
To: Education and Children Policy Board

On: 21 January 2016

Report by: Director of Children's Services

Heading: Response to the proposal to relocate Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School

1. Summary

- 1.1 On 14 May 2015 the education and children policy board agreed to a formal consultation on the proposal to relocate Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School on the site of the existing establishments.
 - 1.2 In accordance with the Schools (Consultation) (Scotland) Act 2010 a formal consultation on the proposal was undertaken and a consultation document was prepared and issued simultaneously to parents and interested parties affected by the proposal.
 - 1.3 The consultation formally opened on 9 June 2015 and closed at 12 noon on 10 September 2015.
 - 1.4 The purpose of this report is to provide the education and children policy board with recommendations which recognise the issues raised and comments made in the course of the consultation exercise. A report on the issues raised and a consideration of these is included as appendix 1 to this document.
 - 1.5 Responses to the consultation were positive and supportive and details of such responses are contained within appendix 1 to this report.
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2. Recommendations

- 2.1 The education and children policy board is asked to:
 - note the issues raised through the formal consultation detailed in appendix 1;
 - note the comments made by Education Scotland in relation to the educational benefits of the proposal detailed in appendix 4;

- approve the relocation of Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School on the site of the existing establishments;
 - approve the development of detailed project proposals, including project design, fully developed project costing, financial assessment and funding approach for the construction of the new campus; and
 - note that the new facility will be delivered by the Council's property services section, augmented by external consultants as required.
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3. Background

- 3.1 As part of Renfrewshire Council's approach to school estate management a schools' project team, including officers from various council services, continually assesses the performance of the school estate.
 - 3.2 The project team identified that the condition and sufficiency of a number of primary schools and pre 5 centres present significant challenges for the Council at this time.
 - 3.3 A focussed review of the primary and pre 5 estates was therefore undertaken to inform the service's School Estate Management Plan (SEMP) which was approved by the education policy board in May 2014.
 - 3.4 As part of this ongoing development the education and children policy board agreed to a formal consultation on the proposal to relocate Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School on the site of the existing establishments in May 2015.
 - 3.5 Elected members agreed a consultation document which was subsequently issued to parents and interested parties affected by the proposal. A copy of the consultation document is attached to this report as appendix 2.
 - 3.6 The consultation formally opened on 9 June 2015 and closed at 12 noon on 10 September 2015.
 - 3.7 Responses to the consultation were positive and supportive and details of such responses are contained within appendix 1 to this report.
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4. Consultation

- 4.1. Following agreement to consult on the proposal to relocate Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School on the site of the existing establishments a consultation document was issued to parents and interested parties affected by the proposal.
- 4.2. The consultation document invited members of the public to respond to the proposal either through contributions to a public consultation meeting or by written submissions in hard copy or email to the director of children's services. Interested parties also had the opportunity to take part in the consultation through the Council's online survey.
- 4.3. A public meeting was held with parents and members of the public as part of the consultation process on 9 June 2015.

- 4.4. A presentation was made by officers from children's services. The presentation outlined the background to the proposal, highlighting the impact this would have on the school, pre 5 and adult learning communities.
- 4.5. Those in attendance at the public meeting were invited to raise questions and notes of the questions asked and the answers provided by education officers were published on the Council's website.
- 4.6. A report on written responses received and comments made through the Council's online survey is attached as appendix 1 to this report.

5. Comments and observations arising from the consultation

- 5.1. During the course of the consultation, questions were raised regarding how the council would progress this proposal. Appendix 1 to this document, "Response to the proposal to relocate Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School on the site of the existing establishments" details the questions asked and the responses provided.
- 5.2. Education Scotland have been consulted on the proposal in accordance with the Schools (Consultation) (Scotland) Act 2010. The response received from Education Scotland was supportive of the Council's proposal and is attached to this document as appendix 4. A summary of this finding is noted below:
 - 5.2.1. HM Inspectors found that the council has set out its case and summarised clearly the educational benefits of the proposal. It has shown how the proposal will improve the learning environment and learners' experiences for children at Foxlea Pre-Five Centre and St Paul's Primary School, along with users of the Community Learning Centre. The new building will provide accommodation which is more suitable to delivering Curriculum for Excellence. In taking the proposal to the next stage, the council should clarify timescales and address concerns over the safe management of traffic. It should communicate clearly with stakeholders and provide detailed plans and updated information at regular intervals in order to manage the transition phase successfully.
 - 5.2.2. Renfrewshire Council welcomes the comments made by Education Scotland and will adopt the consultative approach successfully used to progress previous new build projects. This approach ensures that the design of the building is informed by the views of all stakeholders.

Implications of this report

1. Financial Implications

The total capital investment for this project is £7.946m.

The revenue implications of this proposal will be developed as the project progresses however, it is envisaged that all costs will be contained within existing revenue resources.

2. HR and Organisational Development Implications

Community Resources will consider the deployment of their staff who currently operate over 2 facilities. Similarly, Corporate Business Support will determine the deployment of their staff as appropriate.

3. Community Plan/Council Plan Implications

Children and Young People	· An improved school environment supports learning and achievement.
Community Care, Health and Well-being	· An improved school environment supports health and wellbeing.
Greener	· Sustainable approaches to ensuring high quality assets will be developed.

4. Legal Implications

This proposal adheres to the procedures required to take forward any proposal in terms of the Schools (Consultation) (Scotland) Act 2010.

5. Property/Assets Implications

This proposal aims to deliver a shared campus designed to provide sustainable accommodation that is fit for education in the 21st century.

An area of the land on which the existing establishments currently stand may be surplus to requirement further to the demolition of the School and Pre 5 and Community Learning Centre buildings. Any such area is therefore referred to the director of development and housing services for further consideration and to be disposed of if it is not required for council purposes.

6. Information Technology Implications

None.

7. Equality and Human Rights Implications

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. An equalities impact assessment is attached as appendix 3 to this report.

8. Health and Safety Implications

None.

