



**REPORT TO EDUCATION & CHILDREN'S SERVICES COMMITTEE –
11 OCTOBER 2018**

DEVELOPING A STRATEGIC APPROACH TO THE LEARNING ESTATE

1 Recommendations

The Committee is recommended to:

1.1 Note the attached report, Developing a Strategic Approach to the Learning Estate (Appendix 1).

1.2 Approve the proposed approach included in Appendix 1.

1.3 Agree to receive further updates on the progress of the review.

2 Background / Discussion

2.1 At its meeting on 7 February, 2013, the Education, Learning & Leisure Committee approved a report on School Estate – Primary, which set out strategic principles for reviewing the school estate.

2.2 The report included at Appendix 1 details the current overview and the proposed process for the review.

2.3 The Head of Finance and the Monitoring Officer within Business Services have been consulted in the preparation of this report, their comments are incorporated within the report and they are satisfied that the report complies with the Scheme of Governance and relevant legislation.

3 Scheme of Governance

3.1 The Committee is able to consider this item in terms of Section E.3.3 of the List of Committee Powers in Part 2A of the Scheme of Governance, as it relates to the statutory functions of the Council under the Schools (Consultation) (Scotland) Act 2010, including those relating to approval of proposals and review of proposals following consultation.

4 Implications and Risk

4.1 An equality impact assessment is not required at this stage, as any review following this report will include its own equality impact assessment.

4.2 There are no staffing and financial implications at this stage. The recommendations of this report will not generate any additional financial implications.

4.3 The following Risks have been identified as relevant to this matter on a Corporate Level: Social risk - demographic change leading to unexpected

change in pupil numbers and the ability of the estate to deliver education.
<http://www.aberdeenshire.gov.uk/media/21264/aberdeenshire-corporate-risks.pdf>

The following Risks have been identified as relevant to this matter on a Strategic Level: Developing Excellence and Equality – the ability of the estate to adapt to changes at local and national level.

<http://www.aberdeenshire.gov.uk/media/21265/directorate-risks.pdf>

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Date: 26 September, 2018

ABERDEENSHIRE COUNCIL

DEVELOPING A STRATEGIC APPROACH TO THE LEARNING ESTATE – ABERDEENSHIRE PRIMARY SCHOOLS

CONTENTS

1. BACKGROUND

2. NATIONAL POSITION

- 2.1 Building Better Schools
- 2.2 Schools (Consultation) (Scotland) Act 2010
- 2.3 Capacity Guidance
- 2.4 Educational Benefits

3. ABERDEENSHIRE COUNCIL POSITION

- 3.1 Agreed Strategic Principles
- 3.2 Objectives of the Learning Estates Team
- 3.3 Learning Estate Board
- 3.4 Overview of Current School Estate Condition/Suitability
- 3.5 Developer Contribution Obligations
- 3.6 Business Planning and Budget
- 3.7 Summary of Pupil Numbers
- 3.8 Aspiration and Ethos

4. LESSONS LEARNT

5. ABERDEENSHIRE PROPOSED APPROACH

- 5.1 Stage One
- 5.2 Stage Two
- 5.3 Educational Factors
- 5.4 School Roll Factors
- 5.5 Community Planning Factors
- 5.6 Building Factors
- 5.7 Rural Sustainability and Development Factors
- 5.8 Staffing Arrangement Factors
- 5.9 Stage Three
- 5.10 Stage Four
- 5.11 Continuation of Current Targeted Approach
- 5.12 Alternative Approaches

Appendices:

- Appendix 1 – Building Better Schools: Investing in Scotland's Future
- Appendix 2 – Summary of Condition & Suitability
- Appendix 3 – Geographical Classification of Schools
- Appendix 4 – Flowchart Showing Proposed Process
- Appendix 5 – Nearing Capacity Process

1 BACKGROUND

1.1 At its meeting of 7 February 2013 the Education, Learning & Leisure Committee approved a report titled Aberdeenshire School Estate Review – Primary which set out strategic principles for reviewing the school estate. The areas being reviewed are:

- school catchment areas
- schools in communities
- condition, suitability and financing of the school estate
- management of schools or groups of schools
- distances between schools
- educational provision in small schools

The agreed strategic principles are detailed at 3.1 below.

