

**Committee Report No:** 44-2020

**Document Title:** Consultation report and findings from Braeview Academy and Craigie High School proposal

**Document Type:** Strategy

**New/Existing:** New

**Period Covered:** 10/02/2020 - 25/01/2021

**Document Description:**

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.

**Intended Outcome:**

We will provide feedback from Education Scotland and the formal consultation in the form of the Final Consultation Report. The outcome of this procedure is to recommend that the Council proceeds with the proposal to:

- close Braeview Academy and Craigie High School and merge them as one school with a new name and identity
- open a new campus school on a new shared site, providing purpose built educational provision for young people in the community
- realign Craigiebarns Primary to Grove Academy's catchment

**How will the proposal be monitored?:**

A range of measures have been outlined to monitor the realisation of the intended educational benefits outlined within the proposal paper should the report be agreed at Committee. Such measures include:

- A school estate project officer will monitor the build and design once finalised with all relevant parties.
- A project board will be established involving central Education staff, school staff, pupils and parents from both schools and meet on a regular schedule to monitor progress and be instrumental in the evolution and design of the school to ensure it meets the needs of the community. This will involve regular updates to all stakeholders and consultation throughout on relevant matters. Both secondary schools will jointly plan over the coming years in terms of Improvement planning, staffing where applicable, curriculum and transition of staff and the young people.
- Craigiebarns young people will transition to Grove Academy and the statistical team will monitor capacity as they do as a matter of course. Projected figures suggest this will be possible without capacity issues.
- School leadership teams, supported by central officers, will complete a series of monitoring and evaluation activities in relation to the educational benefits for pupils previously outlined once the new campus is in operation. Such activity will include the analysis of pupil attainment and achievement data and the views of pupils, parents and staff in relation to pupil wellbeing

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**A. Equality and Diversity Impacts:**

<b>Age:</b>	No Impact
<b>Disability:</b>	Positive
<b>Gender Reassignment:</b>	No Impact
<b>Marriage and Civil Partnership:</b>	No Impact
<b>Pregnancy and Maternity:</b>	No Impact
<b>Race/Ethnicity:</b>	No Impact
<b>Religion or Belief:</b>	No Impact
<b>Sex:</b>	No Impact
<b>Sexual Orientation:</b>	No Impact

**Equality and diversity Implications:**

- The proposal, as highlighted by the Education Scotland report, is of overall educational benefit for pupils.
- The proposed modern learning environment of the new school is fully Disability Discrimination Act (DDA) compliant and is fully accessible for users with a disability.
- It is planned, as an integral feature of the new school, to build a senior phase education centre for young people with complex and additional support needs. This will deliver core skills within an accredited pathway, and provide a supportive link into work experience, college courses and the development of independent living skills.
- Accessibility and Inclusion - It is envisaged that a new single school campus would further integrate this specialist support. The inclusion of bespoke pupil support areas including sensory enhanced support will further enhance the integration and quality of service provision, strengthening existing partnership working within the Children and Families service, external agencies and third sector partners.
- Catchment primary schools across both clusters have Enhanced Support Areas to support a diverse range of young people's needs including Autism, Deafness and Visual Impairment. Continuity of this support and planning through effective transitions will be of significant educational benefit, especially for Deaf pupils who use British Sign Language (BSL) as their first language and currently have a small number of BSL-speaking peers within their community.
- A Project Board to include representation from parents, staff and young people in both school communities and relevant council officers will be involved in the planning and development process to project

completion. This will involve regular engagement of all, ensuring transparency and openness throughout.

**Proposed Mitigating Actions:**

Not applicable

**Is the proposal subject to a full EQIA? : No**

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**B. Fairness and Poverty Impacts:**

**Geography**

<b>Strathmartine (Ardler, St Mary's and Kirkton):</b>	No Impact
<b>Lochee(Lochee/Beechwood, Charleston and Menzieshill):</b>	No Impact
<b>Coldside(Hilltown, Fairmuir and Coldside):</b>	No Impact
<b>Maryfield(Stobswell and City Centre):</b>	No Impact
<b>North East(Whitfield, Fintry and Mill O' Mains):</b>	Positive
<b>East End(Mid Craigie, Linlathen and Douglas):</b>	Positive
<b>The Ferry:</b>	Positive
<b>West End:</b>	No Impact

**Household Group**

<b>Lone Parent Families:</b>	Positive
<b>Greater Number of children and/or Young Children:</b>	Positive
<b>Pensioners - Single/Couple:</b>	Not Known
<b>Single female households with children:</b>	Positive
<b>Unskilled workers or unemployed:</b>	Not Known

