From mountain to sea

Aberdeenshire COUNCIL

ABERDEENSHIRE COUNCIL

LEARNING ESTATE STRATEGY

"Connecting People Places and Learning"

Excellence

Inclusion

Equity

Contents

1 Aberdeenshire Learning Estate

Education and Children's Services (ECS) provide a wide range of services to all communities in Aberdeenshire including Education (Early Years, Primary, Secondary and Additional Support Needs) and Children, Young People and Family Services.

In order to provide these services, ECS manages a large number of property assets including schools, community campuses and community facilities.

The Aberdeenshire Learning Estate incorporates the following:

<u>Education</u>

Schools
Early Learning and Child Care buildings (ELCC)
Community Campuses

<u>Children's Services</u>

Children's homes
Family centres

<u>Live Life Aberdeenshire</u>

Libraries
Sports Pitches
Swimming Pools
Ski Slopes
Visitor Attractions

The learning estate needs to be fit for purpose to provide modern public services that meet the current and future needs of our communities.

1.1 National Outcomes

Scotland's Learning Estate Strategy: Connecting People, Places and Learning.

The Scottish Government and COSLA have shown their commitment to invest in the learning estate through their strategy "*Scotland's Learning Estate Strategy: Connecting People, Places and Learning*".

The national strategy recognises the importance of the learning estate in supporting outcomes that are necessary for a more successful Scotland.

This vision is for:

"**A learning estate which supports excellence and equity for all**":

The National Learning Estate Strategy is aligned to the education policy aims, set out in the National Improvement Framework (NIF) of achieving excellence and equity for all children and young people and closing the poverty related attainment gap.

Learning Estates Strategy

The strategy details the specific national outcomes to which it primarily relates:

- We grow up loved, safe and respected
- We are well educated, skilled and able to contribute to society
- We are healthy and active
- We live in communities that are inclusive, empowered resilient and safe
- We have thriving and innovative businesses with quality jobs and fair work for everyone
- We have a globally competitive, entrepreneurial, inclusive and sustainable economy

Our learning estate should support the three key national education and skills priorities:

- Getting it right for every child (GIRFEC)
- Curriculum for Excellence
- Developing the Young Workforce (DYW)

1.2 Ten Guiding Principles

The strategy sets out ten guiding principles as below:

1. Learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners
2. Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners
3. The learning estate should be well-managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value
4. The condition and suitability of learning environments should support and enhance their function
5. Learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle
6. Learning environments should be greener, more sustainable, allow safe and accessible routes and be digitally enabled
7. Outdoor learning and the use of outdoor learning environments should be maximised
8. Good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all
9. Collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential
10. Investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth

The shared vision, aspiration and 10 guiding principles for the Learning Estate form the basis for the strategy within Aberdeenshire.

Appendix 1 illustrates how changes to the learning estate meets each of the 10 Guiding Principles.

All works are to comply with the Premises Regulations of 1967 however these regulations are currently under review.

2   Schools (Consultation) (Scotland) Act 2010

The Act establishes a consultation process in respect of school closures and other major changes that effect schools. The 2010 Act was amended by the Children and Young People (Scotland) Act 2014. The final part of those amendments, relating to the School Closure Review Panels, came into force on 30 March 2015.

It provides for Scottish Ministers to 'call in' a local authority decision, special safeguards for rural schools and sets out a five-stage consultation process, including the preparation of an Educational Benefit Statement.

Scottish Government has provided further guidance for Local Authorities on the Act.

This guidance sets out the requirement to thoroughly prepare before undertaking any consultation exercise. Local Authorities will need to undertake significant preparation, have robust information and ensure any proposal demonstrates educational benefits before consulting on any changes. For example, in the case of rural schools if the reason for a proposal to close a school is a falling roll, the authority should demonstrate what it has done to tackle this within any proposals. The authority must also identify other reasonable alternatives, and full consideration should be given to maintaining the current school. The authority is required to invite representations on these alternatives, as well as requesting suggestions regarding other reasonable alternatives.

The 2010 Act makes special arrangements in regard to rural schools, establishing a procedural presumption against the closure of rural schools. Extra financial provision is made for schools with a roll less than 69. **Appendix 2** details the geographical classification of all Aberdeenshire Schools as adopted by the Scottish Government.

Education Scotland have developed complementary guidance which provides details on the role of HMIe.

Another aspect to consider is changing a school status to mothballed:

In considering alternatives to closure, authorities may choose to consider "mothballing" a school (or a stage of education or a nursery class at a school). This is a temporary closure which does not lead to a consultation under the 2010 Act. It is only appropriate in very restricted circumstances. When a school roll falls very low, the authority and/or community may consider that the school is not presently viable but do not wish to close it immediately because there is a reasonable prospect that the number of pupils in the area will increase such that it should be re-opened in the future.

2.1   Educational Benefits

The Schools (Consultation) Scotland Act 2010 Act requires that educational benefits should be at the heart of any proposal to make a significant change to schools. It specifies that the local authority must, for all consultations, prepare an Educational Benefits Statement and publish it within the proposal paper. The statement must consider current and future pupils of any affected school, current users of its facilities, and the pupils of other schools in the authority's area; also, to explain how the authority intends to minimise or avoid any adverse effects of the proposal. It is also important to consider the effect upon educational benefit of those schools exceeding 100% capacity.

2.2   **Capacity Guidance**

The Scottish Government have developed guidance on how to determine the capacity for primary schools (this was one of the recommendations from the Commission on the Delivery of Rural Education). The aim is to improve consistency and transparency across authorities, improve benchmarking and assist in discussions with housing developers regarding contributions to improve/extend the school estate.

There is now an established planning and working capacity. This work was completed, approved by the ECS Committee and implemented in August 2018.

Secondary school capacity review is ongoing at national level.

2.3   **Occupancy**

The Council must have regard to the occupancy levels of its schools, principally in terms of affordability and Best Value, but also in the context of the ongoing monitoring of occupancy levels by Audit Scotland. An excessively high level of occupancy could very easily lead to over-crowding, whilst an excessively low level is unlikely to be sustainable, affordable or generally to offer Best Value. An ideal occupancy level would be approximately 85%, but a target occupancy band of between 75% and 90% is a reasonable aspiration – across the Council as a whole, across any given Cluster Group of schools, and across any settlement/town**.**

2.4   **Out of Zone Placing Requests**

Legislation

The Parents' Charter of 1981 gives parents/carers the right to make a Placing Request for the school of their choice other than the school which normally serves the catchment area in which they reside. Aberdeenshire Council has a duty to agree to the Placing Request unless one of the reasons for refusal laid down in law applies. These decisions are made taking a holistic approach against the criteria.

In October 2015, Aberdeenshire Council updated the policy and process for placing requests, so that all decisions are made centrally by the Learning Estates team. This ensures that all factors affecting the capacity of schools are taken into consideration for the decisions.

Pupils who do not attend their zoned school are not entitled to School Transport, however, they can apply for a privilege pass from the school transport team, although a place is not guaranteed.

