1.9.3 Pupils attending the new Baldragon Academy will benefit from a modern state of the art school with purpose built and varied teaching accommodation conducive to the promotion of relevant and engaging educational experiences for young people.
- 1.9.4 Baldragon Academy facilities will include: a range of stimulating learning environments facilitating flexibility in the delivery of the curriculum; new sports facilities including a new swimming pool; community facilities to support current and future community use/demands and an opportunity to access a wireless enabled environment. Modern science laboratories and technology facilities will provide pupils with opportunities to experience an up to date and relevant curriculum.

1.10 Educational benefits for pupils who reside within the catchment area of Rosebank Primary School

- 1.10.1 Rosebank Primary School currently sits at the most easterly part of the existing Harris Academy catchment area 2.1 miles from Harris Academy. Rosebank Primary School will be relocated to a new shared campus site in the Coldside area in spring 2016. This closer proximity to Morgan Academy and its associated primary schools will further strengthen Rosebank Primary School's natural links and affinity to the Coldside community.
- 1.10.2 As a result of the above, pupils who reside in the catchment area of Rosebank Primary School will attend what is deemed by many Rosebank Primary School parents to be their local community secondary school.
- 1.10.3 Redelineating Morgan Academy's and Harris Academy's catchment areas would enable Rosebank Primary School pupils to forge associations and friendships with other young people residing in their locality who currently attend Morgan Academy. This will further strengthen young people's links and sense of belonging to their local community in addition to more fully exploiting existing opportunities for the integration of services for children and families.
- 1.10.4 In rationalising the school estate and rezoning Rosebank Primary School's catchment area to the Morgan Academy catchment area, many pupils will have a shorter distance to travel to secondary school. There are currently 136 children at Rosebank Primary School. Table 7 shows the number of current Rosebank pupils living within set travel distances of Harris and Morgan Academies.

Table 7: Number of Rosebank Primary School pupils living within given travel distances of Harris and Morgan Academies

Travel distance to:	Harris Academy	Morgan Academy
< 1 mile	0	27
1 to 2 miles	61	103
> 2 miles	75	6

1.11 Financial Implications

- 1.11.1 If the proposal is accepted, the revenue savings which will be generated will amount to approximately £591,000 in financial year 2016-17 rising to approximately £1,883,000 by 2019-20.

1.12 Transport and Travel Considerations

- 1.12.1 Pupils living more than three miles Shortest Safe Walking Distance (SSWD) from their catchment school are entitled to a free bus pass. Pupils entitled to Free School Meals (FSM) and living more than two miles SSWD from their catchment school are also entitled to a free bus pass. Actual SSWDs are calculated manually on a case by case basis by the City Development Department when required. As an approximation, the corporate Geographic Information System (GIS) has been used to calculate two and three mile travel distances from Harris Academy's site along the road network. This suggests there will be very few, if any, pupils living in the proposed catchment who are more than three miles SSWD from the school and 73 pupils living more than two miles in receipt of FSM that will be entitled to a bus pass.
- 1.12.2 Harris Academy is not directly connected by bus from the northern portion of the proposed catchment. It is, however, well connected to and from the city centre by bus routes. The Education Department will be entering into discussions with National Express Dundee to look at the possibility of extending current services, particularly in light of the increased number of young people who would require to make use of a bus service from this part of the catchment and in particular the larger group that would be receiving a free bus pass.

1.0 PROPOSAL 2

The revision of catchment areas for Sidlaw View Primary School, Ardler Primary School, Downfield Primary School and Craigowl Primary School from August 2016

- 1.1 It is proposed to change the catchment areas for Ardler Primary School, Craigowl Primary School, Downfield Primary School and Sidlaw View Primary School. The four schools are in the Strathmartine Ward of Dundee City Council. This will not impact on pupils currently enrolled in these schools. A description of the boundary changes is given below and maps are included on pages 14 to 21:

Craigowl Primary School to Sidlaw View Primary School

(Map 3, Map 4, Map 7 and Map 8)

The amended boundary between the catchments of Craigowl Primary School and Sidlaw View Primary school will now run from the bridge over the outlet channel from Clatto Reservoir, located to the east of Clatto Reservoir (NO370345), east along the line of the drainage ditch (partially underground) leading from Clatto Reservoir to Strathmartine Road, meeting Strathmartine Road after 1.1 km (NO381345), then south along the centreline of Strathmartine Road for 660 m, then south along the centreline of Cox Street to the roundabout (NO386337), then east along Balgowan Avenue centreline (North carriageway) to opposite the junction with Haldane Avenue where it rejoins the existing catchment boundary.

Craigowl Primary School to Ardler Primary School

(Map 1, Map 2, Map 3 and Map 4)

The amended boundary between the catchments of Craigowl Primary School and Ardler Primary school will now run from the bridge over the outlet channel from Clatto Reservoir, located to the east of Clatto Reservoir (NO370345), along the unnamed private road serving Clatto Barns Workshops, south for 140 m, east for 115 m and south for 135 m to join Clatto Gardens, then south-east along the centreline of Clatto Gardens to the junction with Dalmahoy Drive (NO372342), south along the centreline of Dalmahoy Drive for 450 m, then east between the curtailages of 99 St Ninian Terrace and 224 St Fillans Road for 15 m, then east along the unnamed track to St Fillans Road (NO372338), east along the centreline of St Fillans Road to the junction with Macalpine Road, south along the centreline of Macalpine Road to the junction with Birkdale Place where it rejoins the existing catchment boundary.

Ardler Primary School and Sidlaw View Primary School

(Map 2 and Map 8)

A new boundary will be created between the catchments of Ardler Primary School and Sidlaw View Primary school. This will run from the Local Authority boundary at the north-west corner of Clatto Country Park (NO366347) east along the unnamed track north of Clatto Country Park to the north-east corner of Clatto Country Park (NO370347), then south for 150 m to the bridge over the outlet channel from Clatto Reservoir, located to the east of Clatto Reservoir (NO370345).

Craigowl Primary School to Downfield Primary School

(Map 3, Map 4, Map 5 and Map 6)

The amended boundary between the catchments of Craigowl Primary School and Downfield Primary school will now run from the junction between Macalpine Road and St Leonard Place north along the centreline of Macalpine Road to the junction with Symers Street, then east along the centreline of Symers Street to the junction with Strathmartine Road and Cox Street, then south along the centreline of Cox Street to the junction with St Leonard Place where it rejoins the existing catchment boundary.

Sidlaw View Primary School to Downfield Primary School (Map 5, Map 6, Map 7 and Map 8)

The amended boundary between the catchments of Sidlaw View Primary School and Downfield Primary school will now run from Balgowan Avenue, north carriageway, opposite the junction with Haldane Avenue (NO391337), east along the centreline of Balgowan Avenue, north carriageway for 200 m. Then south along the unnamed footpath to Haldane Terrace, then south along the centreline of Haldane Terrace; it will then continue south for 140 m to the junction between Derwent Avenue and Kirkton Crescent where it rejoins the existing catchment boundary.

- 1.2 It is proposed that the start date for the introduction of the new catchment areas will be January 2016. It will only relate to future entrants from January 2016 and to Primary 1 pupils starting school from August 2016.