9. Procurement Implications

The procurement model for the delivery of this project is being developed by corporate procurement and finance and resources. The new facility will be delivered by the Council's property services section, augmented by external consultants as required, and a main contractor will be appointed through a competitive tender process.

10. Risk Implications

None.

11. Privacy Impact

None.

List of Background Papers

- (a) Background Paper 1: Consultation Proposal for the Development of the School Estate Management Plan (SEMP) 2013
- (b) Background Paper 2: Report on the consultation to develop the School Estate Management Plan (SEMP) and proposals to address the property challenges in the primary and pre 5 estate.
- (c) Background Paper 3: Proposal to consult on: The relocation of Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School.

The foregoing background papers will be retained within ELS for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Ian Thomson, education manager (resources). 0141 618 7241, ian.thomson@renfrewshire.gov.uk

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17 November 2015

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Response to the proposal to relocate Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School

1. Consultation Process

- 1.1. Following agreement to consult on the proposal to relocate Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School on the site of the existing establishments a consultation document was issued to all interested parties.
- 1.2. A consultation meeting was held with parents and members of the public and meetings were also held with staff from the affected schools.
- 1.3. The consultation formally opened on 9 June 2015 and closed at 12 noon on 10 September 2015.
- 1.4. Copies of the consultation document were issued to parents of every pupil in attendance at St Paul's Primary School and Foxlea Pre 5 Centre and to all parent council groups. Copies of the document were also distributed to local libraries and a copy was placed on the Council website. An advert to notify the public of the consultation meeting was also placed in the local press. In addition the consultation document was issued to council officers, local elected members, MSPs and MPs for the Renfrewshire area and Education Scotland.
- 1.5. All formal responses submitted as part of the consultation exercise have been retained and can be viewed on request to the director of education and leisure services.

2. The Consultation

- 2.1. A number of written responses were received from interested parties registering their comments on the proposal. The following is a breakdown of written responses received:

Category	Number of Responses	Type of Response
Parents	1	e-mail
Parents	7	on-line survey
Staff	4	
Pupils	2	Summarised list of observations made by the pupil body of both establishments
Renfrewshire Council employee	2	on-line survey

- 2.2. The public meeting was held in St Paul's Primary School on 9 June 2015 and was attended by 28 members of the public.

- 2.3. Arrangements were also made to consult directly with the staff of both schools.
- 2.4. A note of the public meeting was taken and can be obtained by request to the director of children's services and can be viewed on the Council website at www.renfrewshire.gov.uk/haveyoursay

3. Analysis of key issues raised during the consultation

- 3.1. 16 responses were received.
- 3.2. 15 responses (93.75%) were supportive of the proposal and 1 (6.25%) response suggested that there was not enough information given to explain the rationale for the proposal.

4. Response to key issues raised during the consultation

4.1. Questions, comments and responses from public consultation meeting

Q: Are there any plans that can be looked at?

R: At this point the Council has conducted feasibility studies to ensure that the new building can be accommodated within the combined sites. If approval to proceed is secured a consultative design process would be adopted to ensure that a wide breadth of comment (from parents, pupils, partner agencies and all other interested parties) informs the design of the new shared campus.

Q: Will the school be accessible during construction?

R: The school will remain operational during construction however parents should be reassured that disruption management plans form an integral part of the programming process for any major developments and the health and wellbeing of all service users is central to such plans.

Q: How will the decant of Foxlea impact on the operation of the school?

R: Foxlea will occupy the surplus areas within the school. Working with the head teacher and heads of centre the project team will assess the best possible solution for all users during the interim phase.

Q: Will this result in composite classes?

R: Composite classes arise as a result of class configuration arrangements based on pupil numbers at particular stages of the school. The construction of the new building does not in itself generate composite classes. There is surplus space in the school which will allow for a temporary decant arrangement involving all three establishments.

C: It's unfortunate that pupils at the upper end of the school will be disrupted when they won't get the benefit of the new building.

R: Arrangements have been made on previous projects for pupils to be invited back to the school to see the new building; this can be arranged if appropriate.

Q: How will groups using the school in the evenings and weekends be affected?

R: It is an established protocol for lets to be suspended during the construction phase of new build and refurbishment projects; minimising out of hours access mitigates against the risk of harm coming to users of the building. On delivery of the new building we would expect that all lettees wishing to return to the shared campus would have the opportunity to do so.

Q: How will the community learning centre be segregated from the school and pre 5 centre?

R: Appropriate segregation will be designed into any temporary decant facility and the new building.

Q: What impact will the development of brown sites have on the role projections?

R: The Council's land register highlights all approved housing developments. No developments have been identified which would impact on this proposal.

Q: How will demolition be managed?

R: Demolition of the existing establishments would be managed through the project programme on a phased basis. As the new shared campus would be built were the existing Foxlea building stands, the Foxlea building would be demolished immediately after the users of the centre were transferred to the surplus accommodation in St Paul's. After the completion of the new building, all users would transfer into it and the existing St Paul's building would be demolished. During construction effort is made to identify any individuals who may be potentially adversely affected in order that alternative arrangements can be considered in advance of any works to mitigate any risk to any individual or group. Traffic management schemes are also considered to ensure the movement of vehicles does not create any hazard and the construction site is fenced off from the operational school areas. Additionally, special attention is made to the management of impacts from noise and dust and the Council's procurement procedures ensure that the contractor is mindful of the neighbours of the schools; requiring communication strategies that ensure neighbours are made aware of significant aspects of construction which may impact on them.

4.2. Questions, comments and responses from written submissions

Q: My son is in primary 5 in the CDU unit at St Pauls. He started school at West Primary school, where we found he just could not cope with the pace of work and the sheer size of the school. The school struggled to meet his needs even with the help of Out-Reach and we applied for a place in one of the 2 Renfrewshire units in December 2012. In January 2013 he started in the unit at St Pauls and to say it changed our lives is an understatement! The dedication of all the staff is first class. Going into the school is a pleasure. I have never doubted the decision that we made. I attended the meeting in St Pauls regarding the proposal for the new build and at no time was the unit mentioned (I never asked either and should have). I am very much in favour of the build, but was hoping you could give me some information regarding the unit, if and how it will be incorporated into the new building.

