



REPORT TO EDUCATION & CHILDREN'S SERVICES COMMITTEE – 21 MARCH 2019

LONGHAVEN SCHOOL UPDATE

1 Recommendations

The Committee is recommended to:

- 1.1 Note the updated information for Longhaven School.**
- 1.2 Agree to receive a further report following the start of the 2019-20 academic session.**

2 Background / Discussion

- 2.1 At the Education & Children's Services Committee meeting of 11 October, 2018, members were updated on the Service's decision to temporarily 'mothball' Longhaven School.
- 2.2 Officers committed to resume the recruitment process for a head teacher at Longhaven School if there were applications for pupils to join the school either through the Primary 1 admission process or through the submission of placing requests. Press releases were issued in January, 2019, to inform families that applications could be made for pupils to join the school.
- 2.3 The Primary 1 admission period for all Aberdeenshire schools took place in the week commencing 14 January, 2019. No applications were received, and from the NHS data held by the Service, all children known to be living in the area have applied to attend other schools.
- 2.4 The deadline for submitting placing requests for August, 2019, is 15 March, 2019. At the point of writing, there have been no applications received for pupils wishing to attend Longhaven School.
- 2.5 As there continue to be no pupils expected on the roll of Longhaven School, a decision has been taken by the Service to mothball the school for a further academic session from August, 2019.
- 2.6 The Head of Finance and Monitoring Officer within Business Services have been consulted in the preparation of this report and had no comments to make. 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.3.4 of the List of Committee Powers in Part 2A of the Scheme of Governance as it relates to the functions of the Council under the Education (Scotland) Acts.

4 Implications and Risk

- 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 of this report. The following impact has been identified which can be mitigated as described:-
- Pupils will be unable to attend their zoned / current school. Transportation will be available to pupils affected by the current situation at Longhaven School.
- 4.2 There are no staffing and financial implications arising from this report.
- 4.3 The following Risks have been identified as relevant to this matter on a Strategic Level 'Developing Excellence and Equality'. The Council faces challenges regarding the inability to recruit the full complement of teachers. <http://www.aberdeenshire.gov.uk/media/21265/directorate-risks.pdf>

Laurence Findlay
Director of Education & Children's Services

Report prepared by Rachael Goldring – Learning Estates Team Leader
March 2019

APPENDIX 1

EQUALITY IMPACT ASSESSMENT

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions).	
Service	Education & Children’s Services
Section	Learning Estates
Title of the activity etc.	Longhaven School Update
Aims of the activity	To note the continued mothballing of Longhaven School and instruct the director of Education & Children’s Services Committee to provide a further report during the 19/20 academic session.
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).	School Roll Forecasts School Capacity Information Placing Request Information Housing Land Audit Data Recruitment Information.
Internal consultation with staff and other services affected.	Discussions with appropriate internal officers. Discussions with colleagues in Infrastructure Services and Business Services.
External consultation (partner organisations, community groups, and councils).	Discussions with parents of existing Longhaven pupils and with prospective parents of pupils for 2018/19 session. Engagement with local elected members for Peterhead South & Cruden. Press release encouraging applications for 2019/20 session
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).	Placing request data, NHS data regarding number of pre-school pupils

Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	School roll statistics can be subject to variance. Details of any new families who may have moved into area

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	Measures:	Timescale:
	NHS CHI data in July will identify all pupils living within catchment	July – August 2019

the action plan at the back of this form.				
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	
Race – (includes Gypsy Travellers)			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	

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 and/or negative impacts on those with protected characteristics you have highlighted above. Detail the impacts and describe those affected.	Young people – improved access to the totality of the curriculum in appropriate facilities. Wider range of peers for pupils to interact with.	Young people – pupils will not be able to attend their zoned / current school which could increase travel times for pupils

Stage 7: Have any of the affected groups been consulted?

<p>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>	<p>Meetings were held between officers and parents in March 2018 at Longhaven School to discuss the situation and consult them on their views and options available. The remaining pupils were successfully placed at alternative schools in the Peterhead cluster whilst the post of head teacher was re-advertised. Further meetings were held with elected members and parents during September 2018 to update on the current situation.</p>
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Stage 8: What mitigating steps will be taken to remove or reduce negative impacts?