2.5   **School Transport**

Travel assistance is provided for primary school pupils who live more than two miles walking distance from their catchment primary school, and for pupils who live more than three miles from their catchment secondary school.

Pupils may also be granted transport if the walk route to their designated school is deemed unsafe and there is no safe travel alternative available.

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Parents/carers who apply for and are granted a place in a school which is not their catchment school, must accept full responsibility for transporting pupils to and from school.

Pupils who are not entitled to transport may apply for a privilege pass. These are issued subject to spare seating capacity on dedicated school transport services. Privilege passes can be withdrawn at any time if the seat is required for an entitled pupil or the size of the contracted vehicle is reduced.

Transport is also provided to pupils with additional support needs provided this has been authorised by the appropriate Head of Service based on objective assessment criteria.

2.6   Catering

School Catering in Aberdeenshire provides a high-quality service to Aberdeenshire's schools and pupils, with an average of upwards of 20,000 meals served daily across the estate. The provision of a catering service throughout Aberdeenshire is challenging, with a wide range of school size and complicated geography to accommodate. As such there are a combination of different facilities available across Aberdeenshire to ensure delivery which is appropriate and timely across the challenging geography.

In Aberdeenshire there are 87 kitchens which can produce and serve meals from scratch. Within this number, there are 24 production kitchens which are set up to produce meals for more than one location. There are 36 serveries in schools which are designed to offer reheat and serve facilities rather than preparing meals from scratch. The food is transported from the designated production kitchen.

The service provided must comply with Nutritional Requirements for Food and Drinks in Schools (Scotland) Regulations 2008. The provision of a hot school meal is a vital part to the school day as laid out by the Scottish Government in the Education Act and the HPN (Health, Promotion and Nutrition) Act. This is not only important for the health and nutrition for the pupils, but the social aspect of school meals is a fundamental part of the school day. In addition, there are revised Scottish nutritional guidelines due to be implemented from Easter 2021, which will require adaptations and change to deliver the service to pupils.

A review of Aberdeenshire's catering provision is underway to ensure that the service can continue to efficiently meet its obligations and requirements to deliver a high-quality service, fit for the future. This review will cover all aspects of service delivery, including resources, equipment, design brief and staffing.

		Total
Primary	Kitchens	65
	Production Kitchens	35
	Serveries	52
Secondary	Kitchens	17

A production kitchen is a kitchen facility which caters for its own school but also provides meals for other schools/locations.

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A servery is a catering provision in a school designed to offer reheat and serve facilities rather than preparing meals from scratch. The food is transported from the designated production kitchen.

2.7 Learning Estate Investment Programme – Funding Targets

The national Learning Estates Investment Programme contains set targets based on the principles of the Learning Estate Strategy; Connecting People, Places and Learning. These four targets are a condition of the funding offer from the investment programme:

a) The Condition and Suitability of the building must remain in category A or B for the duration of the lifecycle period.

b) An energy target of 67kWh/sqm per annum for core operating hours with certain areas excluded.

c) The facility must be capable of supporting a 1GBps digital service throughout all learning spaces.

d) Create a minimum number of new jobs, dependent of project capital value, as per the Construction Industry Training Board (CITB) published benchmark.

2.8 Carbon Footprint

The Scottish Government have set an ambitious target within the Climate Change policy to ensure all buildings in Scotland have net-zero emissions by 2045.

Aberdeenshire Council, within its Environmental and Climate Change policy, have set an annual carbon budget figure each year to keep the council on track for its commitment to reduce emissions by 75% by 2030 and to be net-zero by 2045.

The council has a Resources and Circular Economy Commitment and the development of the Learning Estate will also consider the way in which products are designed and procured to ensure that where practically possible these items can be in use for as long as possible and then re-used, repaired and recycled thus reducing the impact on our environment.

The Eco Schools Programme is an internationally recognised achievement for schools and nurseries committed to Learning for Sustainability. In Aberdeenshire all 172 learning environments are registered with the Eco-Schools programme.

The council continues to develop active travel and school travel programmes to reduce the impact on our environment as well as on other issues such as accessibility, social isolation and physical activity.

2.9 Asset Disposal

Asset management will determine the suitability of the asset and identify its requirement for current and future service delivery. Where a detailed review and analysis has taken place on the Learning Estate, the long-term requirement for a particular asset is considered. Assets that are identified as surplus to the needs of the

Council are disposed of in accordance with the associated Surplus Property Procedure and any other appropriate legislation that must be considered prior to disposal.

2.10 Developer Contribution/Obligations

The Council has been successful in generating contributions to partially offset the cost of new school building (as a result of pupils generated from new housing). However, generally the level of development and the subsequent developer contribution does not cover the full cost of the capital expenditure required.

2.11 Digital

This Digital Strategy for Aberdeenshire Education and Children's Service outlines the vision and actions that will be undertaken to embed digital literacy, learning, teaching and assessment practices in our Early Years, Primary, Secondary and Specialist Provision schools.

Our vision in Aberdeenshire is to effectively and appropriately use digital technology to enhance learning and teaching, to equip our children and young people with vital digital literacy skills, alongside literacy and numeracy skills, which will lead to improved educational outcomes and prepare them fully for life beyond school years. We are committed to improving outcomes for all learners.

We know that children and young people are growing up in a world where technology is an intrinsic part of life and as such it is vital that we embed the use of technology in our approaches to learning and teaching and enable children and young people to acquire the relevant skills to ensure they are digitally skilled and digitally literate.

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3   **Business Planning and Revenue Budget**

It is important to consider revenue consequences of investment in the school estate. Given the reduction in revenue budget in the medium term, it is essential that the school estate is fit for purpose and any estate enhancement provides value for money.

A holistic long-term approach to improving the estate must be taken using the available analysed information from sources such as school roll forecast trends and Condition and Suitability grades to inform priorities and when planning business investment.

Using a holistic place-based approach will ensure that services can be delivered in an optimum way, making best use of available assets, whilst potentially identifying underperforming and surplus assets.

Investment should not be reactive wherever practically possible and should be targeted within the learning estate, where the data indicates, to help sustain schools. Targeted investment can assist to replace and/or improve dated infrastructure and therefore lead to revenue savings and reduced impact on budgets.

4   Aberdeenshire Learning Estate Teams/Groups

4.1   Background

The Strategic Approach to the Learning Estate was agreed by Education and Children's Services in October 2018. This has been updated in accordance with the Scotland Learning Estate Strategy.

A Learning Estates Update paper is presented to Education & Children's Services Committee annually. This document sets out the changes to the learning estate and summarises investment priorities for the year ahead.