A Learning Estates Update paper is presented to Education & Children's Services Committee annually. This document sets out the position of the school estate, projected school rolls and summarises investment priorities.

More recently, EL&L Committee agreed the Learning Estate Strategy and an update was provided at ECS Committee in February 2017, with a further update given in March 2018.

1.2 In parallel with a review of the learning estate and in order to provide the best possible educational service, officers are also working on a separate paper to change policies in order to improve arrangements for the deployment of senior staff in schools. In particular there are opportunities to develop a 'cluster model', whereby a Head Teacher, with appropriate support can lead more than one school. While there are a small number of ad-hoc arrangements at present, in order to ensure that schools and communities are more self sufficient, not least in the context of evolving governance arrangements, this approach needs to be more systemic.

2. NATIONAL POSITION

2.1 Building Better Schools: Investing in Scotland's Future

This document produced by COSLA and Scottish Government in 2009 sets out a strategy for improving the school estate across Scotland to better meet the needs of young people and the wider community.

The shared vision, aspiration for the school estate and guiding principles and objectives (Appendix 1) remain valid and a good basis for developing our approach within Aberdeenshire.

Indeed, these principles are utilised by Scottish Government / Scottish Futures Trust as objectives that underpin national investment decisions.

2.2 Schools (Consultation) (Scotland) Act 2010

The Act establishes a consultation process in respect of school closures and other major changes that affect schools. The 2010 Act was amended by the Children and Young People (Scotland) Act 2014, and 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. Appendix 3 details the geographical classification of all Aberdeenshire Schools as adopted by the Scottish Government.

Education Scotland has developed complementary guidance which provides details on the role of HMle.

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.

2.3 Capacity Guidance

The Scottish Government has also 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.

In particular it is proposed to establish a planning and working capacity. Cognisance should be taken of this guidance when developing a strategy and specific proposals. This work was completed approved by ECS committee and implemented August 2018.

2.4 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; and 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.

3. ABERDEENSHIRE COUNCIL POSITION

3.1 Agreed Strategic Principles

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, across any settlement/town.

The Education, Learning and Leisure Committee in 2013 set minimum standards for the various elements of educational buildings to achieve optimal educational benefit were approved by committee in 2013:

- Accommodation should ensure delivery of the curriculum in accordance with modern standards and in particular; PE (2 hours minimum national standard); play spaces; social spaces; dining experience
- Provision for pre-school and ante-pre-schools
- Provision for pupils with Special Educational Needs
- Full compliance with the Equalities Act 2010
- Provision of on-site playing fields
- Provision of on-site car and bus parking and turning areas, with good segregation of pedestrians and vehicles
- Provision of accommodation for non-teaching staff and for non-class contact elements of the work of teaching staff

3.2 Objectives of the Learning Estates Team

To manage the school estate, ECS established the Learning Estates Team with the following roles:

- Ensuring that the Local Development Plan takes full account of the needs of the Education and Children's Services.
- Advising the Planning Service of the areas in which school capacity is available to meet the demand arising from new housing.
- Identifying the need for educational facilities, which are attributable to proposed housing developments and quantifying the Developer Obligation contributions required meeting the need.
- Matching demand to capacity, retaining only a prudent margin for potential roll increases.
- Restricting the use of temporary accommodation to the solution of short-term capacity problems.
- Phasing out the use of existing temporary accommodation as soon as is reasonably possible.
- Actively managing Out of Zone Placing Requests in support of the above principles.
- Identifying facilities that do not meet the standards set out in 3.1 above and assessing against business for future service delivery.

Major capital expenditure will only be undertaken where it increases capacity at schools which meet the Council's standards or where it enhances a school to the Council's standards, in whole or in part.

