

REPORT TO MARR AREA COMMITTEE – 14 JUNE 2016

SCHOOL ROLL CAPPING: TOWIE SCHOOL

1 Recommendations

The committee is recommended to:

1.1 Give a recommendation to the Education, Learning & Leisure Committee regarding the report.

1.2 Comment on capping the roll at Towie School at 50 with effect from August 2016, for an initial period of one year.

2 Background / Discussion

2.1 The Education Learning and Leisure Committee agreed to the principles of roll capping on 6th February 2014. In 2014, the rolls at two schools, Elrick and Inch, were capped following approval at Garioch Area Committee. It was agreed that any future roll capping proposals should be taken to area committee for a recommendation and then brought to Education, Learning and Leisure Committee for ratification.

2.2 For 2015/16 session caps were approved for the rolls at Portlethen Primary School and Markethill School, Turriff.

2.3 Towie School sits within the Alford network and geographically it sits between Strathdon and Lumsden Primary, off the A97.

2.4 The current capacity and forecast rolls for Towie School and the Alford network is as follows, based on the approved 2015 school roll forecast.

Alford Network							
	Capacity range		2015	2016	2017	2018	2019
Alford Academy	640		595	585	600	630	615
Alford PS	350	350	295	309	307	293	288
Cluny	72	96	84	90	86	80	77
Craigievar	20	47	38	32	28	24	24
Dunecht	48	71	51	54	54	53	51
Echt	20	47	41	44	42	40	41
Keig	20	46	31	33	30	28	28
Lumsden	20	47	20	19	18	19	19
Midmar	20	47	58	53	51	37	30
Monymusk	48	71	46	49	53	58	60
Strathdon	40	47	23	22	33	31	37
Tough	20	47	46	46	44	40	38
Towie	20	46	44	45	42	39	36
Tullynessle	20	47	35	33	27	24	18

- 2.5 The Aberdeenshire Capacity Review as agreed by the Education Learning and Leisure Committee, 7th February 2013 shows that capacities are reported as a range and the optimum range for Towie School is 2 classes, 20-46 pupils. The school does not have any temporary classrooms and the two classrooms that are in the school are not large enough to accommodate more than the maximum composite class size of 25 pupils. The school has a small dining room and a hall which has been partitioned for storage. The school nursery also occupies one classroom in the building.
- 2.6 The expected roll for August is currently 50 which is above that of the forecast roll. This is expected to be a short-term peak and the roll is expected to decrease in coming years.
- 2.7 If the roll in Towie School is capped then additional in zone pupils moving into the area would be transported to one of the three neighbouring schools listed below.
- 2.8 Strathdon Primary is currently at 49% occupancy with a current roll of 23 pupils and a capacity of 47. The roll is forecast to raise slightly over the next few years however not exceeding its capacity (forecasted roll in 2021 is 41). Strathdon Primary is located 8.2 miles from Towie School.
- 2.9 Lumsden Primary is currently at 40% occupancy with a current roll of 19 pupils and a capacity of 47. The roll is forecast to remain steady. Lumsden Primary is located 6.9 miles from Towie School.
- 2.10 Alford Primary is currently at 86% occupancy with a current roll of 302 pupils and a capacity of 350. There would be sufficient capacity to accommodate any pupils from Towie School. Alford Primary is located 12.9 miles from Towie School.

3 Proposal

- 3.1 It is proposed that Towie School is capped at 2 classes, at a maximum roll of 50. The roll is due to peak in 2016 and therefore this would be a short term interim solution. The capping of the roll at 50 from August 2016 will enable Towie School to fully deliver the curriculum and manage the pressure on the core facility of the building.
- 3.2 In zone pupils moving into catchment during the 2016/17 session, which exceed the 50 cap will then be offered a place at one of the three neighbouring primary schools discussed in 2.8 – 2.10 above, and transport would be provided for them by Aberdeenshire Council. Out of zone pupils for the remainder of 2016/17 session will not be accepted and those applying for P1 in 2017 would only be accepted if there is a sibling already attending the school, this will need to be within the capped limit of 50 pupils.
- 3.3 The Head of Finance and Monitoring Officer within Business Services have been consulted in the preparation of this report and have made no comment.