1.3 Education - Background

- 1.3.1 Craigowl Primary School is one of four non-denominational primary schools in the Strathmartine Ward of Dundee City Council. It was opened in 2007 to replace Macalpine Primary School and Brackens Primary School. The operational capacity of the school is 434 and the design includes nursery provision and community areas. Since the opening date, the school has operated above planned occupancy levels. As a result, the community areas have been used as teaching spaces to compensate for the lack of dedicated teaching space. Additionally, since 2007 there has been a considerable increase in the number of new build houses within the catchment area and further housing developments are contained within the Local Plan. In September 2014, the census figure for the school roll was 498 and the school occupancy rate was 115% (Table 1). It is clear that the level of housing in the area and the building work planned for the area will have a continued negative impact on the ability of the school to accommodate projected pupil numbers within the existing building. The proposal to change the catchment areas for the four schools would reduce the P1 intake into Craigowl Primary School by approximately 20 pupils from August 2016 onwards. This would lead to a phased reduction in the Craigowl Primary School roll.

Table 1: Craigowl Primary School, census roll and occupancy, 2008 to 2014

	Academic Year						
	2008/9	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Roll	518	491	484	464	482	486	498
Occupancy	119%	113%	112%	107%	111%	112%	115%

- 1.3.2 Within the Strathmartine Ward, the remaining three schools are Ardler Primary School, Downfield Primary School and Sidlaw View Primary School. The combined capacity of the three schools is 1189 and there is sufficient capacity across the three schools to take additional pupils. The catchment area for Ardler Primary School is adjacent to the boundary for Craigowl Primary School and there is capacity within Ardler Primary School (Table 2) to accommodate additional pupils. Downfield Primary School has capacity to accommodate additional pupils and a significant number of pupils currently attend as a result of placing requests from across the Strathmartine Ward (Table 3). The opening of the replacement school for Sidlaw View Primary School in October 2016 and the fact that the new school will be sited adjacent to the Craigowl boundary will create the opportunity to revise catchment areas. Sidlaw View Primary School has a capacity of 418 pupils but the current roll is 177 (Table 4). The new school will open in October 2016 with a capacity of 400.

Table 2: Ardler Primary School, census roll and occupancy, 2008 to 2014

	Academic Year						
	2008/9	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Roll	128	123	136	130	140	144	158
Occupancy	47%	45%	49%	47%	51%	52%	57%

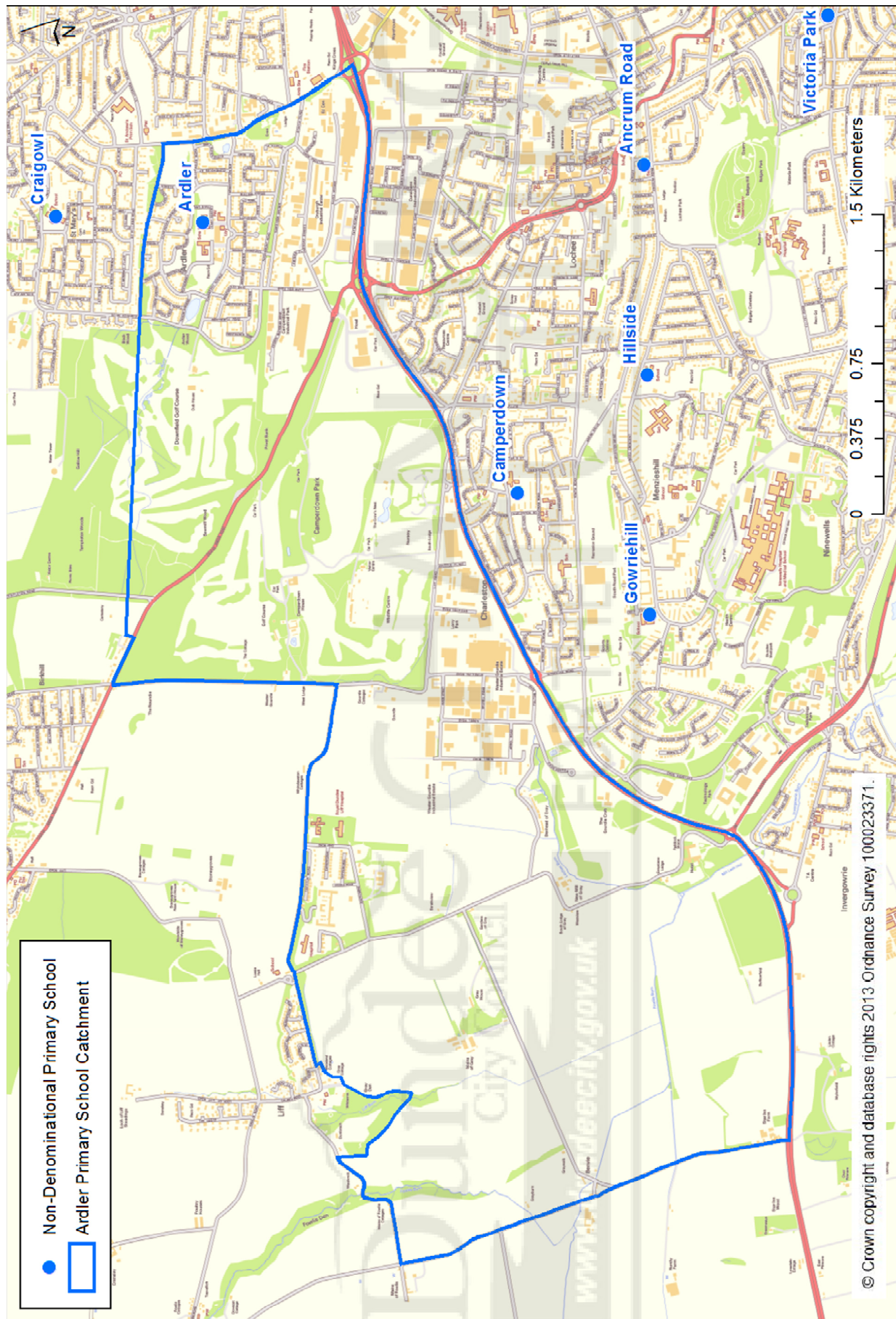
Table 3: Downfield Primary School, census roll and occupancy, 2008 to 2014

	Academic Year						
	2008/9	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Roll	349	360	364	377	373	379	401
Occupancy	80%	83%	84%	87%	86%	87%	92%