3.3 The Learning Estate Board

The Learning Estate Board was established in 2014 to update and develop the Aberdeenshire School Estate Strategy. A key task for this group is to determine, identify and consider options to provide a sustainable school estate in more detail.

In particular, the Board considers the appropriateness, or otherwise, of current configuration of primary schools and opportunities to improve and/or rationalise accommodation, within the context of significant changes in demographic situations across the Council.

3.4 Overview of Current School Estate Condition/Suitability

Aberdeenshire has a successful track record of investing in the school estate, in a sustainable way.

Significant investment is underway/planned which is outlined in the ECS Capital Plan. A number of other projects are being developed/considered albeit they are not, as yet, specifically identified within the Capital Plan.

The investment in recent years has significantly enhanced the school estate and has provided learning and teaching benefits (particularly in the context of Curriculum for Excellence) for pupils and related improvements in the services for the wider community.

The 2018 Condition and Suitability Core Facts, which are submitted to Scottish Government annually for each Aberdeenshire school is summarised in Appendix 2.

The Public Sector Building Assessment Sub Group, as part of the Scottish Heads of Property Services, was tasked with updating the processes for assessing both the condition and suitability of buildings. This was as a result of the issues with school buildings in Edinburgh. This new approach was launched in November 2017 following trials in Authorities across Scotland. Aberdeenshire officers have had key involvement in this work.

3.5 Developer Contribution/Obligations

The Council has been successful in generating contributions to partially offset the cost of new school construction (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.

3.6 Business Planning & 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 provides best value.

3.7 Summary of Pupil Numbers

The 2017 pupil census shows that there are 21,088 primary pupils in Aberdeenshire. This is an increase of 402 primary pupils from 2015. The forecasts indicate that by 2022 this will have increased to 22,897 primary pupils. This represents an 8% increase in primary aged children.

It should also be noted that the current school rolls and capacities (by area) are outlined in the ECS Committee Report of 1 February 2018. A significant number of pupils attend schools as a result of a successful parental placing request.

The September 2017 census indicated there are 14,350 pupils in the seventeen secondary schools. This is an increase of 77 secondary pupils from 2015. The forecasts indicate that by 2022 this will have increased to 15,299 secondary pupils. This represents a 6% increase in secondary school pupils.

Current status:

- 152 primary schools in Aberdeenshire
- 51 schools are under 61% capacity
- 4 primary schools are over 100% of published capacity
- 68 primary schools have 71 pupils or fewer, of these, 12 only have 1 class of pupils

- 2 schools currently have no pupils and have mothball status

3.8 Ethos and Aspiration

Community engagement, empowerment and partnership are at the heart of the ethos of ECS. 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.

4. LESSONS LEARNED FROM ACROSS SCOTLAND

Aberdeenshire Council is not alone in facing the challenges outlined in this paper.

19 schools have been closed in Scotland since 2016; 6 were previously mothballed, 10 were mergers and 3 were due to low roll.

Classification of these schools were as follows:

- **3 very remote rural**
- **1 remote rural**
- **4 rural**
- **2 accessible rural**
- **9 urban**

Work has been carried out across Scotland to consider experiences of local authorities' progress in modernising the learning estate and ensuring it is fit for purpose and sustainable. It is noted that three other authorities have recently consulted on the principles of school closures and each has decided not to proceed or to be less ambitious. There are lessons within the process to note including:

- Authority reverting to the status quo due to being challenged
- Not being able to demonstrate Educational Benefit of the estate changes
- Role of national elected members and organisations (including Rural School Network) in challenging the process of the consultation

As a result of this, a national officer working group have proceeded to organise meetings with Scottish Futures Trust given their aim of promoting estates changes and separately the Rural Schools Network to establish the best way forward.

It should also be noted that following a statutory consultation regarding school closure, which is not implemented, there is then a five year period during which time no alternatives can be considered.

