



City Chambers
DUNDEE
DD1 3BY

14th June, 2013

Dear Sir or Madam

EDUCATION COMMITTEE

You are requested to attend a MEETING of the **EDUCATION COMMITTEE** to be held in the City Chambers, City Square, Dundee on Monday, 24th June, 2013 at 6pm.

Yours faithfully

DAVID K DORWARD

Chief Executive

AGENDA OF BUSINESS

1 DECLARATION OF INTEREST

Members are reminded that, in terms of The Councillors Code, it is their responsibility to make decisions about whether to declare an interest in any item on this agenda and whether to take part in any discussions or voting.

This will include all interests, whether or not entered on your Register of Interests, which would reasonably be regarded as so significant that they are likely to prejudice your discussion or decision-making.

2 ASPIRE DUNDEE PROJECT

(Report No 297-2013 enclosed).

3 PROVISION OF FINANCIAL SUPPORT TO VOLUNTARY SECTOR PARTNERS

(Report No 274-2013 enclosed).

4 SCHOOL ESTATE IMPROVEMENTS IN THE COLDSIDE AREA OF THE CITY - OUTCOME OF THE FORMAL CONSULTATION PROCESS

(Report No 284-2013 enclosed).

5 SCHOOL ESTATE IMPROVEMENTS IIN THE STRATHMARTINE AREA OF THE CITY - OUTCOME OF THE FORMAL CONSULTATION PROCESS

(Report No 285-2013 enclosed).

**6 SCHOOL ESTATE IMPROVEMENTS IN THE MENZIESHILL AREA OF THE CITY -
OUTCOME OF THE FORMAL CONSULTATION PROCESS**

(Report No 286-2013 enclosed).

7 REMOVAL OF INSTRUMENTAL TUITION FEES

(Report No 300-2013 enclosed).

**REPORT TO: EDUCATION COMMITTEE – 24 JUNE 2013
POLICY AND RESOURCES COMMITTEE – 24 JUNE 2013**

REPORT ON: ASPIRE DUNDEE PROJECT

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 297-2013

1.0 PURPOSE OF REPORT

1.1 This report seeks approval to introduce a 2 year collaborative and local partnership Arts Education Programme across primary schools.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Committee:

- i. notes the contents of the report;
- ii. approves the project, subject to satisfactory external funding being secured; and
- iii. requests an annual progress update from the Director of Education.

3.0 FINANCIAL IMPLICATIONS

3.1 The estimated cost from August 2013 would be £140,000 and for full year in 2014/2015, £210,000 as detailed in Appendix 1.

3.2 The Education Department is currently confirming external funding from a number of organisations:

Creative Scotland	£40,000
Legacy 2014	£75,000
Youth Music Initiative	£25,000
Scottish Government	£40,000

3.3 Dundee City Council would make a contribution of £20,000 in year 2013/2014 and £30,000 in 2014/2015 towards this programme of intervention from the Early Years Collaborative.

3.4 The funding portfolio will be secured for the initial 2 year pilot programme (Year 1 - 2013/2014 and Year 2 - 2014/2015) to include all project, partnership and evaluation costs.

3.5 The Education Department is in discussion with Big Lottery 21st Century Life funding to extend the initial programme into years 2015/2016 and 2016/2017 and provide funding to meet the full cost of the programme

4.0 MAIN TEXT

- 4.1 In order to address Dundee's local priorities, we seek to develop and implement a collaborative and local partnership programme that will meet the real present day needs of our young people and help to address the large scale impact of inequalities in Dundee. Importantly, we will utilise existing local expertise and resources.
- 4.2 Extensive research has been undertaken into the 'Transformative Power of the Arts'. Arts learning experiences play a vital role in developing pupils' capacities for critical thinking, creativity, imagination and innovation. These capacities are increasingly recognised as core skills and competences that all pupils need as part of a high quality and complete 21st century education.

Arts programmes help to develop high levels of motivation, enthusiasm and self confidence. They instil self esteem, develop team working, encourage social integration, raise attainment and drive achievement. Skills acquired are transferrable and have proved, in many cases, to be a pathway to the workplace. Also demonstrated is a high level of respect for the contributions of others as well as a strong commitment to the cultural life of the city. Participants are successful in achieving short, medium and long-term goals, they have significantly raised aspirations and they become skilled in self evaluation.

- 4.2.1 Our overall aim is to achieve long term social transformation for children in areas of Dundee experiencing economic and social deprivation. This is an essential component of the City Council's Fairness Strategy.

Three arts schools will be created.

School of Dance – 2 schools involved	
School of Drama – 3 schools involved	
School of Music – 4 schools involved	Total = 9 Schools
	Total pupil numbers = 1,976

All three projects will:

- Provide high quality immersive dance, music and drama/theatre arts experiences using a flexible and individual approach with participants
- Be delivered in school, out of school and in the community
- Be a long-term intervention working with children from P1 to P7 and through to secondary school
- Champion the arts as a powerful tool for learning and social development
- Utilise the varied skills of staff and volunteers to employ effective strategies, encouraging young people to participate
- Give opportunities for young people to work and perform alongside professional artists and attend professional performances
- Identify senior pupil young ambassadors offering opportunities for leadership and training
- Build strong relationships with parents/carers and wider community providing direct access to local skills development opportunities.

Nine primary schools have been identified to take part in the programme. The schools were selected using data on free school meal and clothing grant entitlements.

Estimated numbers of pupils participating in ASPIRE Dundee projects.

Ballumbie Primary School	323
Camperdown Primary School	214
Rowantree Primary School	258
St Vincent's RC Primary School	186
Longhaugh Primary School	275
St Luke's and St Matthew's RC Primary School	259
St Clement's RC Primary School	174
Sidlaw View Primary School	156
Rosebank Primary School	131
TOTAL	1,976

The common feature of each project is that in all cases children will work with and learn alongside professional performers. All 3 projects will work with children from an early age to achieve long term social transformation. Sessions will be delivered during curriculum time, after school sessions and breakfast clubs. This early intervention approach is aligned to the Scottish Government's Early Years Framework. In addition all projects will be in line with Curriculum for Excellence and GIRFEC.

This approach will help ensure that our children have the best start in life and are ready to succeed. Immersive school based programmes will be developed along with increasing access to participation by establishing community hubs which will become local centres of achievement and ambition. The hubs will provide out of school activities including programmes in holiday periods and at weekends. This will be achieved by extending the reach of our partner organisations and delivery teams.

The key aims of the programme are to:

- Improve Health and Wellbeing
- Increase Learning and Skills
- Challenge Social Inequalities
- To build self confidence and self esteem

DELIVERY – FRAMEWORK		
<p>TERM 1 – Intensive 10 week programme in 9 schools</p> <ul style="list-style-type: none"> • Dance • Drama • Music 	<p>CPD for all teaching staff</p> <p>In Dance, Drama and Music</p>	<p>Parental presentation</p> <p>Training for Dundee College students</p>
<p>TERM 2 – 3 weeks in school</p>	<p>Teachers support delivery of project in class</p> <p>Dundee College students placements in Schools</p>	<p>Recruitment and training of Young Ambassadors and Senior pupil volunteers</p> <p>Community Hubs established</p>
<p>Term 3 – 2 weeks in school</p>	<p>In class delivery by teachers</p>	<p>Community Hub operational</p>

TOTAL = 15 weeks professional engagement directly in school

4.2.2 Each of the three projects in dance, drama and music will be continually monitored by the project teams delivering them in consultation with the relevant Head Teachers. An ASPIRE Project Co-ordinator will retain overall responsibility for tracking the impact of the wider project against the local and national outcomes. The Project Co-ordinator will regularly update the representatives of the wider Project Management Group at regular progress meetings and review the project where necessary. In addition, an external evaluator will be engaged to act as a critical friend during the life of the project. An evaluation matrix for the project will be designed to measure the quantitative and qualitative impact of the programme in line with the principles of Curriculum for Excellence and GIRFEC.

4.3 Features of the Dundee ASPIRE Project:

1. It will be totally inclusive so that it reaches and sustains the engagement of the hardest to reach families. Our projects will be based in the nine primary schools facing the highest levels of deprivation in our city. These are identified through free school meal and clothing grant entitlement statistics.
2. It will be a long-term intervention working with children from P1 to P7 and through to secondary school.
3. This will permeate into nursery and early years settings, including out of school clubs and holiday provision.
4. It is delivered in school, out of school, and on a community wide basis.

4.3.1 The ASPIRE Dundee programme will be delivered in partnership with the renowned Dundee Rep Theatre and Smallpetitklein Dance Company. In addition ASPIRE Dundee Music Co-ordinators will be seconded from the existing Dundee Instrumental Music Service to create new and innovative musical experiences.

4.4 Central to ASPIRE Dundee is a desire to bring together professional artists working with schools and communities in a positive and ambitious programme of work which will explore new contexts of creating and delivering high quality arts and cultural experiences whilst developing a further sense of local and national pride and identity.

ASPIRE Dundee will provide opportunities for almost 2,000 primary pupils to engage with the arts.

It will promote a culture change in delivering high quality arts and cultural experiences in schools and will demonstrate that lifelong participation in the arts can bring about transformational change within families and communities.

Enrichment activities will help enhance and stimulate the excellence offered to pupils. These will include field trips to local cultural establishments and performances, the use of artists in residence and planned opportunities to share with other after school programmes.

4.4.1 The ASPIRE Dundee proposal seeks to increase levels of physical activity in schools and communities aiming to combat access and health inequalities. Through a diverse range of experiences, particularly in the schools and community hubs focusing on dance, the programme will provide opportunities for children and young people to participate in regular, fun physical activity. The dance opportunities will range in styles from contemporary – street and also feature regular performances by professional visiting companies along with showcase events for participants.

4.5 We will engage with the University of Dundee to undertake a research project evaluating the impact of the ASPIRE Dundee Programme in the following areas:

- The socio-economic impact of culture within the community using an intensive model of delivery
- Investigate the cost value for money aspect of ASPIRE Dundee in terms of preventative spend using early intervention as the medium

The University of Dundee are currently being funded by Creative Scotland to undertake a study into the assessment of creativity and how the outcomes of key arts and cultural experiences can be measured. ASPIRE Dundee would become part of this research study

4.6 ASPIRE Dundee will be monitored by Creative Scotland and Scottish Government as a model of practice in arts partnership working and the programme has the potential to be cascaded to local authorities nationally.

5.0 POLICY IMPLICATIONS

5.1 This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact

Assessment and Risk Management. An Equality Impact Assessment has been carried out and is attached to this report.

6.0 CONSULTATIONS

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

7.0 BACKGROUND PAPERS

7.1 None.

Michael Wood
Director of Education

7 May 2013

Appendix 1

Estimated annual cost of the Aspire Dundee Project is as follows:

Project Coordinator	£34,000
Dance Project	£32,000
Drama Project	£62,000
Music Project	£64,000
Volunteers	£2,000
Contingency	<u>£16,000</u>
Total	<u>£210,000</u>

The above costs cover resources and staff costs to support each of the projects. The Dance and Drama projects will be delivered in partnership with Dundee Rep and Smallpetitklein Dance Company. The Music project will be delivered by appointed ASPIRE Dundee Music Co-ordinators.

EQUALITY IMPACT ASSESSMENT TOOL

Part 1: Description/Consultation

Is this a Rapid Equality Impact Assessment (RIAT)?	Yes
Is this a Full Equality Impact Assessment (EQIA)?	No
Date of Assessment: May 2013	Committee Report Number: 297-2013
Title of document being assessed: ASPIRE Dundee	
1. This is a new policy, procedure, strategy or practice being assessed (If yes please check box) YES	This is an existing policy, procedure, strategy or practice being assessed?
2. Please give a brief description of the policy, procedure, strategy or practice being assessed.	This report outlines Aspire Dundee Collaborative Arts Partnership and seeks approval to implement 2 year pilot
3. What is the intended outcome of this policy, procedure, strategy or practice?	<ul style="list-style-type: none"> • positive impact on children's personal and social development ie. Improved self-confidence, social skills, concentration and team working • increase in achievement and attainment • increase in strategic partnership working providing services responsive to local needs • increased skills for teaching and support staff
4. Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	Scottish index of Multiple Deprivation 2012 Analysis
5. Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.	Presentation of the proposal was made to Scottish Government representatives, Dundee Rep, Smallpetitklein, Creative Scotland
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 (Pre-school, Primary, Culture and Communication) Kenny Christie, Education Support Officer (Culture)
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?)	Ongoing communication and consultation with involved communities will be central to ASPIRE Dundee

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
Ethnic Minority Communities including Gypsies and Travellers	<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	<input type="checkbox"/>	<input type="checkbox"/>	X	<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	X	<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>This programme will operate within the primary schools with the highest level of deprivation.</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>No</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>N/A</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>N/A</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>Ongoing evaluation and monitoring.</p> <p>External evaluation to be carried out Dundee University.</p>

Part 4: Contact Information

Name of Department or Partnership	Education Department
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Type of Document	
Human Resource Policy	<input type="checkbox"/>
General Policy	<input type="checkbox"/>
Strategy/Service	<input checked="" 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: Lina Waghorn
Designation: Director of Education	Designation: Head of Education
Base: Dundee House	Base: Dundee House
Telephone: 433071	Telephone: 43718
Email: michael.wood@dundeecity.gov.uk	Email: lina.waghorn@dundeecity.gov.uk

Signature of author of the policy:		Date: 31/5/13
Signature of Director/Head of Service:		Date: 31/5/13
Name of Director/Head of Service:	Michael Wood	
Date of Next Policy Review:	May 2016	

REPORT TO: EDUCATION COMMITTEE – 24 JUNE 2013

REPORT ON: PROVISION OF FINANCIAL SUPPORT TO VOLUNTARY SECTOR PARTNERS

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 274-2013

1.0 PURPOSE OF REPORT

- 1.1 This report seeks approval to provide funding to third sector partners for the continued delivery of childcare services. The organisations included in this report are Home-Start Dundee and Childcare @ Home.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Education Committee note and approve the contents of this report and approve the award of funding of £60,000 as outlined in Appendix A.

3.0 FINANCIAL IMPLICATIONS

- 3.1 The full cost of this proposal is £60,000 in the current financial year 2013 - 2014. This will be met from the Education Department's revenue budget.
- 3.2 Funding amounts have been calculated following discussions with each voluntary partner agency. The Department has given full consideration to the continuation and maintenance of meeting childcare and parental support needs across Dundee. This is in line with expectations contained in the Scottish Government's Early Years Collaborative agenda, the Council of Scottish Local Authorities' (COSLA) and the Scottish Government's joint policy document, *The Early Years Framework* and supports Dundee's proposed *Integrated Children's Services Plan 2013 - 2017*.

4.0 MAIN TEXT

- 4.1 The third sector plays an important role in providing access to a range of services to support children and families. A key priority identified by Dundee's Integrated Children's Services (ICS) Strategic Planning Group is to build on existing services and resources. Dundee City Council Education Department and its third sector partners have enjoyed mutually supportive and positive partnership arrangements for many years. A shared commitment to working collaboratively to improve and develop services aimed at the well-being, needs and interests of all children and their families is well established. This aspiration is in line with recommendations contained in the Scottish Government and COSLA's *Early Years Framework (2008)* joint policy document which underpins Scotland's *Early Years Collaborative* agenda.
- 4.1.1 A further priority identified by Dundee's ICS Strategic Planning Group is the development of the city's strategy to support and empower parents, namely, "*Being A Parent In Dundee*" (*BAPID*). Home-Start Dundee and Childcare @ Home both provide support and services to children and families in line with the BAPID strategy.
- 4.1.2 Home-Start Dundee and Childcare @ Home personnel have fully participated in the established community-based *Lochee Pathfinder* initiative in the Lochee ward. Both agencies currently work with families in this area of the city.

- 4.2 **Home-Start Dundee** is a voluntary home visiting organisation which works with families who are experiencing difficulties and have at least one child below 5 years of age.
- 4.2.1 Trained volunteers, usually parents themselves, give practical and emotional support to families, often representing a lifeline for many parents who are finding it hard to cope. Home-Start Dundee has a clear aim to empower each parent to take more responsibility in raising their family and to foster positive relationships with their children.
- 4.2.2 Home-Start Dundee reports that over the past year they have supported 87 families who have at least one child under 5 years of age. This equates to 215 children.
- 4.2.3 A high number of referrals for Home Start Dundee's assistance relate to families who reside in the DD2 postcode area of the city. This postcode includes the Lochee ward where the city has developed the Lochee Pathfinder initiative.
- 4.2.4 This proposal seeks to provide a total funding of £30,000 in 2013 - 2014 to secure the continued training of volunteers and to support services provided by Home-Start Dundee.
- 4.2.5 Home-Start Dundee aims to recruit more volunteers in order to meet increased demand from local families with vulnerable children.
- 4.3 **Childcare @ Home** provides a home-based sitter service for parents working unsocial hours, such as during evenings and at weekends. Formerly known as Dundee Sitter Service, this agency has been in operation since 1999. It was established by One Parent Families Scotland in conjunction with Dundee City Council and this model of wrap around flexible childcare has been and continues to be copied and emulated in other areas of Scotland.
- 4.3.1 The service aims to provide affordable, quality home-based childcare for families mainly on a low income who are working or are in education, at times when no other childcare provision is available to them. The service also provides a limited respite care service linked to parental income. In 2012 - 2013 Childcare @ Home provided home based care to 42 families (71 children) to allow parents to undertake employment or training for employment.
- 4.3.2 A city-wide service, Childcare @ Home support families in the Lochee ward where the Lochee Pathfinder initiative is established. It is proposed to award £30,000 to Childcare @ Home in 2013 - 2014 to allow them to continue to deliver childcare services to parents on days and at times when other childcare providers do not operate.
- 4.4 The funding proposals for each of these agencies will allow services to continue to enrich and enhance the learning, development and wellbeing of young children. The funding will also support and empower families and enable them to play a full part in society. This in turn will facilitate Dundee's Integrated Children's Services in fulfilling the *Getting It Right For Every Child* (GIRFEC) agenda, develop locally Scotland's *Early Years Collaborative* and address the demands of the *Early Years Framework* policy document.
- 4.4.1 The work of each of these two agencies is supported by the Education Department's Early Years Team. The Early Years Team works closely with third sector partners to ensure that the services they provide are of a satisfactory standard and that identified outcomes for children and families are agreed and evaluated.
- 5.0 POLICY IMPLICATIONS**
- 5.1 This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. An Equality Impact Assessment has been carried out and is attached to this report.

6.0 CONSULTATION

6.1 This report has been the subject of consultation with the Chief Executive, Director of Corporate Services, Director of Social Work and Head of Democratic and Legal Services.

7.0 BACKGROUND PAPERS

7.1 None.

MICHAEL WOOD
Director of Education

10 June 2013

APPENDIX A

Voluntary Partner	Breakdown 1 April 2013 - 31 March 2014	Total funding
Home-Start Dundee	Funding to continue service delivery and further increase the number of volunteers to support vulnerable parents and families	£30,000
Sub total		£30,000
Childcare @ Home	Funding to allow the continued delivery of childcare services at unsocial hours (evenings and weekends) to enable parents to access employment or study towards employment.	£30,000
Sub total		£30,000
TOTAL		£60,000

EQUALITY IMPACT ASSESSMENT TOOL

Part 1: Description/Consultation

Is this a Rapid Equality Impact Assessment (RIAT)?	Yes <input checked="" type="checkbox"/> X	No <input type="checkbox"/>
Is this a Full Equality Impact Assessment (EQIA)?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/> X
Date of Assessment: May 2013	Committee Report Number: 274-2013	
Title of document being assessed: Provision of Financial Support to Voluntary Sector Partners		
1. This is a new policy, procedure, strategy or practice being assessed (If yes please check box) <input type="checkbox"/>	This is an existing policy, procedure, strategy or practice being assessed? (If yes please check box) <input checked="" type="checkbox"/> X	
2. Please give a brief description of the policy, procedure, strategy or practice being assessed.	Two Third Sector partners have requested funding to help them to continue to deliver services to children under 5 years of age and their families. These services cannot be delivered by the Education department and help parents to access employment, training and support with parenting skills.	
3. What is the intended outcome of this policy, procedure, strategy or practice?	Vulnerable families can improve outcomes for their children by parenting more effectively and by gaining employment to improve the financial status of the family.	
4. Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	<ul style="list-style-type: none"> • The Early Years Framework • Equally Well • Pre-birth to 3 • Getting It Right For Every Child • ICS Strategy for Dundee • Being A Parent In Dundee Strategic document 	
5. Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.	No These services are available to the whole community and therefore do not impact negatively on protected characteristic communities.	
6. Please give details of council officer involvement in this assessment. (e.g. names of officers consulted, dates of meetings etc)	<ul style="list-style-type: none"> • Charlotte MacCrimmon, Education Manager • Lina Waghorn, Head of Service, Early Years, Primary, Communications & Culture 	
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?)	No. Protected Characteristics Communities are equally eligible to seek these services.	

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
Ethnic Minority Communities including Gypsies and Travellers	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender Reassignment	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion or Belief	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People with a disability	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesbian, Gay and Bisexual	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socio-economic	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy & Maternity	X	<input type="checkbox"/>	<input type="checkbox"/>	<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>Available to all families who have a child under 5 years of age and/or are seeking childcare to allow them to take up employment or training for employment. Parents are empowered and supported to take responsibility for their family.</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>N/A</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>N/A</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>Evaluation of the services delivered will continue with:</p> <ul style="list-style-type: none"> • Full regular reports from both agencies sent to the Education Department. • Visits/meetings from Education department Development Officers and the Education Manager • Quality assurance meetings to discuss developments and outcomes.

Part 4: Contact Information

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

Manager Responsible	Author Responsible
Name: Lina Waghorn	Name: Charlotte MacCrimmon
Designation: Head of Education (Pre-School, Primary, Communications & Culture)	Designation: Education Manager
Base: Dundee House	Base: Dundee House
Telephone: 01382 433718	Telephone: 01382 433950
Email: lina.waghorn@dundeecity.gov.uk	Email: charlotte.maccrimmon@dundeecity.gov.uk

Signature of author of the policy:	<i>Charlotte C. MacCrimmon</i>	Date: 15 May 2013
Signature of Director/Head of Service:	<i>Michael Wood</i>	Date: 15 May 2013
Name of Director/Head of Service:	Michael Wood	
Date of Next Policy Review:	March 2014	

REPORT TO: EDUCATION COMMITTEE–24 JUNE 2013

REPORT ON: SCHOOL ESTATE IMPROVEMENTS IN THE COLDSIDE AREA OF THE CITY - OUTCOME OF THE FORMAL CONSULTATION PROCESS

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 284-2013

1.0 PURPOSE OF REPORT

- 1.1 This report details the representations made during the formal publication and consultation exercise on the above proposal and recommends that the Council proceeds with the proposal.