4 Equalities, Staffing and Financial Implications

- 4.1 An equality impact assessment has been carried out as part of the development of the proposals set out above. It is included as Appendix 1 and both positive and negative impacts have been identified for groups with protected characteristics. Implementing the roll cap will reduce the overall negative impact, and increase the positive impact for groups.
- 4.2 Staffing resources will be kept under review and appropriate steps taken, in line with agreed policies, procedures and formulae of the Council, in respect of the schools rolls at this establishment.
- 4.3 There will be transportation costs incurred for any pupils who require to be transported out with their catchment area as a result of this cap.

Maria Walker
Director of Education & Children's Services

Report prepared by Rachael Goldring, Learning Estates Team Leader
Date May 2016

EQUALITY IMPACT ASSESSMENT

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions).	
Service	Education and Children’s Services
Section	Learning Estates
Title of the activity etc.	School Roll Capping : Towie School
Aims of the activity	As per recommendations in the report
Author(s) & Title(s)	Rachael Goldring – Learning Estates Team Leader

Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	<ul style="list-style-type: none"> • School roll forecasts • School capacity information • Placing request monitoring • Housing Land Audit Data
Internal consultation with staff and other services affected.	Liaison with Primary Head Teacher.
External consultation (partner organisations, community groups, and councils).	No external consultation
External data (census, available statistics).	Census data, school roll statistics, school capacity information, statutory performance indicators, and Scottish Government statistics.
Other (general information as appropriate).	

APPENDIX 1

Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	Numbers of families likely to move into catchment area is currently unknown. There is minimal house building ongoing so this would be subject to sales of existing properties and changes in tenants.

Stage 4: Measures to fill the evidence gaps.		
What measures will be taken to fill the information gaps before the activity is implemented? These should be included in the action plan at the back of this form.	Measures:	Timescale:
	Continued monitoring of school roll information and school legislation to ensure adequate spaces in schools	On-going
	Continued monitoring of placing requests	On-going
	Continued monitoring of reserved places across schools	On-going
	Continued monitoring of housing land audit data	On-going

Stage 5: Are there potential impacts on protected groups? Please complete for each protected group by inserting "yes" in the applicable box/boxes below.				
	Positive	Negative	Neutral	Unknown
Age – Younger	Yes	Yes		
Age – Older			Yes	
Disability	Yes	Yes		
Race – (includes Gypsy Travellers)	Yes	Yes		
Religion or Belief			Yes	
Gender – male/female			Yes	
Pregnancy and maternity				Yes
Sexual orientation – (includes Lesbian/ Gay/Bisexual)				Yes
Gender reassignment – (includes Transgender)				Yes
Marriage and Civil Partnership				Yes

APPENDIX 1

Stage 6: What are the positive and negative impacts?		
Impacts.	Positive (describe the impact for each of the protected characteristics affected)	Negative (describe the impact for each of the protected characteristics affected)
Please detail the potential positive or negative impacts those with protected characteristics you have highlighted above. Detail the impacts and describe those affected.	Age – Younger, Disability, Race Primary education contributes to children and young people in the above categories, having the best opportunities to develop in early years and lead to effective transitions within 5-18 education.	Age – Younger, Disability, Race Children may not be able to receive an education within the school they are zoned for or request a place in. This will result in children being educated in schools to which they have to be transported

Stage 7: Have any of the affected groups been consulted?	
If yes, please give details of how this was done and what the results were. If no, how have you ensured that you can make an informed decision about mitigating steps?	<p>Parents and pupils are regularly communicated with through parent councils and forums, as well as specific engagement sessions, the of assessment frameworks, parent complaints, compliments and placing requests. Quality Improvement Officers attend various meetings, on an infrequent or needs based approach, to address issues or advise as appropriate.</p> <p>School staff and Head Teachers are regularly involved in discussion PHTC/staff meetings/cluster meetings where views on school rolls, placing requests and school capacities can be expressed.</p>