5. ABERDEENSHIRE PROPOSED APPROACH

Aberdeenshire Council will consider adopting a holistic approach focussing on a geographical area/cluster basis encompassing:

- The number of primary school places required (including pre-school and services for pupils with additional support needs)
- Staffing arrangements
- Community requirements and existing public sector provision
- Asset management review including long term sustainability

The review would also incorporate the work of the Primary Management Options working group and the Area Place Based Reviews.

The following stages and timescales are being proposed:

5.1 Stage One

- Briefing to all area committees November 2018
- Senior officers meet with Parent Council Chairs December 2018
- Learning Estate Team to hold six community engagement meetings, one per council area to discuss and present the current situation and approaches to enhance the learning estate.
January-March 2019

After considering feedback from the community engagement sessions, officers would move to Stage Two.

5.2 Stage Two

All schools assessed against the range of factors outlined in 5.3 - 5.8.

January - March 2019

5.3 Educational factors

Of paramount importance, both legally and for families and communities is the educational rationale. This has to be clearly articulated and be based upon evidence such as:

- 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

5.4 School Roll factors

- Trends in the school roll over four years and projections
- Patterns over the four years of P1- 4
- Pre-school figures

5.5 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 X Network was being assessed, there are opportunities within a settlement to relocate the public library into the school premises. This would reduce the overall capacity of the school, and release a council asset and improve 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

- Proposed housing developments
- Transport considerations
- Impact of school changes on the community
- 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

5.6 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

5.7 Rural Sustainability and Development factors

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

5.8 Staffing Arrangement factors

Within ECS, 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.

Officers are working on proposals which could result in changes to the current staffing formula and/or the introduction of cluster management arrangements. An example would be one head teacher leading and managing two or more schools within a cluster. 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.

5.9 Stage Three

- Return to committee with recommendation of which a proposed timeline of areas/clusters to review

March 2019

5.10 Stage Four

- Complete the place-based review and return to committee with further recommendations

Statements of factors and place-based review will be completed exploring all options which seek to make existing education provision sustainable with the school and wider community. However, if there are no appropriate solutions; the consultation process will continue with closure or merger of schools being an option for the achievement of educational benefit.

The recommendations of such assessment could be, as described in Appendix 4:

- 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

- 5 Use of building for another purpose,
- 6 Rezoning
- 7 Mothballing – see section 2.2
- 8 Replacement/ Merger of schools
- 9 Closure

5.11 Continuation of current targeted approach

In addition, work to the proposals the LE Team would continue with the following projects which could deliver a reduction in the estate.

- Fraserburgh solution
- Peterhead Primary Solution
along with
- Ellon Corridor (assessment underway)
- Strachan School (community engagement commenced August 2018)

5.12 Through working with Orkney Islands Council on the 'Sustaining the Islands' project, radical thinking has been explored. Networks of Schools can be seen as campuses within their own right. Educational benefit for smaller rural schools could be delivered by pupils being educated within a larger host school for a part of the working week. This would see pupils having greater opportunities with larger peer groups and a wider range of facilities, thus sustaining and safeguarding rural schools.

APPENDIX 1

BUILDING BETTER SCHOOLS: INVESTING IN SCOTLAND'S FUTURE

VISION

“Our vision is for schools which signal the high value we place on learning; which people and communities can enjoy using and can be proud of; which are well designed, maintained and managed; for which encourage continuous engagement with learning; which are far more than just ‘educational establishments’ whose quality of environment supports an accessible range of services and opportunities and which enrich the communities they serve and the lives of learners and families.”