4.2   Learning Estate Team

ECS established the Learning Estates Team to manage the Learning Estate. The team manage budgets for ECS Enhancements, ECS Revenue Improvements and Improved Disabled Access (IDA). The team comprises of:

> Quality Improvement Manager
> Learning Estate Team Leader
> Programme Managers
> Learning Estate Officers

The main remit of the team is as follows:

- Appraising the Learning Estate in accordance with the strategy: Connecting People, Places and Learning
- Keeping abreast of best practice and incorporate learning into all projects and practices
- Collaborating with the planning service to ensure that the current and future Local Development Plans take into account available school capacity and the ability to adapt the estate
- Identifying facilities which can be adapted to support increased numbers of pupils through housing growth and supporting colleagues to secure appropriate Developer Obligation Contributions
- Assessing capacity of schools and Early Learning and Child Care provision, retaining only a prudent margin for potential roll increases.
- Restricting the use of temporary accommodation to the solution of short-term capacity problems and phasing out the use of existing temporary accommodation as soon as reasonably possible
- Actively managing Out of Zone Placing Requests.
- Leading and coordinating the prioritisation and delivery of projects to enhance and develop the Learning Estate in line with available budgets
- Major capital expenditure will only be taken where it increases capacity at schools which meet the Council's standards or where it brings a school up to the Council's standards, in whole or part.

4.3   The Learning Estate Board

The Learning Estate Board is led by the Resources and Performance Head of Service and includes senior officers from both Property and ECS, including HT representatives. The board considers the appropriateness of the estate strategy with respect to the

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National position and sets out opportunities to improve and/or rationalise accommodation within the context of significant changes in demographic situations across the Council. This board meets twice per year.

4.4   **ECS Property Prioritisation Group (PPG)**

The Property Prioritisation Group brings together key officers within Education and Children's Services to prioritise construction enhancements to the Learning Estate including the setting of priority themes where appropriate. This group is supported by relevant officers from Property and Facilities Management to offer the appropriate technical advice. The group will consider and agree projects for implementation using available budgets and identifying areas for collaboration to obtain best value. The group meets every 8 weeks to assess priority projects and will receive updates from the ECS Property Projects Operational Group (POG) on project progress. The group has the following remit:

- Align priority setting to the Aberdeenshire Learning Estates Strategy and the National Learning Estates Strategy, Connecting People, Places and Learning.
- Consider and validate projects to be progressed to obtaining Procurement Approval through the submission of a Work Plan to the appropriate committee.
- Where there are competing demands on an available budget the group will discuss and agree the prioritisation of projects using available data and information presented for discussion.
- The group will ensure a collaborative approach amongst services of ECS and with Property and Facilities Management on the delivery of project to obtain best value. The group may also consider a referral to the ECS Senior Management Team maximising the best use of available budgets.
- Receive monitoring updates on budget spend and identify projects that may be progressed should any budget slippage occur.

4.5   **ECS Property Projects Operational Group (POG)**

The POG brings together key officers across Education and Children's Services and Property and Facilities Management. The remit is to work in partnership to deliver property projects funded from a number of ECS budget sources including Revenue Improvements, 1140 Expansion, ECS Enhancements and IDA.

The group meets every 4-6 weeks to identify project risks agreeing appropriate mitigation and issuing necessary actions to ensure efficient and economical delivery of property projects and programmes. The group has the following remit:

- To implement and monitor the delivery of projects, as approved to progress and prioritised by PPG and/or appropriate Budget Holder/s.
- To issue actions to group members to mitigate risks and support project delivery with planned budget/timescales.
- Identification of any strategic or essential projects derived from 'on the ground' intelligence which will require solution and approach agreed by Budget Holders, Chief Officers, ECS Senior Management Team and/or PPG, as appropriate.
- Assessing requirements for any focused staffing support and/or additional staffing support to assist delivery of any project/s e.g. Janitorial/Admin support.

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5 Aberdeenshire Learning Estate Aspirations and Key Drivers

Excellence
All learners and community users to be educated in buildings
of grade A or B for Condition and Suitability

Inclusion
All learners and community members to be able to access all accommodation

Equity
All learners and community members to have access to quality accommodation,
meeting the needs of all through a place-based approach

Community engagement, empowerment and partnership are at the heart of the ethos of Education and Children's Services. All establishments within the learning estate should be first and foremost civic and community hubs. The estate should be multifunctional and facilitate not only the delivery of education but support the aspirations of the wider community. Equity and inclusion are at the heart of Aberdeenshire Council ethos, culture and practice; therefore, barriers must not be created due to constraints of the building.

5.1 Promoting Excellent Learning Environments

Aberdeenshire are committed to seek opportunities to learn from best practice from across the Northern Alliance, Scotland and beyond. All opportunities to collaborate are welcomed. The Aberdeenshire Primary New Build Brief, the Accessibility brief and the bespoke briefs for community campuses combine all learning and lessons learnt from educational post occupation evaluations.

This informs new builds, extensions, refurbishments and in gaining equity across the older estate.

The following grid shows the fundamental principles behind decision making when designing spaces.

All these aspects are to be considered to ensure a holistic approach to the estate	**COMMUNITY** Shared learning connecting to local and global communities	**SPECIALIST SPACE** Practical and creative space for pupils, students and teaching staff
ACCESSIBLE Accessible facilities and appropriate wayfinding with space for the emotional and intellectual needs of learners.	**INCLUSIVE** Empowered, resilient and safe	**PLAY and RECREATION** Outdoors and Indoors
NATURAL SPACE Outdoors and Indoors learning for sustainability	**OWNERSHIP** Demonstrates identity - pupil and student voice	**SUSTAINABLE** Water and energy efficient, Circular Economy, Recycling Strategy
ENVIRONMENT Wellbeing, acoustics, light, heat, safety, healthy	**FIXED FURNITURE AND EQUIPMENT** opportunity for agile learning, comfort with ergonomic considerations	**DIGITAL** ICT strategy, infrastructure and equipment

Aberdeenshire promote the use of community campuses; the benefits are outlined in **Appendix 3**.

All learning spaces are designed to be agile, flexible and multifunctional to meet the needs of many users.

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An example of this is a learning plaza, which is a multifunctioning learning and teaching space which can be used in a variety of ways by different school and community users.

Technology is integral to the plaza to enable student and teachers to interact seamlessly. Non fixed furniture is crucial to allow various configurations to be created depending on the requirements of users. Plazas should be adjacent to other learning environments to provide breakout opportunities for smaller group work.

Example: Mintlaw Learning Plaza

5.2 **Suitability and Condition Core Facts**

Suitability is a measure of whether a school is fit for the purpose of delivering the education curriculum. The key factors also assess whether a building is 'inclusive' and accessible.

The suitability core facts for schools are fully assessed and analysed annually and reported to the ECS committee. This analysis is used to prioritise works in order to continually improve the estate.

The Condition Core Facts consider the fabric of the school building, the impact of wear and tear on the building and the requirement for repairs or replacement of integral aspects such as windows, roof and heating systems. The condition surveys are carried out on a rolling programme due to the size of the Aberdeenshire estate.

5.3 **Accessibility**

Due to the large and diverse nature of the Aberdeenshire school estate there are schools that will require improvement and updating over time, improving accessibility will be taken into consideration prior to any planned refurbishment works. Schools are identified and prioritised for refurbishment based on:

- Known requirements for existing pupils
- Suitability Core Facts
- Planning for pupils within the cluster

The analysis of the accessibility facts provides Aberdeenshire Council with robust information to ensure that there is a strategic approach to improving accessibility throughout the Learning Estate.