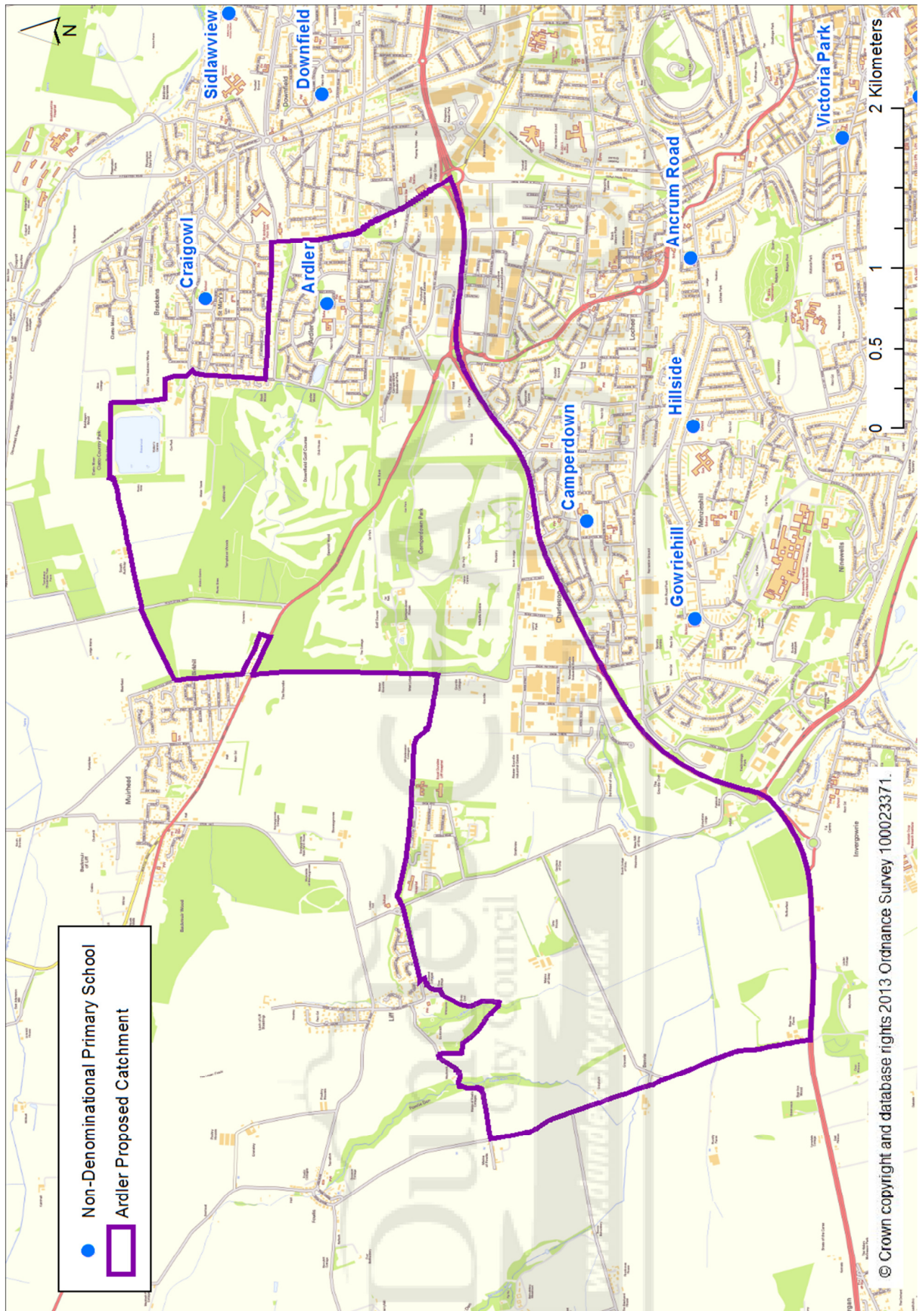
Table 4: Sidlaw View Primary School, census roll and occupancy, 2008 to 2014

	Academic Year						
	2008/9	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Roll	124	126	137	161	156	175	177
Occupancy	30%	30%	33%	39%	37%	42%	42%

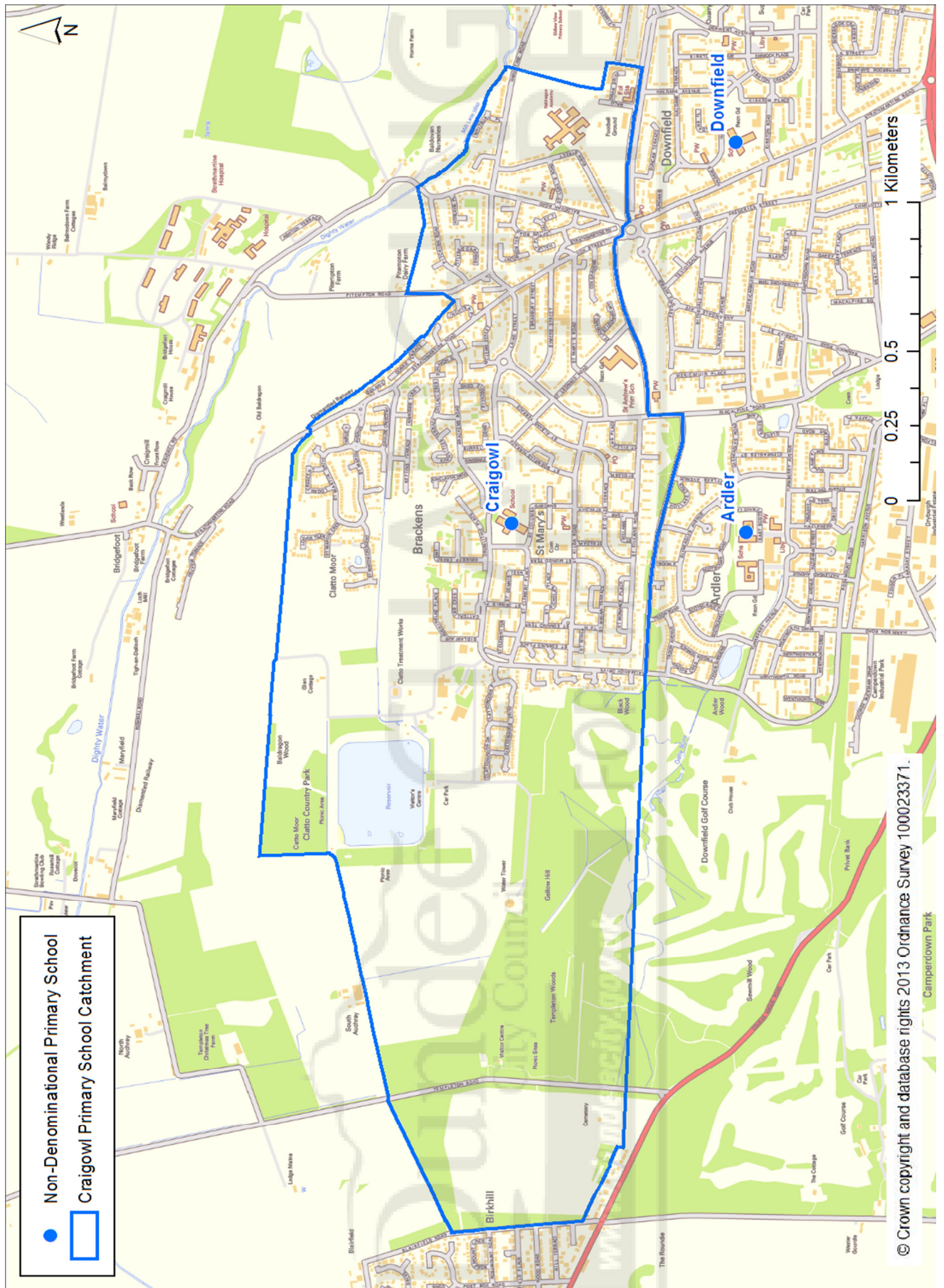
- 1.3.3 It is proposed that, if approved, the changes to the catchment areas would be implemented for new pupils from January 2016 for P1 intakes from August 2016. If approved, this would not impact on existing pupils who would continue to remain in their current school.
- 1.4 Educational Benefits for the Pupils**
- 1.4.1 Craigowl Primary School has a roll in excess of its operational capacity. Based on the current school population, local age demographics, projected pupils numbers and new build programmes in the local area, the school will continue to experience difficulty in accommodating all pupils. The lack of surplus space and the present and projected school pupil numbers means that teaching space is limited and that opportunities for active learning, team work and group activities are restricted despite the best efforts of the school staff. A reduction in the school roll to a more realistic level would create space for learners to take part in a wider range of practical activities in line with the learning intentions as set out in Curriculum for Excellence.
- 1.4.2 Each of the catchment areas of the four schools in this proposal paper form part of the catchment area of Baldragon Academy. The Head Teachers work closely together and meet on a regular basis to plan shared developments and to carry forward joint shared improvement priorities. This is good practice and would continue in the future.
- 1.4.3 All schools have established purposeful links with parents and the local community across the Strathmartine area. The replacement school for Sidlaw View Primary School and Jessie Porter Nursery School will mean that the new school will be in closer proximity to the existing Craigowl Primary School catchment boundary.
- 1.5 Benefits for other users of the school**
- 1.5.1 The reduction in the pupil roll in Craigowl Primary School would result in a situation where the community rooms would no longer be required as teaching spaces and would be available for community use.
- 1.7 Transport and Travel Considerations**
- 1.7.1 Residences within the areas to be redesignated from Craigowl Primary School to Ardler and Downfield Primary Schools will in some cases see an increase in the shortest safe walking distance to their catchment school. For the area relocated to Ardler Primary School, the increase will be of the order of 500 m. For the area relocated to Downfield Primary School, the increase is of the order of 200 m. Residences in the area relocated to Sidlaw View Primary School will, in many cases, lie closer to the site of the new Sidlaw View Primary School than to Craigowl Primary School.
- 1.7.2 A review of school crossing patrols in the area will be required to ensure crossings are located at the most appropriate locations to minimise safe shortest walking distances to the new relevant catchment schools.
- 1.8 Financial Implications**
- 1.8.1 There are no financial implications arising from this proposal.