2.0 RECOMMENDATION

- 2.1 It is proposed to build a shared campus set up comprising replacement schools for Our Lady's RC Primary School and Rosebank Primary School. A new replacement facility for Frances Wright Pre-School Centre will also be built. The new schools and pre-school centre will retain their own identity and will have separate entrance areas. Community facilities will also be incorporated within the new build programme. The community facilities will remain separate from the schools but it is envisaged that there will be access to the gym hall, dining hall and general purpose areas outwith school hours. The site is that of the former Alexander Street multis.

3.0 FINANCIAL IMPLICATIONS

- 3.1 The financial implications are as set out in Report No 443-2012 "Coldside – New Primary Schools and Pre-School Centre incorporating Community Facilities".

4.0 BACKGROUND

- 4.1.1 At its meeting of 26 November 2012, the Education Committee approved the report entitled "Coldside – New Primary Schools and Pre-School Centre incorporating Community Facilities" and agreed (inter alia) to remit the Director of Education to carry out the statutory consultation procedures in terms of the Schools (Consultation) (Scotland) Act 2010 in respect of the proposal to build 2 x 1 stream primary schools with additional classrooms which can be allocated to either school as individual school rolls dictate to replace Our Lady's RC Primary School and Rosebank Primary School. Community facilities will also be incorporated within the new build programme. A new replacement facility for Frances Wright Pre-School Centre would also be included on this site which is that of the former Alexander Street multis (Report No 443-2012 refers).
- 4.1.2 The proposal was advertised in the "Evening Telegraph" on Monday 28 January 2013 and all the statutory consultees received a copy of the consultation document on that date. An additional advertisement was placed in the "Evening Telegraph" on 18 February 2013 to provide notification that the closing date for the consultation had been extended to 14 March 2013. All statutory consultees received a letter to advise them of the extension to the consultation period.
- 4.1.3 A consultation meeting for parents/carers of pupils at Rosebank Primary School, Our Lady's Primary School and Frances Wright Pre-School was held on the evenings of Tuesday 12 February, Wednesday 13 February and Thursday 14 February respectively. A meeting was also held for all staff at each school on those dates at the end of the school day. In addition all Parent Councils and Trade Union Representatives were consulted.

- 4.1.4 The Scottish Hierarchy of the Roman Catholic Church was formally consulted in respect of this proposal.
- 4.1.5 A copy of the consultation report is attached as Appendix 1, a copy of the report by Education Scotland is attached as Appendix 2 and copies of the notes of the meetings held during the consultation period are attached as Appendix 3.

5.0 APPROVAL OF THE PROPOSAL

- 5.1 With regard to Rosebank Primary School, the proposal was enthusiastically supported by the staff and Parent Council. The vast majority of the parents/carers supported the proposal in principle. A clear majority supported the proposal as it was framed, including the proposed site.
- 5.2 With regard to Our Lady's Primary School, staff, Parent Council and parents/carers were all fully supportive of the proposal.
- 5.3 With regard to Frances Wright Pre-School Centre, staff and Parent Council fully supported the proposal. Those who attended the meeting of Frances Wright Pre-School Centre, parents/carers were largely in favour of a new school.
- 5.4 The Rt. Rev. Monsignor Kenneth J. Canon McCaffreyhas expressed his full support for the proposal.

6.0 CATCHMENT AREAS FOR THE NEW SCHOOLS

- 6.1 The catchment areas for Rosebank and Our Lady's Primary Schools will remain as they are at present. The Director of Education will, as is normal practice across the City, keep these catchment areas under review.

7.0 POLICY IMPLICATIONS

- 7.1 This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. An Equality Impact Assessment has been carried out and is attached to this report.

8.0 CONSULTATIONS

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

9.0 BACKGROUND PAPERS

- 9.1 None.

MICHAEL WOOD
Director of Education

12 June 2013

DUNDEE CITY COUNCIL

CONSULTATION REPORT

ON THE PROPOSED PERMANENT RELOCATION OF ROSEBANK PRIMARY SCHOOL, OUR LADY'S RC PRIMARY SCHOOL AND FRANCES WRIGHT PRE-SCHOOL CENTRE TO A NEW SHARED CAMPUS SITE WITH COMMUNITY FACILITIES IN THE COLDSIDE AREA

This Consultation Report is available on the Dundee City Council website - www.dundee.gov.uk/education - and also in printed form from the following locations: Customer Services Reception Area, Dundee House; Rosebank Primary School; Our Lady's RC Primary School and Frances Wright Pre-School Centre.

1.0 BACKGROUND

- 1.1 At its meeting on 26 November 2012, the Education and Policy & Resources Committees approved the report entitled 'Coldside – New Primary Schools and Pre-School Centre Incorporating Community Facilities' (Report No 443-2012 refers). The committees instructed the Director of Education to formally consult on the proposal in terms of the Schools (Consultation) (Scotland) Act 2010 and report back to Committee in due course on the outcome of the consultations so that a final decision on the proposals could be made.
- 1.2 The proposal was to build a shared campus set up comprising replacement schools for Our Lady's RC Primary School and Rosebank Primary School. A new replacement facility for Frances Wright Pre-School Centre will also be built. The new schools and pre-school centre will retain their own identity and will have separate entrance areas. Community facilities will also be incorporated within the new build programme. The community facilities will remain separate from the schools but it is envisaged that there will be access to the gym hall, dining hall and general purpose areas outwith school hours. The site is that of the former Alexander Street multis (precise location to be determined).
- 1.3 A number of educational benefits were identified as part of this proposal:
- The new schools and pre-school centre will offer purpose-built learning and teaching environments for the delivery of a "Curriculum for Excellence" as well as providing state of the art nursery facilities.
 - Children and young people will continue to be part of their unique school community but will have opportunities to share areas of the school such as the games hall, dining facilities and playground.
 - The new shared site schools would enable the Education Department to provide future-proofed IT infrastructure to support and enhance curricular and management functions. In addition, the shared campus would have a number of advantages:
 - The build programme would replace traditional buildings with 21st century accommodation; would be designed to ensure improved vehicular access; would minimise capital costs by replacing three old buildings with one new build; would be more energy efficient; and would improve our carbon footprint.
 - The campus arrangement will provide quality facilities to promote physical education within the building and in the playground areas. This will include a gym and a mixture of hard and soft play areas to ensure that pupils can experience two hours of physical education each week regardless of the weather conditions.
 - Nursery accommodation in the existing Frances Wright Pre-School Centre does not fully meet the needs of children with restricted mobility and the outdoor play facilities are limited. The new centre will be designed to meet the needs of all children and will include more spacious outdoor play facilities than currently are to be found in the existing centre.

- Pupils moving from Frances Wright Pre-School Centre to Rosebank Primary or Our Lady's Primary will benefit from enhanced transition links from nursery into Primary One for both schools.

1.4 A number of additional considerations led to the proposal for relocation:

- Our Lady's Primary School has a roll of 110 pupils from P1 to P7. It has an occupancy rate of 39%. Rosebank Primary School has a roll of 131 pupils. It has an occupancy rate of 43%. None of the primary schools in the Hilltown area have nursery provision. There is an identified need to provide new accommodation for Our Lady's RC Primary School, Rosebank Primary School and Frances Wright Pre-School Centre. All the existing buildings are more than 30 years old and it is anticipated that the rolls will increase given that the Coldside area is one of the City's priority regeneration areas and has been the subject of significant regeneration activity over recent years. As a result, significant sums of money would require to be spent to keep them at a reasonable standard.
- Road safety will be improved in the area around the new shared campus to ensure ease of access for pupils and vehicles. The current arrangements in relation to parking and road safety in the existing establishments are not good. These issues will be addressed fully in the new campus site.
- The Hilltown area of Coldside forms one of the City's priority regeneration areas and has been the subject of significant regeneration activity over recent years. As part of the clearance of the central area, the Highwayman Community Centre was demolished. Although programmes operating out of the Highwayman were reallocated to alternative community facilities throughout the area, there remains a sense of loss within the community and a desire to re-establish a broad-based community facility with no particular allegiance to any one neighbourhood or group.
- Pupils will benefit from the inclusion of a shared breakfast and out of school club and will no longer be required to travel from the existing Our Lady's Primary to Rosebank Primary to access the service.
- This proposal will benefit those children and pupils of Frances Wright Pre-School Centre, Rosebank Primary and Our Lady's Primary schools who have additional support needs. In particular:
 - accommodation will be designed to ensure greater space and flexibility and with direct entry from outside, which will contribute to a reduction in noise levels and stress for the pupils placed there;
 - the current buildings have restricted disability access. The new builds will provide improved disabled access and internal lifts as required; and
 - children and pupils, particularly those on the autistic spectrum, will benefit from the availability of a number of breakout rooms to facilitate individual and small group work as well as quieter activities.
- There has been ongoing consultation in the area in recent months to consider developmental options and the need for a new community facility remains a permanent agenda item for the Local Community Planning Partnership. Recent consultation with residents and service providers has reinforced the need for a purpose built space in a prominent Hilltown location that meets the needs of both new and established members of the community.

1.5 As a result of the committee decision, the Director of Education was remitted to carry out the consultation procedures in terms of the Schools (Consultation) (Scotland) Act 2010 in respect of the proposal. The consultation programme is detailed in paragraph 2.1 below, and a summary of the main points raised is set out in section 3.

1.6 A report from Education Scotland is required under the terms of the Act to address the educational aspects of the proposal. The report is attached as Appendix 1. The report states that,
 "Dundee City Council has conducted a consultation process which has allowed children, young people, parents, staff, and other stakeholders to express their views and have them considered. The council has outlined clearly the argument for a new, purpose-built provision which would facilitate the delivery of high-quality education to meet the requirements of Curriculum for Excellence. Overall, the proposal represents a well thought through strategy

that takes very good account of the likely pressure on school rolls created by the anticipated regeneration of the Coldside area. It would allow the council to meet its legislative duties by providing sufficient school places whilst making efficient use of resources. The council has considered the needs of the proposed establishment and community populations well.”

The report concludes that,

“A few staff and parents have concerns regarding the final layout of the new campus, particularly in regard to shared areas. These concerns centre largely on the needs of children with complex additional support needs. In addition, some staff are concerned about the amount of outside space. There are perceived uncertainties around future catchment areas. While most stakeholders are in favour of the principles that lie behind the proposal, the council should take steps to address the above concerns as far as possible in its final consultation report. It will be crucial to the success of this proposal to ensure stakeholders are involved and consulted at the detailed planning stage.”

- 1.7 The Director of Education has considered carefully the HMle report and its implications, in particular where the report highlights specific issues raised during the consultation period. It is to be noted that the report recognises the potential benefits that will accrue from the proposed move and the positive nature of the overall responses. Having reviewed the proposal in the light of the representations and the Education Scotland (HMle) report, it is clear that many of the highlighted issues were identified in the proposal or are referred to directly in this consultation report. The establishment of a Project Board to oversee the development of the new campus model will include representation from staff, pupils and parents and will ensure their direct contribution from the concept design stage through to the project completion. This will reflect and address issues raised in relation to the nature of the accommodation and the design brief; the provision of quality outdoor play areas; parking and travel arrangements; the management of shared facilities and the need to preserve and maintain the unique identity of each establishment.

2.0 CONSULTATION

- 2.1 The formal consultation procedure included:

- the preparation of a Proposal Paper (28 January 2013) included with a letter to the parents/carers of young people at Rosebank Primary School, Our Lady’s RC Primary School and Frances Wright Pre-School Centre, and to the staff of the three schools;
- information, including the Proposal Paper, was placed on Dundee City Council’s website;
- an announcement of the original proposal in the local press (28 January) and of the revised consultation closing date (18 February);
- an invitation to any person to make written representation to the Director of Education;
- public meetings in the three schools (12, 13 and 14 February);
- meetings with the Parent Councils of Rosebank Primary (12 February), Our Lady’s RC Primary (13 February) and Frances Wright Pre-School Centre (14 February);
- meetings with the staff of the three schools (12, 13 and 14 February);
- meetings with the Pupil Council of Rosebank Primary (13 February);
- consultation with representatives of the teacher and support staff trade unions; and
- meeting with other interested bodies, such as Coldside Local Community Planning Partnership (12 February).

- 2.2 No written representations were received on the proposal during the consultation period.

- 2.3 A summary of oral representations received, collated as a list of ‘Frequently Asked Questions/Comments’, is attached as Appendix 2, and the Department’s responses have been added.

- 2.4 In accordance with the Schools Consultation (Scotland) Act 2010 copies of all written representations and ‘Frequently Asked Questions/Comments’ were required to be submitted to HMle for their consideration in the preparation of their report.

3.0 MAIN ISSUES ARISING FROM THE CONSULTATION, WITH RESPONSES

- 3.1 Parents and staff seek reassurance that the unique identity of each establishment will not be lost as a result of the campus model. It was recognised that the shared campus would have a number of advantages but that the management of shared areas would have to be planned carefully. The inclusion of children with additional support needs in Frances Wright Pre-School Centre would require to be handled with sensitivity.
There will be no loss of identity as a result of the new build programme. Each establishment will have a designated entrance area. Examples of similar campus models are in operation across the city (e.g. Balgay Hill Nursery, Victoria Primary and St Joseph's RC Primary) and the feedback from staff, pupils and parents has been very positive. It was not envisaged that the children in Frances Wright Pre-School Centre would require to use all of the new facilities such as the dining hall since there would be space within the new nursery for social dining.
- 3.2 Travel and transport arrangements are important given a significant number of children and young people in Frances Wright Pre-School Centre and Our Lady's Primary School are transported to school in minibuses or taxis given the nature of their additional support needs.
Road safety will be improved in the area around the new shared campus to ensure ease of access for pupils and vehicles. At present road layouts and parking arrangements around the current sites are not well suited to ease of access particularly when dropping children off or picking them up. This would be considerably improved in the shared campus site.
- 3.3 There is a concern that the roads around the proposed site are very busy with traffic and that there may be issues around road safety.
There would be a comprehensive review of traffic movement around the site of the new campus. A travel to school plan would be developed with pupils and parents to determine safe routes to school. In addition, a review would be carried out to ensure that crossing patrollers were based in the correct location. The use of pelican crossings in the area would be considered as part of the road safety review.
- 3.4 Reassurance is sought about the security of the building, both in terms of the entrance area to the nursery, and in view of the other Education staff who will occupy the building.
The nursery will have a secure entry that can be controlled by nursery staff during the day, and the main school entrance will likewise be controlled and accessed only by Education Department staff, who will have undergone appropriate checks.
- 3.5 Questions were asked about the shared playground, the provision of outdoor play facilities and the creation of a football pitch.
There are a number of schools across the city with shared playground facilities. This would be managed carefully and discussed with staff and pupils prior to the opening of the new build. There would be clear scope to create high quality outdoor play facilities for use by children during and outwith the school day. The location of a football pitch for school and community use would be taken into consideration at the planning stage.
- 3.6 The issue about catchment areas was raised by parents. This was in specific reference to the secondary provision in the area and was specific to those with children in Rosebank Primary School.
There are no plans in place to review the catchment areas for either Our Lady's Primary School or Rosebank Primary School. There is no designated catchment area for Frances Wright Pre-School Centre given the status of pre-school education and the fact that a significant number of children are transported to the Centre because of the nature of their additional support needs. Pupils in Our Lady's Primary School are zoned to attend St John's High School. Pupils attending Rosebank Primary School are zoned to attend Harris Academy although a significant number of P7 pupils choose to attend Morgan Academy as a result of placing requests. There would be no change to the current catchment areas within the city without parental consultation.

**4.0 THE SCHOOL PREMISES (GENERAL REQUIREMENTS AND STANDARDS)
(SCOTLAND) REGULATIONS 1967**

- 4.1 The proposal meets the requirements of the above Act, and accordingly the Director of Education is not required to apply to Scottish Ministers for dispensation from the standards.

MICHAEL WOOD
DIRECTOR OF EDUCATION

17 April 2013

CONSULTATION PROPOSAL BY DUNDEE CITY COUNCIL

REPORT BY EDUCATION SCOTLAND, ADDRESSING EDUCATIONAL ASPECTS OF THE PROPOSAL TO PERMANENTLY RELOCATE ROSEBANK PRIMARY SCHOOL, OUR LADY'S RC PRIMARY SCHOOL AND FRANCES WRIGHT PRE-SCHOOL CENTRE TO A NEW SHARED CAMPUS SITE IN THE COLDSIDE AREA

1. Introduction

- 1.1 Dundee City Council proposes to permanently relocate Rosebank Primary School, Our Lady's RC Primary School and Frances Wright Pre-School Centre to a new shared campus site in the Coldside area. The proposal includes plans for the campus to have provision for community facilities.
- 1.2 The report from Education Scotland is required under the terms of the *Schools (Consultation) (Scotland) Act 2010*. It has been prepared by HM Inspectors in accordance with the terms of the Act.
- 1.3 HM Inspectors undertook the following activities in considering the educational aspects of the proposal:
- attendance at the public meeting held on Tuesday 12 February 2013 in connection with the council's proposals;
 - consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others;
 - consideration of further representations made directly to Education Scotland on relevant educational aspects of the proposal; and
 - visits to the site of Rosebank Primary School, Our Lady's RC Primary School and Frances Wright Pre-School Centre, including discussion with relevant consultees.
- 1.4 HM Inspectors considered:
- the likely effects of the proposal for children of the schools and centre; any other users and children likely to become pupils within two years of the date of publication of the proposal paper;
 - any other likely effects of the proposal;
 - how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
 - benefits which the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

2. Consultation process

- 2.1 Dundee City Council undertook the initial consultation on its proposals with reference to the *Schools (Consultation) (Scotland) Act 2010*. The consultation included an invitation for written submissions and a public meeting held at Rosebank Primary school on 12 February 2013, Our Lady's RC Primary School on 13 February 2013 and Frances Wright Pre-School Centre on 14 February 2013. The council consulted pupils and staff in all three establishments. Information, including the proposal paper, was placed on the council website. Consultation also took place with representatives of relevant trade unions. In addition, meetings also took place with other interested bodies such as the local Community Planning Partnership.
- 2.2 Those attending the public meeting raised a small number of issues in relation to the proposal. These related to concerns about future catchment areas and road safety considerations.

- 2.3 Parents from all establishments expressed broadly positive views around the proposal. Most parents could see the benefits of new, purpose-built facilities and are keen for the plans to include more specialist facilities to meet the needs of children. However, while accepting and broadly welcoming the overall principles, a number of parents have reservations around some details of the plans.
- 2.4 The parents of children who attend the Frances Wright Pre-school Centre have a few concerns, largely centred around ensuring that facilities for children with additional support needs are fully addressed in the plans. In particular, there are concerns over the layout of the new campus and questions around the use of shared areas. A few parents feel that sharing areas such as dining facilities is not appropriate given the complex needs of some of the children. In addition, these parents seek reassurance that issues such as safety and playground security for the most vulnerable children will be addressed appropriately.
- 2.5 Parents from all three establishments are of the view that existing arrangements for parking and drop-off are poor but wish reassurances that this will be a key consideration by the council when designing the new build. In addition, a few parents have concerns around traffic management, given the particularly busy roads around the new proposed site and want assurance that this will be properly managed.
- 2.6 A few parents from Rosebank Primary School are seeking clarification over the proposed catchment areas for the new school. They are concerned primarily that there may be a change in the designated associated secondary school for children transferring from P7. Parents are not against this in principle but want early clarification to avoid any possible issues related to siblings attending different schools. In addition, they are unclear which primary school will be associated with the Frances Wright Pre-School Centre. A few expressed the view that it would be sensible for children to transfer to either Our Lady's RC Primary School or Rosebank Primary School rather than maintain existing arrangements.
- 2.7 Children are largely in favour of the proposal. Staff in both primary schools have worked hard to ensure meaningful consultation has taken place around the proposed relocation. This has included collecting the views of children systematically through written work, assemblies and regular discussions. As a result, children feel they are being listened to. Almost all are happy with the proposal and speak with enthusiasm about its potential benefits. Many are excited about the prospect of making new friends. There is little concern about mixing with children from other schools. A few are anxious about the layout of the new building and the prospect of losing their existing schools, which they are happy with. Overall, they had no significant concerns.
- 2.8 The headteachers of the establishments have expressed strong support for the proposal. All state that the existing buildings are increasingly unfit to provide rich curricular experiences for children and are not providing the kind of facilities needed for education in the 21st century. In particular, the infrastructure and facilities within Rosebank Primary School are felt to be in poor condition. All feel that the proposal has been well thought through and take the view that staff, parents and children are largely supportive of it. There is a desire to keep the existing identities of the different schools whilst ensuring that opportunities for joint working and sharing expertise are grasped to ensure best educational practice around inclusion and transition particularly. They also feel there is good potential for providing community facilities and that this would benefit both the young people and their families. All headteachers can identify clearly both educational and social benefits for the children concerned and their families.
- 2.9 Overall, staff from each of the schools are in favour of the proposal. Almost all acknowledge that the existing buildings are not sustainable in the longer term. As a result, most are positive about the prospect of purpose-built facilities. Almost all are in favour of keeping the separate identities of the three establishments although a few expressed concern about how this would be achieved. In particular, staff from Our Lady's RC Primary School seek to maintain the Roman Catholic ethos of the school and strong links with the church. Most staff can see the benefits of a shared campus to promote integrated working. Staff from Our

Lady's RC Primary School speak positively about the benefits of working more closely with staff at the Frances Wright Pre-school Centre around ways of supporting children with additional support needs.

- 2.10 Staff from all establishments have some concerns about the lack of detailed plans in regard to the new building and their support for the proposal is dependent on the eventual design. Some staff seek reassurances that there is sufficient outdoor space to facilitate the numbers of children concerned. Almost all are concerned about the practicalities of managing issues around shared outdoor spaces, shared dining facilities and facilities such as gym halls. Staff from the Frances Wright Pre-school Centre are particularly concerned about children with additional support needs having to share such areas with large numbers of mainstream pupils. They feel they need to be consulted on these issues. Overall, while broadly in favour of the proposal in principle, all staff feel that getting the design of the new building right will be crucial to the success of the plan.

3. Educational aspects of the proposal

- 3.1 Dundee City Council sets out a number of potential educational benefits in its formal proposal documentation. The educational benefits statement clearly describes how this proposal will support the delivery of Curriculum for Excellence.
- 3.2 The three buildings of Rosebank Primary School, Our Lady's RC Primary School and Frances Wright Pre-School Centre are over 30 years old. All buildings are adequate but require constant repairs and would require, in the longer term, major capital investment and works. This has the potential to be disruptive to the continuity of educational provision. The council has indicated that the costs of this capital spend could be invested in building the new campus to provide a purpose-built learning and teaching environment with the potential to enhance the learning experience of children from all three establishments.
- 3.3 The council has provided details of projected rolls for all three schools. Although rolls are currently stable, the Frances Wright Pre-school Centre is operating at full capacity. The council anticipates that rolls will increase since the Coldside area is one of Dundee City's priority regeneration areas. As such, accommodation designed to cater for an increase in school rolls would be of educational benefit for this community.
- 3.4 There is currently no pre-school provision in either Rosebank Primary School or Our Lady's RC Primary School. The inclusion of the Frances Wright Pre-School Centre will allow children to make a more meaningful transition across the early level of Curriculum for Excellence from nursery to Primary 1 and across the early stages.
- 3.5 The new primary and nursery campus would be designed to facilitate a more modern and appropriate Information and Communications Technology structure to support and enhance the curriculum and aspects of school management.
- 3.6 Pupils will benefit from the inclusion of a shared breakfast and out-of-school club and will no longer be required to travel from the existing Our Lady's RC Primary School to Rosebank Primary School to access the service.
- 3.7 The council has set out a number of benefits for those children who have additional support needs. Currently, a high proportion of children in both Frances Wright Pre-school Centre and Our Lady's RC Primary School has a range of needs, some of them severe and complex. Educational benefits for these children include improved disabled access and the provision of internal lifts as required, greater flexibility of layout of internal areas and better access to outside areas. The council also proposes to include specially designed quiet areas which will benefit children who require this kind of learning environment.
- 3.8 The completion date for the new shared campus site is spring 2016 therefore there will be no impact on children over the next two years.