There will be some instances where improvements to a pupil's zoned school is not possible, an accessible alternative will be made available with suitable transport.

New buildings will be accessible to all children and adults including those with a non-physical disability.

All new schools must have the following accommodation:

- Low sensory stimulation area
- Multi-sensory spaces
- The facility to install hoists if required in future
- Accessible toilets which are wide enough to allow two adult assistants with plinth and to be located with pupil toilets
- Shared intervention spaces for nurture and small group working
- Break out spaces adjacent to classrooms
- Sufficient storage space for specialised equipment

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Within the existing estate, each academy and one primary school in each network is designated as an Enhanced Provision school as detailed in **Appendix 4** and include the following additional spaces:

- Multi-sensory Room
- Therapy Room
- Life Skills Room

A community resource hub supports pupils with significant and complex needs that cannot be met within the context of mainstream or enhanced provision.

Details of the accessibility strategy can be found in Appendix 1 - Case Study 1. Accessibility

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6   **Aberdeenshire approach**

All strategic decisions require to have the following three approaches and practices at the heart:
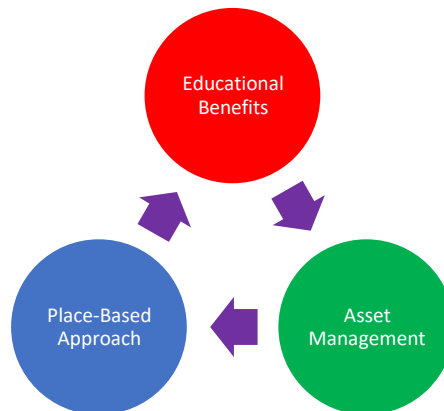
Aberdeenshire adopts a holistic approach focussing on a geographical area/cluster basis encompassing:

- Educational Benefits both to all school communities and to Aberdeenshire as a whole
- The number of primary school places required (including pre-school and services for pupils with additional support needs)
- Community requirements and existing public sector provision
- Asset management review including long term sustainability

In order to assess each area holistically the following aspects are considered:

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6.1 School Roll Factors

- Trends in the school roll over four years and projections
- Assessment of roll against available capacity across each cluster
- Pre-school figures
- Demographics of 0 to 5-year olds
- Quantity of allocated housing in catchment area

6.2 Educational Factors

- Involvement of school with the wider community
- Out of zone placement request patterns (in both directions)
- Wider achievement of pupils
- Out of school hours learning
- Viability of support to achieve equality in educational standards
- Opportunities to deliver a modern, flexible curriculum
- Opportunities for pupil choice and flexibility
- Pre-school provision
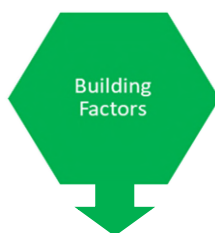
6.3 Building Factors

- Potential of the building to meet Aberdeenshire School Brief
- Health and safety considerations
- Key Performance data in relation to –
  - Condition of school building
  - Accessibility
  - Suitability
  - FM Costs
  - Sufficiency
  - Environmental Factors
  - Revenue implications

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6.4 Staffing Arrangement Factors

Within Education and Children's Services arrangements are also in place to review the management and staffing of primary schools, in particular for schools where recruitment and retention of teachers and head teachers is challenging.

The Primary School Management Options was reported to ECS committee on 19th March 2020. This outcome will support educational benefits by strengthening leadership and management within the schools and would provide consistency in approach to learning and teaching and delivery of curriculum. Other benefits include:

- Effective resource sharing across schools in terms of staffing and physical resources.
- Reduced isolation of small school through expansion of collegiate working and sharing of best practice.
- The work of the parent councils can be linked which can enhance the locality approach
- Links provide opportunities for enhanced learning experiences for pupils.
- Opportunity for leadership at whole school level contributes to succession planning.

6.5 Community Planning Factors

The place-based review principles will be adopted to determine current provision of all public sector services in the network and seek to offer a solution by taking a collaborative approach to managing public buildings. It would align asset related initiatives across local public service providers to the best effect for the local community, taking into account the condition and suitability of existing buildings.

For example, if a network was being assessed, there are opportunities within a settlement to relocate services into the school premises. This would reduce the overall capacity of the school and release a council asset improving links between the school and the wider community.

- Location of school - in respect of local community and of other school communities
- Other community facilities in the cluster
- Other public services delivered in the cluster

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- Proposed housing developments
- Transport considerations
- Consideration of equity impact assessment and of the Town Centre First Principle
- Impact of school changes on the community's use of the school's buildings, facilities and grounds
- Impact of potential new travel patterns on pupils, the community and on the environment

6.6 Rural Sustainability and Development factors

- Viability of rural sustainability
- Possibilities for area regeneration
- Opportunity to provide integrated services

Assessments may result in the following recommendations:

1. No action
2. Nearing capacity process, outlined in **Appendix 5**
3. Educationally Enhanced including accessibility, as informed by suitability core facts
4. Extension to building

The following potential recommendations would require extensive engagement as may result in requiring a statutory consultation process

1. Use of building for another purpose,
2. Rezoning
3. Mothballing
4. Replacement/ Merger of schools
5. Closure

6.7 Engagement

Engagement is a vital and integral part of changes to the learning estate. Involvement of all stakeholders in planning, mapping and discussing the importance of provision available and what future requirements are is crucial. Early engagement shapes plans and gives ownership to those whom plans impact upon. Engagement allows relationships to develop with and within communities. Engagement should be continued throughout all processes and beyond the changes being implemented.

Consultation happens when stakeholders are offered plans and proposals to make comment upon. Consultation takes a more formal approach and is a vital part of the Schools (Consultation) (Scotland) Act 2010.

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The following table shows examples of projects completed by the Learning Estates team and which of the ten guiding principles they have achieved. Each case study is detailed in the pages following.

Case Studies	1.Learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners	2.Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners	3.The learning estate should be well-managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value	4.The condition and suitability of learning environments should support and enhance their function	5.Learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle	6.Learning environments should be greener, more sustainable, allow safe and accessible routes and be digitally enabled	7.Outdoor learning and the use of outdoor learning environments should be maximised	8.Good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all	9.Collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential	10.Investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.
1.Accessibility	✓	✓	✓	✓		✓				
2.Suitability	✓	✓	✓	✓	✓				✓	✓
3.Childcare Hubs	✓	✓	✓				✓	✓	✓	
4.New Build – Gordon Primary Nursery	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5.New Build – Inverurie Community Campus	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6.New Build – Kinellar School	✓	✓	✓	✓	✓	✓	✓			
7.Premnay Extension			✓	✓		✓		✓	✓	✓
8.Stuartfield School Extension	✓	✓	✓	✓		✓		✓	✓	✓
9.New Build – Uryside School	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10.Westhill School Nursery	✓	✓	✓	✓	✓	✓	✓		✓	✓
11.Rezone – Westhill Catchments			✓					✓	✓	✓

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Case Study 1. Accessibility

Guiding Principles Met	1	2	3	4	5	6	7	8	9	10
	✓	✓	✓	✓		✓				

The Scottish Government requires all Councils to have an Education Accessibility Strategy in place. The Accessibility Strategy is required so that the planning and implementation processes of the local authority meet the requirements of Sections 1 to 3 of the Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002. The Act also requires that there are mechanisms in place for long-term strategic planning to improve access in schools for all pupils with disabilities.