R: The needs of all learners will be considered as part of the design process and the views of parents and carers of pupils attending the Communication Disorder Unit at St Paul's are welcomed. Opportunities for parents or carers to discuss their concerns can be arranged by contacting the head teacher of the school.

4.3. Questions, comments and responses from the Council's online questionnaire which asked contributors to comment on why they were supportive or against the proposal.

C: The current building is not fit for educational purpose the way we now understand how children should learn and the huge significance of the environment on learning.

C: The children, parents and staff of both the pre-five, primary and learning centre provide valuable services to the people of Foxbar and they deserve this new fresh dynamic building, to learn all the life skills they require in at each stage of their journey.

C: Any new build for the above services will benefit the Community.

C: New builds have been very successful in other areas.

C: The current condition of building is unsatisfactory. Leaking roof, too many levels for disabled access and inappropriate traffic management. (to name a few).

R: This proposal would address the condition concerns intimated above and would provide a building which was fully compliant with the provisions of the Equality Act (2010).

C: We have made the best use of the additional space. However, a better design of building to meet the curricular and learning needs of our children would be of benefit.

C: The nursery in our building may improve transition and the quality of pre-5 provision.

R: Renfrewshire Council believes that the co-location proposal would provide enhanced opportunities for cross establishment peer observations which will support transition.

- C: The school is in much need of a face lift and modern facilities for the kids.
- C: Would attract more parents to consider the school for their children.
- C: At present concerns over building safety being no alternative escape door in top 2 tower classrooms!! Playground facilities at present very poor/ unsafe - pick-up/drop off by car access unsafe.
- R: It is acknowledged that the current St Paul's Primary School building has limitations that will be improved upon if a new school is built but parents and members of the public should be reassured that the health and wellbeing of all users of the existing building is in no way compromised and that appropriate management systems are in place to ensure that all users are safe at all time when using the building.
- C: I don't believe as parents we have received enough information as to why the need for a new build. The report says the school is too big but this is one of the things that 'sold' the school to me the space and varying areas dedicated to ICT, music etc. I fear a new school will be smaller and lose out on these special features it currently has.
- R: Every effort has been made to explain the rationale for this proposal but arrangements for further discussion / information sharing can be organised for any parent or interested party requiring further information. In the broadest sense, the size of a new school is determined by the number of pupils attending and the demands of the curriculum. The Council's project team is a professional body of officers experienced in design development for schools and its research is informed by national and international thinking in terms of modern flexible learning spaces. Evaluation of recently designed facilities is undertaken and best practice considered when determining the best design approach for our school buildings.
- C: I worry about the upheaval to the children whilst this work is getting under way. My child is only in primary one and I feel it could be unsettling for him when he is already unsettled due to not having a permanent teacher at the moment. Will the children have to be moved to temporary classrooms, will the playground be safe for them etc..
- R: Disruption management plans form an integral part of the programming process for any major development and the health and wellbeing of all service users is central to such plans. Every effort is made to identify any individuals who may be potentially adversely affected during the construction phase of a project in order that alternative arrangements can be considered in advance of any works to mitigate any risk to any individual or group. Pupils will not be transferred to temporary classrooms as the existing building will remain operational for the duration of the construction phase and as the new school would be built within the existing curtilage of both facilities there would be adjustments made to the play areas but appropriate segregation would be in place to ensure that all pupils had the opportunity to play in a safe area.
- C: A lot of unanswered questions which is no good when we are talking about the education and welfare of children.
- R: Every effort has been made to explain the rationale for this proposal but arrangements for further discussion / information sharing can be organised for any parent or interested party requiring further information.
- C: A Purpose built Nursery will benefit the children and staff will be able to meet their needs.
- C: The old building is outdated and not practical. A great deal of resources are required.
- C: New community facilities. New build school, current school is showing serious signs of ageing. Substantial money required just to bring it up to an acceptable condition and then more money required to make it a fit school for the 21st century.

- C: Better educational environment for pre-schoolers
 - C: Easier for parent/carers with 2+ siblings if all based within the same building.
 - C: There will be overall improvements for children/staff/parents.
 - C: There will be better access to toilets for all children and access to the outdoor area.
 - C: The building will improve security for children and staff.
 - C: Increased parking facilities and a traffic management system introduced for parents dropping off children.
 - C: There will be better access for parents with prams and space to store prams.
 - C: The new environment will improve and enhance learning. There will be greater opportunities to develop effective transitions with St Paul's. Resources and spaces can be shared. Adult learning will be available but have a separate entrance increase security. The building will be eco friendly and children, parents and staff will have a environment/workplace that meets all standards from care inspectorate. The needs of all children will be met through having appropriate spaces/ rooms e,g nurture support, physical play, small group work. The building will be fit for purpose and designed to enhance learning have an improved environment with better facilities and be on one level to increase access to children who have additional needs such as limited mobility.
 - C: The nursery will greatly benefit from a building which is fit for purpose, with better access to the outdoors, at present outdoors is only accessed by stairs.
 - C: The current building offers excellent facilities to the children but I worry that the third floor classrooms only have one emergency evacuation route should an emergency occur.
 - R: The health and well-being of all users of the existing St Paul's Primary School building is of paramount importance and the safety of individuals is not compromised as a result of occupying classrooms on the third level of the existing building. Emergency arrangements are risk assessed by the head teacher as part of the routine school evacuation procedures.
 - C: I have concerns on the nursery moving into the main school building during the construction period and the negative impact this will have on the current pupils of the school, especially those who will get no benefit from the new facilities. I feel that the current moves are already having a negative impact on pupils due to the facilities they have lost and the restrictions that have been put in place. I consider the current moves to be both unnecessary and previous given that the consultation period has not ended and that construction is not due to begin till September 2016.
 - R: Renfrewshire Council is sensitive to the potential impacts to learning during periods of construction and seeks to minimise such impacts through well considered disruption management plans informed by head teachers and their staff. With reference to the observation noted above, the Council has been unable to substantiate the assertion that pupils are being adversely affected by "restrictions" that have been put in place. In respect of "current moves", Renfrewshire Council adheres to the Schools (Consultation) (Scotland) Act 2010 Statutory Guidance when progressing any new build project requiring a formal consultation. The internal moves made at the school to date where undertaken during the summer break to ensure that no classes would be affected by a move mid-term; thereby minimising the disruption to learning for all pupils. This internal move in no way pre-empts or prejudices the outcome of the formal consultation; approval to proceed will be determined by the merits of the proposal presented to elected members in keeping with the legislative requirements of the Act.
- 4.4. Responses from pupils attending St Paul's Primary School. Pupils were consulted on the proposal to build a new school which would see the integration of Foxlea Pre 5 and