- 3.9 The proposal includes plans to provide quality facilities to promote physical education within the building and in the playground areas. This will include a gym and a mixture of hard and soft play areas to allow pupils to experience two hours of physical education each week regardless of the weather conditions. This would help promote health and wellbeing for the school communities in line with Curriculum for Excellence.
- 3.10 The council has addressed issues of road safety and traffic management in the proposal paper. At present, a significant number of children who attend the Frances Wright Pre-School Centre and Our Lady's RC Primary School are transported to school in minibuses or taxis, given the nature of their additional support needs. Road layouts and parking arrangements around the current sites are not well suited to this and the council feels the shared campus site would offer considerably better facilities. In addition, the council has given assurances that school crossing patrols will be provided where required. This would considerably improve road safety.
- 3.11 The council has considered the needs of the wider community of Coldside in its proposal. Currently, there is no community facility following the demolition of the Highwayman Community Centre. The inclusion of provision for community areas within the new campus should enhance opportunities for the community to come together in the area. In addition, there will be dedicated meeting rooms for parents and carers, thereby facilitating parental involvement and partnership working.

4. Summary

- 4.1 Dundee City Council has conducted a consultation process which has allowed children, young people, parents, staff, and other stakeholders to express their views and have them considered. The council has outlined clearly the argument for a new, purpose-built provision which would facilitate the delivery of high-quality education to meet the requirements of Curriculum for Excellence. Overall, the proposal represents a well thought through strategy that takes very good account of the likely pressure on school rolls created by the anticipated regeneration of the Coldside area. It would allow the council to meet its legislative duties by providing sufficient school places whilst making efficient use of resources. The council has considered the needs of the proposed establishment and community populations well. Their proposal states clearly how the needs and identities of the three different establishments can be maintained whilst gaining the benefits of sharing a campus. The council has addressed particular issues relating to the needs of the different establishments, including the provision of a separate play area for pre-school children. In addition, the council has recognised the advantages of a campus which provides facilities which could benefit the wider community.
- 4.2 A few staff and parents have concerns regarding the final layout of the new campus, particularly in regard to shared areas. These concerns centre largely on the needs of children with complex additional support needs. In addition, some staff are concerned about the amount of outside space. There are perceived uncertainties around future catchment areas. While most stakeholders are in favour of the principles that lie behind the proposal, the council should take steps to address the above concerns as far as possible in its final consultation report.

It will be crucial to the success of this proposal to ensure stakeholders are involved and consulted at the detailed planning stage.

**HM Inspectors
Education Scotland
March 2013**

DUNDEE CITY COUNCIL EDUCATION DEPARTMENT

SCHOOLS CONSULTATION (SCOTLAND) ACT 2010

FORMAL CONSULTATION ON THE PROPOSED RELOCATION OF ROSEBANK PRIMARY SCHOOL, OUR LADY'S RC PRIMARY SCHOOL AND FRANCES WRIGHT PRE-SCHOOL CENTRE TO A NEW SHARED CAMPUS SITE WITH COMMUNITY FACILITIES IN THE COLDSIDE AREA

RECORD OF MEETING WITH FRANCES WRIGHT PRE-SCHOOL KALEIDOSCOPE GROUP - THURSDAY 14 FEBRUARY 2013 AT 6.00PM

Present: Michael Wood, Director of Education, Jan Smith, Quality Improvement Officer (Recorder), Head Teacher and 1 person.

The Director repeated the proposal, outlined the consultation process and the purpose of the present meeting within that process, and indicated the desired timeframe which, all things being equal, would result in an entry date for the new school of August 2016.

Questions were invited.

- Education Scotland review the paperwork – 4 weeks.
- Send report to the Director who produces a report for Committee – end of May.
- Get people involved.
- What is unique about Frances Wright Pre-school Centre?
- Both primaries are hoping for a positive spin off.
- Greater mainstream capacity?

Will pilot rooms stop with new build?

No. They will continue as they are helping to keep children within their own community.

Is site big enough?

Yes. It is roughly ¼ of a mile in length. We have a blank canvas as there are no plans for further building at this time. There are no firm plans where each school will sit within the campus. Community facilities will be central so that all schools can access them freely. We may need to revisit size to accommodate the right children.

Will school be on one level?

The nursery would be on one level. We can adjust the size of rooms by moving partitioning.

Would the dinner hall be shared by all schools?

Not compulsory, but good for transition in summer term.

Will gym hall be used for nursery eg. for soft play?

There would be a separate soft play area and access to outside from all rooms. It is recognised that it is difficult to organise timetabling of soft play, outdoor play in the present setting.

How much input does school get eg. décor, design, layout?

There will be representatives from each school on the Project Board including the Head Teacher, staff member and nominated parents. Their role will be to consult with the rest of the school community. No actual plans until agreement has been reached in principle.

Would a hydro pool be feasible given the needs of some of our children?

This is unlikely given the cost implications. However it could be proposed by the representatives on the Project Board.

RECORD OF MEETING WITH FRANCES WRIGHT PRE-SCHOOL PUBLIC MEETING - THURSDAY 14 FEBRUARY 2013 AT 7.00PM

Present: Michael Wood, Director of Education, Jan Smith, Quality Improvement Officer (Recorder), Head Teacher, 4 families, Chair of Community Forum and one other

The Director repeated the proposal, outlined the consultation process and the purpose of the present meeting within that process, and indicated the desired timeframe which, all things being equal, would result in an entry date for the new school of August 2016.

Questions were invited.

Will new build cater for children with autism?

Director outlined the nature of the building and how it will cater for a wide range of needs – emotional as well as mobility. The rooms will open up to outdoors.

Will there be an outside play area?

Director – Yes, there will be a secure outdoor area.

What will be the size of the rooms? e.g. dining hall?

Director – initially the children will have lunch in a small area within the nursery as happens in Balgay Hill. Later they may be buddied up with older children to help prepare for transition to primary.

Will children with autism have their own playground?

Director – The nursery will have its own area which will be fenced off.

Will you take advice from NHS re children with autism?

Director – Yes, we will, as the children will have a wide range of needs, so we will have to consult with professionals. He encouraged the parent group to look at other schools.

Why are the rolls of the two primary schools so small?

Director – Some families moved because the multis were demolished. However the rolls are beginning to rise again and it is hoped this will continue with regeneration.

When will you decide on the position/layout etc. of each school?

Director - once Education Scotland has approved the plans. Community facilities will be available during the weekend and evenings.

General observations/comments

- It will be good to have an input into road layout etc.
- Community forum chair offered her support to those who required further information.
- The general feeling was that this was a very positive initiative.

RECORD OF MEETING WITH FRANCES WRIGHT PRE-SCHOOL STAFF - THURSDAY 14 FEBRUARY 2013 AT 3.30PM

Present: Lina Waghorn, Head of Education, (Pre-school, Primary, Communications and Culture), Jan Smith, Quality Improvement Officer (Recorder) and 25 members of staff.

Head of Education repeated the proposal, outlined the consultation process and the purpose of the present meeting within that process, and indicated the desired timeframe which, all things being equal, would result in an entry date for the new school of August 2016.

Questions were invited.

This would be a shared site but schools would have their own Head Teacher and identity.

- Good access/outdoor area much expanded – meeting rooms/garden area

- Team to represent views
- Smoother transitions

Will the Silver Room be reintegrated to the main nursery?

Head of Education – my understanding is that this will not happen. With growing numbers of children being identified with ASN the authority is keen to keep these children within their own community rather than have one large central nursery. This will make their transition to primary more streamlined.

Will there be Therapist room built into plans? (from Speech Therapist).

Head of Education – the staff and parents will have input regarding design/layout as part of the Project Board which will be created. There will be representation from all schools involved in the proposed shared campus. They should make these suggestions based on the needs of the children and the current provision. The proposal will go to Education Scotland and final decisions will be made by Councillors.

Will the design take into account that more and more children are being born with Additional Support Needs?

Head of Education – the authority recognises that this is the case and so the new build will be a modular design which can be added to. This has already happened in Kingspark.

You said we will be consulted about design. Our school has needs different to any others. Will that be taken into account?

Head of Education - Yes, there will be representation from each setting, staff and parents.

We are similar to Kingspark in our needs and users so will the same architects be involved in our build?

Head of Education - This will go to tender so there are opportunities to learn from other settings. Visit other settings and take notes.

Will there be shared facilities e.g. a hall or will we have our own hall?

Head of Education – there will probably be only one hall but this can be partitioned off to make it smaller and more suited to the needs of the children

Will we have our own dining hall?

Head of Education – Yes, there will a separate area for lunches to be served to nursery children who stay for lunch

Can anyone access the nursery, etc?

Head of education – No, fobs will be used as in the other new builds. The community facilities will be accessed separately and there will be no access to the schools during the day.

Windows – will they be full length and have blinds?

Head of Education - Yes.

Given the needs of some children eg. wheelchairs, will we need separate entrances?

Head of Education - needs will be taken into account e.g. taxis/drop offs. Access in other new builds is wheelchair friendly and corridors are very wide.

Will we still be expected to have extended hours? No other settings do and it takes staff away from other duties

Head of Education - Nothing should change just because you are moving to a new building. A significant number of settings have extended hours.

**RECORD OF MEETING WITH OUR LADY'S PRIMARY SCHOOL PARENT COUNCIL -
WEDNESDAY 13 FEBRUARY 2013 AT 6.00PM**

Present: Michael Wood, Director of Education, Michelle Madill, Head Teacher, Our Lady's Primary School, Jan Smith, Quality Improvement Officer

(Recorder), M Given, Principal Teacher, Monsignor McCaffrey and Jane Egan, Chair of Parent Council

The Director repeated the proposal, outlined the consultation process and the purpose of the present meeting within that process, and indicated the desired timeframe which, all things being equal, would result in an entry date for the new school of August 2016.

Questions were invited.

Will the school retain its own identity?

Director – Our Lady's will remain a Catholic school with its own identity. It would still be close to the church within the parish.

Where will the new school be sited?

Director – near the Hilltown side of the site.

How many Catholic families are in Our Lady's?

Head Teacher – there are approximately 16 Catholic families out of 70.

How many children have enrolled so far for August 2013?

Head Teacher - 18 children have been enrolled to start P1 in August 2013. Danger that the school roll might fall if the new build did not proceed. The school roll should be enhanced with a nursery onsite. Enhanced provision already brings in families from across the city and the proposed shared campus should ensure a smoother transition for those children who would move on to Our Lady's.

Will there be a shared playground?

Director – yes, but feedback from the West End campus is very positive and we foresee no problems.

Comments from Chair of Parent Council

- No strong objections from within the parent body.
- Main concern was that school would retain its Catholic identity and they have been given assurance on this matter.
- She saw it as an opportunity for lapsed Catholic families to re-engage with the church.
- One parent had voiced concern that their child with Additional Support Needs would have to move to a new school in P7 and then face a further move to St John's the next year. It was acknowledged that the move to the new school for ASN children at the start of P7 would act as a buffer for eventual move to High School.

Comment from Monsignor McCaffery

The church was fully supportive of the proposed shared campus.

RECORD OF MEETING WITH OUR LADY'S PRIMARY SCHOOL PUBLIC MEETING - WEDNESDAY 13 FEBRUARY 2013 AT 7.00PM

Present: Michael Wood, Director of Education, Michelle Madill, Head Teacher, Our Lady's Primary School, Jan Smith, Quality Improvement Officer (Recorder), M Given, Principal Teacher, Monsignor McCaffrey, Jane Egan, Chair of the Parent Council and 1 parent.

The Director repeated the proposal, outlined the consultation process and the purpose of the present meeting within that process, and indicated the desired timeframe which, all things being equal, would result in an entry date for the new school of August 2016.

Questions were invited.

Will the new build benefit Grey Lodge in any way?

Director – There will be a designated area of 500 square metres for community use with a games hall/dance studio – these will also be for use by the community.

Head Teacher - links with Grey Lodge would be maintained.

Will the enhanced provision within Our Lady's be increased?

Director – there is no plan to do so

What will be the capacity of the new school?

Director– the school would be built with additional capacity i.e. more classrooms than needed; this reflects the fact that as an area of regeneration the roll is likely to increase. In addition projected figures based on birth rate and the demographic trends of the area are considered.

Will parents be consulted on the design/layout of the new school?

Director – a great deal. He outlined his intention to take the proposal to Committee towards the end of May. If agreed, a Project Board would be set up and could have its first meeting before the summer vacation. The Project Board will represent the school, staff and community (e.g. the Community Forum); its composition will be determined by need and it would be expected that there would be two parents from each school - there would be regular feedback to all interested parties. The Project Board would meet with the Concept Design Team who would consult re the needs of all users.

General Comments

- Monsignor McCaffrey confirmed that the authority had held firm to Church's guidelines. He saw the new build as a positive step.
- Head Teacher – enthusiasm from children and staff – Curriculum for Excellence friendly. Stressed that school would maintain their Catholic identify. Same school but better.

RECORD OF MEETING WITH OUR LADY'S PRIMARY SCHOOL STAFF - WEDNESDAY 13 FEBRUARY 2013 AT 3.30PM

Present: Michael Wood, Director of Education, Michelle Madill, Head Teacher, Our Lady's Primary School, Jan Smith, Quality Improvement Officer (Recorder) and 8 members of staff.

The Director repeated the proposal, outlined the consultation process and the purpose of the present meeting within that process, and indicated the desired timeframe which, all things being equal, would result in an entry date for the new school of August 2016.

Questions were invited.

SIZE/CAPACITY:

Will the school have greater capacity?

Director – the school would be built with additional capacity i.e. more classrooms than needed; this reflects the fact that as an area of regeneration the roll is likely to increase. It would also allow for the fact that a nursery onsite may influence parental choice for transition to primary

Will there be adequate space for outdoor areas?

Director – as much as is required; given the large area, it provides the advantage of a 'blank canvas' approach e.g. it is recognised that the school community would want to retain a fair amount of space for outdoor play areas – a grass area as well as an all weather pitch.

Will the school be one/two level? Many of our children are wheelchair users.

Director – no plans are in place at present but if the school was on two levels, there would be lifts to all areas.

Where exactly will the school be sited?

Director – the school will be nearer to the Hilltown end of the site.

DESIGN:***Will staff have input into the design and layout of the school?***

Director – staff will have strong involvement with all aspects and at all stages through the Project Board that would be set up and work with the Design Team. One major advantage is having other new schools to visit – this is strongly recommended; speak to staff, learn from their decisions. e.g. cloakrooms in or out of classroom area. Pupils will also have the opportunity to contribute their views. The Project Board meets frequently at start (approximately every 2 weeks) and perhaps 6 weekly thereafter.

Where will the community facilities be sited?

Director – 500m² would be designated for the community area with the use made of it decided by the community. There would be no access to school areas by the community during the day. The out of school provision – Breakfast Club/After School Care - would be built into the school area.

SHARED CAMPUS***Will there be a shared playground?***

Director – yes and there is no reason to think that this would be a problem based on feedback from the West End campus.

What resources can we take with us?

Books etc will go to the new school but apart from IT equipment all furniture will be new.

General comments

HT confirmed that all staff and pupils are very positive about the proposed new school.

RECORD OF MEETING WITH ROSEBANK PRIMARY SCHOOL PARENT COUNCIL - TUESDAY 12 FEBRUARY 2013 AT 6.00PM

Present: Michael Wood, Director of Education; Vivienne Snee, Acting Head Teacher; Amilia Hall, Quality Improvement Officer (Recorder); 4 parents

The Director repeated the proposal, outlined the consultation process and the purpose of the present meeting within that process, and indicated the desired timeframe which, all things being equal, would result in an entry date for the new school of August 2016. He recommended a visit by the parents to a newly built school.

Questions were invited.

PARENTAL OBSERVATIONS:***Concerns were expressed with regard to road safety/parking given the location of the new school relative to the Hilltown***

A Road Safety Plan would obviously be implemented; consideration would be given as how best to manage traffic; road calming measures could be adopted as required e.g. parking bays developed, traffic lights phased; provision of a crossing patrol.

Given the recognised need to maintain the individual identity of the schools involved, the question of segregation arose; parents had expressed concerns

Indications from similar shared campus situations were very positive, with no major issues reported.

The Acting HT expressed the view that the HTs within the campus would work very well together which would most likely establish a positive and harmonious shared campus in superb new surroundings.

LOCATION/SPACE

A large area is available how much will housing want?

First concern will be 'how much does the new school campus need?' There is a determination to get the best possible facility for the amount budgeted.

How is the average size required calculated?

Not as formulaic as a given area per pupil; intention is to provide greater capacity than is currently required.

Will there be separate buildings e.g. with the Frances Wright Pre-School Centre separate?

No; 1 building with the FWC possible in a central area. Advantage of having a nursery on site recognised. The Project Team will consider the precise location of the buildings – advantage in having a large number of parents involved or at least consulted. Key message – learn from the Parent Councils of other new schools.

Who decides about the internal layout of the school e.g. whether there are closed rooms or an open plan approach?

The Project Team but generally the flexibility to have both is possible as the layout in other new schools demonstrates.

The Director thanked those present for their input noting that feedback from parents is always welcomed. He reassured the Parent Council on their concerns re budgeting for the new campus and accepted the view expressed that failure to meet the timescale for the relocation would be an issue for them.

RECORD OF PUBLIC MEETING - TUESDAY 12 FEBRUARY 2013 AT 7.00PM

Present: Michael Wood, Director of Education; Amilia Hall, Quality Improvement Officer (Recorder); Carole McKenzie, Education Scotland; 14 members of the public

The Director repeated the proposal, outlined the consultation process and the purpose of the present meeting within that process, and indicated the desired timeframe which, all things being equal, would result in an entry date for the new school of August 2016.

Questions were invited.

PARENTAL OBSERVATIONS

Concerns expressed regarding traffic congestion and road safety

A Travel Safely Plan would obviously be implemented; consideration would be given as how best to manage traffic; road calming measures could be adopted as required e.g. parking bays developed, traffic lights phased (as in Blackness Road); provision of a crossing patrol. The need for adequate pre planning is recognised and the timescale allows for that.

Clarification on class sizes and implications for staffing levels was sought

Proposed changes to class sizes were outlined. Staffing levels would be set in the same way as they are at present.

The combination of denominational and nondenominational schools in the shared campus was raised

Prior examples in the city suggested there was no need for concern. A parental view was expressed that pupils from each sector already shared provision at the Breakfast Club and After School Club.

PARENTAL INVOLVEMENT

How much say/involvement can parents have in the new building?

A great deal. He outlined his intention to take the proposal to Committee towards the end of May. If agreed, a Project Board would be set up and could have its first meeting before the summer vacation. The Project Board will represent the school, staff and community (e.g. the Community Forum); its composition will be determined by need and it would be expected that there would be at least 2 parents from each school - there would be regular feedback to all interested parties. The Project Board would meet with the Concept Design Team who would consult re the needs of all users.

How can After School Care representation be guaranteed?

The Director would make contact with relevant parties.

LOCATION/SPACE

How will the capacity of the new school be decided?

The school would be built with additional capacity i.e. more classrooms than needed; this reflects the fact that as an area of regeneration the roll is likely to increase. In addition projected figures based on birth rate and the demographic trends of the area are considered.

How was the size of the community area decided?

The Communities Team came up with the area of 500 m².

Will the After School provision have a separate or shared area and will there be adequate storage?

Shared or separate will depend upon the final layout of the school. The need for storage and other possible issues will be highlighted by visiting and talking to others who have gone through the process already.

Is the Enhanced Provision within Our Lady's to be increased?

No plan to do so.

What is planned for the current school site?

Rosebank and Our Lady's sites revert to the Council and some form of development is likely in due course.

OTHER MATTERS:

Will the catchment area remain the same re secondary school?

Likely to but many at present attend Morgan, not Harris.

Some pupils cycle to school – will there be bike storage in the new campus?

Bike stands are available in other newly built schools.

Parents were keen to ensure that there would be adequate nursery provision within the new campus; they expressed the desire of having extended hours.

Visits to Victoria Park Primary and Ballumbie Primary are to be explored.

The Director thanked those present for their input noting that feedback from parents is always welcomed. He also invited anyone with further questions to email him.

RECORD OF PUPIL MEETING - WEDNESDAY 13 FEBRUARY 2013

WHOLE SCHOOL ASSEMBLY 13.2.13

Mrs Snee explained the proposals for the new school and asked the children if they had any questions.

(KB P4) Will we be here or in high school?

Children in P1, P2, and P3 will be in the new school but P4-7 will be able to help make decisions.

- (AF P7) How many Head Teachers?
3 including nursery
- (SM P4) What will it look like?
Explained that is not set yet.
- (SM P4) Is it going to be different teachers?
No.
- (EV P1) How many teachers?
It will be the same as we have here.
- (SH P7) What is going to be here?
Not sure – maybe houses.
- (EVDK P5) Our Lady's is a religious school, would we become a religious school too?
No – we will remain as we are.
- (MS P5) Will it be the same uniform?
We might want to make changes or keep it the same. We will decide nearer the time.
- (TK P7) Are all the schools getting put together?
No.
- (TJ P7) At assembly would we all be together?
No. However there might be occasions when we will all be together. E.g. M&M shows.
- (JT P7) Would football club still be on?
Yes, probably together but separate individual school teams.
Lunchtime clubs would stay separate.
- (P P5) Would we still have buddy groups at Rosebank?
Yes
- (A P3) I don't want the new school because someone at OL threw a rock at my head.
- (AW P4) What about the school being too far from your house?
We will make sure it is safe for you to walk to school.
- (NL P6) What will it be called?
Probably Rosebank but we can change the name if we want to.
- (DK P6) Is it not meant to be Coldside?
Explained name of campus
- (WD P6) Would the school have people in wheelchairs?
Explained that that can happen at any school. Yes for Our Lady's
- (LG P6) Will there be stairs? Because they know there are people in wheelchairs.
If there are stairs, there will be lifts. But only some people get to use them.
- (FA P7) Is it going to be open plan?
Explained that there can be 3 walls and moving partitions.

VS

If there are other question ask your teacher and if they can't answer it then come and ask me personally.

Explained that we could have flat grass.