The Accessibility Strategy for schools is managed by Aberdeenshire Council's Education and Children's Services. It outlines the present and future developments to enhance and improve access to a quality education to all pupils and should be reviewed every three years.

There are currently 17 networks within the existing learning estate, and one Primary school in each network is designated as the location of enhanced provision and should include a Multi-Sensory Room, Therapy Room and Life Skills Room, as well as wheelchair access and an accessible toilet.

The Education and Children's Services Accessibility Design Brief is also included within the Accessibility Strategy. The design brief sets the access requirements for the physical school estate and is vital to achieving equity of provision through a strategic approach.

Identified next steps in relation to Access to the Curriculum and Improving Access to Communication and to the Delivery of School Information, will be progressed and monitored through individual Service Development Plans.

Any school with accessibility issues will be identified through the suitability core facts assessments therefore improved by the strategy. This will be monitored through suitability core facts, complaints, relevant Multi Agency Action Plan Meeting (MAAPMS) and ongoing improvement plans.

Learning Estates Strategy

Case Study 2. Suitability

Guiding Principles Met	1	2	3	4	5	6	7	8	9	10
	✓	✓	✓	✓	✓				✓	✓

All schools should be assessed for Suitability Core Facts to ensure that they are fit for purpose on delivering the education curriculum. These grades are then submitted annually to the Scottish Government. Officers from Property and Education and Children's Services currently assess Core Facts for all school buildings according to the nationally approved methodology. A new Core Facts approach was launched in November 2017 which updated the process for assessing both the Condition and Suitability of school buildings.

Suitability is a measure of whether a school is fit for the purpose of delivering the education curriculum. That is whether the design and layout enhance its function and use, whether there is space and scope to accommodate all the pre-school, day-school and after-school demands and services and whether it is 'inclusive' and accessible.

The primary school assessment covers five key areas: Learning and Teaching Space, Internal Social, Internal Facilities, External Social and External Facilities.

- Learning and Teaching Spaces
- Internal Facilities
- External Social Spaces
- External Facilities

The secondary school assessment covers six key areas: General Learning and Teaching, Practical Learning and Teaching, Internal Social, Internal Facilities, External Social and External Facilities.

- Learning and Teaching Spaces (General)
- Learning and Teaching Spaces (Practical)
- Internal Social Spaces
- Internal Facilities
- External Social Spaces
- External Facilities

Learning Estates Strategy

Each individual aspect is given a score which feeds into a matrix and gives an overall grade for suitability.

A: Good	> 85%	Performing well and operating efficiently (school buildings and grounds support the delivery of services)
B: Satisfactory	60 - 84%	Performing well but with minor problems (school buildings and grounds generally support the delivery of services)
C: Poor	40 - 59%	Showing major problems and/or not operating optimally (school buildings and grounds impede delivery of services)
D: Bad	< 40%	Does not support delivery of services to children (school buildings and grounds seriously impede the delivery of services)

The Core Facts data is used to strategically and robustly prioritise enhancements to the learning estate. Suitability grades are also used to provide supporting evidence in budget spend.

Case Study 3. Childcare Hubs

Guiding Principles Met	1	2	3	4	5	6	7	8	9	10
	✓	✓	✓				✓	✓	✓	

Due to the worldwide coronavirus pandemic in 2020 the Scottish Government announced that schools across Scotland were to be closed from Friday 20th March. From then on, all children were given relevant learning activities and online learning resources to complete at home. However, this was the exception of any critical childcare for children of keyworker parents and vulnerable children therefore each authority created childcare 'hubs.'

There are 17 hubs across Aberdeenshire in one specified primary school within each cluster. The four special schools were also open to children with additional support needs. Initially the hubs were open just for keyworker 1 children but then slowly relaxed this to keyworker 1, 2 and 3 children as well as vulnerable children. The Learning Estates Team were asked to review and assess the capacities of each facility as there had been an increase in applications for using the hub.

Head Teachers of each of the specified hubs were asked to inform the team of which rooms they are currently using as the hub, this included where they were using for dining, pupil toilets and what rooms they would expand to if required. The team then calculated the two-metre social distancing rule against each of these rooms by dividing the square metre by five. The toilets were counted and cross referenced to the toilet provision as per the School Premises Regulations 1967. This set a maximum capacity of each hub either by room sqm or toilets. Once this information was then collated, Head Teachers were then given the information to implement on each facility.

The hubs continued during the period of school closure but consideration was to be given for over the summer period, and should schools only return part time. Aberdeenshire Council then created a proposal to make the provision for a minimum of 240 places across Aberdeenshire with '60' pop up places. Assets of the council were then identified which best suited the location of most required places and room facilities to operate as a hub. Officers on the ground then identified which rooms could be used and the learning estates team calculated the capacity of each room per sqm. Once this information was processed the Learning Estates team visited the premises to confirm it was fit for purpose. Packs were then made up and passed to relevant officers to show which rooms on the floor plan were to be used as the hub and the table showing the social distancing, people per room calculation.

Learning Estates Strategy

Case Study 4. New Build – Gordon Primary School Nursery

Guiding Principles Met	1	2	3	4	5	6	7	8	9	10
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Gordon Primary School Nursery will be located within the grounds of Gordon Primary School, Huntly, on the site where the Deveron Building used to be situated. This building had been unoccupied for a number of years and is being demolished to make way for a new facility with a session capacity of 80 children to access their Early Learning and Childcare entitlement. This project is linked to Aberdeenshire Council's response to the Scottish Government's commitment to expand core entitlement to childcare from 600 hours to 1140 hours by 2020. As a result of the review of potential places and demand, the core capacity available at the Nursery will increase from 55 to 80, once the new building is operational. The existing Nursery provision is being refurbished back into two classrooms, with access to the outdoors, which will become a new P1 space. The permanent capacity being created back within the school building will allow for the removal of two modular buildings from the School playground.

A key focus from early on in the concept design process, was to maximise the opportunity to locate the new build close to an area of woodland and trees in the school grounds, allowing children to learn and play in a stimulating, natural outdoor environment. It will enable the Nursery to develop the curriculum to accommodate an increased focus on outdoor learning. Indoors, however, the new provision will benefit from a modern, flexible ELC environment including multi-sensory space/s, outdoor transition space and a general-purpose room, to be used by both the nursery, along with parents, with the aim of fostering links with the local community.

Consultation sessions were carried out with stakeholders, including parents, local groups and partnerships to formalise and finalise the design prior to construction. Gordon Primary School Management and Staff were involved from the very earliest stages of engagement in the project scope to ensure that it would meet the needs of all children attending.

The new provision is designed to offer a fully inclusive, modern environment for both children and staff to experience both the indoors and outdoors. It is anticipated to be available for use from October 2020.

