

To: Education and Children's Services Policy Board

On: 12 March 2020

Report by: Director of Children's Services

Heading: Proposal to consult on the relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley.

1. Summary

- 1.1. In May 2019 the education and children's services policy board approved the report "Developing the School Estate Management Plan (SEMP 2020)" which included a proposal to undertake a statutory consultation on building a new Paisley Grammar School.
- 1.2. Securing Scottish Government funding from the £1billion school estate investment programme announced in November 2018, is central to the development of this proposal. It is therefore important that the Council consults with affected communities now to ensure that the proposal is fully developed in advance of the Scottish Government's funding release which is anticipated in September 2020.
- 1.3. In accordance with the Schools (Consultation) (Scotland) Act 2010 (referred to as the "2010 Act"), this report seeks approval to consult on the proposal to relocate and rebuild Paisley Grammar School within a Community Campus at Renfrew Road in Paisley.
- 1.4. A "procedures for consultation" document has been created and it is attached to this report as appendix 1. This document advises elected members of the arrangements required to take the proposal forward as a formal consultation as outlined in the 2010 Act.
- 1.5. A consultation document has also been created and this is attached to this report as appendix 2. This document describes the procedures to be followed to ensure full compliance with the 2010 Act, highlighting: the consultation arrangements required; the rationale for the review; the educational benefits

of the proposal; the involvement of Education Scotland in the process; the format of the consultation report; and an activity timeline.

2. Recommendations

2.1 The education and children's services policy board is asked to:

- approve the consultation procedures document attached as appendix 1 to this report;
 - approve the consultation document attached as appendix 2 to this report; and
 - agree that a report on the outcome of the consultation be submitted to the education and children's services policy board on 29 October 2020.
-

3. Background

- 3.1. In May 2019 the education and children's services policy board approved the report "Developing the School Estate Management Plan (SEMP 2020)" which included a proposal to replace Paisley Grammar School with a new learning environment to meet the needs of the school's pupils and the local community.
- 3.2. Through its school estate project team, the Council reviewed the performance of the school estate in terms of "core fact" findings, which relate to the sufficiency; condition; and suitability of buildings and assessed current and future housing development; considering how new housing impacted on roll projections.
- 3.3. Condition surveys of the secondary school estate showed that: 4 schools were categorised at condition level "A"; 6 schools were categorised at condition level "B"; and 1 school, Paisley Grammar School, was categorised at condition level "C" which means that the building is showing signs of major defect and that it is not operating as intended. To address the situation at Paisley Grammar School the Council has invested in essential repairs and maintenance to ensure that facilities remain fit for purpose.
- 3.4. Assessment of the suitability of the secondary school estate showed that: 5 schools were categorised at suitability level "A"; 5 schools were categorised at suitability level "B"; and 1 school, Paisley Grammar School, was categorised at suitability level "C" which means that the building has major problems affecting its operational efficiency.
- 3.5. On the basis of current roll projection, it is anticipated that a new Paisley Grammar School will have to accommodate circa 1,200 pupils.
- 3.6. The combined assessment of current building performance and future need informed the prioritisation process and provided the evidence base which

supported the proposal to invest in the relocation of Paisley Grammar School to a new build Paisley Grammar Community Campus at Renfrew Road in Paisley.

4. Strategic Context

- 4.1. The Council's vision for its school estate is to promote learning and achievement, and to give children and young people the opportunity to learn in the best possible environment by providing facilities that are fit for learning in the 21st century.
- 4.2. This vision is underpinned by the Council's local objectives:
- to provide the best educational experience for all learners in Renfrewshire;
 - to satisfy the condition, sufficiency and suitability core facts;
 - to retain services within communities where possible; and
 - to provide environmentally and economically sustainable facilities with lower carbon footprints.
- 4.3. The proposal for a new Paisley Grammar Community Campus has been developed in line with the Scottish Government's "Scotland's Learning Estate Strategy"; following the strategy's guiding principles:
- learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners;
 - learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners;
 - the learning estate should be well-managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value;
 - the condition and suitability of learning environments should support and enhance their function;
 - learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle;
 - learning environments should be greener, more sustainable, allow safe and accessible routes for walking, cycling and wheeling and be digitally enabled;
 - outdoor learning and the use of outdoor learning environments should be maximised;
 - good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all;

- collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential; and
- investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.