ASPIRATIONS FOR THE SCHOOL ESTATE

- All children and young people will be educated in, and community users will use, schools that are ‘fit for purpose’ in terms of condition, suitability and sufficiency;
- Schools are well-designed, accessible, inclusive learning environments that inspire and drive new thinking and change and which support the delivery of high quality educational experiences through *Curriculum for Excellence*;
- Schools are integral parts of the communities they serve, with pupils making use of community facilities and communities accessing school facilities;
- Schools accommodate and provide a range of services, activities and facilities that make a difference to people’s health and well being, to sustaining economic growth and to the strength and vibrancy of communities;
- A sustainable school estate whose design, construction and operation is environmentally and energy efficient; contributes directly to delivering the year-on-year reductions in greenhouse gas emissions introduced by the Climate Change (Scotland) Act 2009, which is resilient to the impact of climate change and which leads by example in matters of environmental performance;
- A school estate that is efficiently run and that delivers maximises value for money;
- A school estate which is flexible and responsive – both to changes in demand for school places and to learners’ and teachers’ requirements and wishes, and where the beneficial impact of change is maximised by thorough consultation and engagement with users and stakeholders.

GUIDING PRINCIPLES AND OBJECTIVES FOR FUTURE PLANNING AND ACTION

1. **Good consultation means better outcomes** – engaging with, consulting and involving all the potential users and interests helps to highlight expectations, identify the options and refine the objectives;
2. **Innovative design and change is better informed by experience** – improvements in school design will be accelerated by speeding up the rate at which lessons are learned from experiences, both locally and elsewhere;
3. **A more integrated, holistic and longer term approach to change** – taking an integrated, holistic view of the school – the buildings, the grounds, the fixtures, facilities, even the furniture – will result in better planning and design and deliver better outcomes;
4. **Schools whose conditions supports and enhances their functions** – a school in good condition – irrespective of age or design – signals to all the users (pupils, other learners and staff) that learning is a valued activity, and that the learning environment is a priority;

5. **More 'suitable' and 'inclusive' schools, better future-proofed for flexibility and adaptability** – schools should be fit for purpose: the design and layout should enhance their function and use; they should be 'inclusive' and accessible to those with disabilities; and they need to be able to 'flex' in response to future changes in the scale and nature of demand and usage, ICT and other technology and the changing ways in which education may be delivered;
6. **Schools which are 'greener', more sustainable and environmentally efficient** – school buildings will contribute to the statutory framework of annual targets for cuts in greenhouse gas emissions and lead by example in environmental performance;
7. **A well-managed school estate which represents and delivers best value** – it is to the collective benefit of everyone – learners, teachers, parents and taxpayers – and of every community, if the schools estate is efficiently and effectively managed;
8. **Schools which both drive and support effective learning and teaching – *Curriculum for Excellence*** – schools should be attention-grabbing, eye-opening, thought-provoking and empowering – inspiring and driving the approach to more effective learning and teaching which is *Curriculum for Excellence*;
9. **Schools which best serve their communities** – close engagement with communities and community interests and partners will better identify local needs and wishes and result in schools which offer a wider and more accessible range of public services, opportunities and facilities to complement those available elsewhere in the community.

APPENDIX 2

SUMMARY OF CONDITION AND SUITABILITY

PRIMARY SCHOOLS

School	Overall Suitability 2018	Overall Suitability 2017	Overall Condition 2018	Overall Condition 2017
Aberchirder	A	B	B	B
Aboyne	B	B	B	B
Alehousewells	B	B	B	B
Alford	A	A	A	A
Arduthie	C	C	B	B
Arnage	B	B	B	B
Auchenblae	B	B	B	B
Auchnagatt	B	B	B	B
Auchterellon	B	B	B	B
Auchterless	B	B	B	B
Ballater	C	C	B	B
Balmedie	B	B	B	B
Banchory	C	C	B	B
Banchory-Devenick	C	C	B	B
Banff	A	A	A	A
Barthol Chapel	B	B	B	B
Bervie	A	A	B	B
Boddam	C	C	B	B
Bracoden	C	C	B	B
Braemar	C	C	B	B
Buchanhaven	C	C	B	B
Burnhaven	C	C	B	B
Cairney	B	B	B	B
Catterline	B	B	B	B
Chapel of Garioch	C	C	B	B
Clatt	C	C	B	B
Clerkhill	B	B	B	B
Cluny	B	B	B	B
Craigievar	C	C	B	B
Crathes	C	C	B	B
Crathie	C	C	B	B
Crimond	B	B	B	B
Crombie	C	C	B	B
Crudie	B	B	B	B
Cultercullen	B	B	B	B
Dales Park	C	C	B	B
Daviot	C	C	B	B
Drumblade	B	B	B	B
Drumoak	A	A	A	A
Dunecht	B	B	B	B
Dunnottar	C	C	B	B