RECORD OF MEETING WITH ROSEBANK PRIMARY SCHOOL STAFF - TUESDAY 12 FEBRUARY 2013 AT 3.30PM

Present: Michael Wood, Director of Education; Amilia Hall, Quality Improvement Officer (Recorder); 14 members of staff

The Director repeated the proposal, outlined the consultation process and the purpose of the present meeting within that process, and indicated the desired timeframe which, all things being equal, would result in an entry date for the new school of August 2016.

Questions were invited.

SIZE/CAPACITY:

How was the capacity of the new build decided upon?

The school would be built with additional capacity i.e. more classrooms than needed; this reflects the fact that as an area of regeneration the roll is likely to increase.

How much of the Alexander Street site is available for the school?

As much as is required; given the large area, it provides the advantage of a 'blank canvas' approach e.g. it is recognised that the school community would want to retain a fair amount of space for outdoor play areas – a grass area as well as an all weather pitch.

What are the implications of an increase in class sizes in P1 to P3?

P1 to P3 to increase from 18 to a maximum of 25 – the legal limit; this would help given the recognised need to 'grow the school'. The advantage of having onsite nursery provision was emphasised as likely to automatically increase the school roll.

Would Rosebank pupils still proceed to Harris Academy?

Possibly but at the moment many make placing requests for Morgan Academy.

DESIGN

What opportunities will be available to have an input regarding the design and layout of the new school?

Strong involvement with all aspects and at all stages through the Project Board that would be set up and work with the Design Team. Major advantage of having other new schools to visit - strongly recommended; speak to staff, learn from their decisions. e.g. school name?

How is the size of the classrooms decided?

Project Team would decide – e.g. can have classrooms of different sizes with possible flexibility created through partitioning. Again, the advantage of visiting and speaking to others in newly built schools was noted in terms of what they would do differently– e.g. cloakrooms out of classrooms/what to locate where.

Community facilities – what would be involved and how much access would it require?

500m² would be designated for the community area with the use made of it decided by the community. There would be no access to school areas by the community during the day. The out of school provision – Breakfast Club/After School Care - would be built into the school area.

SHARED CAMPUS

Would there be a shared playground? If so, how would this work in respect of staff from different schools monitoring pupils?

Yes; the indication in other such contexts e.g. Victoria Park School is that it's not a problem. There would be an advantage in having common playground rules and an agreed single discipline policy.

Staffing – Admin officers in school; would there be a shared admin area with more than one admin officer or only one admin officer for the whole complex?

Possibly a shared admin area with a central, core staff, depending on the layout of the school.

Staffing – SfL: given that Our Lady's is a denominational school with Enhanced Provision, would a non Catholic SfL teacher be limited when seeking career advancement opportunities?

Director will seek clarification; but projections indicate that additional support will be required for an increasing number of young people and it is best if they are accommodated in their own locality.

Noted that item 3.1 in the papers contains a minor error.

In general, staff are of the opinion that the proposed plan has been well received by most parents.

The Director thanked staff for their presence.

DUNDEE CITY COUNCILEquality and Diversity Rapid Impact Assessment ToolPart 1

Date of assessment June 2013	Title of document being assessed Report No 284-2013 School Estate Improvements in the Coldside Area of the City - Outcome of the Formal Consultation Process
1) This is a new policy, procedure, strategy or practice being assessed (If yes please tick box) <input checked="" type="checkbox"/>	This is an existing policy, procedure, strategy or practice being assessed? (If yes please tick box) <input type="checkbox"/>
2) Please give a brief description of the policy, procedure, strategy or practice being assessed.	This report details the representations made during the formal publication and consultation exercise on the above proposal and recommends that the Council proceeds with the proposal.
3) What is the intended outcome of this policy, procedure, strategy or practice?	A shared campus comprising replacement schools for Our Lady's RC Primary School and Rosebank Primary School. A new replacement facility for Frances Wright Pre-School Centre will also be built. The new schools and pre-school centre will retain their own identity and will have separate entrance areas. Community facilities will also be incorporated within the new build programme. The community facilities will remain separate from the schools but it is envisaged that there will be access to the gym hall, dining hall and general purpose areas outwith school hours.
4) Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	A report (257-2012) was approved by committee in June 2012 to enter into informal consultation by seeking the views of staff, parents and the community for improvements to primary school and community facilities in the Coldside area. The report set out the options under consideration. The committee report on the School Estate report (254-2012) provided an update of the school estate in Dundee. It was the follow up to the School Estate report (539-2011). Statutory consultation procedures in terms of the Schools (Consultation) (Scotland) Act 2010
5) Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.	During the period August to October 2012, there was been informal consultation with each school community involving staff, pupils, parents and carers through Parent Councils; relevant stakeholders including the Catholic church in relation to Our Lady's Primary School; the Local Community Planning Partnership; the Coldside Forum; the local community; community centre users and key community stakeholders. The formal consultation began with an advert in the Evening Telegraph on 28/1/2013 and appropriate letters were sent to statutory consultees. Meetings were held with staff, parents, Parent Councils, Trade Union Representatives and church representatives. The outcome of the consultation is attached as part of the Report.

<p>6) Please give details of council officer involvement in this assessment. (E.g. names of officers consulted, dates of meetings etc)</p>	<p>Michael Wood, Director of Education Lina Waghorn, Head of Education Paul Clancy, Head of Education Janet Robertson, Head of Support Services</p>
<p>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?)</p>	<p>The formal consultation process has afforded all stakeholders an opportunity to contribute.</p>

Part 2

Which protected characteristicscommunitieswill 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 characteristiccommunitiesare 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
Ethnic Minority Communities including Gypsies and Travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
People with a disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lesbian, Gay and Bisexual	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Socio-economic	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy & Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (please state)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3

<p>1) Have any positive impacts been identified? (We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	<p>Yes</p> <p>A purpose-built provision which would facilitate the delivery of high quality education to meet the requirements of Curriculum for Excellence.</p> <p>The establishment of a Project Board to oversee the development of the new campus model which will include representation from staff, pupils and parents and will ensure their direct contribution from the concept design stage through to the project completion. This will reflect and address issues raised in relation to the nature of the accommodation and the design brief; the provision of quality outdoor play areas; parking and travel arrangements; the management of shared facilities and the need to preserve and maintain the unique identity of each establishment.</p>
<p>2) Have any negative impacts been identified? (Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</p>	<p>The consultation process highlighted a number of concerns which are detailed in the attached report. Each of these concerns will be addressed by the Project Board.</p>
<p>3) What action is proposed to overcome any negative impacts? 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>No. Experience based on existing campus sites will be taken into account to support a positive outcome.</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? (If the policy that shows actual or potential unlawful discrimination you must stop and seek legal advice)</p>	<p>If yes please give further details</p>
<p>5) Has a 'Full' Equality Impact Assessment been recommended? (If the policy is a major one or is likely to have a major impact on protected characteristicscommunities a Full Equality Impact Assessment may be required) Seek advice from your departmental Equality Champion.</p>	<p>No</p>
<p>6) How will the policy be monitored? (How will you know it is doing what it is intended to do? e.g. data collection, customer survey etc.</p>	<p>Progress will be monitored by the Project Board.</p>

Part 4

Name of Department or Partnership: Department of Education and Department of Leisure and Communities

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 checked="" type="checkbox"/>

Contact Information

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Signature of author of the policy:		Date 12 June 2013
Signature of Director / Head of Service area:		Date 12 June 2013
Name of Director / Head of Service:	Michael Wood	
Date of next policy review:		

REPORT TO: EDUCATION COMMITTEE–24 JUNE 2013

REPORT ON: SCHOOL ESTATE IMPROVEMENTS IN THE STRATHMARTINE AREA OF THE CITY - OUTCOME OF THE FORMAL CONSULTATION PROCESS

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 285-2013

1.0 PURPOSE OF REPORT

- 1.1 This report details the representations made during the formal publication and consultation exercise on the above proposal and recommends that the Council proceeds with the proposal.

2.0 RECOMMENDATION

- 2.1 It is proposed to build a shared campus set up comprising replacement establishments for Sidlaw View Primary School and Jessie Porter Nursery School. A new replacement facility for Baldragon Academy will also be built on the existing school site area.
- 2.2 It is proposed that the start date for the new build programme for Baldragon Academy will be in January 2015 with a planned completion for the spring of 2016. There will be a phased building programme so that Baldragon Academy will open in August 2016 ahead of the new Sidlaw View Primary and Jessie Porter Nursery establishments.

3.0 FINANCIAL IMPLICATIONS

- 3.1 The financial implications are as set out in Report No 446-2012, "New School Build Programme in the Strathmartine Area to include Baldragon Academy, Sidlaw View Primary School and Jessie Porter Nursery School".

4.0 BACKGROUND

- 4.1.1 At its meeting of 26 November 2012, the Education Committee approved the report entitled "New School Build Programme in the Strathmartine Area to include Baldragon Academy, Sidlaw View Primary School and Jessie Porter Nursery School" and agreed (inter alia) to remit the Director of Education to carry out the statutory consultation procedures in terms of the Schools (Consultation) (Scotland) Act 2010 in respect of the proposal to build a shared campus set up comprising replacement establishments for Sidlaw View Primary School and Jessie Porter Nursery School. The new school and nursery will retain their own identity and will have separate entrance areas (Report No 446-2012 refers). A new replacement facility for Baldragon Academy will also be built on the existing school site area.
- 4.1.2 The proposal was advertised in the "Evening Telegraph" on Monday 28 January 2013 and all the statutory consultees received a copy of the consultation document on that date. An additional advertisement was placed in the "Evening Telegraph" on 18 February 2013 to provide notification that the closing date for the consultation had been extended to 14 March 2013. All statutory consultees received a letter to advise them of the extension to the consultation period.
- 4.1.3 A consultation meeting for parents/carers of pupils at Sidlaw View Primary School and Jessie Porter Nursery School was held on the evenings of Wednesday 27 February and Thursday 28 February respectively. A meeting was also held for all staff at each school on those dates at the end of the school day. In addition all Parent Councils and Trade Union Representatives were consulted.

- 4.1.4 A copy of the consultation report is attached as Appendix 1, a copy of the report by Education Scotland is attached as Appendix 2 and copies of the notes of the meetings held during the consultation period are attached as Appendix 3.

5.0 APPROVAL OF THE PROPOSAL

- 5.1 With regard to Sidlaw View Primary School, the proposal was enthusiastically supported by the staff and Parent Council. The vast majority of the parents/carers supported the proposal in principle. A clear majority supported the proposal as it was framed, including the proposed site.
- 5.2 With regard to Jessie Porter Nursery School, staff, Parent Council and parents/carers were all fully supportive of the proposal.
- 5.3 With regard to Baldragon Academy staff, Parent Council and parents/carers were all supportive of the proposal. It should be noted that Baldragon Academy does not fall under the statutory consultation process required by the Schools (Consultation) (Scotland) Act 2010, as the replacement facility will be built on the existing site.

6.0 CATCHMENT AREAS FOR THE NEW SCHOOLS

- 6.1 The catchment areas for Sidlaw View Primary School will remain as it is at present. The Director of Education will, as is normal practice across the City, keep this catchment area under review.

7.0 POLICY IMPLICATIONS

- 7.1 This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. An Equality Impact Assessment has been carried out and is attached to this report.

8.0 CONSULTATIONS

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

9.0 BACKGROUND PAPERS

- 9.1 None.

MICHAEL WOOD
Director of Education

10 June 2013

DUNDEE CITY COUNCIL

CONSULTATION REPORT

THE PERMANENT RELOCATION OF SIDLAW VIEW PRIMARY AND JESSIE PORTER NURSERY TO A NEW SHARED CAMPUS SITE ADJACENT TO THE NEW BALDRAGON ACADEMY

This Consultation Report is available on the Dundee City Council website - www.dundee.gov.uk/education - and also in printed form from the following locations: Customer Services Reception Area, Dundee House; Baldragon Academy, Sidlaw View Primary School and Jessie Porter Nursery.

1.0 BACKGROUND

- 1.1 At its meeting on 26 November 2012, the Education and Policy & Resources Committees agreed with the above proposal in principle. (Committee report 446-2012 refers) The Committees instructed the Director of Education to formally consult on the proposal to build a community campus on the site of the existing Baldragon Academy on a phased basis to include Baldragon Academy, Sidlaw View Primary School and Jessie Porter Nursery School. The formal consultation stage as determined by the Schools (Consultation) (Scotland) Act 2010 applies to both Sidlaw View Primary and Jessie Porter Nursery School. However it should be noted that it is not necessary to enter into formal consultation under the terms of the 2010 Act for Baldragon Academy, since the proposed new school will be built on the same site area as the current school.
- 1.2 The proposal was to build a shared campus set up comprising replacement establishments for Sidlaw View Primary School and Jessie Porter Nursery School. A new replacement facility for Baldragon Academy will also be built on the existing school site area. The new school and nursery will retain their own identity and will have separate entrance areas. There is an identified need to provide new accommodation for Baldragon Academy, Sidlaw View Primary and Jessie Porter Nursery School. The projected roll trend for these schools is rising and it is anticipated that the rolls will increase further in future years due to new housing developments and the impact of the Western Gateway on school rolls in the Strathmartine area. All the existing buildings are more than 30 years old and, as a result, significant sums of money would require to be spent to keep them at a reasonable standard.
- 1.3 A number of educational benefits were identified under the proposal:
- The new school and pre-school centre will offer purpose – built learning and teaching environments for the delivery of a “Curriculum for Excellence” as well as providing state of the art nursery facilities.
 - Children and young people will continue to be part of their unique school and our nursery community but will have opportunities to share areas of the school such as the games hall, dining facilities and playground.
 - The new shared site schools would enable the Education Department to provide future - proofed IT infrastructure to support and enhance curricular and management functions.
 - The new build programme would replace traditional buildings with 21st century accommodation; It would be designed to ensure improved vehicular access; would minimise capital costs by replacing two old buildings with one new build; would be more energy efficient; and would improve our carbon footprint.
 - The campus arrangement will provide quality facilities to promote physical education within the building and in the playground areas. This will include a gym and a mixture of hard and soft play areas to ensure that pupils can experience two hours of physical

education each week regardless of the weather conditions. The nursery would have a secure playground area as well as access to the school's facilities.

- The new nursery accommodation will be access friendly to meet the needs of all children, including those with restricted mobility. It will include well planned and secure outdoor play facilities.
- Pupils moving from Jessie Porter Nursery to Sidlaw View Primary will benefit from enhanced transition links from nursery into Primary One.

1.4 A number of additional considerations led to the proposal for relocation:

- Pupils in Sidlaw View Primary will continue to benefit from the provision of a breakfast and out of school club and there will be scope to increase the number of pupils who take part.
- Road safety will be a priority in the area around the new site to ensure the safety of children and pupils and to promote ease of access for staff, pupils and vehicles. Road layouts and parking arrangements will be designed to reflect the road safety needs of users and to ensure that there are designated areas for dropping children and pupils off or picking them up.
- This proposal will benefit those children and pupils of Jessie Porter nursery and Sidlaw View Primary who have additional support needs. In particular:
 - accommodation will be designed to ensure greater space and flexibility;
 - the new builds will provide improved disabled access and internal lifts if required; and
 - children and pupils, particularly those on the autistic spectrum, will benefit from the availability of a number of breakout rooms to facilitate individual and small group work as well as quieter activities.

1.5 As a result the Director of Education was remitted to carry out the consultation procedures in terms of the Schools (Consultation) (Scotland) Act 2010 in respect of the proposal. The consultation programme is detailed in paragraph 2.1 below, and a summary of the main issues raised is set out in section 3.0.

1.6 A report from Education Scotland (Appendix 1) was required under the terms of the Act to address the educational aspects of the proposal. The report states that, "Dundee City Council has set out a positive, well-reasoned case for building a shared campus comprising replacement establishments for Sidlaw View Primary School and Jessie Porter Nursery School, alongside a new replacement facility for Baldragon Academy. The proposal would lead to educational benefit as it would improve facilities for children and pupils at the nursery, primary and secondary schools, along with providing greater opportunities for improving the continuity of education for children from nursery to primary, and primary to secondary."

The report concludes that, "In taking forward the proposal, the Council needs to continue to consult and fully communicate with all stakeholders, taking particular cognisance of issues raised by establishments relating to the needs of children at particular ages and stages. For example, consideration should be given to the requirements of the natural outdoor learning environment and to providing access to natural resources such as grass and trees. As acknowledged in the proposal paper, the Council needs to address the issues of safe access to each establishment, traffic management and parking. As acknowledged by the primary and secondary schools, the schools will need to ensure that there continues to be sound transition arrangements for children coming from other pre-school establishments to Sidlaw View Primary School and from other primary schools to Baldragon Academy."

1.7 The Director of Education has considered carefully the HMIE report and its implications, in particular where the report highlights specific issues raised during the consultation period. It is to be noted that the report recognises the potential benefits that will accrue from the proposed move and the positive nature of the overall responses. Having reviewed the proposal in the light of the representations and the Education Scotland (HMIE) report, it is clear that many of the highlighted issues were identified in the proposal or are referred to directly in this consultation report. The establishment of a Project Board to oversee the development of the new build will include representation from staff, pupils and parents and will ensure their direct contribution from the concept design stage through to the project

completion. This will reflect and address issues raised in relation to safe access to each establishment; road safety and safe access for pedestrians; the provision of outdoor play areas; and the need to preserve and maintain the unique identity of each establishment.

2.0 CONSULTATION

2.1 The formal consultation procedure included:

- the preparation of a Proposal Paper (28 January 2013) included with a letter to the parents/carers of young people at Sidlaw View Primary School and Jessie Porter Nursery School, and to the staff of the two schools;
- information, including the Proposal Paper, was placed on Dundee City Council's website;
- an announcement of the original proposal in the local press (28 January) and of the revised consultation closing date (18 February);
- an invitation to any person to make written representation to the Director of Education;
- public meetings in the two schools (27 and 28 February);
- meetings with the Parent Councils of Sidlaw View Primary Primary (27 February), and Jessie Porter Nursery School (28 February);
- meetings with the staff of the two schools (27 and 28 February);
- consultation with representatives of the teacher and support staff trade unions; and
- meeting with other interested body, such as Strathmartine Local Community Planning Partnership (27 February).

2.2 No written representations were received on the proposal during the consultation period.

2.3 A summary of oral representations received, collated as a list of 'Frequently Asked Questions/Comments', is attached as Appendix 2, and the Department's responses have been added.

2.4 In accordance with the Schools Consultation (Scotland) Act 2010 copies of all written representations and 'Frequently Asked Questions/Comments' were required to be submitted to HMle for their consideration in the preparation of their report.

3.0 MAIN ISSUES ARISING FROM THE CONSULTATION, WITH RESPONSES

3.1 Parents and staff seek reassurance that the unique identify of each establishment will not be lost.

This issue has been raised as part of each new build consultation. There will be no loss of identity as a result of the new build programme. Each establishment will have a designated entrance area. The feedback from staff, pupils and parents in current new build sites has been very positive.

3.2 Road safety and safe access for pedestrians were highlighted as important areas to be addressed as part of the new build programme.

Road safety will be designed in the area around the new shared campus to ensure ease of access for pupils and vehicles. This will be essential to ensure the safety of children and pupils using Jessie Porter Nursery, Sidlaw View Primary as well as those attending the new Baldrigon Academy. There will be a comprehensive review of traffic movement around the site of the new campus. A travel to school plan will be developed with pupils and parents to determine safe routes to school. In addition, a review will be carried out to ensure that crossing patrollers were based in the correct location.

3.4 Questions were asked about the provision of designated outdoor play areas for the school and nursery, the creation of outdoor learning areas and the availability of a secure play area for nursery children.

Each feature would be capable of being included within the design element of the new build. There would be a secure outdoor play area for nursery children but they would also have access to the school's gym hall. The outdoor play facilities could be used by children during

and outwith the school day. Outdoor learning environments could be planned and developed by the nursery and school and implemented following the opening of the new build.

**4.0 THE SCHOOL PREMISES (GENERAL REQUIREMENTS AND STANDARDS)
(SCOTLAND) REGULATIONS 1967**

- 4.1 The proposal meets the requirements of the above Act, and accordingly the Director of Education is not required to apply to Scottish Ministers for dispensation from the standards.

MICHAEL WOOD
DIRECTOR OF EDUCATION

17 April 2013

CONSULTATION PROPOSAL BY DUNDEE CITY COUNCIL

REPORT BY EDUCATION SCOTLAND, ADDRESSING EDUCATIONAL ASPECTS OF THE PROPOSAL TO RELOCATE SIDLAW VIEW PRIMARY SCHOOL AND JESSIE PORTER NURSERY SCHOOL TO A NEW SHARED CAMPUS SITE ADJACENT TO THE NEW BALDRAGON ACADEMY (STRATHMARTINE PROPOSAL)

1. Introduction

- 1.1 Dundee City Council proposes to build a shared campus comprising replacement establishments for Sidlaw View Primary School and Jessie Porter Nursery School and a new replacement facility for Baldragon Academy to be built on the existing school site. The new primary and nursery will retain their own identities and will have separate entrance areas.
- 1.2 The report from Education Scotland is required under the terms of the *Schools (Consultation) (Scotland) Act 2010*. It has been prepared by HM Inspectors in accordance with the terms of the Act.
- 1.3 HM Inspectors undertook the following activities in considering the educational aspects of the proposal:
- attendance at the public meeting held on 27th February 2013 in connection with the council's proposals;
 - consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others;
 - consideration of further information on all schools affected; and
 - visits to Jessie Porter Nursery School, Sidlaw View Primary School and Baldragon Academy, including discussion with relevant consultees.
- 1.4 HM Inspectors considered:
- the likely effects of the proposal for children and young people of the nursery, primary and secondary schools; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
 - any other likely effects of the proposal;
 - how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
 - benefits which the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

2. Consultation process

- 2.1 Dundee City Council undertook the initial consultation on its proposals with reference to the *Schools (Consultation) (Scotland) Act 2010*.
- 2.2 The consultation document was issued to all relevant stakeholders. Public meetings were held at the primary school and nursery school. Council officers also attended the community meetings.
- 2.3 The proposal has been very widely supported. Stakeholders across each of the educational establishments and from the community are very positive regarding the proposals. All could see the advantages of new purpose-built facilities on the one site.
- 2.4 Some individual establishment issues were shared with HM Inspectors as follows:

- Jessie Porter Nursery. Staff and parents were positive about the new build and shared site, including further improving opportunities for early level working and transitions. However, staff and parents expressed some concerns. They were very keen to keep the identity and heritage of the nursery in the shared campus. They emphasised the importance of having parent/family rooms. They thought that the outdoor area should include natural resources such as grass and trees and they had some parking and traffic management concerns. Staff said that they wanted full consultation and good communications on the project and involvement in the design, layout and facilities of the early years provision.
- Sidlaw View Primary School. Staff, parents and pupils were very positive about the new build and shared site, including opportunities for extended transitions/working with the nursery and secondary school. Staff were keen to keep the identity of Sidlaw View Primary School. They wanted good communications and consultation, including on specific issues such as the design of indoor and secure outdoor areas and the inclusion of current large outdoor play equipment at the new site.
- Baldragon Academy. Staff, parents and pupils were extremely positive about the new build and shared site. All reported many issues and challenges regarding the current Baldragon Academy building and facilities, including a lack of disabled access and modern sporting facilities. Currently, the school uses other schools' facilities for various activities. There were difficulties with the existing central hall area being used as a thoroughfare, and many other specific property issues were mentioned. The only area of concern reported was that of traffic management, which the council has acknowledged in the proposal paper.