Learning Estates Strategy

Case Study 5. New Build – Inverurie Community Campus

Guiding Principles Met	1	2	3	4	5	6	7	8	9	10
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Incorporating Inverurie Academy, Garioch Community Centre, Inverurie Swimming Pool and St Andrews Special School.

Inverurie Academy is located right in the heart of Inverurie town centre and has been a long-established education facility since 1909 and has a capacity of 1100. The academy is rated 'C' both for Condition and Suitability under the Core Fact assessment process. The school has seen several extensions and the construction of standalone sports facilities and temporary accommodation spread over a large area. The community centre and pool share the same site as the academy albeit in separate buildings and St Andrews Special School sits just south of the main site. Inverurie sits within the Garioch area, of which is a growth area for housing and as a result the academy is experiencing a rising pupil roll.

St Andrews Special School which also had dated infrastructure was incorporated into the campus, albeit on a segregated wing with opportunities for blended learning opportunities and access to 21st century equipment and facilities. Both educational aspects were subject to separate relocation consultations under The Schools (Consultation) (Scotland) Act 2010.

Funding to replace all the above facilities was secured through the final phase of the Scottish Futures Trust, Schools for the Future Programme to bring everything under one roof at Inverurie Community Campus, built on the playing fields of Inverurie Academy. Community, pupil and staff engagement identified an aspiration to retain the facilities within the town centre to support the local economy.

The community campus is currently under construction and due for opening in the latter part of 2020. Key features include:
- Sufficient space to accommodate up to 1,600 secondary pupils and 80 special school places.
- 6 lane swimming pool, with trainer pool, hydrotherapy and warm water pools providing specialist support to pupils and the wider community.
- Learning Plazas with enhanced digital technology and flexible furniture solutions.
- Reduced partitioning between learning spaces to enable free flow, breakout and independent study.
- Dispersed dining and social spaces enabling improved flow throughout the building.
- State of the art sports facilities including Climbing Wall, Dance Studio, Fitness Studio and gymnasiums.
- Shared community and school facilities to maximise how spaces are used, managed by a carefully developed access strategy ensuring building users safety, at all times.
- Fully inclusive and accessible facility.
- Fully Wi-Fi enabled for learning and teaching to be flexible.

Learning Estates Strategy

Case Study 6. New Build – Kinellar School

Guiding Principles Met	1	2	3	4	5	6	7	8	9	10
	✓	✓	✓	✓	✓	✓	✓			

Kinellar School serves the Blackburn area of Aberdeenshire. The original school was built in 1923 and extended in 1977, 1992, 2002 and 2005. A number of temporary accommodation units were also on site to provide additional classrooms.

The core facilities within the school had not been extended over the years. The school had one large hall used for both dining and PE, during winter months it was not possible to deliver the required number of PE sessions, and the school used the local Community Hall.

The school had no on-site catering facilities, school lunches were transported from Kemnay Academy to reheat and serve.

In January 2016, the school suffered extensive fire damaged which resulted in the nursery and two classrooms being destroyed.

As a result, it was agreed to demolish the existing school and build a new school on the same site. During the transition period pupils were educated at Midmill School, Kintore, nursery pupils were provided with temporary accommodation within Blackburn.

Due to the size of the site the new school was built over two floors. It provides an improved learning environment which is digitally enhanced, all teaching spaces in one building, separate spaces for PE and dining, and a kitchen for meals to be prepared on site. A nursery with a dedicated garden space was also included.

In addition, a derelict tennis court adjacent to the school was remodelled to provide a Multi-Use Games Area (MUGA) for use by the school and the community.

The new school and MUGA is accessible for use by the Community outside school hours.

Learning Estates Strategy

Case Study 7. Premnay Extension

Guiding Principles Met	1	2	3	4	5	6	7	8	9	10
			✓	✓		✓		✓	✓	✓

Premnay School serves Primary education within the rural village of Auchleven. It is within the Huntly Cluster however is dual zoned to Inverurie Academy and The Gordon Schools. Premnay School is over 100 years old and the original school building consists of a one class school with a small dining room. There is non-linked temporary accommodation on site to provide an additional class which increased the capacity from 19 to 50. Auchleven is identified as an area for organic growth and housing development consistently increased the pressure on the roll of the school.

There were a number of issues with the school that required a long-term solution. The temporary accommodation was in a deteriorating poor condition, the toilet provision was low in accordance with the School Premises Regulations, the dining facilities had restricted capacity and the school lacked general purpose areas. The school roll is also rising.

Several Meetings took place with Property, Learning Estates, Parent group and the Head Teacher to consider long term options however most of the options were not viable due the locality of the schoolhouse and the right of way for the schoolhouse occupier.

In February 2019 it was agreed to extend Premnay by removing the temporary unit and replacing it with a permanent building. The extension would consist of a classroom, girls' toilet, accessible toilet and small GP space. The extension would safeguard the roll of Premnay, giving a new capacity of 75 pupils and would enable a team-teaching arrangement to exist should the roll rise in excess of 2 composite classes.

The extension is due to be completed in 2020.

Learning Estates Strategy

Case Study 8. Stuartfield School Extension

Guiding Principles Met	1	2	3	4	5	6	7	8	9	10
	✓	✓	✓	✓		✓		✓	✓	✓

Stuartfield School is located in the village of Stuartfield, within the Mintlaw network, to the south of Mintlaw.

In 2015 the core capacity was 93 pupils and with a non-linked classroom in a temporary unit the capacity could accommodate a total of 118 pupils. The school building was rated B under condition and C under suitability. The temporary unit was in very poor condition. There was evidence of severe water ingress on the ceiling and corrosion in places, some windows did not close properly, there were no toilets or hand washing facilities and no mechanical ventilation.

Due to progressing housing developments in the village, the school roll for August 2016 was expected to reach 119, which would put pressure on the main facility. In 2016, following discussions with officers, school management, parent council and elected members, a decision was made to cap the school roll to 125 until August 2017, for an initial period of one year. However, it was agreed that a long-term solution would need to be sought, since due to allocated housing the school roll was to reach 128 pupils by August 2018. Further consultations took place with all relevant stakeholders and as a result, a rezoning exercise was undertaken in 2017 to adjust the Stuartfield catchment area, along with others in the network, to support the rising roll of the school. Finally, the service made a decision to build an extension to provide permanent additional capacity to the school and to allow the school to meet requirements for the foreseeable future.

The key elements and enhancements of the project included:

- extension - one large teaching space (90sqm) for up to 50 pupils using team teaching arrangement and a small flexible space to be determined by the needs of the cohort
- full renovation of existing toilet blocks and addition of extra whole school storage
- removal of the temporary accommodation

The school's classroom area increased from 242m2 to 306m2 in total and the new extension was made available to the school community in 2018.

Learning Estates Strategy

Each individual aspect is given a score which feeds into a matrix and gives an overall grade for suitability.