Community Learning Centre. 124 pupils took part in the consultation. 113 pupils were in favour of a new build and 11 pupils were against it. Pupils' views are noted below:

Yes: 113 Reasons for yes:

- it will be bigger and finer
- the school is old and it might fall down x 3
- people in wheelchairs/disabled people can get everywhere in the school x 6
- easier for disabled people to navigate
- easier for new people to navigate
- refreshed building with hardly any problems
- we think the school is getting too old
- less stairs x 4
- it will be nice and clean
- better sized classrooms
- more hygienic bathrooms
- because we're bored of the same things
- it will be good for the little ones
- it will have more space and a bigger playground
- there is not enough space for 180 people
- nice to have no classrooms
- a more efficient school
- better playground
- better school for better children
- it is very small and for people's health
- to be more modern
- school is old and needs upgraded

No: 11 Reasons for No:

- the school might have to get smaller when it is built
- this school has been here for years and its part of the history of St Paul's
- we don't want to move classroom
- it's good/like it the way it is x 3
- if there is a new building people could get lost
- because people think it is not going to be a school

Ideas for inside the school - Infants

- another ICT room x 3
- escalator x 2
- a bigger play area
- new school doors
- bigger/better classrooms x 2
- more space
- cookers
- rainbow room
- place to show work
- stage x 2
- quiet room
- spare classroom
- bigger cloakrooms x 2
- better toilets

- new gym hall x 4
- new library x 3
- new dinner hall (bigger, fancier) x 4
- cool tables and chairs
- colourful walls
- art
- more games
- lego
- play and wet rooms
- age appropriate books
- bigger soft play area x 3
- a show room for the stage
- swimming pool
- bigger stage
- more colourful and attractive
- bigger nursery
- more educational games
- bouncy castle

Ideas for inside the school - Upper

- lift/less stairs (also for people in wheelchairs) x 4
- bigger/new gym hall/ two gym halls (nicer and safer) x 7
- more equipment (e.g. PE, sports) x 5
- bigger/fancier/more classrooms x 8
- directions to places for visitors to go
- more books x 2
- more tech
- new art room x 2
- new hula hoops
- computer room/ICT x 2
- quiet room x 2
- spare classroom
- bigger cloakrooms x 2
- more water coolers
- bigger stage x 2
- new/better/extra chairs and tables x 2
- upgraded smartboards
- more games
- library
- bigger trays
- more automatic doors
- big/new soft play area x 2
- soft play area in playground
- show room for the stage
- more tables for dining hall
- colourful walls, not just white
- fans in the gym hall
- more sports
- swimming pool

Ideas for outside the school - Infants

- bigger football pitches x 4
- football nets
- a garden (bigger) x 3
- more monkey bars, slides x 2
- chute x 3
- zipwire
- swing set x 3
- assault course (bigger, better) x 7
- climbing frame x 4
- new toys (plus soft) x 4
- more grass (half and half; bigger; safety) x 3
- more equipment
- shortcut leading into big playground
- activity room
- sand pits
- seasaw
- tree house
- pencils/pots
- more fun things
- new container
- more games in container
- more benches x 2
- painted games and game table
- bike bars
- change the blue and red shelter
- on the wall a plaque of St Paul
- bigger/better container (of toys) x 3
- better/more bins
- new windows
- new smartboards
- little den
- more educational games
- bigger infant playground

Ideas for outside the school - Upper

- obstacle course x 2
- obstacle course for P4 –P7 x 2
- place to eat lunch outside
- a new gate
- repainted/new/bigger football pitch x 7
- astra turf football pitch with goals x 2
- bigger football goals
- small tennis net with painted lines
- basketball/volleyball/netball/American football outside x 2
- sports equipment
- climbing frame x 4
- chute
- grass (bigger) x 2
- tables and chairs

- shortcut leading into little playground
- outside classroom
- swings x 2
- monkey bars
- garden
- tree house
- toys like skipping ropes/balls x 2
- bigger/new playground x 3
- park table and chairs
- games
- bigger St Pauls Badge/Plaque??
- bigger container
- better bins

R: Renfrewshire Council welcomes input from all pupils and will give careful consideration to the points noted above. If the proposal to rebuild the school is approved by elected members the head teacher will ensure that pupils are informed of the rationale for what improvement suggestions can and cannot be accommodated within the design.

4.5. Responses from children attending Foxlea Pre 5 Centre. Children were consulted on the proposal to build a new school which would see the integration of Foxlea Pre 5 and Community Learning Centre. All children took part in the consultation and their views are noted below:

Children would like:

- to have a garden;
- things to climb on;
- a football park and castle;
- a chute and swing;
- signs and characters;
- a trampoline;
- a hiding den;
- trees;
- fish with a pond;
- a bird house;
- painting on walls;
- story corner/ cosy;
- numbers on wall;
- sand pit; and
- soft play.

R: Again Renfrewshire Council welcomes input from all children and will give careful consideration to the points noted above. If the proposal to rebuild the school is approved by elected members the head of centre will ensure that pupils are informed of the rationale for what improvement suggestions can and cannot be accommodated within the design.