3. Educational aspects of the proposal

- 3.1 The proposal by Dundee City Council to build a shared campus comprising replacement establishments for Sidlaw View Primary School and Jessie Porter Nursery School, alongside a new replacement for Baldragon Academy, would offer educational benefits for children. At the time of the visit by an HM Inspector, there were no designs or plans for the new buildings.
- 3.2 The council has identified a need to provide new accommodation for Baldragon Academy, Sidlaw View Primary School and Jessie Porter Nursery School. From Council figures, the projected roll for these schools shows a rising trend. All the existing buildings are more than 30 years old and as a result, significant sums of money would require to be spent to maintain them at a reasonable standard.
- 3.3 The council has stated that the new primary school and nursery will retain their own identity and will have separate entrance areas. Both nursery and primary staff and parents commented on the need for this.
- 3.4 The new primary and nursery will offer purpose-built learning and teaching environments as well as state of the art nursery facilities. The information and communications technology infrastructure would be enhanced to support learning and facilitate management of the establishments.
- 3.5 The campus arrangement will provide quality facilities to promote physical education within the building and in the playground areas. Along with the nursery and primary school buildings, pupils and staff from both establishments would benefit from opportunities to use facilities within Baldragon Academy, such as the games hall, dining room and general purpose areas.
- 3.6 Outdoor learning is a key feature of learning for children at both the nursery and primary school, including access to natural resources such as grass and trees. The grounds at the new site have the potential to support this.
- 3.7 There is currently no pre-school provision at Sidlaw View Primary School. Children moving from Jessie Porter Nursery School to Sidlaw View Primary School should benefit from enhanced transition links from nursery into P1 since both establishments will be in the same building. There will be more opportunities for children in nursery and the early stages of

primary to work together across the early level of Curriculum for Excellence, and this has the potential to improve the pace of learning through the early stages. In addition, close working between primary and secondary staff would be facilitated through being on the same site.

- 3.8 The proposal will benefit those children of Sidlaw View Primary School and Jessie Porter Nursery School who have additional support needs. Current buildings have limited disability access. The new building will provide improved disabled access and accommodation will be designed to ensure greater space and flexibility as well as direct entry from outside. Children and pupils will benefit from the availability of a number of breakout rooms to facilitate individual and small group work as well as quiet activities.
- 3.9 There will be dedicated meeting rooms for parents and carers, thereby aiding parental involvement and partnership working.
- 3.10 Pupils who live in the catchment area for Sidlaw View will become pupils of that school, if their parents so choose, when they reach enrolment age. However, the proposed completion date for the new shared campus site is not until the spring period of 2017 therefore there will be no impact on children due to enrol there over the next two years.
- 3.11 In terms of travel distances from home to the location of the proposed new shared site schools, the impact on pupils attending Baldragon Academy and Sidlaw View Primary School would be minimal since both schools will be built in close proximity to their existing settings. The council has not included travel distances for children attending Jessie Porter Nursery School as the children who attend come from a variety of areas across the city due to the high level of choice when selecting a pre-school place.
- 3.12 The council has stated that the school's breakfast club and out-of-school care club will continue in the new accommodation and, as with other such clubs in Dundee, will be offered free of charge.
- 3.13 The indoor and outdoor facilities within the new Baldragon Academy, Sidlaw View Primary School and Jessie Porter Nursery School will be accessible for use by groups and members of the community. This would include the games hall, swimming pool, classroom, dining hall and stage area.
- 3.14 Dundee City Council has acknowledged that road safety will be a priority in the area around the new site to ensure the safety of children and pupils and to promote ease of access for pupils and vehicles. Road layouts and parking arrangements would be designed to reflect the road safety needs of users and to ensure that there are designated areas for dropping children and pupils off or picking them up.

4. Summary

Dundee City Council has set out a positive, well-reasoned case for building a shared campus comprising replacement establishments for Sidlaw View Primary School and Jessie Porter Nursery School, alongside a new replacement facility for Baldragon Academy. The proposal would lead to educational benefit as it would improve facilities for children and pupils at the nursery, primary and secondary schools, along with providing greater opportunities for improving the continuity of education for children from nursery to primary, and primary to secondary.

In taking forward the proposal, the Dundee City Council needs to continue to consult and fully communicate with all stakeholders, taking particular cognisance of issues raised by establishments relating to the needs of children at particular ages and stages. For example, consideration should be given to the requirements of the natural outdoor learning environment and to providing access to natural resources such as grass and trees. As acknowledged in the proposal paper, the council needs to address the issues of safe access to each establishment, traffic management and parking. As acknowledged by the primary and secondary schools, the schools will need to ensure that there continues to be sound transition

arrangements for children coming from other pre-school establishments to Sidlaw View Primary School and from other primary schools to Baldrigon Academy.

**HM Inspectors
Education Scotland
March 2013**

**DUNDEE CITY COUNCIL EDUCATION DEPARTMENT
SCHOOLS CONSULTATION (SCOTLAND) ACT 2010**

**FORMAL CONSULTATION ON THE PERMANENT RELOCATION OF SIDLAW VIEW PRIMARY
AND JESSIE PORTER NURSERY TO A NEW SHARED CAMPUS SITE ADJACENT TO THE NEW
BALDRAGON ACADEMY**

**RECORD OF MEETING WITH JESSIE PORTER NURSERY SCHOOL PARENT COUNCIL -
THURSDAY 28 FEBRUARY 2013 AT 6.00PM**

Present: Paul Clancy, Head of Education (Secondary and Support for Learners), Diana Weir, Finance Manager (Recorded), Head Teacher and 1 Parent

Paul Clancy repeated the proposal, outlined the consultation process and the purpose of the present meeting within that process. Baldragon would be built first with an expected entry of summer 2016 and then Jessie Porter and Sidlaw View with an expected entry date of summer 2017.

Questions were invited.

PARENTAL OBSERVATIONS:

Comment was made regarding the parking, currently being so close to St Paul's Academy it is mayhem when dropping children off. There was a request that there needs to be safe access. PC explained the potential entrances and indicated that traffic management would be discussed.

Are the toilet facilities going to be in the middle of the room?

PC indicated that there is no design currently of the building. There is never an intention to put facilities in the wrong place on purpose. There are a number of designs available and knowledge about what works well is shared.

HT indicated at the last parent meeting that parking was a concern shared by most parents.

Comment made that 6pm is not a good time to have a meeting

LOCATION/SPACE

Comment was made regarding the outdoor play area and that this would be essential.

HT indicated comments raised at the parent group was for there to be suitable consideration to size of the school, some parents have had experience of Craigowl where there was meant to be a parent room but due to the amount of pupils the parent room was turned into a classroom.

The parent group have also requested facilities for families and young children. They have a number of groups that currently run in Jessie Porter

PC indicated that they would wish the community to be involved.

**RECORD OF MEETING WITH JESSIE PORTER NURSERY SCHOOL PUBLIC MEETING -
THURSDAY 28 FEBRUARY 2013 AT 7.00PM**

Present: Paul Clancy, Head of Education (Secondary and Support for Learners), Diana Weir, Finance Manager (Recorder)

Number present – No parents turned up.

RECORD OF MEETING WITH JESSIE PORTER NURSERY SCHOOL STAFF - THURSDAY 28 FEBRUARY 2013

Present: Paul Clancy, Head of Education (Secondary and Support for Learners), Diana Weir, Finance Manager (Recorded), 8 Staff Members

PC repeated the proposal, outlined the consultation process and the purpose of the present meeting within that process. Baldragon would be built first with an expected entry of summer 2016 and then Jessie Porter and Sidlaw View with an expected entry date of summer 2017.

Questions were invited.

SIZE/CAPACITY

Would there be parent facilities in the nursery building? Staff frequently have meetings with parents, they require a place for the speech therapy service and for discussing transition meetings. They also have no cooking facilities with the parents and noted that the West End facilities were excellent.

PC indicated that they would look at the nature of the need, there is a wish to build community facilities to be accessible by the community at night.

What will the staff parking be like? Currently they have a very small car park which can cause congestion when the fire brigade visit. The majority of children are dropped off individually in cars at the same times as primary schools. Nursery parents need to park their cars and come in with the children.

Staff noted that the proposed site has a number of natural features such as trees and raised ground. They would hope that these natural features would be retained when designing the outdoor play area. They have visited other schools and noted the outdoor areas are flat tarmacked areas and they have a concern that they would end up with this.

PC indicated that the HT would be consulted. Architects are also keen to use the natural contour of the land.

Staff noted that there were certain aspects of the West End campus that were not desirable an example was the shared gym hall. Staff indicated that pre-school children needed access to physical play at all times, they do not respond to being timetabled. They would hope to have space to put up their climbing frame.

PC agreed and acknowledged that pre-school children needed to have access to physical play.

Staff noted that the sinks at the West-End campus were too deep and children were struggling to access soap. Display boards were set too high for nursery pupils.

PC acknowledged the comments and indicated they would be recorded.

Are they going to be restricted with what they can do with the building?

PC explained that the building would be like a PPP building but not exactly the same, there would be a tenant / landlord relationship. The PPP would maintain external fabric of the building.

Staff would like to have windows that they can see out of, currently they have Perspex windows and children cannot see out of, they are also set too high for the children. They would like windows at the children height so that the children can see out of. They also mentioned they have seen round windows where children can curl up in.

PC indicated that this would be recorded

SHARED CAMPUS

Would they still have their own admin staff? There are admin tasks that need to be undertaken, e.g. reception duty

PC indicated there would be benefits to the shared site in terms of dealing with admin tasks and covering for staff who are absent. For example if photocopying needs to be undertaken as long as the task is dealt with it doesn't matter who of the office staff does this. There are the moves to the corporate hub so it is difficult to say how these tasks would be undertaken but recognises that they will need to be undertaken.

Do they still retain their own budget?

PC indicated that they will continue to have their own identity and their own budget.

PC thanked staff for their attendance.

RECORD OF MEETING WITH SIDLAW VIEW PRIMARY PARENT COUNCIL - WEDNESDAY 27 FEBRUARY 2013 AT 6.00PM

No parent council members turned up

RECORD OF MEETING WITH SIDLAW VIEW PRIMARY PARENTS - WEDNESDAY 27 FEBRUARY 2013 AT 7.00PM

Present: Paul Clancy, Head of Education, Sally Fulton, Education Scotland, Diana Weir (Recorder), HT and PT present, 2 parents arrived.

An outline of the proposal was provided.

Questions were invited and comments/benefits to bear in mind.

Size/Site/Capacity

- Comment made that it will be good to have the nursery on the same site as the primary school, this will be good for Sidlaw View Primary school
- Very happy about the prospect of a new school.
- Comment made that parent had read the letter informing the parents about the new school and therefore did not have many questions.

Will there be a separate playing area?

The playground will be separate. There is existing experience with other schools, the entrance will be important and some areas maybe shared. Baldragon swimming pool will be able to be used by Sidlaw View pupils.

Good for the upper primary as this will provide contact in the secondary school and support transition.

Currently there is shared work but having the school close by will make this sharing easier

RECORD OF MEETING WITH SIDLAW VIEW PRIMARY SCHOOL STAFF - WEDNESDAY 27 FEBRUARY 2013 AT 3.30PM

Present: Paul Clancy, Head of Education, Diana Weir (Recorder), 10 members of staff

An outline of the proposal was provided.

Questions were invited and comments/benefits to bear in mind.

Size/Site/Capacity

- Staff excited to be getting a new school and one that they can watch being built
- Do they know the height of the new Baldragon? *No decisions yet made*

- Where about on the site will the school be built? *Staff informed Baldragon would go up first and then primary and early years*
- There will only be one building for nursery and primary but separate entrances
- Staff requested the opportunity to visit other schools to view the set up and how it works
- Head Teacher will be consulted on the design of the building and will then consult with staff
- Will Baldragon need to be bigger? *The new build will take 1100 pupils – currently 740 pupils*
- What about playing fields/grass? *Will be part of the design stage.*
- What about security? *Similar to PPP/annual charge funded by government/revenue budget. Company will look after security of school*

Design

- Will staff be consulted on the design/layout of the new school? *Yes.*
- traffic management
 - will be developed with Tayside Police
 - give parents reassurances
- will there be an entry system into the new building? *Yes.*
- is the IT equipment taken to new school? *Yes, the new school will be IT ready*
- Consideration given to blinds on windows/position of the building relating to the impact of the sun on the windows/cannot see screens
- Sidlaw View classes are the smaller classes; will they be building smaller classroom sizes? *No, they try and use previous designs in terms of room size; DCC would need to justify why we wanted to change. Classes built to statutory measures*
- can they ask for walk-in cupboard rather than other options? *Head Teacher will be consulted and in turn staff will be consulted*
- who is going to build it? *Tender process*

Other Comments

- do they still keep the same name? *Not necessarily – this can be changed.*
- consider to take part of Sidlaw View history, there is a dragon that they want to take
- wish to involve pupils/architects to speak to the pupils

RECORD OF MEETING OF STRATHMARTINE LOCAL COMMUNITY PLANNING PARTNERSHIP (LCPP) - WEDNESDAY 27 FEBRUARY 2013 AT 6.00PM - ARDLER COMPLEX

Attended by: Michael Wood, Director of Education

Number present: 19 (Minutes enclosed)

Format

Michael Wood attended the meeting and gave a brief overview of the proposal before answering specific questions. He set out the terms of the proposal and the format of the consultation.

Feedback and Questions:

The LCPP members were very positive about the proposals. The consultation exercise had been discussed at the previous LCPP meeting (27/02/13) so the members were well aware of the proposals regarding the new build programme involving Baldragon Academy, Sidlaw View Primary School and Jessie Porter Nursery.

What will happen to the pupils in Baldragon Academy during the building of the new school?

It was explained that the existing building would remain in place until the new build had been completed. This was possible because of the size, layout and footprint of the Baldragon site.

Will it be noisy or disruptive during the new build period?

It was explained that the new build would be carefully controlled and monitored to minimise disruption for staff, pupils and local residents. The example was given of the current build programme beside St Clement's RC Primary. This was to build a new school and there had been no issues relating to noise or disruption.

Will the community have access to the new facilities as they do in the existing Baldragon Academy?

The response was that this would happen in exactly the same way as presently happens. The only difference would be that the sporting facilities and swimming pool would be significantly better than the current facilities.

Will the large amount of grassy areas and playground space be reduced?

The response was that this was not likely to be an issue since the current buildings (Baldragon Academy and Sidlaw View Primary) would be demolished at the end of the programme and the land used to create play area space.

Input from the Convener of Education, Stewart Hunter

Stewart Hunter was there in his capacity as a ward councillor and a member of the Strathmartine LCPP. He made the following points in support of the proposal:

- Priority would be given to ensuring improved pedestrian and vehicular access and egress right from the start of the building process.
- Staff, pupils, parents and the wider community through the LCPP would be involved and updated as to the progress of the new build programme.

DUNDEE CITY COUNCILEquality and Diversity Rapid Impact Assessment ToolPart 1

Date of assessment June 2013	Title of document being assessed Report 285–2013 School Estate Improvements in the Strathmartine Area of the City – Outcome of the Formal Consultation Process
1) This is a new policy, procedure, strategy or practice being assessed (If yes please tick box) <input checked="" type="checkbox"/>	This is an existing policy, procedure, strategy or practice being assessed? (If yes please tick box) <input type="checkbox"/>
2) Please give a brief description of the policy, procedure, strategy or practice being assessed.	This report details the representations made during the formal publication and consultation exercise on the above proposal and recommends that the Council proceeds with the proposal.
3) What is the intended outcome of this policy, procedure, strategy or practice?	It is proposed that a new build programme for Baldragon Academy will start in January 2015 with a planned completion for the spring of 2016. There will be a phased building programme so that Baldragon Academy will open in August 2016 ahead of the new Sidlaw View Primary and Jessie Porter Nursery establishments.
4) Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	An agenda note was approved by committee in June 2012 to seek funding from the Scottish Futures Trust (SFT) to build a shared campus community comprising Baldragon Academy, Sidlaw View Primary and Jessie Porter Nursery. In the event, SFT funding was secured for Baldragon Academy alone. Capital funding was identified to enable the plans to build a new Sidlaw View Primary and Jessie Porter Nursery in an area beside the new secondary school. (precise location to be agreed) The committee report on the School Estate report (254-2012) provided an update of the school estate in Dundee. It was the follow up to the School Estate report (539-2011) Statutory consultation procedures in terms of the Schools (Consultation) (Scotland) Act 2010

<p>5) Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.</p>	<p>During the period August to October 2012, there was informal consultation with each school and nursery community involving staff, pupils, parents and carers through Parent Councils; the Local Community Planning Partnership and the local community. The Head of Education (Secondary) undertook a programmed series of meetings as part of the informal consultation process.</p> <p>The formal consultation began with an advert in the Evening Telegraph on 28/1/2013 and appropriate letters were sent to statutory consultees. Meetings were held with staff, parents/carers, Parent Councils and Trade Union Representatives. The outcome of the consultation is attached as part of the Report.</p>
<p>6) Please give details of council officer involvement in this assessment. (E.g. names of officers consulted, dates of meetings etc)</p>	<p>Michael Wood, Director of Education Lina Waghorn, Head of Education Paul Clancy, Head of Education Janet Robertson, Head of Support Services</p>
<p>7) Is there a need to collect further evidence or to involve or consult protected characteristics communities on the impact of the proposed policy?</p> <p>(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?)</p>	<p>The formal consultation process has afforded all stakeholders an opportunity to contribute.</p>

Part 2

Which protected characteristicscommunitieswill 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 characteristiccommunitiesare 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
Ethnic Minority Communities including Gypsies and Travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
People with a disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lesbian, Gay and Bisexual	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Socio-economic	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy & Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (please state)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3

<p>1) Have any positive impacts been identified? (We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	<p>Yes.</p> <p>The proposal would lead to educational benefit as it would improve facilities for children and pupils at the nursery, primary and secondary schools, along with providing greater opportunities for improving the continuity of education for children from nursery to primary, and primary to secondary.</p> <p>The establishment of a Project Board to oversee the development of the new build which will include representation from staff, pupils and parents and will ensure their direct contribution from the concept design stage through to the project completion. This will reflect and address issues raised in relation to safe access to each establishment; road safety and safe access for pedestrians; the provision of outdoor play areas; and the need to preserve and maintain the unique identity of each establishment.</p>
<p>2) Have any negative impacts been identified? (Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</p>	<p>The consultation process highlighted a number of concerns which are detailed in the attached report. Each of these concerns will be addressed by the Project Board.</p>
<p>3) What action is proposed to overcome any negative impacts? 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>The Project Board and experience based on existing campus sites will be taken into account to support a positive outcome.</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? (If the policy that shows actual or potential unlawful discrimination you must stop and seek legal advice)</p>	<p>If yes please give further details</p>

<p>5) Has a 'Full' Equality Impact Assessment been recommended? (If the policy is a major one or is likely to have a major impact on protected characteristicscommunitiesa Full Equality Impact Assessment may be required) Seek advice from your departmental Equality Champion.</p>	<p>No</p>
<p>6) How will the policy be monitored? (How will you know it is doing what it is intended to do? e.g. data collection, customer survey etc.</p>	<p>Progress will be monitored by the Project Board.</p>

Part 4

Name of Department or Partnership: Department of Education and Department of Leisure and Communities

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 checked="" type="checkbox"/>

Contact Information

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Signature of author of the policy:		Date 12 June 2013
Signature of Director / Head of Service area:		Date 12 June 2013
Name of Director / Head of Service:	Michael Wood	
Date of next policy review:		

REPORT TO: EDUCATION COMMITTEE–24 JUNE 2013

REPORT ON: SCHOOL ESTATE IMPROVEMENTS IN THE MENZIESHILL AREA OF THE CITY - OUTCOME OF THE FORMAL CONSULTATION PROCESS

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 286-2013

1.0 PURPOSE OF REPORT

- 1.1 This report details the representations made during the formal publication and consultation exercise on the above proposal and recommends that the Council proceeds with the proposal.

2.0 RECOMMENDATION

- 2.1 It is recommended that the Committee approves the proposal to discontinue Hillside and Gowriehill Primary Schools and build a new 3 stream primary school incorporating a nursery provision to replace Menzieshill Nursery School.

3.0 FINANCIAL IMPLICATIONS

- 3.1 The financial implications are as set out in Report 445-2012, "Menzieshill – New Primary School and Nursery School and Options for Menzieshill Community Centre".

4.0 BACKGROUND

- 4.1.1 At its meeting of 26 November 2012, the Education Committee approved the report entitled "Menzieshill – New Primary School and Nursery School and Options for Menzieshill Community Centre " and agreed (inter alia) to remit the Director of Education to carry out the statutory consultation procedures in terms of the Schools (Consultation) (Scotland) Act 2010 in respect of the proposal to discontinue Hillside and Gowriehill Primary Schools and build a new 3 stream primary school incorporating a nursery provision to replace Menzieshill Nursery School. The new primary school and nursery school will be on a shared site and will have separate entrance areas. (Report No 445-2012 refers).
- 4.1.2 The proposal was advertised in the "Evening Telegraph" on Monday 28 January 2013 and all the statutory consultees received a copy of the consultation document on that date. An additional advertisement was placed in the "Evening Telegraph" on 18 February 2013 to provide notification that the closing date for the consultation had been extended to 14 March 2013. All statutory consultees received a letter to advise them of the extension to the consultation period.
- 4.1.3 A consultation meeting for parents/carers of pupils at Gowriehill Primary School, Hillside Primary School and Menzieshill Nursery School was held on the evenings of Tuesday 19 February, Wednesday 20 February and Thursday 21 February 2013 respectively. A meeting was also held for all staff at each school on those dates at the end of the school day. In addition all Parent Councils and Trade Union Representatives were consulted.
- 4.1.4 A copy of the consultation report is attached as Appendix 1, a copy of the report by Education Scotland is attached as Appendix 2 and copies of the notes of the meetings held during the consultation period are attached as Appendix 3.

5.0 APPROVAL OF THE PROPOSAL

- 5.1 With regard to Gowriehill Primary School, the proposal was well supported by the staff and Parent Council. The vast majority of the parents/carers supported the proposal in principle.
- 5.2 With regard to Hillside Primary School, staff, Parent Council and parents/carers were largely supportive of the proposal, although a small number of parents expressed the view that the proposal was not a positive development for Hillside Primary School.
- 5.3 With regard to Menzieshill Nursery, a few parents and staff were largely supportive of the proposal. A few parents expressed reservations about the move to the proposed new site.