A: Good	> 85%	Performing well and operating efficiently (school buildings and grounds support the delivery of services)
B: Satisfactory	60 - 84%	Performing well but with minor problems (school buildings and grounds generally support the delivery of services)
C: Poor	40 - 59%	Showing major problems and/or not operating optimally (school buildings and grounds impede delivery of services)
D: Bad	< 40%	Does not support delivery of services to children (school buildings and grounds seriously impede the delivery of services)

The Core Facts data is used to strategically and robustly prioritise enhancements to the learning estate. Suitability grades are also used to provide supporting evidence in budget spend.

Learning Estates Strategy

Case Study 9. New Build – Uryside School

Guiding Principles Met	1	2	3	4	5	6	7	8	9	10
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Uryside School replaced former Inverurie Market Place School. Inverurie Market Place School situated in the town of Inverurie was rated B under condition and C under suitability. It was a granite building with extensions, with core capacity of 219 pupils and with temporary accommodations capacity of 279 pupils. As the school roll was continuing to rise due to housing developments (predicted roll by August 2018 - 421 pupils/192% of capacity) the facilities would become insufficient and it would cause pressures in terms of classroom size, PE and dining facilities, with dining already managed on a rota schedule. In addition, the school site was adjacent to buildings on two sides and the bound by the railway line at the rear, with the playing field adjacent to the school being leased; therefore, building an extension to the school was not a viable option.

Aberdeenshire Council consulted with relevant stakeholders including parents, pupils, community users, employees, trade unions and the area committees on the proposal. In August 2013, residents were given an opportunity to comment on plans for the new school and the community facilities, and in April 2015 discussions were held with the Inverurie Market Place parent council about designs for the new school. Moreover, the pupils at the school and the local community were involved in identifying a suitable name for the new establishment. Finally, under The Schools (Consultation) (Scotland) Act 2010 the community were consulted on the proposal between June and September 2015 with a public meeting held in June 2015.

Following the extensive engagement and development process, the new Uryside School was successfully opened in October 2017. The key design points of the project include:
- the school can accommodate 540 pupils, is large enough to accommodate the pupils forecast from planned housing developments and increases an overall capacity across the Inverurie Cluster
- all pupils are being taught in the main school building and with an increased dining capacity more children can be accommodated in one sitting
- the building has an indoor sports hall, two outdoor sports pitches, one grass and one multi-use; the remaining area around the school is utilised for outdoor learning and play facilities, increasing engagement with outdoor learning
- new classrooms have direct access to outdoor spaces enhancing outdoor learning activities
- larger core facility spaces and adaptable social spaces provide greater opportunities for active learning, collaborative work and social interactions
- the building can adapt to future learning requirements and all spaces support modern learning and teaching styles
- the school is fully accessible and equipped with modern ICT solutions ensuring that the best learning opportunities are afforded to every pupil
- the school has a larger nursery facility on the site increasing the quality and availability of pre-school provision for local parents.

Learning Estates Strategy

Case Study 10. Westhill School Nursery

Guiding Principles Met	1	2	3	4	5	6	7	8	9	10
	✓	✓	✓	✓	✓	✓	✓		✓	✓

The review of Early Learning and Childcare capacity across Aberdeenshire highlighted a potential gap in the availability of places in the Westhill Cluster.

The key focus Westhill Primary School was to refurbish the existing Early Learning and Childcare provision, to bring additional capacity for the local area for delivery of 1140 as well as to modernise and upgrade the existing provision at Westhill Primary School ensure it capability of high quality indoor and outdoor experiences and opportunities for children.

The existing learning and play spaces were very awkward and split in two by the School's Staff Room, which was a legacy issue the staff and children had to work with for many years. The challenging layout made free flow outside very difficult and there was a huge amount of wasted space with little to no visibility, which could be better utilised. Working within the existing footprint of the building, an ambitious project was undertaken in the Summer of 2019, which saw a complete refurbishment of one wing of Westhill Primary School into a modern, sector leading provision with the ability to offer an additional 32 spaces of capacity available for delivery of the ELC expansion.

The key design points and enhancements of the project included:
- Installation of an outdoor shelter to provide a transition space between the indoors and outdoors. This structure can also provide space for the secure storage of outdoor equipment and resources helping to support and promote the use of the outdoors as a learning and play space.
- Establishing a larger, natural, secure outdoor play space for the children and staff to experience and enjoy.
- Internal refurbishment and reworked layout, including a new kitchen, new IT equipment, upgraded WC's and quiet room.
- Staff Room relocated to a new space elsewhere in the School.

Learning Estates Strategy

Case Study 11. Rezone – Westhill Catchments

Guiding Principles Met	1	2	3	4	5	6	7	8	9	10
			✓					✓	✓	✓

The area of Westhill is on the boundary line of the Aberdeenshire and Aberdeen City border. It is a popular growing town with a number of business opportunities, the fourth largest population in Aberdeenshire with short commute to Aberdeen City.

All four primary schools in the Westhill cluster were included in the rezone: Crombie, Elrick, Skene and Westhill Primary. Crombie, Elrick and Westhill are within the town of Westhill and are classed as non-rural and Skene school is classed as Accessible rural. The rezone did not impact upon the Secondary School in the cluster.

The rezone was necessary due to the large amount of continued housing developments to the West of the town. There were sufficient pupil places across all schools but they were no longer in the right places; Skene was going significantly over capacity, Elrick and Westhill Primary had a declining roll and Elrick had a steady school roll but was previously capped due to a rising roll.

A statutory consultation took place from August to October 2015 following a series of informal engagement sessions and survey for parent/carers. These together with discussions with head teachers and officer walk around of the catchments to get familiar with the area was a useful part of the process.

Colleagues, Elected Members, Parent/Carers, Pupils, Parent Councils, Community Council and relevant users of the schools were all consulted on the consultation and were issued with the proposal document as well as information of how to take part in the consultation. There were several options for consultees to consider; option 1 status quo, option 2 preferred option and option 3 which specified highlighted areas which required consultation in regard to which catchment they should be in.

Both the informal and statutory meetings were well attended. Parent/carers and the community made a large amount of responses on the main housing development being in a town school catchment rather than the rural school was which was then implemented in the final proposal. The new catchment area proposal was approved at the Education and Children's services Committee on 4th February 2016.

The agreed new catchment zones took effect from August 2016.