4.4. The proposal aligns with the commitments of the national performance framework and also supports many of the Scottish Government's education policy ambitions:

- A new Paisley Grammar Community Campus would support the three key national education and skills priorities: Getting it Right for Every Child (GIRFEC); Curriculum for Excellence (CfE); and Developing the Young Workforce (DYW);
- The proposal would provide bespoke intensive support facilities designed around the needs of the young person;
- It would provide "A" rated facilities in terms of condition and suitability;
- State of the art digital technology would support learning experiences and the creation of new and diverse skills, improving links to business and enterprise;
- The high standard of facilities would demonstrate that learning is valued in Renfrewshire;
- The proposal would contribute to the development of well-educated and skilled young people who are able to contribute to society;
- It could support families by providing facilities for after school and holiday childcare; and
- It could have the capacity to accommodate social and community provisions which support local empowerment.

4.5. The proposal also accords with the government's infrastructure plan and aspiration for shared arrangements and collaborative working with the college sector.

- It would build upon existing opportunities for partnership working between the secondary school and college in alternative curriculum provisions such as: hospitality; early years practice; sports; drama; and foundation apprenticeships.
- The facilities, which would be agreed and developed throughout the design phase, might include enhanced social areas such as a community café. It could also provide theatre / performance and enterprise space for the use of the school, wider community and local business.
- The proposal could also provide training and enterprise facilities and conference spaces, supported by extensive catering facilities, to be utilised by local businesses encouraging growth in our local economy.
- It is envisaged that the new campus would be at the heart of the community and that there would be collaboration with locality partners through an integrated approach which would achieve outcomes that are wider than just attainment.

- The new campus would become a centre of learning for the whole community during and after the school day. The location of the new campus and the opportunities for building strong relationships with Renfrewshire Leisure and the local community would provide lasting benefits for all people within the surrounding area.
- This type of investment in the learning estate offers the opportunity for a place-based approach to local outcomes; integrating local services to support communities; and it could progress the public sector reform agenda. This could be enabled through collaborative planning and working and shared use of assets.
- The opportunity of a joined-up approach to place making through this type of campus would maximise the benefits of investment to the locality it would serve.
- A school-based health and social work team could take a proactive approach to prevention, early-intervention, and support. Co-locating teams in education establishments could enable all to work more closely with children and their families, especially where the child is care-experienced or at risk of being so. This team could work collaboratively with education colleagues to improve attendance, attainment and achievement at Paisley Grammar School as well as supporting young people throughout Renfrewshire.
- The new campus would provide a high-quality learning environment which young people and their communities could enjoy and be proud of. It will encourage continuous engagement with learning and it could provide an accessible range of services and opportunities which would enrich the local community and the lives of learners and their families.
- The inclusion of a library / resource facility could also open up a number of significant opportunities for community learning and wider involvement such as lifelong learning; digital access; health and wellbeing support; creative opportunities; reducing social isolation; literacy; numeracy; employability support; parenting; early literacy (Bookbug); primary school visits; information literacy; further and higher education application support; and Developing the Young Workforce.
- The daily interactions young people could have with those using the library and other social spaces would promote positive relationships and citizenship and provide opportunities for intergenerational work.
- Where community facilities are located within the campus, the Council will work with all relevant groups to ensure that issues related to access and security are fully considered throughout the design phase of the new building.

5. Options Appraisal and Development of Proposals

- 5.1. An options appraisal process has been used to determine project viability and the identification of a suitable location within the catchment area.