Durriss	C	C	B	B
Easterfield	C	C	B	B
Echt	B	B	B	B
Ellon	B	B	B	B
Elrick	B	B	B	B
Fetterangus	C	C	B	B
Fettercairn	B	B	B	B
Fintry	B	B	B	B
Finzean	B	B	B	B
Fisherford	B	B	B	B
Fishermoss	B	B	B	B
Fordyce	B	B	B	B
Forgue	C	C	B	B
Foveran	B	B	B	B
Fraserburgh North	C	C	B	B
Fraserburgh South Park	B	B	B	B
Fyvie	B	B	B	B
Gartly	C	C	B	B
Glass	C	C	B	B
Glenbervie	C	C	B	B
Gordon	B	B	B	B
Gourdon	C	C	B	B
Hatton (Cruden)	B	B	B	B
Hatton (Fintray)	C	C	B	B
Hill of Banchory	A	A	A	A
Hillside	A	A	A	A
Insch	C	C	B	B
Inverallochy	B	B	B	B
Johnshaven	B	B	B	B
Keig	B	B	B	B
Keithhall	B	B	B	B
Kellands	B	B	B	B
Kemnay	B	B	B	B
Kennethmont	B	B	B	B
Kincardine O'Neil	C	C	B	B
Kinellar	A	C	A	B
King Edward	A	A	B	B
Kininmonth	B	B	B	B
Kinneff	C	C	B	B
Kintore	A	A	A	A
Lairhillock	A	A	A	A
Largue	B	C	B	B
Laurencekirk	A	A	B	B
Lochpots	B	B	B	B
Logie Coldstone	B	B	B	B
Logie Durno	C	C	B	B
Longhaven	B	B	B	B
Longside	A	A	A	A

Lumphanan	C	C	B	B
Lumsden	C	C	B	B
Luthermuir	B	B	B	B
Macduff	B	B	B	B
Marykirk	B	B	B	B
Maud	B	B	B	B
Meethill	B	B	B	B
Meiklemill	B	B	B	B
Meldrum	A	A	A	A
Methlick	B	B	B	B
Midmar	B	B	B	B
Midmill	A	A	A	A
Mill O'Forest	A	A	B	B
Mintlaw	C	C	B	B
Monquhitter	B	B	B	B
Monymusk	B	B	B	B
New Deer	B	B	C	C
New Machar	B	B	B	B
New Pitsligo & St John's	B	B	B	B
Newburgh Mathers	B	B	B	B
Newtonhill	A	A	B	B
Old Rayne	C	C	B	B
Ordiquhill	C	C	B	B
Oyne	C	C	B	B
Peterhead Central	C	C	B	B
Pitfour	B	B	B	B
Pitmedden	B	B	B	B
Port Elphinstone	B	B	B	B
Port Erroll	B	B	A	A
Portlethen	B	B	B	B
Portsoy	B	B	B	B
Premnay	B	B	B	B
Rathen	C	C	B	B
Rayne North	B	B	B	B
Redmyre	B	B	B	B
Rhynie	B	B	B	B
Rosehearty	A	A	A	A
Rothienorman	A	A	A	A
Sandhaven	C	C	B	B
Skene	B	B	B	B
Slains	C	C	B	B
St Andrew's	B	B	B	B
St Combs	B	B	B	B
St Cyrus	B	B	B	B
St Fergus	C	C	B	B
Strachan	C	C	B	B
Strathburn	A	A	A	A
Strathdon	C	C	B	B