6.0 CATCHMENT AREAS FOR THE NEW SCHOOLS

- 6.1 The catchment areas for Gowriehill and Hillside Primary Schools will remain as they are at present. The Director of Education will, as is normal practice across the City, keep these catchment areas under review.

7.0 POLICY IMPLICATIONS

- 7.1 This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. An Equality Impact Assessment has been carried out and is attached to this report.

8.0 CONSULTATIONS

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

9.0 BACKGROUND PAPERS

- 9.1 None.

MICHAEL WOOD
Director of Education

12 June 2013

DUNDEE CITY COUNCIL

CONSULTATION REPORT

TO DISCONTINUE HILLSIDE AND GOWRIEHILL PRIMARY SCHOOLS AND BUILD A NEW 3 STREAM PRIMARY SCHOOL INCORPORATING A NURSERY PROVISION TO REPLACE MENZIESHILL NURSERY SCHOOL

This Consultation Report is available on the Dundee City Council website - www.dundee.gov.uk/education - and also in printed form from the following locations: Customer Services Reception Area, Dundee House; Gowriehill Primary School; Hillside Primary School; and Menzieshill Nursery School.

1.0 BACKGROUND

- 1.1 At its meeting on 26 November 2012, the Education and Policy & Resources Committees approved the report entitled 'to discontinue Hillside and Gowriehill Primary Schools and build a new 3 stream primary school incorporating a provision to replace Menzieshill Nursery School' (Report No 446-2012 refers). The committees instructed the Director of Education to formally consult on the proposal in terms of the Schools (Consultation) (Scotland) Act 2010 and report back to Committee in due course on the outcome of the consultations so that a final decision on the proposals could be made.
- 1.2 The proposal was to build a new 3 stream primary school incorporating a nursery provision to replace Menzieshill Nursery School. The new primary school and nursery school will be on a shared site and will have separate entrance areas. There is an identified need to provide new accommodation to replace Hillside Primary School, Gowriehill Primary School and Menzieshill Nursery School. The existing buildings are more than 30 years old and as a result, significant sums of money would require to be spent to keep them at a reasonable standard.

The project roll trend for Gowriehill is decreasing. Currently Gowriehill Primary School has a school roll of 130 pupils. This is an occupancy rate of 32%. The number of pupils who attend Gowriehill Primary School and live outwith the designated catchment area is 60.

Hillside Primary School has a current roll of 295. It has an occupancy rate of 80%. The number of pupils who attend Hillside Primary School and live outwith the designated catchment area is 186. Neither school has nursery provision. The nursery provision within the Menzieshill area is contained within Menzieshill Nursery and St Ninian's Primary School. Menzieshill Nursery School provides 70FTE places.

- 1.3 A number of educational benefits were identified within the proposals:
- The new school and pre-school centre will offer purpose-built learning and teaching environments for the delivery of a "Curriculum for Excellence" as well as providing state of the art nursery facilities.
 - The new build programme would replace traditional buildings with 21st Century accommodation. It would be designed to ensure improved vehicular access; would minimise capital costs by replacing three old buildings with one new build; would be more energy efficient; and would improve our carbon footprint.
 - The campus arrangement will provide quality facilities to promote physical education within the building and in the playground area. This will include a gym and mixture of hard and soft play areas to ensure that pupils can experience two hours of physical education each week regardless of the weather conditions. The nursery would have a secure playground area as well as access to the school's facilities.

- The new nursery accommodation will be access friendly to meet the needs of all children including those with restricted mobility. It will include well planned and secure outdoor play facilities.
- Pupils moving from nursery to primary one will benefit from enhanced transition links from nursery to primary one.
- The new primary and nursery school would enable the Education Department to provide future-proofed IT infrastructure to support and enhance curricular management facilities.

1.4 A number of additional considerations led to the proposal for a new 3 stream primary school incorporating a number provision.

- Road safety will be a priority in the area around the new site to ensure the safety of children and pupils and to promote ease of access. Road layouts and parking arrangements will be designed to reflect the road safety needs of users and to ensure that there are designated areas for dropping children and pupils off or picking them up.
- This proposal will benefit those children and pupils of Hillside and Gowriehill Primary Schools and Menzieshill Nursery School who have additional support needs in particular.
- Accommodation will be designed to ensure greater space and flexibility.
- The new builds will provide improved disabled access and internal lifts if required.
- Children and pupils, particularly on the autistic spectrum, will benefit from the availability of a number of break out rooms to facilitate individual and small group work as well as quieter activities.
- Pupils in Gowriehill and Hillside Primary Schools will continue to benefit from the provision of a breakfast and out of school club in Menzieshill Community Centre. Consultation is taking place with Menzieshill Out of School Care Club to agree the most relevant setting in the future. Discussion opportunities exist to include a breakfast club and an out of school club within the new school.

1.5 As a result the Director of Education was remitted to carry out the consultation procedures in terms of the Schools (Consultation) (Scotland) Act 2010 in respect of this proposal. The consultation programme is detailed in paragraph 2.1 below, and a summary of the main issues raised is set out in section 3.0.

1.6 A report from Education Scotland is required under the terms of the Act to address the educational aspects of the proposal. The report is attached as Appendix 1. The report states that,
 “Dundee City Council’s proposal to discontinue education provision at Hillside and Gowriehill Primary Schools and Menzieshill Nursery School and build a new three stream primary school incorporating nursery provision offers clear benefits to the children in this area. The new build provision will facilitate the delivery of high-quality education and meet the requirements of Curriculum for Excellence better. Positive relationships and the sharing of practice across all three establishments offers potential benefits to the whole school community. Most stakeholders are positive about the proposal.”

The report concludes that,
 “the council needs to consider what further reassurance it can provide in response to stakeholders’ concerns about location of the school, particularly the entrance, about green space, about traffic management and about staffing and staff accommodation plans for the new campus.”

1.7 The Director of Education has considered carefully the HMIE report and its implications, in particular where the report highlights specific issues raised during the consultation period. It is to be noted that the report recognises the potential benefits that will accrue from the proposed move and the positive nature of the overall responses. Having reviewed the proposal in the light of the representations and the Education Scotland (HMIE) report, it is clear that many of the highlighted issues were identified in the proposal or are referred to directly in this consultation report. The establishment of a Project Board to oversee the development of the new campus model will include representation from staff, pupils and parents and will ensure their direct contribution from the concept design stage through to the project completion. This will reflect and address issues raised in relation to the nature of the

accommodation and the design brief; the provision of quality outdoor play areas; parking and travel arrangements; the management of shared facilities and the need to preserve and maintain the unique identity of each establishment.

2.0 CONSULTATION

2.1 The formal consultation procedure included:

- the preparation of a Proposal Paper (28 January 2013) included with a letter to the parents/carers of young people at Gowriehill Primary School, Hillside Primary School and Menzieshill Nursery School, and to the staff of the three schools;
- information, including the Proposal Paper, was placed on Dundee City Council's website;
- an announcement of the original proposal in the local press (28 January) and of the revised consultation closing date (18 February);
- an invitation to any person to make written representation to the Director of Education;
- public meetings in the three schools (19, 20 and 21 February);
- meetings with the Parent Councils of Gowriehill Primary School (19 February), Hillside Primary School (20 February) and Menzieshill Nursery School (21 February);
- meetings with the staff of the three schools (19,20 and 21 February);
- meeting with pupils of Hillside Primary School (25 February);
- consultation with representatives of the teacher and support staff trade unions; and
- meeting with other interested body, such as Lochee Local Community Planning Partnership (19 February).

2.2 A summary of written responses is set out in Section 3.0.

2.3 A summary of oral representations received, collated as a list of 'Frequently Asked Questions/Comments', is attached as Appendix 2, and the Department's responses have been added.

2.4 In accordance with the Schools Consultation (Scotland) Act 2010 copies of all written representations and 'Frequently Asked Questions/Comments' were required to be submitted to HMLe for their consideration in the preparation of their report.

3.0 MAIN ISSUES ARISING FROM THE CONSULTATION, WITH RESPONSES

3.1 11 written representation were received in total on the proposal during the consultation period. Of the 11 written representations 3 were totally in favour of the proposal.

3.2 Road Safety and Safe Access for Pedestrians were highlighted as important areas to be addressed as part of the review programme. *Road safety will be designed in the area around the new shared campus to ensure ease of access for pupils and vehicles. This will be essential to ensure the safety of children and pupils attending the new nursery provision and primary school. There will be a comprehensive review of traffic movement round the site of the new campus. A travel to school plan will be developed with pupils and parents to determine safe routes to school. In addition, a review will be carried out to ensure crossing patrollers are based in the correct location.*

3.3 Size of Site and Adequate Green Space was highlighted as an improvement area to be addressed. *The size of the proposed site is significantly larger so outdoor space and play areas are not an issue. Parents, staff and pupils will be actively involved in shaping the design of the new school and nursery.*

3.4 Why is Menzieshill High School not included? *Menzieshill High School is not included because there is a finite budget and the build costs for a new secondary school would far exceed the cost of the proposed primary and nursery build.*

- 3.5 Questions were asked about school capacity and calculation of primary school capacity. *The Schools General (Scotland) Regulations 1975 state that 'each authority shall determine from time to time the maximum number of pupils which may be suitable accommodated in each room to which the regulation applies'. The Strathclyde formula of 1.7 m² per pupil in all teaching spaces was originally used until it was reviewed recently. Please note that it is the 'working capacity' that is used not the 'planning capacity' as this is only used for rateable value calculations.*

For Working Capacity: * Working capacity is a measure of the efficiency of the use of education areas for classroom use. This is based on Primary 1 having a maximum pupil size of 25 pupils, Primary 2-3 30 pupils and Primary 4-7 and other additional classrooms 33 pupils. Total educational areas should exclude areas not used for class teaching i.e. small units, EHP nursery classrooms etc.

For Planning Capacity: Planning capacity is a measure of all education areas that were the original design intent i.e. including small units, enhanced provision, SEN, and in some cases learning support accommodation. The classroom occupancy is 33 pupils or the classroom area / 1.7m² Total education areas should include ancillary accommodation i.e. small unit but exclude nursery classrooms.

School capacities are calculated in the same way for every school but the Enhanced Provision classrooms are removed from the calculation since the number of pupils in such provision is normally less than would be the case if the classroom was being used by a mainstream class.

- 3.6 Why was St Ninian's not included as an additional school in the campus arrangement? *The focus for consultation does not include St Ninian's Primary School for a number of reasons:*
- *St Ninian's Primary School has a roll of 147 pupils and has a current occupancy level of 60%. It also has a nursery provision to accommodate 20 children each morning and afternoon session. There is further scope to extend the current level of nursery provision to cater for the rising number of pre-school children and the proposed increase in the number of nursery hours from 450 to 600 from August 2014.*
 - *A section of the existing school building is used to provide a base and office accommodation for Dundee Educational Psychology Service.*
 - *The inclusion of an additional school as part of the campus arrangements would have significantly increased the number of nursery children and pupils using the site. Given the denominational status of St Ninian's Primary School it would have increased the footprint and cost of the building programme.*
- 3.7 Questions were raised about the proposal being driven by financial savings rather than for educational and welfare benefits. *The current position in terms of school rolls and condition in the Hillside and Menziesshill area provides an opportunity to create a new build school and nursery of a high standard. In terms of cost effectiveness, it is clear there are financial efficiencies to be made when operating one building as opposed to three separate establishments with three sets of cleaning staff, janitorial staff, catering staff, energy costs and rateable values.*
- 3.8 A question was raised about the future of the existing Hillside site if the proposal goes ahead. *If the proposal is successful the land will return to the City Development Department. In every case so far the old school has been demolished and the site cleared to avoid the potential for vandalism.*
- 3.9 Has a study been undertaken as to the disposal value for the current hillside site? *There has been no study as to the disposal value for the current site. This would not be appropriate given that no decision has been taken on the future of school.*
- 3.10 Clarification was sought regarding upper and lower pupil number range for two and three stream schools. *There would be no lower limits on a school because the school roll at any given time may well be below the capacity figure. The upper limit would be based on the classes within the schools and reflect issues such as the classrooms to be used and numbers*

required for the enhanced provision. In normal circumstances the roll for a single stream school would be based on the classroom regulations relating to class size maximum of 25 pupils (P1), 30 pupils (P2 and P3) and 33 pupils (P4-P7). This would be in theory tripled for a three stream school. There is also the issue that a composite class can only have a maximum of 25 pupils. Within a new school building it would be possible to create accommodation for 3 x P1-P7 streams and include the enhanced provision as an additionality. Additionality for general purposes room(s), library and IT suite have also to be factored in.

- 3.11 A question was raised about future plans to refurbish or replace St Ninian's. At this point in time there are no plans to refurbish or replace St Ninian's.
- 3.12 Has consideration been given to the possibility of an increase in housing around Menzieshill and therefore the projected increase in school population. This will depend on the number and type of properties to be built, the timescale for completion given current market conditions and the age range of children in the families. In addition, the number of children who are enrolled as a result of placing request is an unknown quantity.
- 3.13 Has DCC costed the renewal and disposal of asbestos from Hillside Primary School. DCC has not costed the removal and disposal of asbestos from Hillside Primary School. This could not be done until the scale and extend had been assessed.
- 3.14 Clarification was sought regarding assessment of the physical condition of DCC schools. All school buildings are regularly inspections – these include:
- annual property inspections
 - structural surveys
 - fire risk assessments
 - accessibility audits
 - insurance surveys
 - maintenance contractor service reports ie fire alarms, emergency lighting, boiler services, gas soundness testing etc
 - asbestos surveys
 - water hygiene controls and log entries
 - fixed elected inspection and report
 - HMI reports
- 3.15 Why was the current Hillside site not considered for the building of the new school? The option being presented is considered to be the most effective one for the Menzieshill area for the reasons outlined in the proposal. DCC has a responsibility to maintain an overview of the school estate across the city and to ensure that the learning environment for children and young people are of the highest possible standard.

4.0 THE SCHOOL PREMISES (GENERAL REQUIREMENTS AND STANDARDS) (SCOTLAND) REGULATIONS 1967

- 4.1 The proposal meets the requirements of the above Act, and accordingly the Director of Education is not required to apply to Scottish Ministers for dispensation from the standards.

MICHAEL WOOD
DIRECTOR OF EDUCATION

17 April 2013

CONSULTATION PROPOSAL BY DUNDEE CITY COUNCIL

REPORT BY EDUCATION SCOTLAND, ADDRESSING EDUCATIONAL ASPECTS OF THE PROPOSAL TO DISCONTINUE HILLSIDE PRIMARY SCHOOL AND GOWRIEHILL PRIMARY SCHOOL AND BUILD A NEW THREE STREAM PRIMARY SCHOOL, INCORPORATING NURSERY PROVISION, TO REPLACE MENZIESHILL NURSERY SCHOOL

1. Introduction

- 1.1 Dundee City Council proposes to discontinue education provision at Hillside and Gowriehill Primary Schools and Menzieshill Nursery School and build a new three stream primary school incorporating nursery provision. The new primary school and nursery school will be on a shared site but will have separate entrance areas.
- 1.2 The report from Education Scotland is required under the terms of the *Schools (Consultation) (Scotland) Act 2010*. It has been prepared by HM Inspectors in accordance with the terms of the Act.
- 1.3 HM Inspectors undertook the following activities in considering the educational aspects of the proposal:
- attendance at the public meeting held on Thursday 22 February 2013 in connection with the council's proposals;
 - consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others;
 - consideration of further representations made directly to Education Scotland on relevant educational aspects of the proposal;
 - consideration of further information on all schools affected; and
 - visits to the site of Hillside Primary School, Gowriehill Primary School and Menzieshill Nursery School, including discussion with relevant consultees.
- 1.4 HM Inspectors considered:
- the likely effects of the proposal for children of the two primary schools and the nursery school; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
 - any other likely effects of the proposal;
 - how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
 - benefits which the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

2. Consultation process

- 2.1 Dundee City Council undertook the initial consultation on its proposals with reference to the *Schools (Consultation) (Scotland) Act 2010*. The consultation included an invitation for written submissions and a public meeting held at Gowriehill Primary School on 19 February 2013, Hillside Primary School on 21 February 2013 and Menzieshill Nursery school on 22 February 2013. The council consulted pupils and staff in all three establishments. Information, including the proposal paper, was placed on the council website. Consultation also took place with representatives of the relevant staff trade unions. Meetings took place with other interested bodies such as the local Community Planning Partnership.
- 2.2 Those attending the public meeting and the small number who responded to the council in writing as part of the consultation process, raised a number of concerns in relation to the proposal. These related to uncertainties around staffing in the new school, accommodation

for children with additional support needs in the enhanced provision of both primary schools, the location of the new school and traffic management and road safety.

- 2.3 Overall, staff from Menzieshill Nursery School, Hillside Primary School and Gowriehill Primary School are positive about the proposal. They feel that the new provision will offer a number of benefits, especially in relation to the enhanced facilities and available space in the new building. They are also positive about the opportunities the proposed campus will offer for improved transition from nursery into P1 and the early years as a whole. Staff from all three establishments are very positive about the wider range of staff skills and resources that will be available, and of benefit to children in the new school and their parents.
- 2.4 Staff are keen to build on the positive reputation in the community of all three establishments. All three have good garden areas which are well used by children and staff. Staff in all three establishments wish to ensure that green space is included in the plans for the new school, in order that they may build on the progress made to date in developing outdoor learning.
- 2.5 Staff are concerned about job security due to duplication of resources. The Leisure Services managers in both Hillside Primary School and Gowriehill Primary School live in accommodation on the site of the schools which would be demolished under this proposal. Currently, the managers are unclear what will happen to this accommodation and therefore, how the proposal will affect their accommodation arrangements.
- 2.6 Staff in the enhanced provision in both primary schools are keen to ensure that they are consulted over the accommodation requirements of the children with additional support needs. They are positive, however, that purpose-built accommodation will be an asset for these children, providing much needed space, break out rooms and the opportunity to integrate into mainstream classes, as appropriate.
- 2.7 A few staff are concerned about staffing, and the status of current staff, in the new school. Staff would appreciate greater clarity over staffing plans for the new campus.
- 2.8 Staff and parents in all three establishments note concerns over traffic management. Their concerns include the proximity to a busy road and narrow streets surrounding the proposed school which are already congested with hospital parking. The council is aware of this issue and is committed to addressing these concerns. They note that road layout around the new site will be planned to emphasise safe access and egress for pedestrians and drivers. School crossing patrols will be provided to ensure safety on the main roads. A full School Access Strategy will be developed which will look at a range of safety issues.
- 2.9 Staff from both primary schools have raised reasonable concerns about the impact of the proximity of a busy public house and chemist and the number of people who may be using these establishments, on the safety of children. They feel that this could be overcome by the appropriate location of the main entrance to the school.
- 2.10 Overall, most parents from Hillside Primary School are very positive about the proposed move to a new building. A few parents feel strongly that other sites have not been given due consideration. They are concerned about the size and location of the proposed new school. A few feel that the distance to travel to the campus, taking into consideration the busy roads, will be difficult for some, particularly those at the furthest away points of the catchment area.

3. Educational aspects of the proposal

- 3.1 Dundee City Council sets out a number of potential educational benefits in its formal proposal documentation. The three buildings of Hillside Primary School, Gowriehill Primary School and Menzieshill Nursery School are showing deterioration consistent with their construction date and use. Both Gowriehill and Hillside Primary Schools are almost 50 years old. Menzieshill Nursery School is over 30 years old. The education authority has provided estimated costings for maintaining the three establishments. Major capital works would be required over the medium to long term to keep the schools operational, with consequential disruptive effects on education provision. The heating and ventilation system in all three establishments need

constant repair. The council has set out how it can make savings which would make funding available to contribute to the cost of the new build proposal. Children in all three establishments will benefit from greatly improved and energy efficient accommodation which is better suited to teaching and learning in the 21st century.

- 3.2 The educational benefits statement clearly describes how the proposal will support the delivery of Curriculum for Excellence. There is currently no pre-school provision in either Hillside Primary School or Gowriehill Primary School. The location of Menzieshill Nursery School on the same campus has the potential to improve meaningful liaison across the early level of Curriculum for Excellence from nursery to Primary 1. Staff across the early stages and beyond will be able to work together, sharing ideas and expertise.
- 3.3 The new purpose-built nursery will include more spacious indoor and outdoor play areas. A dedicated outdoor play area will be created for pre-school children. The new primary school building will have quality facilities to promote physical education within the building and in the playground areas, thereby enabling staff to provide two hours of quality physical education per week in all weathers.
- 3.4 Pupils will benefit from the inclusion of a breakfast club and an out-of-school club and will no longer be required to travel to and from Menzieshill Community Centre to access these services.
- 3.5 The new primary and nursery campus would enable the education department to provide a more appropriate information and communications technology structure to support and enhance the curriculum, as well as supporting aspects of school management.
- 3.6 The proposal sets out clearly how children with additional support needs would be supported more effectively by having more flexible accommodation, providing quiet areas and breakout rooms to facilitate individual and group work.
- 3.7 The proposed campus would achieve significant financial savings to the council at a time when all councils have to seek efficiencies. Moreover, by reducing the annual expenditure of maintaining school buildings which will continue to deteriorate, the council will be able to use the financial savings to contribute to the overall benefit of children and young people elsewhere in the city.
- 3.8 The completion date for the new campus is 2016 therefore there will be no impact on children enrolling over the next two years. Children not yet attending primary school but due to start in Primary 1 in August 2013 will begin their education in the existing accommodation and, if the proposal goes ahead, will move to the new campus in 2016.
- 3.9 Other users in the community will benefit from the facilities on offer on the new campus. The accommodation will house facilities such as meeting rooms which will enhance parental and community partnership.

4. Summary

Dundee City Council's consultation process has allowed all stakeholders to express their views and have them considered. The council's proposal to discontinue education provision at Hillside and Gowriehill Primary Schools and Menzieshill Nursery School and build a new three stream primary school incorporating nursery provision offers clear benefits to the children in this area. The new build provision will facilitate the delivery of high-quality education and meet the requirements of Curriculum for Excellence better. The long term savings have the potential to benefit the educational experience of all children in the city. Positive relationships and the sharing of practice across all three establishments offers potential benefits to the whole school community. Most stakeholders are positive about the proposal.

At this point, the council needs to consider what further reassurance it can provide in response to stakeholders' concerns about location of the school, particularly the entrance,

about green space, about traffic management and about staffing and staff accommodation plans for the new campus.

**HM Inspectors
Education Scotland
March 2013**

**DUNDEE CITY COUNCIL EDUCATION DEPARTMENT
SCHOOLS CONSULTATION (SCOTLAND) ACT 2010**

**FORMAL CONSULTATION ON THE PROPOSAL TO DISCONTINUE HILLSIDE AND
GOWRIEHILL PRIMARY SCHOOLS AND BUILD A NEW 3 STREAM PRIMARY SCHOOL
INCORPORATING A NURSERY PROVISION TO REPLACE MENZIESHILL NURSERY SCHOOL**

**RECORD OF MEETING WITH GOWRIEHILL PRIMARY SCHOOL PARENT COUNCIL - TUESDAY
19 FEBRUARY 2013 AT 6.00PM**

Present: Lina Waghorn, Head of Education, (Pre-school, Primary, Communications and Culture), Lorna Ferry, Acting Education Manager, (Recorder), Head Teacher, Principal Teacher, Parental Involvement Officer and 3 members of Parent Council.