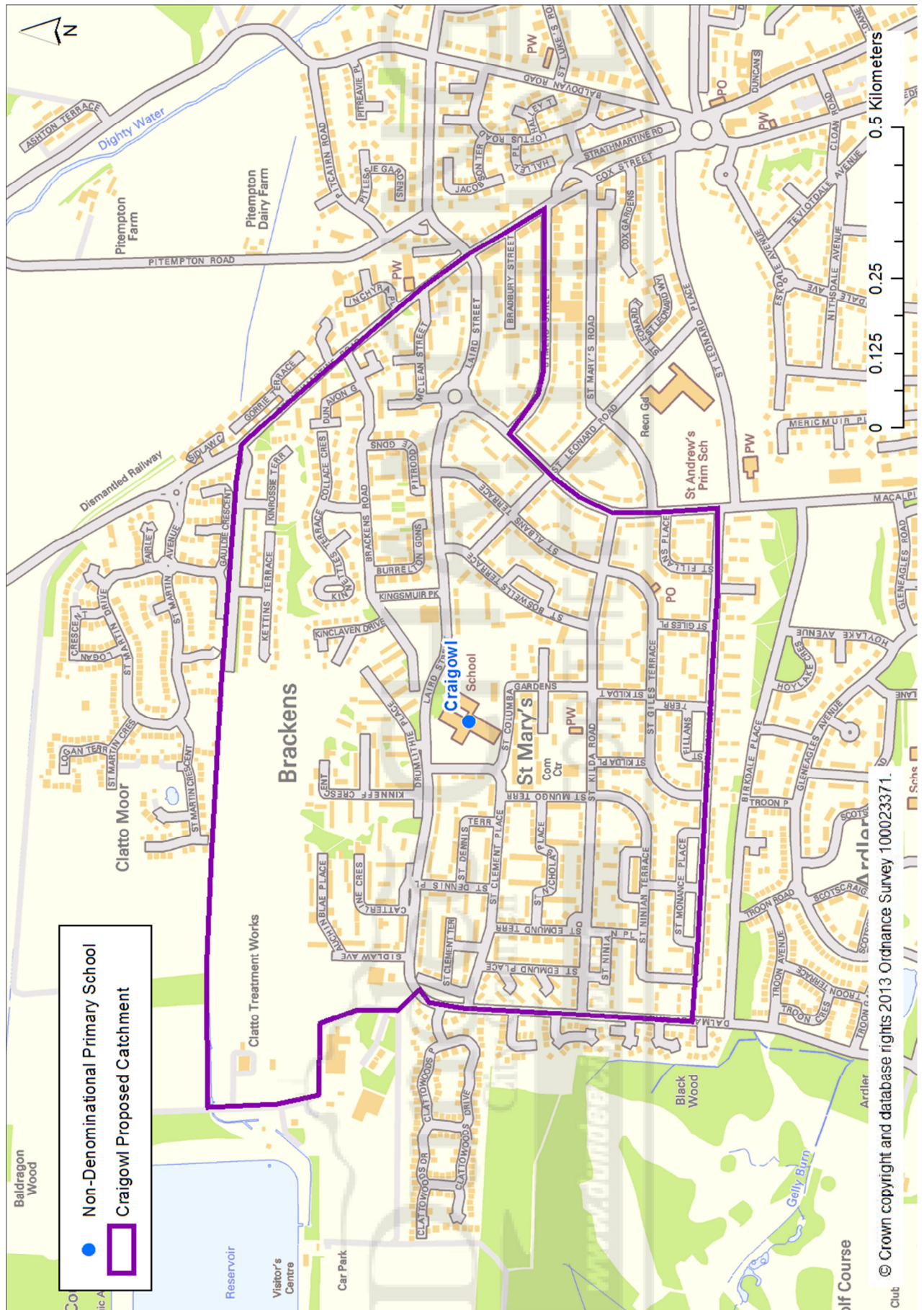
Map 1: Ardler Primary School existing catchment