Strichen	B	B	B	B
Stuartfield	C	C	B	B
Tarland	B	B	B	B
Tarves	B	B	B	B
Tipperty	B	B	B	B
Torphins	B	B	B	B
Tough	B	B	B	B
Towie	B	B	B	B
Tullynessle	B	B	B	B
Turriff Primary	A		A	
Tyrie	C	C	B	B
Udny Green	B	B	B	B
Uryside	A		A	
Westhill	B	B	B	B
Whitehills	C	C	B	B

SECONDARY SCHOOLS

School	Overall Suitability 2018	Overall Suitability 2017	Overall Condition 2018	Overall Condition 2017
Aboyne Academy	C	C	B	B
Alford Academy	A	A	A	A
Banchory Academy	C	C	B	B
Banff Academy	A	A	B	B
Ellon Academy	A	A	A	A
Fraserburgh Academy	B	B	B	B
Inverurie Academy	C	C	C	C
Kemnay Academy	A	A	B	B
Mackie Academy	B	B	B	B
Mearns Academy	A	A	A	A
Meldrum Academy	A	A	A	A
Mintlaw Academy	B	B	B	B
Peterhead Academy	C	C	C	C
Portlethen Academy	A	A	A	A
The Gordon Schools	B	B	B	B
Turriff Academy	B	B	B	B
Westhill Academy	B	B	B	B

SPECIAL SCHOOLS

School	Overall Suitability 2018	Overall Suitability 2017	Overall Condition 2018	Overall Condition 2017
Anna Ritchie School	B	B	B	B
Carronhill School	B	B	B	B
St Andrew's School	B	B	B	B
Westfield School	A	B	B	B