Learning Estates Strategy

GEOGRAPHICAL CLASSIFICATION OF PRIMARY SCHOOLS AS ADOPTED BY THE SCOTTISH GOVERNMENT

Classification by SEED	Application Within Aberdeenshire	
"Large Urban Areas" (settlements over 125,000)		
"Other Urban Areas" (settlements of 10,000 to 125,000)	Arduthie School Auchterellon School Burnhaven School Buchanhaven School Clerkhill School Crombie School Dales Park School Dunnottar School Ellon Academy Ellon Primary Elrick School Fraserburgh Academy Fraserburgh North School Fraserburgh South Park School Inverurie Academy Kellands School	Lochpots School Mill O'Forest School Mackie Academy Meiklemill School Meethill School Peterhead Academy Peterhead Central School Port Elphinstone School St Andrew's School Strathburn School Uryside School Westhill Primary Westhill Academy
"Accessible small towns" (settlements of between 3,000 and 10,000 and within 30 mins drive of a settlement of 10,000 or over)	Alehousewells School Banff Academy Banchory Primary Banchory Academy Fishermoss School Gordon Primary Hill of Banchory School Hillside School Kintore School	Kemnay Academy Kemnay Primary Macduff School Midmill School Newtonhill School Portlethen Academy Portlethen Primary Turriff Academy Turriff Primary The Gordon Schools

Learning Estates Strategy

"Accessible Rural Areas" (settlements of less than 3,000 and within 30 mins drive of a settlement of 10,000 or more)	Arnage School	Logie Durno School
	Auchenblae School	Longhaven School
	Auchnagatt School	Longside School
	Auchterless School	Luthermuir School
	Balmedie School	Marykirk School
	Banchory-Devenick School	Maud Primary School
	Barthol Chapel School	Mearns Academy
	Bervie School	Methlick School
	Boddam School	Midmar School
	Bracoden School	Mintlaw Academy
	Catterline School	Mintlaw Primary School
	Chapel of Garioch School	Monymusk School
	Cluny School	New Deer School
	Crathes School	New Machar School
	Crimond School	New Pitsligo & St John's School
	Crudie School	Newburgh Mathers School
	Cultercullen School	Old Rayne School
	Daviot School	Oyne School
	Drumoak School	Pitfour School
	Dunecht School	Pitmedden School
	Durris School	Port Erroll School
	Echt School	Premnay School
	Fetterangus School	Rathen School
	Fettercairn School	Rayne North School
	Fisherford School	Redmyre School
	Foveran School	Rosehearty School
	Fyvie School	Rothienorman School
	Glenbervie School	Sandhaven School
	Gourdon School	Skene School
	Hatton (Cruden) School	Slains School
	Hatton (Fintray) School	St Combs School
	Insch School	St Cyrus School
	Inverallochy School	St Fergus School
	Johnshaven School	Strichen School
	Keithhall School	Stuartfield School
	Kinellar School	Tarves School
	Kininmonth School	Tipperty School
	Kinneff School	Tough School
	Lairhillock School	Tyrie School
	Laurencekirk School	Udny Green School

Learning Estates Strategy

"Remote Rural Areas" (settlements of less than 3,000, not within 30 mins drive of a settlement of 10,000 or more)	Aberchirder School Aboyne Academy Aboyne Primary School Alford Academy Alford Primary School Cairney School Clatt School Craigievar School Drumblade School Easterfield School Fintry School Finzean School Fordyce School Forgue School Gartly School Glass School Keig School	Kennethmont School Kincardine O'Neil School King Edward School Largue School Logie Coldstone School Lumphanan School Lumsden School Monquhitter School Ordiquhill School Portsoy School Rhynie School Strachan School Tarland School Torphins School Towie School Tullynessle School Whitehills School
"Very Remote Rural Areas" (settlements of less than 3,000 people, not within a 60 mins drive of a settlement of 10,000 or more)	Ballater School Braemar School Crathie School Strathdon School	

Learning Estates Strategy

Benefits of a Community Campus

- Access to an increased range of facilities that may not be available in standalone buildings.

- Access to a range of council and public sector partner services where colocation exists all on one site.

- Partnerships with parents and the local community.

- Increased opportunities for lifelong learning.

- Opportunities for intergenerational learning and collaboration.

- High quality collaboration space for local community.

- Opportunities to improve health and wellbeing with access to modern sporting facilities.

- Enhanced transition experiences between keys stages, nursery to primary and primary to secondary.

- Different school stages work together to raise teaching and education standards.

- Share specialist staff and curriculum expertise.

- Increase opportunities for collaborative professional development.

- Share specialist accommodation and learning resources.

- Share good practice, including ideas for effective curriculum planning and delivery.

- Delivery of broader curriculum that responds to pupils' needs.

- Inclusive environment for all pupils including those with additional support needs.

- Student to Student mentoring from older children to younger.

- Leadership and mentoring opportunities for students to become confident individuals, successful learners, responsible citizens and effective contributors.

Enhanced Provision Model – List of Schools

Network	Enhanced Provision Centre			Community Resource Hub	
	Nursery	**Primary**	**Secondary**	**Primary**	**Secondary**
Aboyne	Aboyne Nursery	Aboyne Primary School	Aboyne Academy	Aboyne Primary School	Aboyne Academy
Banchory	Banchory Nursery	Banchory Primary School	Banchory Academy		
Alford	Alford Nursery	Alford Community Campus	Alford Community Campus	Alford Community Campus	Alford Community Campus
Banff	Banff Nursery	Banff Primary School	Banff Academy	Banff Primary School	Banff Academy
Ellon	Ellon Nursery	Ellon Primary School	Ellon Community Campus	Ellon Primary School	Ellon Community Campus
Meldrum	Meldrum Nursery	Meldrum Primary School	Meldrum Academy		
Turriff	Turriff Nursery	Turriff Primary School	Turriff Academy		
Fraserburgh	St Andrews Nursery	Fraserburgh North School Sandhaven School	Fraserburgh Academy	Westfield School, Fraserburgh	Westfield School, Fraserburgh
Huntly	Gordon Nursery	Gordon Primary School	The Gordon Schools	Gordon Primary School	The Gordon Schools
Inverurie	Strathburn Nursery	Strathburn School	Inverurie Academy	St Andrews School, Inverurie	St Andrews School, Inverurie
Kemnay	Kintore Nursery	Kintore Primary School	Kemnay Academy		
Westhill	Crombie Nursery	Crombie School	Westhill Academy		
Laurencekirk	Laurencekirk Nursery	Laurencekirk School	Mearns Academy	Carronhill School, Stonehaven	Carronhill School, Stonehaven
Stonehaven	Mill O'Forest Nursery	Mill O'Forest School	Mackie Academy		
Portlethen	Portlethen Nursery	Portlethen Primary School	Portlethen Academy		
Mintlaw	Mintlaw Nursery	Mintlaw Primary School	Mintlaw Academy	Anna Ritchie School, Peterhead	Anna Ritchie School, Peterhead
Peterhead	Dales Park Nursery	Dales Park School	Peterhead Academy		

Learning Estates Strategy

Nearing Capacity Flowchart

School Approaching Capacity

↓

Roll Modelling and Assessing Build out Rates

↓

Peak (up to 3 years) or Trend?

PEAK ←   → **TREND**

Can we see the upper limit of pupil numbers?

YES ←   → **NO**

Peak (Small scale)

Peak (significant increase)

Medium to long term trend (small scale)

Medium to long term trend (significant increase)

ECS Options Appraisal to assess full range of solutions, revised every 6 months for variations

↓

Class configuration
Team Teaching
Use of spare GP spaces
Discussion with Head Teacher
Restriction on Placing Requests

↓

Managed within School. No capital expenditure required at this stage. HT expected to keep parents informed

Can roll be capped? Is temporary classroom required? Support HT in discussions with parents.

Can GP space be used permanently or other reconfiguration within building? Would rezoning help? Would short term cap help? Working with HT and supporting discussion with parents

E&CS Options Appraisal to assess full range of solutions. Working with HT and supporting discussions with parents

Learning Estates Strategy