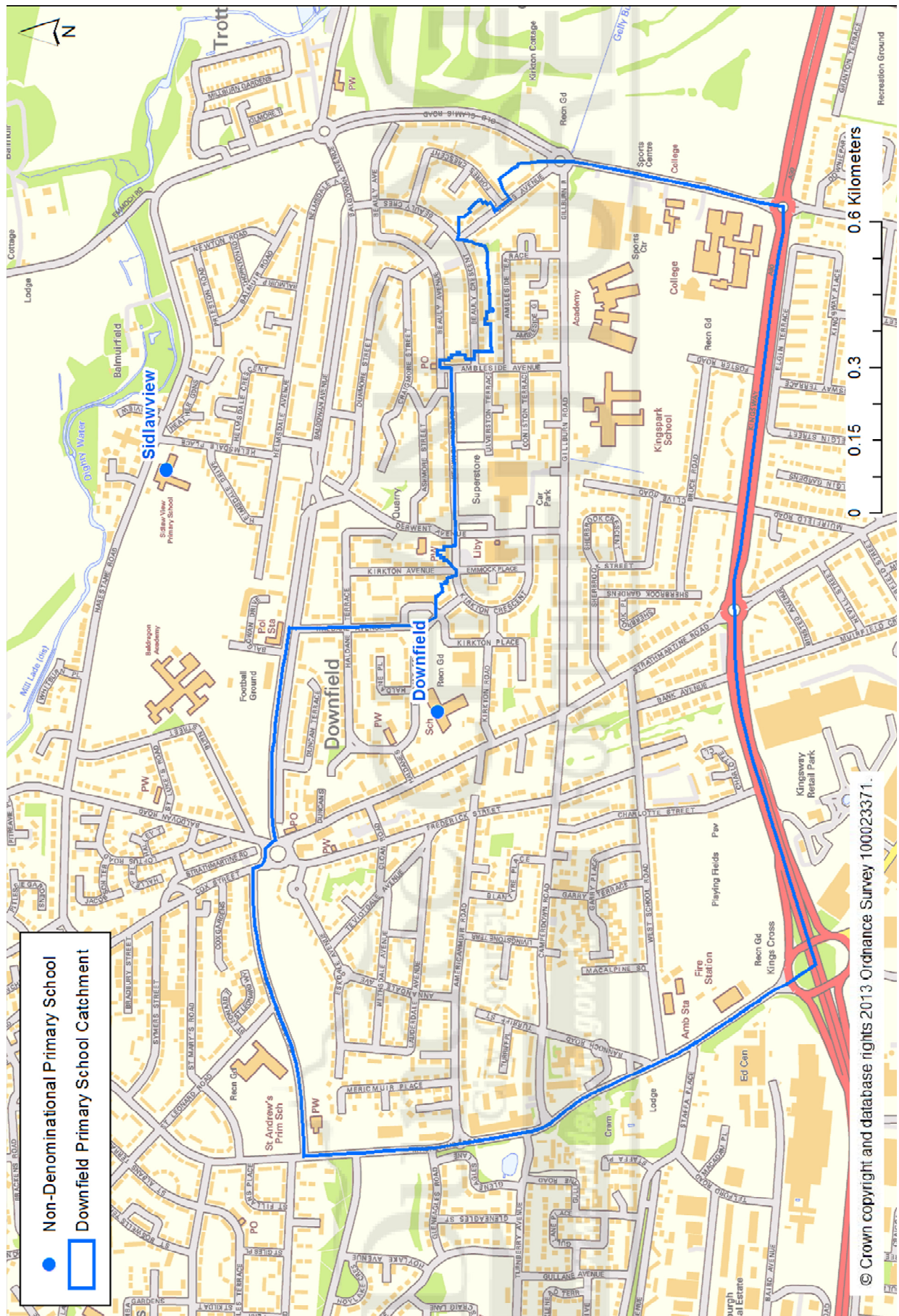
Map 2: Ardler Primary School proposed catchment



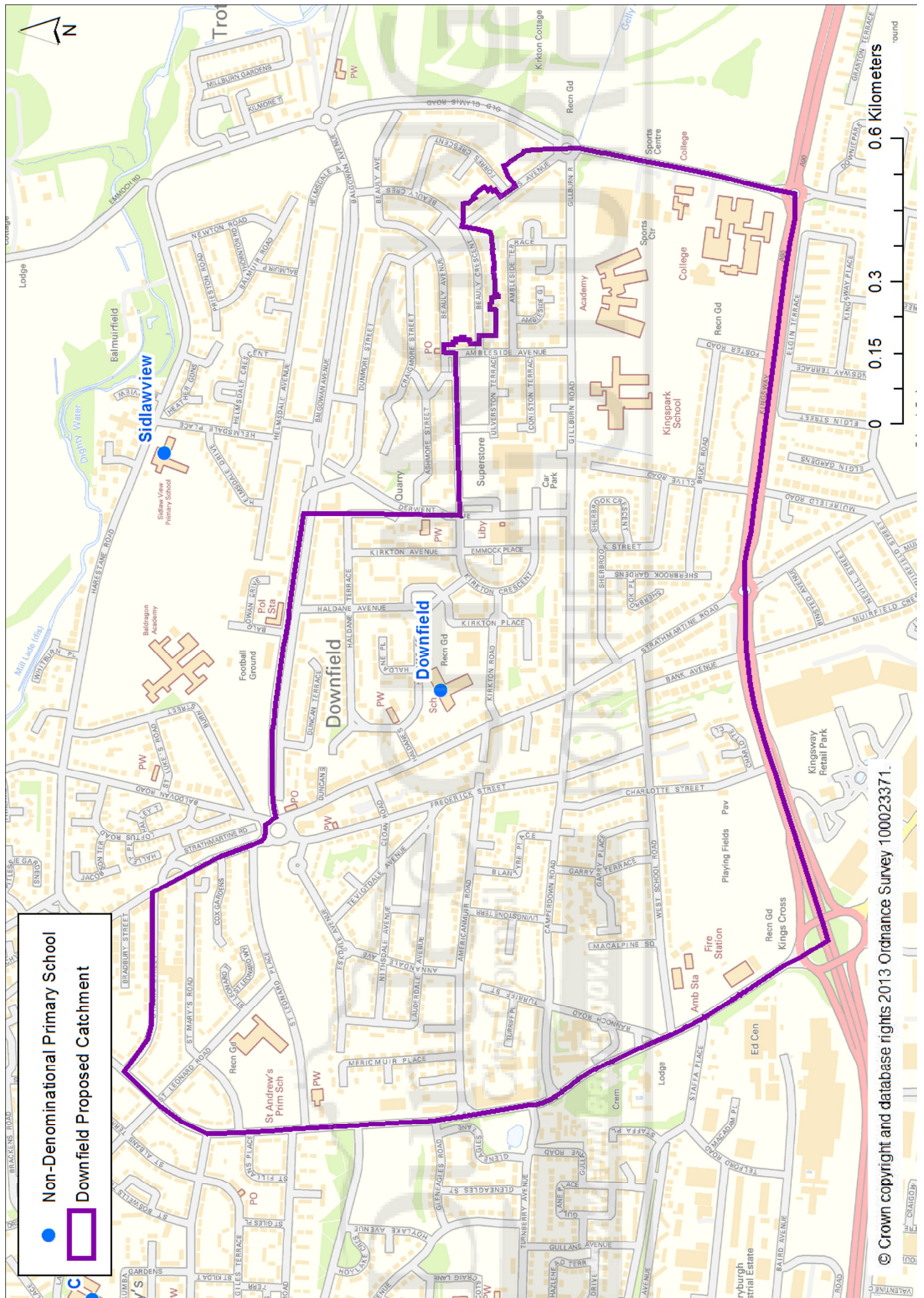
Map 3: Craigowl Primary School existing catchment