Stage 8: What mitigating steps will be taken to remove or reduce negative impacts?		
These should be included in any action plan at the back of this form.	Mitigating Steps	Timescale
	The capping of the overall roll at Towie School, will allow the best possible access to educational provision for the greatest number of children.	August 2016 onwards

Stage 9: What steps can be taken to promote good relations between various groups?	
These should be included in the action plan	Good education brings together families children and young people within communities. Ensuring fit for purpose establishments and the ability to provide education in or out with school zones will allow the curriculum to be delivered. This promotes tolerance, understanding, and good relations between various groups.

APPENDIX 1

<p>Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?</p>
<p>Research shows that education results in better health throughout life, allowing children and young people from any background to make the most of opportunities offered, to realize their potential, achieve their best, and thus reduce inequality.</p> <p>Capping the roll at Towie School will allow all young people to be educated in suitable teaching accommodation.</p>

<p>Stage 11: What equality monitoring arrangements will be put in place?</p>	
<p>These should be included in any action plan (for example customer satisfaction questionnaires).</p>	<p>Monitoring of school population etc especially with regard to school capacities, school rolls and reserved places/placing requests.</p>

<p>Stage 12: What is the outcome of the Assessment?</p>		
<p>Please complete the appropriate box/boxes</p>	<p>1</p>	<p>No negative impacts have been identified –please explain.</p>
	<p> </p>	
	<p>2</p>	<p>Negative Impacts have been identified, these can be mitigated - please explain.</p>
	<p>Negative impact is as outlined above. These can be mitigated through the application of this policy and the ending of out of zone applications for specific capped schools along with the maintenance of reserved places, wherever possible, for in zone pupils. Appropriate transportation for zoned pupils will also be provided.</p>	
	<p>3</p>	<p>The activity will have negative impacts which cannot be mitigated fully – please explain. * Please fill in Stage 13 if this option is chosen</p>
<p> </p>		

<p>Stage 13: Set out the justification that the activity can and should go ahead despite the negative impact.</p>
<p>Aberdeenshire council has a statutory obligation to educate its children. Out of zone placing requests place huge constraints on its ability to deliver education to children within zones. Capping schools publically acknowledges this and allows parents to ask schools what spaces are available prior to moving to a particular catchment.</p>

Stage 14: Sign off and authorisation.				
Sign off and authorisation.	1) Service and Team	Education and Children's Services		
	2) Title of Policy/ Activity	Roll Capping – Towie School		
	3) Authors: I/We have completed the equality impact assessment for this policy/ activity.	Name: Rachael Goldring Position: Learning Estates Team Leader Date: 27 May 2016 Signature:	Name: Position: Date: Signature:	
		Name: Position: Date: Signature:	Name: Position: Date: Signature:	
	4) Consultation with Service Manager	Name: Max Booth, QIM Learning Estates Date: 27/5/2016		
	5) Authorisation by Director or Head of Service	Name: Craig Clement Position: Head of Resources & Performance Date: 27 May 2016	Name: Position: Date:	
	6) If the EIA relates to a matter that has to go before a Committee, Committee report author sends the Committee Report and this form, and any supporting assessment documents, to the Officers responsible for monitoring and the Committee Officer of the relevant Committee. e.g. Social Work and Housing Committee.			Date:
	7) EIA author sends a copy of the finalised form to: eia@abdshire			Date:
(Equalities team to complete) Has the completed form been published on the website? YES/NO			Date:	

APPENDIX 1

Action Plan						
Action	Start	Complete	Lead Officer	Expected Outcome	Resource Implications	
Continued monitoring of school roll forecasts and school capacities	Ongoing	Ongoing	Rachael Goldring	Clear information as to the need for roll capping in particular schools	Staff time	
Continued monitoring of placing requests	Ongoing	Ongoing	Max Booth	Accurate placing request across Aberdeenshire	Staff time	
Continued monitoring of the Housing Land Audit	Ongoing	Ongoing	Education & Children's Services	Accurate School Roll Forecast figures	Staff time	