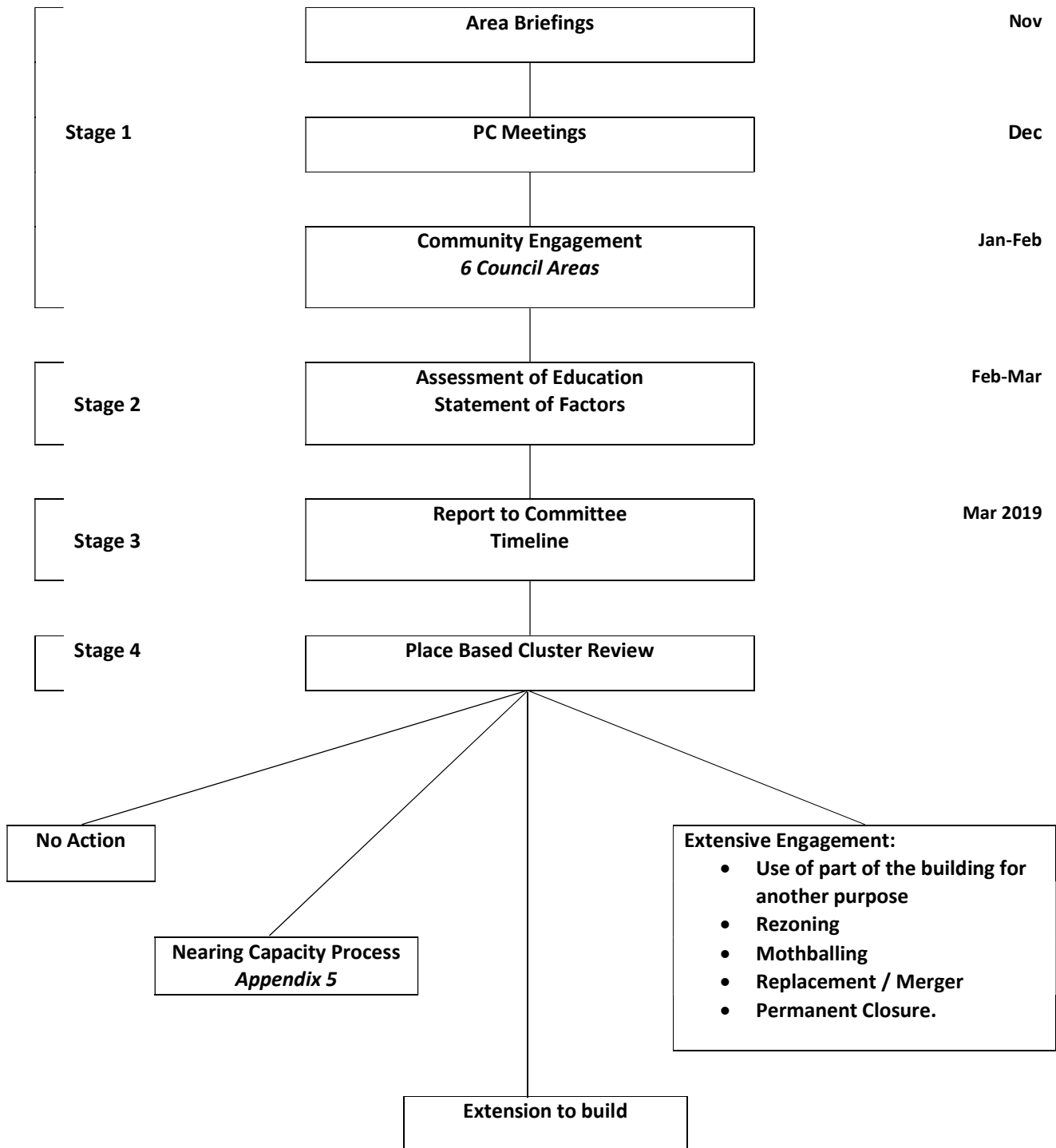
APPENDIX 3

GEOGRAPHICAL CLASSIFICATION OF PRIMARY SCHOOLS AS ADOPTED BY THE SCOTTISH GOVERNMENT

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

<p>“Accessible Rural Areas” (settlements of less than 3,000 and within 30 mins drive of a settlement of 10,000 or more)</p>	<p>Auchenblae School Auchterless School Balmedie School Banchory-Devenick School Barthol Chapel School Bervie School Boddam School Bracoden School Catterline School Chapel Of Garioch School Cluny School Crathes School Crimond School Crudie School Cultercullen School Daviot School Drumoak School Dunecht School Durris School Echt School Fetterangus School Fettercairn School Fisherford School Foveran School Fyvie School Glenbervie School Gourdon School</p>	<p>Hatton (Cruden) School Hatton (Fintray) School Insch School Inverallochy School Johnshaven School Keithhall School Kinellar School Kininmonth School Kinneff School Lairhillock School Laurencekirk School Logie Durno School Longhaven School Longside School Luthermuir School Marykirk School Maud Primary School Mearns Academy Meldrum Academy Meldrum School Methlick School Midmar School Mintlaw Academy Mintlaw Primary School Monymusk School New Deer School</p>	<p>New Machar School New Pitsligo & St John's School Old Rayne School Oyne School Pitfour School Pitmedden School Port Erroll School Premnay School Rathen School Rayne North School Redmyre School Rosehearty School Rothienorman School Sandhaven School Skene School Slains School St Combs School St Cyrus School St Fergus School Strichen School Stuartfield School Tarves School Tough School Tyrie School Udny Green School</p>
<p>“Remote Rural Areas” (settlements of less than 3,000, <u>not</u> within 30 mins drive of a settlement of 10,000 or more)</p>	<p>Aberchirder School Aboyne Academy Aboyne Primary School Alford Academy Alford Primary School Arnage School Auchnagatt 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</p>	<p>Kincardine O'Neil School King Edward School Largue School Logie Coldstone School Lumphanan School Lumsden School Monquhitter School Newburgh Mathers School Ordiquhill School Portsoy School Rhynie School Strachan School Tarland School Tipperty School Torphins School Towie School Tullynessle School Whitehills School</p>	
<p>“Very Remote Rural Areas” (settlements of less than 3,000 people, <u>not</u> within a 60 mins drive of a settlement of 10,000 or more)</p>	<p>Ballater School Braemar School Crathie School Strathdon School</p>		

FLOWCHART SHARING
PROCESS



APPENDIX 5