Map 4: Craigowl Primary School proposed catchment

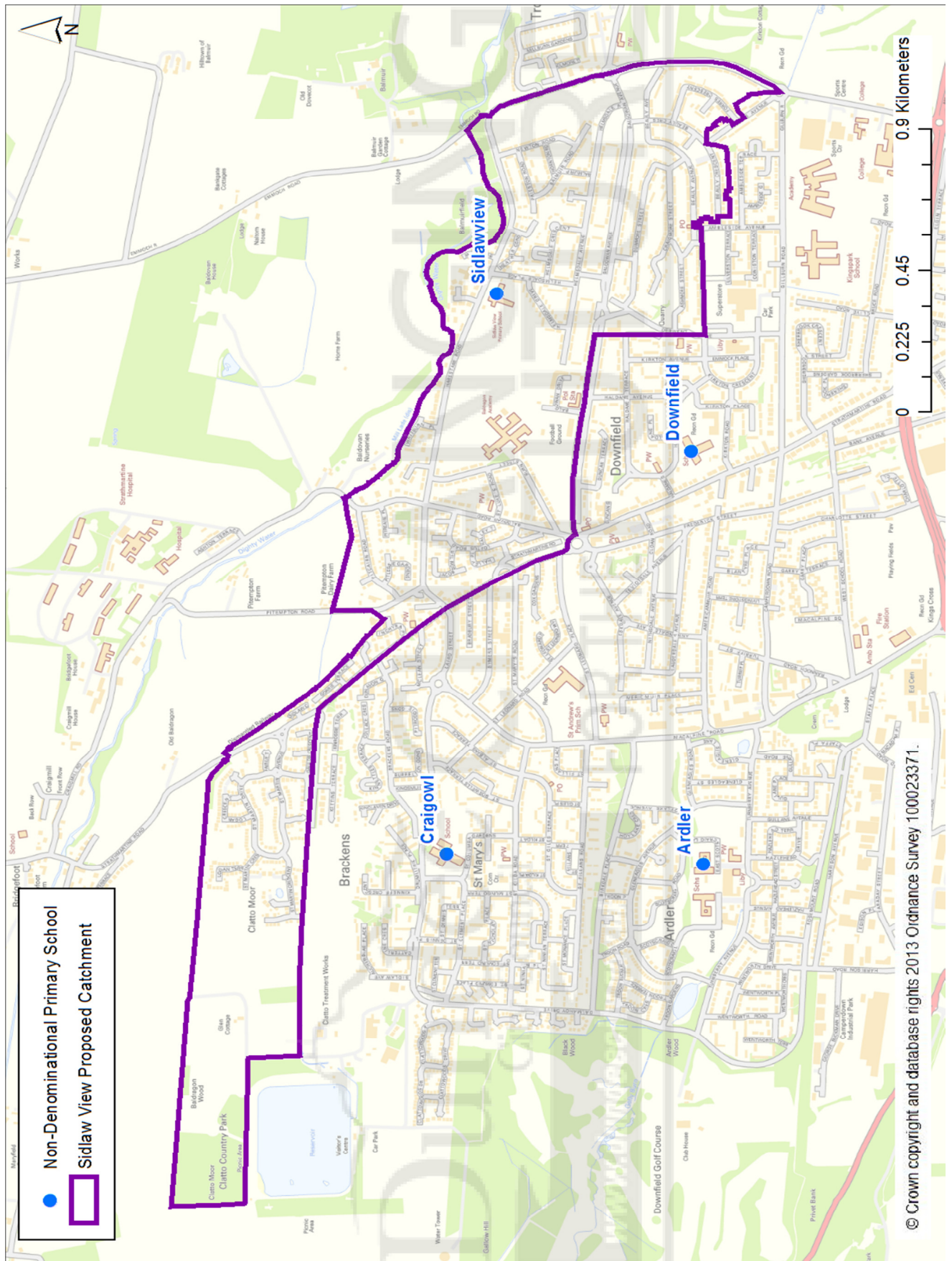


Map 5: Downfield Primary School existing catchment



Map 6: Downfield Primary School proposed catchment

Map 7: Sidlaw View Primary School existing catchment



Map 8: Sidlaw View Primary School proposed catchment

1.0 PROPOSAL 3

The redelineation of the existing catchment areas for St Paul's RC Academy and St John's RC High School by transferring that part of St Paul's RC Academy's catchment area which comprises the catchment area of St Clement's RC Primary School to St John's RC High School and to make St John's RC High School the associated secondary school of St Clement's RC Primary School from August 2016

- 1.1 It is proposed that the start date for the redelineation will be from the commencement of school session 2015/16. This will mean that the first pupil cohort to be offered Priority 1 places at St John's RC High School will be pupils starting S1 in school session 2016/17.
- 1.2 St Clement's RC Primary School is situated in the Charleston area of Dundee and has a current roll of 190 pupils. Until 2008 St Clement's RC Primary School was zoned to Lawside RC Academy in Dundee. In 2008, Lawside RC Academy and St Saviour's RC High School were merged into a single secondary school, St Paul's RC Academy. St Paul's RC Academy operated on a two campus site for a single year with pupils based in Lawside RC Academy and St Saviour's RC High School until a new building was completed on the Gillburn Road site in 2009. This merger brought together all of the associated primary schools of Lawside RC Academy and St Saviour's RC High School.
- 1.3 Although St John's RC High School was always geographically closer to St Clement's RC Primary School than Lawside RC Academy, the location of the new St Paul's RC Academy building increased significantly the travel distance for families to the new school. The current distance from St Clement's RC Primary School to St John's RC High School is 1.7 miles (using DCC safest walking route software). The distance from St Clement's RC Primary School to St Paul's RC Academy is 3.1 miles (using DCC safest walking route software).
- 1.4 The last few sessions have seen a considerable increase in the number of placing requests being made by pupils residing in the St Clement's RC Primary School catchment area to attend St John's RC High School during the P7 to S1 transfer. Table 1 below provides the relevant details for pupils currently in Stages S1 to S4. Current projections and feedback from parents would indicate that this number of placing requests will increase in forthcoming sessions.

Table 1: Pupils at St John's RC High School, by stage, showing the number of pupil's with St Clement's RC Primary School indicated as their previous school

Stage	Total Number of pupils	Pupils with St Clement's RC Primary school listed as their previous school
S4	160	5
S3	163	4
S2	197	8
S1	200	15

- 1.5 The Education Department has received, since the building of the new St Paul's RC Academy, regular requests from elected members of local wards on behalf of parents asking for the catchment areas to be reviewed on the basis of the travel distance to St Paul's RC Academy.
- 1.6 **Educational Benefits for the Pupils residing in the catchment area of St Clement's RC Primary School**
 - 1.6.1 In 2014, 79% (15 out of 19) of St Clement's RC Primary School's P7 pupils made placing requests to St John's RC High School. The redelineation of the St Clement's RC Primary School catchment area will allow improved transition arrangements to be made between P7 and S1 as the primary and secondary will work with a greater number of the same pupils. It will be easier to align literacy, numeracy and other curricular programmes across the sector.