THIS IS A CONSULTATION DOCUMENT

Proposal relating to: The relocation of Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School

1. Introduction

- 1.1 Renfrewshire Council's vision for its school estate is to promote learning and achievement, and to give our children and young people the opportunity to learn in the best possible environment.
- 1.2 The SEMP sits within the council's corporate asset management plan to ensure the most effective use of all council assets. The purpose of the SEMP is to set out a strategy to focus the resources available for new and redesigned school and pre 5 accommodation.
- 1.3 The SEMP is guided by Scottish Government's 9 principles for school estate management planning and the council's 4 objectives for the school estate in Renfrewshire:

Scottish Government Principles:

- 1. Good consultation to support better outcomes;
- 2. Innovative design and change informed by experience;
- 3. A more integrated, holistic and longer term approach to change;
- 4. Schools must be in a condition to support and enhance their functions;
- 5. Schools must be more suitable and inclusive, better future proofed for flexibility and adaptability;
- 6. Schools should be greener, more sustainable and environmentally efficient;
- 7. A well managed estate should represent and deliver best value;
- 8. Schools should drive and support effective learning and teaching; and
- 9. Schools should best serve their communities.

Council Objectives:

- 1. To provide the best educational experience for all learners in Renfrewshire;
 - 2. To satisfy the condition, sufficiency and suitability core facts;
 - 3. To retain services within communities where possible; and
 - 4. To provide environmentally and economically sustainable facilities with lower carbon footprints.
- 1.4 The council's SEMP aims to improve the fabric, efficiency and suitability of school buildings. To assist councils in making progress towards this objective a set of indicators referred to as 'core facts' are gathered on an annual basis. These core facts provide ratings with respect to a school's condition, sufficiency and suitability.
 - 1.5 Core facts ratings are as follows:

- A Good
- B Satisfactory
- C Poor
- D Bad

- 1.6 Through its school estate project team the council continually reviews the performance of the school estate in terms of these core fact findings.
- 1.7 This process recognised that the existing St Paul's Primary School building was not performing well for the school community as it was too big and while the condition of the building was "B" satisfactory, it was felt that it was beginning to show signs of deterioration.
- 1.8 The process identified that by integrating Foxlea Pre 5 and Community Learning Centre into the surplus accommodation within the school building the council could address the sufficiency challenges faced by the school.
- 1.9 It is also significant to note that this approach would reduce the number of property assets within the education estate, supporting the council's asset management strategy.
- 1.10 A programme to engage school communities and interested parties in the development of the SEMP was approved by elected members and further investigation of the property performance challenges facing these establishments concluded that:
 - the educational experience for all pupils, young children and adult learners could be improved if delivered in a new build St Paul's Primary School which was specifically designed to support education in the 21st century;
 - the sufficiency challenges facing St Paul's Primary School are such that the most appropriate, best value, approach would be to co-locate Foxlea Pre 5 and Community Learning Centre in a new build St Paul's Primary School;
 - a consultative approach, involving all stakeholders and service users, would deliver a new building which would enhance the educational experience for all pupils, young children and adult learners attending the School and Pre 5 and Community Learning Centre; and
 - The new building would be well designed; recognising current practice in energy management and statutory compliance and it would be sustainable with low carbon emissions.
- 1.11 In line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, this report seeks approval to consult on the proposal to relocate Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School.
- 1.12 The SEMP of May 2014 provided elected members with a programme which advised that the consultation for the relocation of Foxlea Pre 5 and Community Learning Centre to the fully refurbished and extended St Paul's Primary School building would be undertaken in November 2015. However, a review of the various options available for the council to consider has identified that the best value option, in this instance, is to relocate Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School at the site of the existing school and pre 5 and community learning centre.
- 1.13 Additionally, further assessment of the programme suggests that the project can be accelerated as detailed below.

1.14 Subject to approval by the education and children policy board to proceed with this proposal, the new building could be operational by January 2018. The proposed programme would be:

- Consultation commences June 2015
- Approval to proceed received January 2016
- Start of design phase January 2016
- Start of construction phase September 2016
- School operational January 2018
- Demolition of vacant facilities commencing June 2018

2. Rationale for change and project development

- 2.1 At the last school census date in September 2014 St Paul's Primary School had a capacity of 288 with a pupil roll of 162 meaning its sufficiency rating was poor (category C) and it was only 56.25% full.
- 2.2 In terms of planning accommodation for the future it is essential to consider not only the current pupil roll but the potential variances in the roll over a period of time.
- 2.3 The table below illustrates roll projections for Paul's Primary School over a 10 year period.

	Capacity	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
St Paul's Primary	288	162	156	155	157	153	152	156	148	151	154	154

- 2.4 The roll projection for St Paul's Primary School is fairly static over a 10 year period and a revised capacity of around 175 is recommended. The accommodation required for such a roll will be in keeping with government recommendations outlined in the guidance document "Determining Primary School Capacity".
- 2.5 In addition to the mainstream provision the St Paul's Primary School building will continue to accommodate an integrated additional support needs facility which requires bespoke facilities to support the individual needs of pupils which currently stands at 18.
- 2.6 Foxlea Pre 5 Centre accommodates an early years provision for 80 young children from zero to five years old. It operates between 8.00am and 6.00pm on a 52 week basis.
- 2.7 Foxlea Pre 5 Centre has a sufficiency rating of "A" and the building's condition is rated "B".
- 2.8 Foxlea Community Learning Centre is co-located in the same building as the pre 5 centre; providing services for adult learners and families from the local community. The facility comprises office accommodation; meeting spaces; an IT classroom and a shared crèche.
- 2.9 While the condition of both buildings is "B" satisfactory, it was felt that they were beginning to show signs of deterioration and that some form of positive intervention should be considered to improve the fabric of the buildings.