<p>These should be included in any action plan at the back of this form.</p>	<p>Mitigating Steps</p>	<p>Timescale</p>
	<p>Transportation will be made available for pupils attending a different school due to the current situation at Longhaven School</p>	<p>April 2018 - ongoing</p>

Stage 9: What steps can be taken to promote good relations between various groups?

<p>These should be included in the action plan.</p>	<p>Ongoing engagement/discussions with parents of pupils, and staff members affected by the situation and ongoing discussions with elected members at regular stages as deemed appropriate.</p>
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Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?

Discussions/Meetings with Parents, Parent Council and Elected Members. Discussions as the situation arose and ongoing engagement with all persons affected has allowed for the process to be as accessible as possible.

Stage 11: What equality monitoring arrangements will be put in place?

<p>These should be included in any action plan (for example customer satisfaction questionnaires).</p>	<p>The situation is currently being monitored by officers within Education & Children’s Services. An update on the situation will be provided to Education & Children’s Services Committee in during the 19/20 academic session</p>
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Stage 12: What is the outcome of the Assessment?

<p>Please complete the appropriate box/boxes</p>	<p>1</p>	<p>No negative impacts have been identified –please explain.</p>
	<p>2</p>	<p>Negative Impacts have been identified, these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen.</p>
	<p>Pupils will no longer be able to attend their zoned / current school. Transportation will be available to pupils affected by the current situation at Longhaven School.</p>	

	3	The activity will have negative impacts which cannot be mitigated fully – please explain. * Please fill in Stage 13 if this option is chosen

* Stage 13: Set out the justification that the activity can and should go ahead despite the negative impact.

The situation arose due to recruitment challenges. The Council advertised the position of head teacher repeatedly and was unable to appoint. Education & Children’s Services have a duty to provide an education to the pupils affected. The existing pupils have successfully been placed at alternative schools in the Peterhead Cluster. The situation will be monitored by officers and an update will be provided to Education & Children’s Services committee when appropriate.

Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team	Education & Children’s Services	
	2) Title of Policy/Activity	Longhaven School	
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Rachael Goldring Position: Learning Estates Team Leader Date: 17 April 2018 Signature:	Name: Rachael Goldring Position: Learning Estates Team Leader Date: 12 February 2019 Signature:
		Name: Rachael Goldring Position: Learning Estates Team Leader Date: 02 October 2018 Signature:	Name: Position: Date: Signature:
	4) Consultation with Service Manager	Name: Date:	
	5) Authorisation by Director or Head of Service	Name: Vincent Docherty Position: Head of Education Date:	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@abdnshire	Date:
(Equalities team to complete) Has the completed form been published on the website? YES/NO		Date:

Action Plan					
Action	Start	Complete	Lead Officer	Expected Outcome	Resource Implications
Discussion with parents and Local Elected Members	22 March 2018	Ongoing	Vincent Docherty	To have continuous dialogue with parents and Elected Members, and discuss options available and keep all affected informed.	Staff time
Staff Engagement	Ongoing	Ongoing	Maxine Booth	To provide opportunities for staff to be engaged in the process and to provide support for staff throughout.	Staff time
Report to ECS Committee	May 2018	Complete	Maxine Booth	To note the current situation at Longhaven School and to keep the ECS Committee informed with future reports as appropriate.	Staff time
Discussion with parents and Local Elected Members	Sept 2018	Complete	Maxine Booth	To update parents and Elected Members on the outcome of the HT interviews	Staff time
Attend E&CS Committee	October 2018	Complete	Maxine Booth	To instruct E&CS Committee to note the Mothballing of Longhaven School and instruct the director to provide an update in 2019	Staff time
2019/20 Admission period	January 2019	March 2019	Maxine Booth	To encourage applications from prospective families to attend Longhaven School	Staff time

Report to ECS Committee	March 2019	Ongoing	Maxine Booth	To update E&CS Committee on the requirement to mothball Longhaven School for a further session.	Staff time
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