There will also be a greater benefit for sharing assessment information and for educational planning

- 1.6.2 Families residing within St Clement's RC Primary School's catchment area will have a much shorter travel distance to St John's RC High School.
- 1.6.3 Although the denominational sector in Dundee will receive pupils from different community areas, St Clement's RC Primary School predominantly serves families in the Lochee/Charleston area. There are greater geographical community links with St John's RC High School that could potentially benefit families. St Paul's RC Academy geographically sits in the Kirkton community of Dundee and has little in the way of geographical community links with Charleston/Lochee

1.7 **Likely effects on St Paul's RC Academy**

- 1.7.1 St Paul's RC Academy continues to be a popular school. The school has a capacity of 1028 with an annual S1 intake of a maximum of 180. The table below shows the likely roll of St Paul's RC Academy with the redelineated catchment area of St Clement's RC Primary School. These figures do not take into account significant levels of placing requests that St Paul's RC Academy receives from other primary schools in Dundee, and a potential increase in placing requests from the Western Gateway development (Table 2).

Table 2: St Paul's RC Academy, projected school roll 2015 to 2022, excluding St Clement's RC Primary School

Academic Year	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Projected Roll	811	816	823	855	878	892	889

1.8 **Financial Implications**

- 1.8.1 There are no financial implications arising from this proposal.

1.0 PROPOSAL 4

Subject to a funding allocation from the Scottish Futures Trust, the closure of St Luke's and St Matthew's RC Primary and St Vincent's RC Primary Schools and the establishment of a new Roman Catholic primary school to be located on a new school campus setting and the relocation of Longhaugh Primary School and Longhaugh Nursery School to that campus

- 1.1 It is proposed to build a shared campus comprising replacement schools for Longhaugh Primary School, Longhaugh Nursery School, and a new school to replace St Luke's and St Matthew's RC Primary School and St Vincent's RC Primary School.

1.2 Education - Background

- 1.2.1 The creation of a new schools campus in the Longhaugh area will greatly improve the quality of the School Estate.

- 1.2.2 The proposal is to build a new campus setting to replace the following schools:

- Longhaugh Primary School
- Longhaugh Nursery School
- St Luke's and St Matthew's RC Primary School
- St Vincent's RC Primary School

- 1.2.3 Each of the establishments would benefit from the building of a new setting since they are all classified as being in a satisfactory or poor condition. In addition, this would result in lower operational costs by having all the establishments on one site.

- 1.2.4 The new school campus would incorporate:

- a new non-denominational primary school to replace Longhaugh Primary School.
- a new mainstream provision for 100 children to replace Longhaugh Nursery School.
- a new denominational school for the merged St Vincent's RC Primary School and St Luke's and St Matthew's RC Primary School
- the new campus would be situated in the environs of the current Longhaugh Primary School and St Luke's and St Matthew's RC Primary School.

1.3 School Capacity Information

St Vincent's RC Primary School building has a capacity of 434 pupils but the roll has declined since 2008 as shown in Table 1.

Table 1

St Vincent's RC Primary School, census roll and occupancy – 2008-2014.

Academic Year							
	2008/9	2009/2010	2010/11	2011/12	2012/13	2013/14	2014/15
Roll	224	230	210	193	186	191	181
Occupancy	50%	53%	48%	44%	43%	44%	42%

St Luke's and St Matthew's RC Primary School building has a capacity of 434 pupils. It has an average roll of 260 and operates at a capacity of 60% as show in Table 2.

Table 2

St Luke's and St Matthew's RC Primary School, census roll and occupancy – 2008-2014.

Academic Year							
	2008/9	2009/2010	2010/11	2011/12	2012/13	2013/14	2014/15
Roll	251	249	266	264	259	270	260
Occupancy	50%	57%	61%	61%	60%	62%	60%

Longhaugh Primary School building has a capacity of 427 pupils and a current roll of 281 pupils as shown in Table 3. In addition to the mainstream classes at Primary 1 – Primary 7, the school has an enhanced provision for pupils with Additional Support Needs.

Table 3

Longhaugh Primary School, census roll and occupancy – 2008-2014

Academic Year							
	2008/9	2009/2010	2010/11	2011/12	2012/13	2013/14	2014/15
Roll	312	296	279	271	275	282	281
Occupancy	73%	69%	65%	63%	64%	66%	66%

Longhaugh Nursery School is a stand alone nursery and has a capacity for 70 children in each nursery session. It is fully occupied and is able to cater for part-time children as well as a small number of full-time children.

1.4 Educational benefits for pupils

- 1.4.1 Pupils attending the new schools will benefit from a modern, state of the art school with purpose built learning environments designed to support a range of teaching and learning approaches. Classrooms will be well planned with good layout and use of space facilitating learning. Modern lighting, ventilation, heating and acoustics will improve comfort and wellbeing.
- 1.4.2 Consistent with new school buildings, the school environment in its entirety will have a positive impact on the motivation, behaviour, health and wellbeing, aspirations and ultimately outcomes for young people.
- 1.4.3 The creation of a rich digital learning environment with improved technology will support learning and promote greater pupil engagement and motivation in their learning experiences.
- 1.4.4 The school campus will be designed to ensure improved vehicular access and road safety around the site, including drop off areas.
- 1.4.5 The provision of a community room in both schools will provide parents and carers with a dedicated meeting space and allow for greater engagement in activities.
- 1.4.6 All pupils will benefit from a range of purpose built facilities including music and drama areas for the delivery of the expressive arts curriculum. Such environments will be instrumental in both bringing life to learning and learning for life.
- 1.4.7 A new and fully equipped games hall will benefit pupils' health and wellbeing and increase opportunities for extra curricular activities. The facility will also allow for further engagement for community use.
- 1.4.8 There will be improved dining facilities to meet the increase in free school meals entitlement and enhanced storage and display facilities.

1.5 Educational benefits of a new nursery

- 1.5.1 The new nursery provision will be designed to better meet the early learning and care needs of a range of age groups from 0-5. The design will include a range of different spaces. This reflects the Government plans to extend early learning and childcare provision.
- 1.5.2 Attractive, well maintained, stimulating environment that offers a variety of contexts for learning, large playroom, small group rooms, outdoor areas.
- 1.5.3 Potential through thoughtfully designed spaces to better support children with additional support needs and support these children in their catchment area keeping them with their peer group and supporting the parents of these children in their own community.
- 1.5.4 Enhanced opportunities for high quality outdoor learning which enables skills development and improves the health and wellbeing of the child.
- 1.5.5 Children, parents, the community and other stakeholders feel valued and respected.
- 1.5.6 The increased area will provide space to support parents with parenting skills and will enhance early learning experiences for their children in order to raise attainment and help children and families reach their full potential. Spaces to do this effectively and ensure parents/carers are welcomed and fully involved in the life of the nursery.
- 1.5.7 The new nursery would be able to cater for more full-time children and children who wish to stay for extended hours with facilities and resources that better meet the children's learning needs and care requirements. This would benefit working parents and parents who wish to train for employment by providing high quality affordable early learning and childcare.

1.6 Educational benefits of a Support Group

- 1.6.1 The primary purpose of the Longhaugh Support Group (LSG) is to support the inclusion of primary aged pupils demonstrating significant and sustained challenging behaviour within their own local mainstream school setting. Working in partnership with pupils, school staff, parents/carers and other agencies, the group provides intensive nurturing support within a small group setting on a 'shared attendance' and reintegration model. The educational benefits from a shared campus within a new school building will be that pupils will be supported within a purpose-built area of the school which can provide small group support on a flexible basis within the whole school campus. Pupils will experience a learning environment which can incorporate nurturing principles into its design, leading to a positive impact on relationships, learning and behaviour. The new building will provide the benefit of a fully accessible and safe physical environment which can facilitate pupils' independence.