<b>Serious and enduring mental health problems:</b>	Not Known
<b>Homeless:</b>	Not Known
<b>Drug and/or alcohol problems:</b>	Not Known
<b>Offenders and Ex-offenders:</b>	Not Known
<b>Looked after children and care leavers:</b>	Positive
<b>Carers:</b>	Positive

**Significant Impact**

<b>Employment:</b>	Positive
<b>Education and Skills:</b>	Positive
<b>Benefit Advice/Income Maximisation:</b>	Not Known
<b>Childcare:</b>	Positive
<b>Affordability and Accessibility of services:</b>	Positive

**Fairness and Poverty Implications:**

- Dundee City Council aims to provide the best possible learning environment for delivering relevant twenty first century learning for its children and young people. This aspiration is consistent with the shared vision and priorities within the Tayside Plan for Children, Young People and Families 2017-2020. The creation of a modern, vibrant community learning campus within the East of Dundee will be instrumental in the effective delivery of pupil entitlements outlined within the Curriculum for Excellence and the aspirations to achieve excellence and equity outlined within our local and national school improvement frameworks.
- Both existing school buildings present accessibility and suitability issues which continue to be a barrier to young people including those with complex and additional support needs. A new purpose built facility will overcome these issues, providing a suitable environment to assist them in accessing appropriate educational experiences including senior phase educational experiences and Promote accessible inclusive learning spaces which will meet the needs of all learners and comply with the Council's Accessibility Strategy and the Equality Act (2010).
- A new school/community learning campus within the East of Dundee will provide rich opportunities for citizens to engage in an extended range of cultural, learning, leisure and sporting activities within their immediate community and include wide diversionary Youth Work programmes in the evenings and weekends.
- Many services offered within the proposed locality are community led and target those in the most deprived areas of SIMD. It is envisaged that locating the school at the heart of the community will provide a central hub which will contribute to improving people's health and wellbeing. The facility will provide necessary accommodation for children and family support services which is local, accessible and deliverable in partnership with a local management group, providing excellent all day community access for families and wider community.

**Proposed Mitigating Actions:**

Not applicable

## **C. Environmental Impacts**

### **Climate Change**

<b>Mitigating greenhouse gases:</b>	Positive
<b>Adapting to the effects of climate change:</b>	Positive

### **Resource Use**

<b>Energy efficiency and consumption:</b>	Positive
<b>Prevention, reduction, re-use, recovery or recycling waste:</b>	Positive
<b>Sustainable Procurement:</b>	Positive

### **Transport**

<b>Accessible transport provision:</b>	Negative
<b>Sustainable modes of transport:</b>	Positive

### **Natural Environment**

<b>Air, land and water quality:</b>	Not Known
<b>Biodiversity:</b>	Positive
<b>Open and green spaces:</b>	Positive

### **Built Environment**

<b>Built Heritage:</b>	Not Known
<b>Housing:</b>	Not Known

### **Is the proposal subject to Strategic Environmental Assessment**

No further action is required as it does not qualify as a Plan, Programme or Strategy as defined by the Environment Assessment (Scotland) Act 2005.

### **Proposed Mitigating Actions:**

In response to some concerns from the consultations we will be working to negotiate with the Local transport companies to ensure transport to and from the catchment areas to the school are desirable. This will include safe walking and cycling routes, parking and drop off zones.

### **Environmental Implications:**

- Recent engagement by Council Officers and Dundee learners with Dr Stephen Heppell, evidenced that light, paint and Co2 levels are enormously important in learning space. Significant improvements can be made to the learners experience through careful consideration of the size of windows, circulation of air, use of colour and type of light used to create a suitable ambiance and environment which enables everyone to engage appropriately in learning. In conjunction with this, the application of passive house (Passivhaus) rigorous voluntary standard for energy efficiency principles, will reduce the building's ecological footprint. Reduced energy use and carbon emissions will address issues such as the declared climate emergency, resulting from an ultra-low energy building that requires little energy for space heating, cooling and lighting.
- Sustainable and efficient resources will be integral to the planning and build process
- Within the build process natural habitat will be preserved as much as possible and planting will form part of the grounds to ensure an ecological environment for the community
- The building will meet all

outcomes and principles contained within the Learning Estate Strategy which underpins our approaches to meet all environmental and funding requirements.

## **D. Corporate Risk Impacts**

### **Corporate Risk Implications:**

The risk implications associated with the subject matter of this report are 'business as normal' risks. The subject matter is routine and has happened many times before without significant loss. There is comfort that the risks inherent within the activity are either transferred to another party, shared equally and fairly between the Council and another party or are negligible.

### **Corporate Risk Mitigating Actions:**