- 5.2. In accordance with HM Treasury Green Book guidance, a baseline case is included to allow comparisons to be made against a common 'benchmark' position when evaluating options.
- 5.3. The project viability options considered were:
- do nothing, maintain the status quo;
 - refurbish the existing buildings;
 - build a new community campus at the existing location; and
 - build a new community campus at an alternative location within the catchment area.
- 5.4. The success criteria evaluated asked if the project options provided:
- the best educational experience for all learners in Renfrewshire (holistic impact);
 - a learning environment which supports the delivery of the curriculum;
 - environmentally sustainable facilities with lower carbon footprints;
 - satisfactory building conditions;
 - satisfactory sufficiency levels; and
 - suitable educational facilities.
- 5.5. This aspect of the appraisal highlights that building a new community campus at an alternative location within the catchment area is the most appropriate option.
- 5.6. From a long list of potential sites, the following short list was considered in more detail:
- Option 1. New build Paisley Grammar Community Campus at existing location;
 - Option 2. New build Paisley Grammar Community Campus at Renfrew Road in Paisley; and
 - Option 3. New build Paisley Grammar Community Campus at Seedhill Road in Paisley.
- 5.7. The success criteria evaluated asked if the option provided a site which was:
- big enough with suitable topography;
 - within local authority ownership;
 - accessible with good pedestrian and vehicle access;
 - central to the school's catchment area;
 - supported by good public transport links;
 - supportive of the wellbeing of the building's users (local environmental factors); and
 - not detrimental to any community groups or local organisations.

- 5.8. The overall assessment suggests that a new build Paisley Grammar Community Campus at Renfrew Road in Paisley provides an option which can accommodate the educational and community aspirations of the Council.
- 5.9. If this proposal was approved Children Services would work with other council services, external partners and stakeholders to fully investigate the development potential of the site on Renfrew Road for a new community campus facility.
-

6. Educational Benefits

- 6.1. Under the 2010 Act the Council must prepare an educational benefits statement (EBS) in accordance with Sections 1 and 3 of the 2010 Act.
- 6.2. The EBS must include the following:
- a) the Council's assessment of the likely educational effects of a relevant proposal (if implemented) on:
 - (i) the pupils of any affected school;
 - (ii) any other users of the school's facilities;
 - (iii) any children who would (in the future but for implementation) be likely to become pupils of the school; or
 - (iv) the pupils of any other schools in the Council's area,
 - b) the Council's assessment of any other likely effects of the proposal (if implemented),
 - c) an explanation of how the Council intends to minimise or avoid any adverse educational effects that may arise from the proposal (if implemented),
 - d) a description of the educational benefits which the Council believes will result from implementation of the proposal (with reference to the persons whom it believes will derive them), as well as the Council's reasons for coming to those beliefs.
- 6.3. The following paragraphs detail the Council's Educational Benefits Statement:
- 6.3.1. How does the proposal support improvement in the curriculum?
- The young people would be at the centre of the new learning campus with the facility designed to deliver the vision of integrated learning and teaching. The flexible use of space and creative use of new technologies would ensure a learning experience that is relevant, meaningful and challenging for young people.
 - A new building would be designed to support the full breadth of the curriculum. It would provide spaces for teacher directed learning; breakout areas for independent or small group learning; specialist areas for practical subjects; and it would facilitate the range of learning experiences necessary for the development of skills.