1.7 Likely effects on children and young people in other Dundee schools

- 1.7.1 The new schools and nursery will have capacity to take additional pupils from outwith the catchment area, should parents/carers make a placing request.

1.8 Transport and Travel Considerations

- 1.8.1 There will be very little impact on travel distances for pupils at St Luke's and St Matthew's RC Primary School. The proposed new location of the school at a Longhaugh campus is 250 m away from the school's current location. There will be a greater impact on pupils who currently attend St Vincent' RC Primary School. St Vincent's RC Primary School lies approximately 1km away from the proposed new location at Longhaugh campus.
- 1.8.2 Following the merger, the new Longhaugh campus will remain the closest denominational primary school for the majority of residential properties currently contained within St Vincent's RC Primary School's catchment. The increase in travel distance by up to 1 km may persuade some parents to choose the local non-denominational school (Rowantree Primary School) in

preference to the new school. Rowantree Primary School currently has sufficient spare capacity to cope with an increase in pupils.

- 1.8.3 A review of controlled crossings and school crossing patrols in the area will be required to ensure crossings are located at the most appropriate locations to minimise safe shortest walking distances to the new school campus. A Travel Plan will be developed and implemented in consultation with the City Development team.

1.9 Financial Implications

- 1.9.1 The estimated capital cost of building the new school campus will amount to approximately £16m. This would replace the current provision for Longhaugh Primary School, Longhaugh Nursery and include a merger of St Luke's and St Matthew's RC Primary School and St Vincent's RC Primary School. A bid has been submitted to the Scottish Government for additional capital funding towards this project.
- 1.9.2 If the proposal is accepted, the revenue savings excluding loan charges which will be generated will amount to £304,000 in a full financial year.

EQUALITY IMPACT ASSESSMENT TOOL

Part 1: Description/Consultation

Is this a Rapid Equality Impact Assessment (RIAT)?		Yes <input type="checkbox"/> X	No <input type="checkbox"/>
Is this a Full Equality Impact Assessment (EQIA)?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Date of Assessment: 15 th November 2014		Committee Report Number: 466-2014	
Title of document being assessed: School Estate Consultation Proposals			
1. This is a new policy, procedure, strategy or practice being assessed (If yes please check box) <input checked="" type="checkbox"/> X		This is an existing policy, procedure, strategy or practice being assessed? (If yes please check box) <input type="checkbox"/>	
2. Please give a brief description of the policy, procedure, strategy or practice being assessed.		The proposal is seek permission to formally consult under the terms of the Schools(Consultation)(Scotland) Act 2010 to on certain proposals in relation to the school estate namely: <ul style="list-style-type: none"> • Closure of Menzieshill HS with Menzieshill's current associated Dundee Primary Schools becoming associated with Harris Academy. Rosebank PS becoming an associated PS of Morgan Academy. The Angus and Perth and Kinross Primary Schools associated with Menzieshill HS would become associated schools of Baldragon Academy • The revision of the catchment areas for Sidlawview PS, Ardler PS, Downfield PS and Craigowl PS. • St Clements RC PS to become an associated PS of St Johns RC HS • The closure of St Luke's and St Matthew's PS and St Vincent's PS and the establishment of a new RC PS to be located on a new school campus setting with a relocated Longhaugh PS and Longhaugh NS 	
3. What is the intended outcome of this policy, procedure, strategy or practice?		Click The outcome of this procedure would be to take forward a positive consultation leading to a final decision being taken by Education Committee in May 2015.If the consultation is successful and approval is received to proceed, then the changes made in the school estate would bring educational benefits to the pupils in the schools involved in the changes as outlined in the main report	
4. Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.		A report on the school estate in November 2014 (381-2014 refers) outlining these proposed changes and sought approval to bring formal proposals through this current report. Annual school estate reports have provided ongoing detail of developments in the totality of the estate in the last 3 years	

5. Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.	No consultation has taken place to date with any protected characteristic communities, but the procedure seeks permission to consult with all parents, pupils staff and a wide range of other stakeholders as part of the process
6. Please give details of council officer involvement in this assessment. (e.g. names of officers consulted, dates of meetings etc)	Michael Wood, Director of Education Lina Waghorn, Head of Education Paul Clancy, Head of Education
7. Is there a need to collect further evidence or to involve or consult protected characteristics communities on the impact of the proposed policy? (Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?)	We will be seeking a wide range of views as part of this procedure and as part of the process we will receive feedback from Education Scotland. All of the feedback is presented back to Education Committee and all stakeholders in a final consultation report.

Part 2: Protected Characteristics

Which protected characteristics communities will be positively or negatively affected by this policy, procedure or strategy?

NB Please place an X in the box which best describes the "overall" impact. It is possible for an assessment to identify that a positive policy can have some negative impacts and visa versa. When this is the case please identify both positive and negative impacts in Part 3 of this form.

If the impact on a protected characteristic communities are not known please state how you will gather evidence of any potential negative impacts in box Part 1 section 7 above.

	Positively	Negatively	No Impact	Not Known
Race / Ethnic Minorities	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
People with a disability	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Lesbian, Gay and Bisexual	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Socio-economic	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Pregnancy & Maternity	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3: Impacts/Monitoring



<p>1. Have any positive impacts been identified?</p> <p>(We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	<p>The proposals involve a significant number of young people in the city moving to brand new accommodation. The new accommodation will be fully DDA compliant.</p>
<p>2. Have any negative impacts been identified?</p> <p>(Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</p>	<p>None</p>
<p>3. What action is proposed to overcome any negative impacts?</p> <p>(e.g. involving community groups in the development or delivery of the policy or practice, providing information in community languages etc. See Good Practice on DCC equalities web page)</p>	<p>None</p>
<p>4. Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome?</p> <p>(If the policy that shows actual or potential unlawful discrimination you must stop and seek legal advice)</p>	<p>Not applicable</p>
<p>5. Has a 'Full' Equality Impact Assessment been recommended?</p> <p>(If the policy is a major one or is likely to have a major impact on protected characteristics communities a Full Equality Impact Assessment may be required. Seek advice from your departmental Equality lead.)</p>	<p>No</p>
<p>6. How will the policy be monitored?</p> <p>(How will you know it is doing what it is intended to do? e.g. data collection, customer survey etc.)</p>	<p>The procedure is to seek approval to consult. A full consultation report will be brought back to Education Committee in due course with the feedback from the consultation exercise</p>

Part 4: Contact Information

Name of Department or Partnership	Education
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Type of Document	
Human Resource Policy	<input type="checkbox"/>
General Policy	<input type="checkbox"/>
Strategy/Service	<input type="checkbox"/>
Change Papers/Local Procedure	<input type="checkbox"/>
Guidelines and Protocols	<input type="checkbox"/>
Other	<input type="checkbox"/>

Manager Responsible	Author Responsible
Name: Michael Wood	Name: Paul Clancy
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Signature of author of the policy:		Date: 15/11/2014
		
Signature of Director/Head of Service:		Date: 15/11/2014
		
Name of Director/Head of Service:		Michael Wood
Date of Next Policy Review:		