Lina outlined the reasons for the proposal. Gowriehill Primary School roll is falling and this number encompasses placing requests. There is an annual Review of school estate which looks at state of building, short and long term repair, capacity roll. There is a wish to replace all old schools over time. Consideration is given to the projected needs of the area and to the current establishments.

Lina repeated the proposal which has not changed from the informal proposal. The merged school and the nursery are separate settings in one building but can work together as appropriate. There will be individual offices, drop-off areas, etc. Benefits include location of Breakfast Club and Out of School Care Club and nursery. The new building will be more eco-friendly and will have facilities such as gym hall, toilets, staffroom etc. Nursery -> P1 transition will be facilitated.

She outlined the consultation process and the purpose of the present meeting within that process. She explained that at the end of the formal consultation all comments are collated and prepared for Education Scotland before being put forward to Education Committee, 27 May 2013, for decision. She indicated the desired timeframe which is proposed as an entry date for the new school of August 2016. It takes time to plan, tender and build and then time for staff and pupils to plan together.

Comment

It is felt that Hillside stakeholders want to stay on their own site. The Parent Council feel somewhat insulted by recent press articles. The Parent Council feel that the opposition is unfounded. It is felt that a new school will help with the regeneration of the area.

Q Which site has been identified?

A The site has been identified. A map was provided for clarification.

Q Why is St Ninian's RC Primary School not included?

A There was not room for a school of over 400, a nursery and a denominational school. It is more effective to merge the two primary schools and build a new nursery on the shared campus.

Q What about staff ratios?

A The Head Teacher post will be negotiated or interviewed. Staff will be allocated as per staffing guidance.

Q Is it a 'done deal' – if opposers dig their heels in, will a new school be built elsewhere?

A The collated comments will be considered in a balanced way.

Q Are there plans to make children attend their catchment school rather than Placing Requests?

A Lina explained the current process. She confirmed that all pupils who currently attend Hillside and Gowriehill will be considered as Priority 1 for the new school.

Q Will the Janitor's house be retained?

A This issue will be explored and the decision distributed.

Q Will there be a new Menzieshill High School.

A No.

RECORD OF MEETING WITH GOWRIEHILL PRIMARY SCHOOL PUBLIC MEETING - TUESDAY 19 FEBRUARY 2013 AT 7.00PM

Present: Lina Waghorn, Head of Education, (Pre-school, Primary, Communications and Culture), Lorna Ferry, Acting Education Manager, (Recorder), Head Teacher, Principal Teacher, Parental Involvement Officer and 10 parents from Gowriehill Primary School (including Parent Council) 2 parents from Hillside Primary School.

Lina outlined the reasons for the proposal. Lina repeated the proposal which has not changed from the informal proposal. She outlined some of the benefits:

- Improved school accommodation for children in the area.
- Better facilities for staff. Nursery will get like for like in terms of planting etc. The nursery roll will stay at 70/70.
- Car parks for parents/visitors and car parking staff.
- £11.5 million to be invested in the area. People like to live near a new school.

Lina outlined the consultation process and the purpose of the present meeting within that process and indicated the desired timeframe which is proposed as an entry date for the new school of Autumn 2016. Start of build is Spring 2015 – completion in Spring of 2016 and opening in Autumn 2016.

Comments

- Gowriehill Primary School community all in favour
- Very positive – we want this for our community.
- The children will benefit.
- It would be good to have a new school in the west of the city.
- We would want the whole area to be regenerated.
- Pleased to hear about plans to include community centre.
- It's a no 'brainer'.
- Confusion from reading 2 Head Teachers and 2 separate entrances. Some people have read that as the schools are going to stay separate.

Q There are no playing fields marked on the map.

A There might be artificial grass provided. There will be play areas.

Q Is there an option for Menzieshill Community centre to be attached to the school?

A Menzieshill Community Centre is currently consulting on 3 options.

RECORD OF MEETING WITH GOWRIEHILL PRIMARY SCHOOL STAFF - TUESDAY 19 FEBRUARY 2013 AT 3.30PM

Present: Lina Waghorn, Head of Education, (Pre-school, Primary, Communications and Culture), Lorna Ferry, Acting Education Manager, (Recorder) and 10 members of staff.

Lina outlined the reasons for the proposal. Gowriehill Primary School roll is falling and this number encompasses placing requests. Lina repeated the proposal which has not changed from the informal proposal. She outlined the consultation process and the purpose of the present meeting within that process. She explained that at the end of the formal consultation all comments are collated and prepared for Education Scotland before being put forward to Education Committee for decision.

She indicated the desired timeframe which is proposed as an entry date for the new school of Autumn 2016.

The merged school will have a new name, uniform, logo, etc. and the merged roll will be 400+. Lina described how the merged building would work. Each individual establishment is protected by secure entry. Pick-up/drop-off will be considered at the planning stage. Lina drew attention to similarities between Ballumbie Campus and the proposed campus. The new Campus will house two enhanced provisions. The Breakfast Club and Out of School Care Clubs will operate from the proposed Campus. Shared CPD will be a possibility. Facilities will be enhanced through Dance Studios, staffroom, toilets, etc. There is a saving to be made in merging schools. Staffing will be discussed nearer the opening date.

Comments

- Steep hill should be considered in reconfiguring roadways.

Q Will we know the outcome of the consultation by the end of March 2013?

A Stakeholders will be informed when a decision has been made.

Q Will environmental issues be considered before building?

A Access strategy, Travel plan, cycle paths, walkways will all be discussed.

Q When are school houses to be discussed?

A Lina will look into that and respond.

Q What will happen to the Gowriehill Primary School site?

A It will revert to City Development.

Q What will happen if the merger goes through and the Hillside parents feel it is all down to Gowriehill's decreasing roll. There may be discord.

A The comments will be considered and the views of all will be considered. Lina assured the staff that the decision has not been made solely on roll numbers.

Q Why was there no Education Department response after the Hillside article?

A Stewart Hunter did give it a short response.

Q At what number would the Gowriehill Primary School roll have to be before it was decided to merge before the new build?

A This is not relevant since the current roll is so low.

Q What happens if there is staff excess before the merger?

A Usually schools are staffed a little more generously to support merger. Staff can be offered a move. Length of service is taken into account.

Q What happens to the two Head Teachers?

A If both Head Teachers want post there will be competitive interview or there may be discussions about negotiating.

Q Will both PTs in enhanced provision remain.

A Yes.

Q Why can people who have applied for early retirement not get to go to facilitate merger?

A Equity across the city.

Q Are we going to have only one Head Teacher between two schools?.

A While this is not the plan, it could be considered.

Q Letters have gone out to residents adjacent to the proposed site to say that new houses will be built there. How will this work?

A The site is large enough to accommodate the school and proposed family houses.

Q Is regeneration of the area planned?

A This has happened in previous new builds.

Q Will the area be on a slope?

A This will be designed and landscaped closer to the build.

Q Can we bring the cherry trees?

A Trees can be taken to the new site.

Q Do we get to take eco-flag and status to new school?

A Current status will be taken into account when re-applying in the merged school.

Q Why was St Ninian's RC Primary School not included in the proposal?

A It would need to be a stand alone and there would not be space for merged school, denominational school and nursery.

Q What is the timescale?

A Consultation complete on 14 March 2013. Education Committee on 27 May 2013. Lina will present findings at Education Committee.

RECORD OF MEETING WITH HILLSIDE PRIMARY SCHOOL PARENT COUNCIL - WEDNESDAY 20 FEBRUARY 2013 AT 6.00PM

Present: Michael Wood, Director of Education, Lorna Ferry, Acting Education Manager, (Recorder), 7 members of Parent Council, Head Teacher, Depute Head Teacher and Taletta Jamieson, Parental Involvement Officer

Michael outlined how the proposal has been developed. This has involved a review of the whole area of Menzieshill. In order to re-invigorate an efficient school estate a number of sites have been considered. It is the wish of the Council to provide a quality environment for learning. School estate requires to be fit for purpose. Enhanced provision in new school would be better provision as it would be purpose built. Everything will be new and offer a quality environment for learning.

Michael offered to organise a visit to a new build school eg Ballumbie, which is purpose built.

Comments

- A range of opinions – some who would like to stay at Hillside even if it is not refurbished because of a loyalty to the school. Some would welcome the proposal.
- The current site does not lend itself to more pupils.
- Members talked about why traffic flow could not be sorted at the current site.
- All agree that the facilities need to be upgraded and that the new school will be better but there are concerns about location and merger with Gowriehill PS.
- One member stressed how positive she felt about the proposal.
- Another felt that as long as Head Teacher and staff move to the new school it will be fine.
- Members of the Parent Council raised issues relating to placing requests in both schools.
- Some members felt that some of the e-mails that had gone out might have given the impression that pupils in Hillside and Gowriehill are not equal.
- Members feel "it's a done deal" – the new build will go ahead.
- Householders are concerned about what will be built on the Hillside site.
- Data shows that there has not been a serious accident in the area around Hillside.
- One member feels there has been a poor flow of information.
- One member feels that the proposal is not based on accurate information.

POI

Hillside Primary School has 60 children who live in the Gowriehill Primary School catchment area. There are 198 pupils in Hillside as a result of Placing Request. Consultation – comments to Education Scotland (for 3 weeks). Report then goes on website for 3 weeks. Report then goes to Committee – no earlier than June 2013.

Q Why not just refurbish each school? On the map provided by the Director, the nursery has not been included and if it was the whole area would amount to over 2 hectares. The school, Menzieshill High School and nursery is felt, by some parents, to be one site.

A Could not reuse the Hillside site as the current site is 1.4 hectares. A new school requires 1.8 hectares.

Q Why not extend Hillside as was done at Forthill. Is it to save the reputation of Gowriehill? It was suggested that the proposal has been put forward because the proposed site would not be suitable for housing whereas the current site could be used for housing.

A The issue is about the school rolls and the potential to build a new school to accommodate both existing schools. It is unfair to be critical about the reputation of Gowriehill given that time has not been spent in the school or indeed that the reputation is based on third party information.

Q Is bigger better? It is understood that it will be more financially effective, but would it be better for learners?

A The roll of the new school would be around 392. The Director feels that that is a workable number and that promoted staff would be increased to reflect the larger roll. He outlined the range of joint working and joint planning which would take place prior to moving.

Q Why would we choose a school that did not have a good reputation as Hillside does now?

A A school's reputation is built through hard work. No guarantee that Jackie Campbell or any member of staff would stay at the school regardless of proposal. A lot of hard work would go in to build and maintain the reputation.

Q Why don't Gowriehill Primary School pupils go to St Ninian's RC Primary School.

A It is not possible to merge a denominational and a non denominational school.

Q What about the traffic flow at the proposed site?

A There will be much work done on the Travel Plan.

Q Would there be a pitch/grass? Parent Council do not wish to leave their current grass area.

A There will be a balance between soft and hard playground as well as grass.

RECORD OF MEETING WITH HILLSIDE PRIMARY SCHOOL PUBLIC MEETING - WEDNESDAY 20 FEBRUARY 2013 AT 7.00PM

Present: Michael Wood, Director of Education, Lorna Ferry, Acting Education Manager, (Recorder) and 48 parents including a small number of Elected Members. Other Elected Members had given apologies.

Michael outlined how the proposal has been developed. This has involved a review of the whole area of Menzieshill. In order to re-invigorate an efficient school estate a number of sites have been considered. It is the wish of the Council to provide a quality environment for learning. Michael offered to organise a visit to a new build school which is purpose built. Gowriehill Primary School staff and parents are in favour of the proposal.

Comments

- Some expressed the view that they 'Can't believe we are arguing about not giving our children the opportunity to have a new school'.
- Others were very keen to retain their current building and population.
- Almost all could see the benefits of a new school but not on the proposed site.
- I can see the new school being a catalyst for regeneration of the area.

- A resident spoke to say that the Project Board works very hard and have lots of detailed discussions even where not everyone agrees.

Q Will pupils be consulted?

A Pupils will be given information and consulted week beginning 25 February 2013.

Q Pupils with ASN do not like change. Would there be tensions by putting two school populations together

A Staff will work with all children to prepare them for the move.

Q We do not want pubs in close proximity to school.

A The school site will have a high perimeter fence. Many schools continue to operate well in proximity to pubs.

Q There is a lack of detail and really just an outline plan in what has been brought to the consultation. Can you take all the comments and come back with a more detailed plan?

A If we had brought a more detailed plan it may have felt like "a done deal". The process is that there should be six weeks of consultation before the findings are sent to Education Scotland. A report is then sent to Education Committee by the end of May. Michael again offered a visit to a new school.

Q Concerns that funding may not stretch to all that the school will need and a feeling that the new school may not be as good as it is being described

A Michael outlined the processes which shape the development. The proposal gives a commitment for a three stream primary school with a nursery attached.

Q What about staffing?

A There will be a Head Teacher and Depute Head Teacher x 2 and Principal Teacher x 2 and a Head Teacher for the Nursery. Staffing will be allocated according to roll.

Q Would it not be cheaper to refurbish Hillside than build a new school?

A The proposed site is a bigger site than the current Hillside. We know that some people might not want to do anything but however the refurbishment was done it would still be a 50 year old school. It would cost millions to refurbish Hillside.

POI

Costs for other possible sites and proposals have not been accurately assessed

The size of the current and proposed sites are not comparable because the nursery site has not been taken into account

Q What is going to be done with the school when empty?

A It will be demolished.

Q Why is Ancrum Road still standing and being used while the more modern schools are being closed?

A It would be ideal to build new schools across the city, but this has to be phased.

Q Where is funding coming from?

A From Capital funding.

Q Gowriehill Primary School will be approximately 28% full next session. Why not close it down?

A This is part of the proposal which is being presented tonight.

Q Resident asked how long she would have to look at the derelict site where Hillside currently sits.

A The site will be flattened and become a Council Asset.

Q Would the area be landscaped after flattening?

A Yes it would be grassed.

Q Parents choose to bypass Gowriehill Primary School to come to Hillside. How do you know parents will choose to send their children to the new school?

A Evidence from other new build projects is that families are happy to have their children attend the new schools. There is no evidence that rolls change when children move to new build school.

Q Reputations take time to build. While we understand that much work will be done to build the reputation of the new school some parents would prefer to send their children to a school that already had a good reputation

A Parents have the right to choose a school for their child to attend.

Q We have chosen the school because of the staff not the building.

A The new school will have staff from Hillside but staff teams change all the time.

Q What will be done about car parking and traffic flow? Because of Placing Requests, parents live further away and this increases traffic. Traffic currently moves slowly around the school because of congestion problems. At the new site St Ninian's RC Primary School will add to the traffic and Ninewells staff will park in any available space.

A We will take every step to ensure that traffic flow is assessed and planned for.

Q What is planned for the Menziesshill Community Centre?

There are two options for Community Council. A member felt that there were three options. Michael will investigate.

Q In the new school plan there would be an Out of School Care Club. Will the people who currently run the club lose their jobs? One hundred and six parents have confidence in the current club and the people who work there. Walking to and from the schools has not caused an issue

A Staffing will be discussed at a later stage of the process.

Q Was the proposed site the only site considered? Was it chosen to fail?

A The proposal to be discussed tonight is as outlined. Other sites were considered but were not suitable.

Q Why can you not extend or build a new school on the site?

A The existing site is not considered large enough for the proposed new school size. It would also be the case that the current pupils would have to be decanted out of the school into another location for the duration of the build.

POI

If the nursery, Hillside and a large bit of grass on Yarrow Terrace were used as the site, it could accommodate the new school.

No assessment of the current site has been undertaken.

Old Folks Home derelict on Dickson Avenue – drop-off point for parents.

Q Why do you not adopt the loop system from the States?

A I do not have sufficient knowledge of the loop system to answer this question.

RECORD OF MEETING WITH HILLSIDE PRIMARY SCHOOL PUPILS - MONDAY 25 FEBRUARY 2013

P1a, P1b, P2 and P2/3: How do you feel about getting a new school and for the merger to go ahead?

Yes / Good 70

No / Not Good 10

Not sure 6

Don't mind 0

P3 and 3/4 How do you feel about getting a new school and for the merger to go ahead?

Yes/Good Idea 25
 No/Not a good idea 19
 Not sure 6
 Don't mind 0

P4/5, P5:How do you feel about getting a new school and for the merger to go ahead?

Yes / Good 9
 No / Not Good 11
 Not sure 0
 Don't mind 0

P5/6, P6/7, P7: How do you feel about getting a new school and for the merger to go ahead?

Yes / Good 3
 No / Not Good 60
 Not sure 10
 Don't mind 0

Room 5 & 6 (Enhanced Provision)

Yes / Good 11
 No / Not Good 2
 Not sure 7
 Don't mind 0

School Total

Yes / Good 118
 No / Not Good 102
 Not sure 29
 Don't mind 0

P1a, P1b, P2 and P2/3

Positive

- Happy it will be near some of our houses
- We will make new friends
- We will have all new things
- We will get a big gym hall
- It will be near the community centre

Worries

- What if all the teachers don't fit in the school
- Further to walk
- Friends may not be in class
- What if new children aren't nice
- What if there is no grass
- Not a big playground
- No Trees
- New teachers can be scary

P3

- Really like this area.
- Like this school just the way it is.
- Where did they get the idea?
- Would be easier as it is just up the road.
- I live close to Hillside Primary and would need to get a bus to the new school.
- I like this school

- Looking forward to meeting new people and to make new friends.
- Make even more friends
- This school is nice as it is.
- Hillside is close to my house.
- Want to keep this school because I like it the way it is.
- Be with friends Gowriehill Primary School.
- Everything would be new and we know where everything is here at Hillside.
- Closer to school and easier for walking.
- Not be able to get to new school in time as it is too far away.
- I like the playground here at Hillside.
- Closer to the community centre and going to clubs.
- How can they not close Gowriehill and they come here?
- Will it be the same teachers?
- Worried about pupils from Gowriehill annoying me.
- Don't want new school near the park.
- What about the Head Teacher?
- I have friends at Gowriehill.
- School is nice how it is.
- Will miss the playground.
- Won't know where things are in the new school.
- Would like a new school closer to my home.
- Will miss the wall displays.
- Easier for walking
- Too far away.

P3/4

- Why do we need another school and need to move?
- Will we have the same ties?
- Will the pupil council be the same in the new school?
- Will the teachers still be the same?
- Will the Head Teacher still be the same?
- Where will we learn for the next three years?
- What will the school building look like?
- I don't like the look of the building at Victoria Park.
- I would like to make new friends.
- Don't want to move, all my brothers and sisters have been to Hillside.
- Will the new school have grass?
- Will we learn the same things as Gowriehill?
- I am happy to move as I have friends at Gowriehill already.
- Will the adventure playground go to the new school?
- I don't want to move as the new school will be further away from my house. Will the cooks still be the same?
- Will we still have buddies?
- Will there be separate gates for the nursery?
- Will we still have an eco-group
- If we move will we still have the green eco flag?
- Will there be a fence between Gowriehill and Hillside?
- Will we still have clubs?
- Will the classrooms be bigger?
- Will you still have the same teachers?
- Will we still have French?
- Will we still have a stage?
- Will we still have green time choices?
- Will there still be a gym hall?
- Will there still be a quiet area/shelter?

P4/5 and P5

- Will there be 2 head teachers?
- Can we keep Mrs Campbell as our HT?
- What will the school Badge look like?]
- Will we get a bigger playground?
- Will there be sports facilities /swimming pool?
- Will all the teachers be the same?
- Will all the classes be mixed?
- Why are we getting put into another school?
- We will have further to travel as we live close to Hillside.
- I don't think it's in a nice area. Lots of police cars in the area, broken glass lying about, really close to a pub, busy road already, lots of bus stops blocking crossing of road.
- Graffiti already on back of pub so the school will probably get vandalised too.
- People from the pub/people hanging about in gangs modelling bad behaviour to young children.
- Blaring music from the pub especially at night (while teachers are working.)
- My mum is a close friend to the owner of the pub and he doesn't blare the music.
- Worried about the distance to walk to and from the new school, especially at night and winter.
- More of a temptation to go to the shops because there are more of them.
- Needles on the ground beside The Rock bar
- Will the opening times of the school be later if we've further to walk to school?
- Lots of drug addicts by the chemist.
- Don't want to move from the nice area of Hillside P.S. Would be happy for a new school if it was in this nice area.
- We've just got the Sensory Garden and the Climbing Wall. It would be such a waste.
- Knock the student houses down and build here.
- If there are too many teachers would some of them lose their jobs?
- There are boys that go to Gowriehill who are well known bullies and I'm worried about that.
- Closer to the after school club (Community Centre.)
- A bigger gym hall with lots of equipment

P5/6, P6/7, P7

- Will we have to go to another school while the new one is being built? Like Harris going to Rockwell.
- What's the schools name?
- What about Mrs Campbell, will she be our head teacher?
- Out of all the schools why Hillside and Gowriehill?
- Will the new school be as big as Menzieshill High?
- What will happen to the nursery?
- Will the unit still be there?
- What will be the badge/tie/colours?
- Out of all the places, why there?
- What would happen to the sites the schools were knocked down on?
- Will there be 2 janitors or will Ged lose his job?
- New adventure area?
- Will the building stick to budget?
- What will happen to the sport teams?
- Will Mrs McMillan be the new DHT at the new school because she just got here?
- Big building, will we get a big playground too?
- What would happen to Steven and our cooks?
- What about our Sensory garden?
- What about Ged's house?
- What will happen to the hillside hippo motto?
- What about Tam's house?
- Will Gowriehill pupils be in our class?
- Will Hillside teachers teach Gowriehill pupils?
- What are they going to do with the land at Hillside and Gowriehill?
- Would it affect the levels of education?