- 2.10 Through the SEMP development process officers identified three potential solutions to the sufficiency (C) challenges facing St Paul's Primary School which might also address the ongoing maintenance challenges facing both buildings. These options included:
- Option 1. The co-location of Foxlea Pre 5 and Community Learning Centre in an extended and refurbished St Paul's Primary School building;
 - Option 2. The capacity reduction of St Paul's Primary School building to create an efficient, smaller school achieved through partial demolition of the surplus areas within the existing building; and
 - Option 3. The construction of a new school, incorporating a Pre 5 and Community Learning Centre.
- 2.11 Following the compilation of cost estimates and an assessment of all of the options in the context of the council's asset management strategy; it is considered that the best value option for the council is to build a new St Paul's Primary School which would provide suitable accommodation for the School, Pre 5 and Community Learning Centre.
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3 Educational benefits statement

- 3.1 In line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014 it is incumbent on the council to produce an educational benefits statement which describes the impact the proposal might have on the pupils of any affected schools; other community groups using the affected schools; children who would be likely to become pupils at the schools; and other pupils within the council area.
- 3.2 Having carried out a review of the educational benefits of this proposal with the head teacher and head of centre, children's services concludes that the educational experience and outcomes for the primary school pupils and early years children will be improved if delivered in a facility specifically redesigned to support the curriculum.
- 3.3 The following paragraphs detail some of the benefits that would be experienced by children and young people attending both facilities if this proposal was implemented by the council.
- 3.4 A new facility will better support the delivery of the curriculum for all establishments. Curriculum for Excellence encourages staff to provide opportunities for children to take responsibility, to work independently and in teams, and to make meaningful choices and decisions. It advocates children learning through being more actively involved in the process, learning by organising their own experiences, and learning with and from other children and adults. A new building will facilitate the range of learning experiences necessary for the development of these skills.
- 3.5 In a new building the physical environment would be enhanced to provide breakout spaces and flexible learning areas in line with the Scottish Government capacity guidance document "Determining Primary School Capacity" issued in October 2014.
- 3.6 A new building would provide the opportunity to enhance the ICT provision, which will make a significant contribution to achieving learning approaches advocated in Curriculum for Excellence. As ICT becomes increasingly more mobile the ICT strategy for the building would be developed through a consultative approach based around the needs of the primary school pupils, early years children, adult learners and the staff of both facilities.

- 3.7 A new building will energise the learning communities and support their wellbeing. The design principles for the building would be informed by the ethos and vision of the primary school, pre 5 and adult learning centre.
- 3.8 Playground and social gathering areas would be designed to provide the most favourable environment. Improvements to the outdoor environment will encourage different kinds of energetic play as well as access to outdoor learning opportunities for primary school pupils and early years children.
- 3.9 Segregated play areas will be provided for the early years children.
- 3.10 The dining and PE facilities will be improved to accommodate the projected number of primary school pupils and early years children.
- 3.11 With improved PE facilities, which support the PE curriculum and contribute to the health and well being of primary school pupils and early years children, the new building would provide the facilities required to ensure opportunities to participate in physical activity and sport, making use of indoor and outdoor spaces.
- 3.12 The primary school and pre 5 centre currently have “ECO Schools” status and would benefit in working together to share experiences. A garden area would benefit learners’ participation in education about plant life and living things; further supporting the continued work in learning about environmental issues.
- 3.13 Flexible working spaces and staff development facilities within the new building will foster collegiality and promote working practices which can respond to the expertise and interests of staff. This would ensure the delivery of high quality learning experiences for all children and would encourage engagement and motivate learners.
- 3.14 The co-location proposal would also provide enhanced opportunities for cross establishment peer observations which will support transition.
- 3.15 The new building would provide nurture spaces to support both the school and pre 5 centre in meeting the full range of needs of pupils and early years children.
- 3.16 The integration of additional support needs classes in the main body of the school will enhance the ethos of inclusion within St Paul’s Primary School. Such classes will be designed to support the needs of the pupils with quiet spaces provided where appropriate.
- 3.17 Appropriate segregation between the community learning provision and the pre 5 centre would be integral to the design of the new building; improving on the current arrangement within the existing centre which requires significant management input.
- 3.18 The new building will be fully compliant with the provisions of the Equality Act (2010).
- 3.19 The co-location would provide the opportunity for improving traffic management arrangements.
- 3.20 The proposal would ensure the new building has a condition and sufficiency rating of “A”.
- 3.21 By providing an efficient primary school with an integrated pre 5 and community learning centre, which is designed specifically for the current and future pupil numbers, it is envisaged that the sufficiency of Renfrewshire Council’s school estate will be improved to the benefit of all pupils within the council area.

4. Impact on schools and their communities

- 4.1 An equality impact assessment was undertaken as part of the development of the school estate management plan and no adverse comment was received from the Foxlea Pre 5 and Community Learning Centre or St Paul's Primary School communities.
- 4.2 The recommendation contained within this report has also been assessed in relation to its impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendation contained in the report and an equalities impact assessment is available on request.
- 4.3 As this proposal relates to a new build within the existing grounds of St Paul's Primary School there will be a degree of disruption to staff, pupils and the school community for the duration of the programme of work.
- 4.4 Renfrewshire Council is experienced in disruption management arrangements and all works would be managed through this established process. As with all successfully delivered school projects previously undertaken, the head teacher and project manager would assume responsibility for the day to day management of the plan and staff, pupils, parents, professional bodies and trade unions would be updated through an agreed communications arrangement determined at a local level.
- 4.5 Renfrewshire Council has temporary accommodation which could be re-located to the school site to operate as temporary accommodation if required.
- 4.6 As part of the design development process for the project the head teacher, head of centre and community learning manager would represent the interests of their communities at regular focus group meetings with the council's project team.
- 4.7 At present there are a number of non school lets and clubs operating from the St Paul's Primary School building. For the duration of the construction period such activities would be redirected to alternative locations.

5. Consultation arrangements

- 5.1 The consultation document, attached to this report as appendix 2, provides background information to the project. It details the proposal and indicates a timeframe for implementation should the proposal be approved.
- 5.2 The consultation will adhere to the procedures required to take forward the proposal in terms of the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014.
- 5.3 The Act defines ten types of proposal that trigger the consultation process. Proposals requiring consultation are those where a council proposes to:
 - discontinue permanently a school (this includes special schools and nursery schools) or a stage of education in a school (this includes years in a secondary school or a special class in a mainstream school or where the council proposes to discontinue Gaelic medium provision);

- establish a new school or stage of education in a school;
- relocate a school or nursery class;
- vary the catchment area or modify the guidelines for placing requests for a school;
- vary the arrangements for the transfer of pupils from a primary school to a secondary school;
- change the school commencement date of a primary school;
- vary arrangements for the constitution of a special class in a school other than a special school;
- discontinue arrangements for the provision of transport by the council for pupils attending a denominational school;
- change a denominational school into a non-denominational school; and
- discontinue a further education centre which is managed by the council.

5.4 The consultation document also includes an educational benefits statement which sets out an assessment of the effects of the proposal if implemented.

5.5 Involvement of Education Scotland.

- A copy of this proposal has been sent to Education Scotland and at the end of the formal consultation period children's services will prepare a report for Education Scotland which will include all relevant written and oral representations that are received by the service from any individual during the consultation period;
- Education Scotland will then provide the council with a report on the educational aspects of this proposal no later than 3 weeks after children's services has sent them all of the representations and documents noted above; and
- In preparing their report, Education Scotland may visit establishments affected by the proposal.

5.6 Children's services will then reassess the proposal in relation to the comments made in the report provided by Education Scotland. Thereafter the service will prepare a consultation response report for consideration by the education and children policy board.

5.7 In line with the recommendations of the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, the council will publish its final consultation report. The final consultation report will contain:

- an explanation of how the council has reviewed the proposal;
- the report from Education Scotland in full;
- a summary of points raised during the consultation – both written and oral – and the council's response to them; and
- the substance of any alleged or discovered inaccuracies and omissions details of the council's response and the action taken.

5.8 The report will be available on the council's website, at the schools affected by the proposal, at education and leisure HQ and at all public libraries. Additionally, all

mandatory consultees who received direct notification of the consultation will be sent a copy of the response report.

5.9 If any inaccuracy or omission is discovered in this proposal document, either by children's services or any individual, children's services will determine if relevant information has been omitted or, if there has been an inaccuracy. Children's services will then take appropriate action which may include:

- the issue of a correction;
- the reissue of the proposal paper; or
- the revision of the timescale for the consultation period as appropriate.

5.10 The Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014 does not require referral to Scottish ministers in cases other than closure of schools.

Activity	Date
Approval for consultation sought from education and children policy board	14 May 2015
Consultation document to be issued outlining the proposal to: <ul style="list-style-type: none"> • the parent council of any affected schools; • the parents of the pupils at any affected school; • the parents of any children who would be likely to become pupils at the affected schools; • the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity); • the staff (teaching and other) at any affected school; • any trade union or professional body which appears to the education authority to be representative of the persons mentioned above; • the community council (if any); • any bodies which have been established by a local authority, whether formally or informally, for the purpose of assisting it in carrying out its functions under Part 2 of the Local Government in Scotland Act 2003 (asp 1); • any other education authority that the education authority considers relevant; and • any other community groups using any of the affected schools. 	28 May 2015
Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press.	29 May 2015
<ul style="list-style-type: none"> • Public consultation meeting held to consult with affected community; and • Questionnaire to go live on the council website. 	9 June 2015
Public consultation period ends 6 weeks after the date	10 September 2015

of the public meeting. The total period excludes any school holidays or in-service days.	
Report to Education Scotland on outcome of consultation.	by 24 September 2015
Response from Education Scotland on outcome of consultation.	by 22 October 2015
Publish Response (3 weeks before policy board)	21 December 2015
Consultation response report (including Education Scotland response) presented to education and children policy board meeting stating consultation outcomes and making final recommendation.	January 2016
Copy of proposal paper and consultation response report sent to Scottish Ministers within 6 days of education and children policy board approval.	

Equality Impact Assessment relating to:

SEMP Development: St Paul's Primary School and Foxlea Pre 5 and Community Learning Centre

Officer and department responsible for completing the assessment.	Ian Thomson, Children's Services
Name of policy, strategy or project.	Proposal to relocate Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School.
What is the main purpose or aims of the policy, strategy or project?	To provide a learning environment which is conducive to education in the 21 st Century and to address historical catchment anomalies to better serve communities.
Who will be the beneficiaries of the policy/strategy/project?	This strategy would specifically affect the St Paul's Primary School and Foxlea Pre 5 and Community Learning Centre communities.
Has the policy/strategy/project been explained to those it might affect directly or indirectly?	<p>Yes. This has been undertaken through an informal consultation which highlighted the challenges and opportunities available to address the inefficiencies within the school estate.</p> <p>Written representation were made to The Director of Children's Services, Renfrewshire Council, Children's Services, Cotton Street, Paisley, PA1 1LE.</p> <p>All participants were provided with an equalities proforma which provided the opportunity to record any concerns relating to this proposed strategy; no responses were received in this respect. Additionally this proforma was made available on-line; again no responses were received.</p> <p>Further to this exercise members of the public were asked to nominate themselves for a series of focus groups to discuss SEMP matters on a geographical basis in more detail. These focus group meetings took place during January 2014.</p> <p>Notes from the public meetings and the focus group meetings have been collated and have been made available through the Council's website.</p> <p>In line with the requirements of the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, a formal consultation was undertaken between June and September 2015.</p> <p>A public consultation meeting took place on 9 June 2015. All participants were provided with the opportunity to complete an equalities</p>

	proforma to record any concerns relating to this proposed strategy; no responses were received in this respect. Additionally this proforma was made available on-line; again no responses were received.
Have you consulted on the policy?	As above.