- Could we not move the school to the old flats?
- Numbers in class, will they be big classes?
- Would there still be Dalguise?
- There is an old people's home beside it, what will happen?
- Will breakfast club be on?
- Will we get green time?
- What will happen to RCT?
- Will there be computers?
- How can we go to home dinners when it is far away?
- What will happen to the Adventure play area because we've only been on it a few times?
- What will happen to the office ladies?
- How many people will there be?
- Memories/belonging
- Will all our teachers come or will any teachers lose jobs?
- Whole family attended here don't want it knocked down
- I don't think they should move to behind the pub because of vandals
- Gran moved close to Hillside so she could have pupils at Hillside, pointless move
- Building historical
- Too many pupils in the new school
- Hillside is a popular school
- Will effect brothers and sisters
- Will make less schools across Dundee
- Location of school just now is close to family homes
- Less selection of schools
- We're getting knocked down to help Gowriehill, not fair
- School has done well
- 50 years, why will we knock it down?
- Hillside is really good, want siblings to experience it
- 9 o'clock drug addicts go to the chemist
- Daily routines affected because of travel time longer to get to school
- Cost of petrol, busy road, less houses
- Friendships affected
- Getting me and my brother to school in the morning is a problem(Harris, new school)
- Family helped build this school
- P6 pupils won't graduate in Hillside
- This school has a really good reputation of behaviour
- Good building, would be a shame to waste it
- Possible fights because pupils don't get along from both schools
- Bad location, pub, chemist, busy road
- People might not want to come because bad area and dangerous
- Not a nice area
- It's going to cost more money to build than to keep separate
- We have a perfect pitch and playground, why waste it, we might not get the same
- What about the MUGA pitch
- Not fair on new p1's and p2's moving after they have just got used to a new school
- Would have to find a new route from new to school to MHS.
- Hard to walk from new school to MHS due to busy roads.
- Waste of money to knock it down
- There could be more bullying
- People bullied me when I was little and went to Gowriehill they don't here
- Little brother wants to walk to school himself and Mum says he could in p5 but he won't be able to at new school
- We have a good reputation
- If successful the council will save money and be able to put this into other buildings in the city
- Merge equals better facilities
- I know the person who made Hillside's badge and I want his memories to live on because he died.
- Sirens from the hospital since we are near it.

- I think we should merge so we can have football.
- If they can't find a good area why not keep the schools.
- It will be harder to get in the football team etc.
- It will take longer to walk to school and my little brother won't get to walk.
- Lots of wasted resources
- It will be harder to get there.
- I think you should keep Hillside because it has been a great school and I have learnt so much.
- We just got new playground games painted and an adventure playground, climbing walls and a sensory garden.
- Our playground is big will we get a bigger one and all the grass
- It's nearer the shops

Room 5 & 6 (Enhanced Provision New School – Comments, Concerns, Suggestions.) Classrooms (EP)

- Bigger classrooms
- Better display walls
- Nicer lighting
- Door to playground
- More computers in classrooms
- New tables, chairs, curtains
- New toys ie Ben 10 stuff, Toy Bear
- Time-out room (to calm down)
- Sensory room (to chill out-lava lamp, music, bubble tube)

Lunch Hall

- Big canteen separate from assembly hall
- More tables
- Nicer cups/plates/cutlery
- More cooks
- Packed lunch area
- Vending machines
- Hot chocolate
- Bigger tuckshop area

Assembly Hall

- Big screen so everyone can see & can be used for special film screenings
- Sound & lighting system
- Tiered seating & real stage

PE Hall

- Bigger Changing Rooms with Showers/Baths
- Smarter PE kit
- Better equipment
- Swimming pool

Playground

- Better enclosed playground
- Gordon the train from Thomas (playground/garden.)
- adventure area with a slide, swings, roundabout, climbing frame, trampoline
- All-weather football pitch, tennis court, mini-golf, basket ball net, bikes

Other Features

- New name; Ninewells Primary, Gowhill Primary, Watertower Hill Primary, Menziesshill Primary
- New school colours; Purple (red & blue)
- More teachers
- Luxurious staffroom/lounge with dishwasher/TV/Costa coffee machine
- Common room with TV, dartboard, snooker table, Playstation and wii (take turns/reward)
- School pet/aquarium

- Intercom & Tannoy
- Elevator with code
- Lockers
- More storage space

RECORD OF MEETING WITH HILLSIDE PRIMARY SCHOOL STAFF - WEDNESDAY 20 FEBRUARY 2013 AT 3.30PM

Present: Michael Wood, Director of Education, Lorna Ferry, Acting Education Manager, (Recorder) and 14 members of staff.

Michael outlined the proposal including the benefits, financial aspects, transitions, traffic flow and car parking. Michael clarified that the enhanced provisions could provide better facilities than the current adapted classrooms.

The consensus is that a new school presents positive opportunities. Staff identified many benefits. They are committed to the principles of the proposal. A small number of concerns about the practicalities and information flow were raised.

PROPOSAL

Q Will we get everything we need eg. if the windows cost more will some other aspect suffer?

A There is a budget of £11.5 million. The Project Board has reps from parents, staff and pupils and will discuss the more detailed use of budget.

Q What is the estimated life of the new school?

A In PPP schools they are leased for 30 years.

Q Why could we not do the same as Forthill?

A The site is smaller.

Q Will the proposed school be the same as Camperdown PS?

A Each school will be built to suit the site.

Q Will there be a large grass area?

A There will be a large play area through not necessarily all grass.

Q How many pupils will the school be built for?

A Up to 560 pupils.

ENHANCED PROVISION

Q Will enhanced provision be ASD specific? Will 2 enhanced provisions cause a higher ratio of children within ASN in each mainstream class?

A EP will be ASD specific. There will be two enhanced provisions and each one will have a Principal Teacher.

Q What about drop-off area for enhanced provision?

A This will be discussed in a range of ways if the proposal is taken forward. Staff were encouraged to visit new schools to see what works. They will then be in a position to put forward informed views at the planning stage.

STAFF

Q What will happen regarding 2 Head Teachers?

A This will be discussed nearer the time. There is a no redundancy policy. It could go to competitive interview or be negotiated. Head Teachers are already involved in joint and Cluster initiatives.

Q Will the majority of staff move to the new school? When will this be clarified?

A Staffing will be allocated according to roll. This should be done at an early stage.

Q What about support staff?

A A review of support staff which includes the piloting of the PESA post is currently being undertaken and this will relate to Support Staff across the city. There may be some latitude in staffing allocation in order to facilitate the merger.

COMMUNITY

Q What will happen regarding the Menzieshill Community Centre?

A There are 2 options – refurbish current building or build a smaller centre.

POI

New housing is planned for Earn Crescent.

RECORD OF MEETING WITH LOCHEE LOCAL COMMUNITY PLANNING PARTNERSHIP - TUESDAY 19 FEBRUARY 2013 AT 1.00PM

Present: Lina Waghorn, Head of Education, (Pre-school, Primary, Communications and Culture), Lorna Ferry, Acting Education Manager, (Recorder)

Proposal

Lina outlined how the proposal had been developed and described the formal consultation process.

Hillside and Gowriehill Primary Schools and Menzieshill Nursery School to be closed and a new build provided. New campus to be built incorporating a merged primary school and a nursery school. The nursery will have a Head Teacher and own entrance. The merged school will have a new name, uniform, badge, etc. Much improved facilities eg. gym. Enhanced provisions will move with the schools. Consultation is done and all information is collated. The end of the consultation is Thursday 14 March 2013.

Lina made it clear that the proposal she had described related only to the school and nursery building.

Elected members make the decision about whether the proposal will be taken forward.

Q Is the community being consulted on the location?

A The consultation meetings are open to the public

RECORD OF MEETING WITH MENZIESHILL NURSERY SCHOOL PUBLIC MEETING - THURSDAY 21 FEBRUARY 2013 AT 7.00PM

Present: Lina Waghorn, Head of Education, (Pre-school, Primary, Communications and Culture), Charlotte MacCrimmon, Education Manager, (Recorder) and approximately 22 parents from the nursery school and Hillside PS.

RATIONALE

When did the talks start for this proposal?

What category (school estate) is Menzieshill Nursery School?

Has refurbishment of all 3 buildings been considered?

So there's no chance regarding the possibility of a refurbishment of all 3 buildings?

Could it be considered that Gowriehill Primary School children are split between Hillside PS and one other primary school rather than this proposal?

Why, if nursery school is stand alone, will it be attached to the primary school?

Why was a shared facility between Gowriehill PS and St Ninian's RC Primary Schools not considered – even if they cannot be merged?

Why can Gowriehill Primary School children not be moved to spare rooms in St Ninian's RC Primary School? This must have been done in the Blackness Road Campus.

Is St Ninian's RC Primary School due for refurbishment? What category of building is it? (school estate).

Is it not the case that only 10% of the St Ninian's RC Primary School children are Roman Catholic?

What is the capacity for Hillside PS?

Can you explain how school capacity is calculated?

Do you include enhanced provision in the capacity calculations?

I have spoken to Michael Wood and he says that if you took the enhanced provision rooms out of the equation you would have capacity in Hillside Primary.

Michael Wood agreed that the figures are skewed at Hillside because of the enhanced provision.

Is there (the likelihood that) anyone in the community will raise opposition to this proposal?

COST

£11.5 million – does that include the Community Centre?

Two years ago £2 million was spent on Gowriehill Primary School's heating and now you are going to close it.

What will happen with the 3 empty buildings?

Will the building of these schools create jobs for Dundee people?

SITE

The proposed site is close to a pub (and a chemist). I can't think of other schools in Dundee (located) close to a pub.

I am more worried about the chemist, not the pub. Whatever time I go to that area there are "junkies" there. I wouldn't let my children go to those shops alone because of that.

You put in a complaint (about this) and things don't get done.

I can't go to the Post Office without running into a "junkie". They would steal from a child.

It's just not safe for kids to be near the chemist.

If "junkies" were not there, it would be an ideal site.

Where was the previously proposed site to be?

Do you know what the planned house building (next to this proposed school site) will be?

Will you ensure that there would be appropriate roads/access at new site?

Ninewells Hospital staff parking is a problem already. They might use the school car park.

2.5 hectares site – how much will be (allocated to) school/nursery buildings?

Is there an existing new school on a similar size of site that we can go and see?

Will the nursery be open-plan?

Will the nursery garden have the same (features)?

Will there be grassy areas for Sports Days, etc. so that the children won't have to leave the school grounds for Sports Day.

I don't want 1 teacher with 30 kids going out of grounds to walk to another sports area. It takes time to walk the children from the school to another area for sports and back again.

Can you build on the Hillside PS site instead of the proposed site? That is a better area.

I am happy about a new school but not in that location.

PEOPLE

I don't think that the 2 schools' populations will successfully merge - to a certain degree.

Will all of the teaching staff go to the new primary school?

A lot of Menzieshill Nursery School children go to other schools in Dundee. Will this change?

Transition from the nursery school to new school: will the nursery close on a Friday and move to the new nursery school on the Monday?

Have you spoken to the nursery staff?

Will the nursery really stay the same (type of setting) in the new school?

Security in existing new schools is excellent.

Will the Out of School Care Club move from Menzieshill High School to the new site? The Breakfast Club too?

How will this arrangement affect St Ninian's RC PS children who currently use the Out of School Care Club?

Will the school provide its own Breakfast Club rather than be operated by a parent run committee?

There is conflict in some schools where there are 2 Breakfast Clubs.

COMMUNITY CENTRE PLANS

I am on the Community Centre Management Team and although we know about the 3 schools' proposals, we still don't know about the Community Centre. I feel in the dark about this.

There is a proposed meeting on 12th March with architects to tell us more/show options regarding the community centre. We hope to know Community Centre plans by May.

We are planning to invite David Dorward to come to a meeting if there is still no information by April 2013.

We are aware that some schools in Scotland have Community Centres on campus but that accessing the Community Centre during the day is problematic.

Being in the dark regarding the Community Centre plans is unsettling for the community.

RECORD OF MEETING WITH MENZIESHILL NURSERY SCHOOL STAFF MEETING - THURSDAY 21 FEBRUARY 2013 AT 6.00PM

Present: Lina Waghorn, Head of Education, (Pre-school, Primary, Communications and Culture), Jan Smith, Quality Improvement Officer, (Recorder), Isobel Fleming, Head Teacher and 6 members of staff.

Lina Waghorn repeated the proposal, outlined the consultation process and the purpose of the present meeting within that process, and indicated the desired timeframe which, all things being equal, would result in an entry date for the new school of August 2016.

Lina gave historical reasons for the proposal. Dundee City Council wants to provide new nursery accommodation for as many children as possible.

Parking around Hillside is a growing concern.

Questions were invited.

Design and Layout

Will nursery be like Balgay Hill in design?

No, their site is restricted in size.

Will nursery have greater capacity?

No, like for like build.

Will there be safe car parking for staff?

There should be adequate parking – this is the case in existing new builds.

What are the benefits?

Breakfast Club and Out of School Care Club will be on site.

Clerical support will be onsite if the need should arise.

Nursery on same site as primaries should lead to smoother transition/development opportunities.

Improved ICT infrastructure.

Improved storage facilities/washing facilities.

Improved school office/heating.

What about the garden area?

You will be able to take your garden equipment/no restrictions for space.

There will be grass.

Sensory garden and vegetable garden will continue

What is the timeline?

Consultation finishes on 14 March 2013.

Information goes to Education Scotland for their perusal. Report is then taken to Education Committee – 27 May 2013. Councillors will then make a decision to accept/reject/amend. Building work will start in January 2015 leading to opening in August 2016.

What are chances of Hillside parents influencing a negative decision?

Approximately 20 parents are resistant this so this is a very small minority.

All parents and staff at Gowriehill are in favour.

What about the shops and the surrounding environment? (Pubs, chemist, etc)

Council are committed to creating a positive environment. Will not spend a huge sum on a new build and leave a poor environment. The existing school buildings go to City Development once empty. Parking will make it safer for children. No issues for nursery, but this is an issue for primaries.

Will you consult with wider community?

Public consultation took place last night. Lina attending Community Centre to speak to Police, etc. Staff will have representation on the Project Board.

Appendix 1
DUNDEE CITY COUNCIL

Equality and Diversity Rapid Impact Assessment Tool

Part 1

<p>Date of assessment June 2013</p>	<p>Title of document being assessed Report 286-2013</p> <p>School Estate Improvements in the Menzieshill Area of the City – Outcome of the Formal Consultation Process</p>
<p>1) This is a new policy, procedure, strategy or practice being assessed (If yes please tick box) <input checked="" type="checkbox"/></p>	<p>This is an existing policy, procedure, strategy or practice being assessed? (If yes please tick box) <input type="checkbox"/></p>
<p>2) Please give a brief description of the policy, procedure, strategy or practice being assessed.</p>	<p>This report details the representations made during the formal publication and consultation exercise on the above proposal and recommends that the Council proceeds with the proposal.</p>
<p>3) What is the intended outcome of this policy, procedure, strategy or practice?</p>	<p>To discontinue Hillside and Gowriehill Primary Schools and build a new 3 stream primary school incorporating a nursery provision to replace Menzieshill Nursery School.</p>
<p>4) Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.</p>	<p>A report (258-2012) was approved by committee in June 2012 to enter into informal consultation by seeking the views of staff, parents and the community for improvements to primary school and community facilities in the Menzieshill area. The report set out the options under consideration.</p> <p>The committee report on the School Estate report (254-2012) provided an update of the school estate in Dundee. It was the follow up to the School Estate report (539-2011).</p> <p>Statutory consultation procedures in terms of the Schools (Consultation) (Scotland) Act 2010</p>
<p>5) Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.</p>	<p>During the period August to October 2012, there was informal consultation with each school community involving staff, pupils, parents and carers through Parent Councils; the Local Community Planning Partnership; the local community; community centre users and key community stakeholders. The Director of Education attended a meeting of the Local Community Planning Partnership. The Head of Education (Primary) undertook a programmed series of meetings as part of the informal consultation process.</p> <p>The formal consultation began with an advert in the Evening Telegraph on 28/1/2013 and appropriate letters were sent to statutory consultees. Meetings were held with staff, parents/carers, Parent Councils and Trade Union Representatives. The outcome of the consultation is attached as part of the Report.</p>

<p>6) Please give details of council officer involvement in this assessment. (E.g. names of officers consulted, dates of meetings etc)</p>	<p>Michael Wood, Director of Education Lina Waghorn, Head of Education Paul Clancy, Head of Education Janet Robertson, Head of Support Services</p>
<p>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?)</p>	<p>The formal consultation process has afforded all stakeholders an opportunity to contribute.</p>

Part 2

Which protected characteristicscommunitieswill 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 characteristiccommunitiesare 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
Ethnic Minority Communities including Gypsies and Travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
People with a disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lesbian, Gay and Bisexual	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Socio-economic	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy & Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (please state)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3

<p>1) Have any positive impacts been identified? (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 new build provision will facilitate the delivery of high-quality education and meet the requirements of Curriculum for Excellence better. The long term savings have the potential to benefit the educational experience of all children in the city. Positive relationships and the sharing of practice across all three establishments offers potential benefits to the whole school community. Most stakeholders are positive about the proposal.</p> <p>The establishment of a Project Board to oversee the development of the new campus model which will include representation from staff, pupils and parents and will ensure their direct contribution from the concept design stage through to the project completion. This will reflect and address issues raised in relation to the nature of the accommodation and the design brief; the provision of quality outdoor play areas; parking and travel arrangements; the management of shared facilities and the need to preserve and maintain the unique identity of each establishment.</p>
<p>2) Have any negative impacts been identified? (Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</p>	<p>The consultation process highlighted a number of concerns which are detailed in the attached report. Each of these concerns will be addressed by the Project Board.</p>
<p>3) What action is proposed to overcome any negative impacts? 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>The Project Board and experience based on existing campus sites will be taken into account to support a positive outcome.</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? (If the policy that shows actual or potential unlawful discrimination you must stop and seek legal advice)</p>	<p>If yes please give further details</p>
<p>5) Has a 'Full' Equality Impact Assessment been recommended? (If the policy is a major one or is likely to have a major impact on protected characteristicscommunitiesa Full Equality Impact Assessment may be required) Seek advice from your departmental Equality Champion.</p>	<p>No</p>

6) How will the policy be monitored? (How will you know it is doing what it is intended to do? e.g. data collection, customer survey etc.	Progress will be monitored by the Project Board.
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Part 4

Name of Department or Partnership: Department of Education and Department of Leisure and Communities

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 checked="" type="checkbox"/>

Contact Information

Manager Responsible	Author Responsible
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Signature of author of the policy:		Date 12 June 2013
Signature of Director/Head of Service area:		Date 12 June 2013
Name of Director / Head of Service:	Michael Wood	
Date of next policy review:		

REPORT TO: EDUCATION COMMITTEE – 24 JUNE 2013
POLICY & RESOURCES COMMITTEE – 24 JUNE 2013

REPORT ON: REMOVAL OF INSTRUMENTAL TUITION FEES

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 300-2013

1 PURPOSE OF REPORT

This report seeks approval to remove all instrumental tuition fees in Dundee from session 2013/14.

2 RECOMMENDATIONS

It is recommended that the Committee:

- i. Notes the contents of the report
- ii. Agrees to abolish all music tuition fees in primary and secondary schools from the beginning of session 2013/14.
- iii. Request a future update from the Director of Education on the impact of the removal of tuition fees

3 FINANCIAL IMPLICATIONS

- 3.1 The cost of implementing this proposal will result in a loss of income to the Education Department in financial year 2013-14 of approximately £55,000 which will be funded from general contingency. The full year impact of this proposal would be approximately £88,000 and will be built into the revenue budget.
- 3.2 The Education Department would continue to charge for instrument hire service amounting to £83 per instrument per academic year. The approximate annual income generated from instrument hire amounts to £23,000.

4 MAIN TEXT

- 4.1 Dundee City Council is committed to providing accessible, high quality arts and cultural educational experiences for all children and young people regardless of geographic or social –economic circumstances.
- 4.2 The Education Department recognise the transformative educational and social impact participation in arts and music can have on the lives of children and young people, their families and wider communities.
- 4.3 In the current economic climate the proposal will ensure all children and young people in Dundee have equality of access to tuition by removing the barrier of cost.

4.4 A National Instrumental Music Review Group was established after the Scottish Parliament debate in November 2012. The group will present its recommendations in late June 2013. The purpose of the group was to investigate Local Authorities varying charging policies and rationale across the country.

Findings of the group to date include:

- Dundee City Council was identified as being one of the top 5 charging authorities in the country with Aberdeen City being the most expensive at a figure of £344 per annum with no further exemption for SQA candidates.
- The national average for school population uptake in instrumental tuition was found to be 9.1% (by P1-P7 and S1 – S6 whole school population)
- Dundee City Council's participation uptake was identified as being above the national average at 12.8%
- In the national study, Dundee City is identified as having a high uptake of pupils undertaking instrumental instruction in the 5 primary schools with the highest percentage of free school meals and clothing grants with an uptake of 26%

4.5 Currently only those pupils who are in receipt of free school meals and clothing grants or are completing an SQA course in S4 to S6 are exempt from paying music tuition and instrument hire. This arrangement would continue.

4.6 The proposal would abolish all tuition fees from the beginning of session 2013/14 for all families. The Education Department however would continue to provide a paid for instrument hire service for those families that are not exempt as detailed in paragraph 4.5.

4.7 Currently only those pupils who are in receipt of free school meals and clothing grants or are completing an SQA course in S4 to S6 are exempt from paying music tuition and instrument hire. The proposal would abolish all tuition fees from the beginning of session 2013/14 for all families.

4.8 The Education Department would continue to provide a paid for instrument hire service in year 2013/14.

4.9 By analysis and regular statistical returns, the Instrumental Music Service has increased numbers of pupils participating and accessing tuition in harder to reach areas by targeting promotion and reviewing it's communication processes. A launch of the new policy would take place in August 2013 to ensure parents/carers were aware of how to access tuition.

5 POLICY IMPLICATIONS

This Report has been screened for any policy implications in respect of sustainability, strategic environmental assessment, anti-poverty, equality impact assessment and risk management. An Equality Impact Assessment has been carried out and is attached to this report.

6 CONSULTATION

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

7 BACKGROUND PAPERS

None.

MICHAEL WOOD
DIRECTOR OF EDUCATION

EQUALITY IMPACT ASSESSMENT TOOL

Part 1: Description/Consultation

Is this a Rapid Equality Impact Assessment (RIAT)?	Yes
Is this a Full Equality Impact Assessment (EQIA)?	
Date of Assessment: June 2013	Committee Report Number: 300-2013
Title of document being assessed: ASPIRE Dundee	
1. This is a new policy, procedure, strategy or practice being assessed (If yes please check box) YES	This is an existing policy, procedure, strategy or practice being assessed?
2. Please give a brief description of the policy, procedure, strategy or practice being assessed.	The report proposes to remove all music tuition fees in Dundee from August 2013.
3. What is the intended outcome of this policy, procedure, strategy or practice?	Fairness and equality of access to tuition regardless of socio-economic circumstances.
4. Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	Scottish index of Multiple Deprivation 2012 Analysis
5. Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.	No
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 (Pre-school, Primary, Culture and Communication) Kenny Christie, Education Support Officer (Culture)
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?)	Ongoing monitoring of update and participation in musical tuition across Dundee

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
Ethnic Minority Communities including Gypsies and Travellers	<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	<input type="checkbox"/>	<input type="checkbox"/>	X	<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	X	<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>This policy will ensure all children have equality of access to music tuition in Dundee</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>No</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>N/A</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>N/A</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>Ongoing evaluation and monitoring.</p>

Part 4: Contact Information

Name of Department or Partnership	Education Department
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Type of Document	
Human Resource Policy	<input type="checkbox"/>
General Policy	<input type="checkbox"/>
Strategy/Service	<input checked="" 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: Lina Waghorn
Designation: Director of Education	Designation: Head of Education
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Signature of author of the policy:		Date: 12/6/13
Signature of Director/Head of Service:		Date: 12/6/13
Name of Director/Head of Service:	Michael Wood	
Date of Next Policy Review:		