Complete the following table and give reasons/comment where:

- a) The policy/strategy/project could have a positive impact on any of the equality target groups or contributes to promoting equality, equal opportunities and improving relations with equality target groups.
- b) The policy/strategy/project could have a negative impact on any equality target groups. (If the impact is high a full EIA should be completed)

Equality group	Positive impact		Negative impact		Reason/comment
	High	Low	High	Low	
Race		✓		✓	
Sex		✓		✓	
Disability		✓		✓	
Religion / Belief		✓		✓	It is recognised that the main challenges within the school estate relate to denominational schools. However, the proposed strategy does not recommend the closure of any denominational schools and the proposed actions to address the property challenges facing the Council are common to both denominational and non-denominational schools.
Sexual Orientation		✓		✓	
Age		✓		✓	
Gender Reassignment		✓		✓	
Marriage and Civil Partnership		✓		✓	
Pregnancy and Maternity		✓		✓	

Report by Education Scotland addressing educational aspects of the proposal by Renfrewshire Council to relocate Foxlea Pre-Five Centre and Community Learning Centre to a new build St Paul's Primary School.

1. Introduction

1.1. This report from Education Scotland has been prepared by HM Inspectors in accordance with the terms of the Schools (Consultation) (Scotland) Act 2010 and the amendments contained in the Children and Young People (Scotland) Act 2014. The purpose of the report is to provide an independent and impartial consideration of Renfrewshire Council's proposal to relocate Foxlea Pre-Five Centre and Community Learning Centre to a new-build St Paul's Primary School. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include a copy of this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision. Where a council is proposing to close a school, it needs to follow all legislative obligations set out in the 2010 Act, including notifying ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.

1.2. HM Inspectors considered:

- the likely effects of the proposal for children and young people of the St Paul's Primary School and Foxlea Pre-Five Centre and Community Learning Centre;
- any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3. In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meeting held on 9 June 2015 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others;
- visits to the site of Foxlea Pre-Five Centre and Community Learning Centre and St Paul's Primary School, including discussion with relevant consultees; and
- meeting with a representative of the Catholic Church.

2. Consultation Process

- 2.1. Renfrewshire Council undertook the consultation on its proposal with reference to the Schools (Consultation) (Scotland) Act 2010 and the amendments in the Children and Young People (Scotland) Act 2014.
- 2.2. The consultation took place from 9 June to 10 September 2015. The consultation included a public meeting and invitations to provide written submissions, including an online submissions form. Twenty-eight members of the public attended the public meeting and the council received 16 written responses. Almost all of the responses were supportive of the proposal. Council officers held meetings with staff from St Paul's Primary School and Foxlea Pre-Five Centre to discuss the proposal.
- 2.3. In addition, the council gathered children's views from both St Paul's Primary School and Foxlea Pre-Five Centre.

3. Educational Aspects of Proposal

- 3.1. The council has set out a range of educational benefits which it reasonably expects the proposal to deliver for children who attend Foxlea Pre-Five Centre and St Paul's Primary School. The buildings currently occupied by the two establishments have limited suitability in terms of promoting inclusion and delivering Curriculum for Excellence. The proposed new building will support children's learning very well and the council has outlined clearly how the proposal supports best value in the use of its resources across the Renfrewshire school estate. It has summarised how the new accommodation will improve learning environments and social spaces for each establishment and increase equality of opportunity, inclusion and accessibility.
- 3.2. The co-location of Foxlea Pre-Five Centre and St Paul's Primary School will strengthen transitions for children moving from Foxlea Pre-Five Centre to P1 in St Paul's Primary School. It will also provide valuable opportunities for staff to work together and learn from each other, particularly across the early level of Curriculum for Excellence. The proposal provides increased opportunities for Foxlea Pre-Five Centre and St Paul's Primary School children to work together and share experiences in various aspects of their learning.
- 3.3. During the consultation phase there were no designs or plans for the new building. Therefore it was difficult for stakeholders to know how much outdoor space would be available, or where this would be located. In taking forward the proposal the council should provide further information on how each establishment will continue to have the variety and diversity of their current outdoor environments.
- 3.4. Stakeholders who met with HM Inspectors were supportive of the proposal. They cited the many challenges they experience with each of their current buildings. These include stairs throughout the primary school which cause difficulties with accessibility, including access to the outdoor area of Foxlea Pre-Five Centre. They welcomed the prospect of modern purpose-built accommodation which will better meet the needs of children and adult learners than the current buildings.
- 3.5. Stakeholders are justifiably keen to know more about the council's proposed timescales for the temporary relocation of Foxlea Pre-Five Centre and the Community Learning Centre within St Paul's Primary School. The council will need to communicate clearly with stakeholders in order to manage the transition phase successfully and minimise any disruption to children's learning.

- 3.6. Staff and parents from Foxlea Pre-Five Centre and St Paul's Primary School who met with HM Inspectors had a number of understandable concerns about how the transition to the proposed new building would be managed. These included the potential impact on learners of the temporary relocation of Foxlea Pre-Five Centre and the Community Learning Centre within St Paul's Primary School, the potential loss of outdoor space and the arrangements that would be needed to ensure safe traffic management. The council will need to work with stakeholders to address these concerns. The proposal states that co-location will provide the opportunity for improving traffic management arrangements. In taking forward the proposal, the council should outline specifically how traffic management will be improved.
- 3.7. The Diocese of Paisley is supportive of the proposal and is in agreement with the educational benefits outlined by the council. The Diocese is keen that the ethos, values and identity of St Paul's Primary School are retained in the new building. The council acknowledges that, in taking forward the proposal, it will need to ensure that the head teacher of St Paul's Primary School and the managers of the other two establishments have opportunities to represent the interests of their respective communities.

4. Summary

HM Inspectors found that the council has set out its case and summarised clearly the educational benefits of the proposal. It has shown how the proposal will improve the learning environment and learners' experiences for children at Foxlea Pre-Five Centre and St Paul's Primary School, along with users of the Community Learning Centre. The new building will provide accommodation which is more suitable to delivering Curriculum for Excellence. In taking the proposal to the next stage, the council should clarify timescales and address concerns over the safe management of traffic. It should communicate clearly with stakeholders and provide detailed plans and updated information at regular intervals in order to manage the transition phase successfully.

HM Inspectors
Education Scotland
September 2015