- The new facilities would provide an opportunity to develop and promote greater partnership working within and between faculties and departments and improve the curriculum offer and delivery.
- There would be a greater potential for interdisciplinary learning within and across faculties due to the geography and layout of a new building.
- In addition, teaching and learning areas from each faculty may be grouped together allowing greater staff working relationships and more opportunities for sharing knowledge, skills and experiences across this wider curriculum provision.
- Teaching and learning in subject areas, such as the Technologies, Music and Physical Education, would be enhanced; ensuring improved personalisation and choice as well as greater breadth of the curriculum than can currently be offered.
- Young people would be exposed to a fuller curriculum through the Broad General Education and into the Senior Phase. This has the potential to lead to further improvements in attainment and wider achievements for young people.
- Furthermore, there would be the opportunity to create facilities as an explicit part of the design for the improved delivery of the STEM subjects (Science, Technology, Engineering and Mathematics).
- The development of skills for life, learning and work would be increased with a focus on vocational and technological pathways while still maintaining the academic achievements that the school enjoys. These elements would deliver a more relevant, challenging and enjoyable learning experience which is much more clearly focused on positive destinations for all young people. This could be achieved through consultation with the school community when designing the new campus.
- The opportunities for partnership working could be enhanced through the adjacency of the campus to West College Scotland and the potential co-location of council services and other organisations within the building.
- A greatly improved ICT infrastructure would provide a platform for new and emerging technologies to be used to support learning; enabling the full potential of systems to be realised for the benefit of young people and staff. These innovative and creative technology proposals would benefit not only those children and young people within the Campus, but across Renfrewshire Council in its widest sense.
- The new campus would offer an enhanced sporting experience for young people and the wider community which would meet the requirements and aspirations of the Council and the Scottish Government.
- An effective whole-school and community approach to Learning for Sustainability could bring together global citizenship, sustainable development education and outdoor learning to create coherent, rewarding and transformative learning experiences.

- Enhanced drama, performance and media facilities would allow the talents of young people to be showcased to larger groups of parents and the wider community throughout the year. Young people's confidence develops significantly when given opportunities to perform in front of an audience and in turn, will contribute significantly to their overall development.
- Increased and improved outdoor areas would allow for all weather participation in activities not currently possible due to lack of facilities. The superior outdoor areas would further promote opportunities for outdoor learning to meet the needs as set out by the Scottish Government in 'Curriculum for Excellence through Outdoor Learning'.
- Flexible working spaces and staff development facilities within the building would enhance collegiality and promote working practices which respond to the expertise and interests of staff.
- The proposal provides the Council with the opportunity to investigate the possible benefits of an "advanced higher hub" with bespoke facilities to support transition between the secondary and tertiary sectors; including the opportunities that will arise from Renfrewshire Council's economic strategy.

6.3.2. How does the proposal support greater personalisation and choice?

- The layout of the building would support staff to provide opportunities for young people to take responsibility for their learning.
- Well planned storage solutions would support young people to make meaningful choices and decisions about the resources they use in their learning.
- Open learning environments would allow for more active learning and would support young people in organising their own experiences.

6.3.3. How does the proposal support the personal, social, health, emotional and additional support needs of children?

- The proposal would provide a bright, naturally ventilated environment, which supports active learning, energises the learning community and supports the wellbeing of all its users.
- Dining and social areas would be improved and this, along with the development of external flexible spaces, would encourage young people to socialise; potentially improving their health and wellbeing.
- The design of the new campus would consider how young people move around the school throughout the day; improving circulation and orientation and further enhancing the ethos of the school.
- PE facilities would be designed to meet the needs of the school community; providing for a range of indoor and outdoor physical activities.
- Quiet spaces would be provided to support the emotional wellbeing of all young people and for those pupils with specific additional support needs.
- The proposal would provide bespoke intensive support facilities designed around the needs of the young person.

- The new campus would be compliant with the provisions of the Equality Act (2010); it would be fully accessible to people with mobility difficulties and additional support needs. This would help support the Council's aim to develop a fully integrated education service which meets the needs of all learners.
- All areas of the curriculum would be accessible and take account of a broad range of needs. In addition, young people with social and emotional difficulties would benefit from an environment which enhances the learning experience and is more engaging and personalised.
- Better vocational provision with clear learning pathways leading to further education, for example, would better meet the needs of young people who may not have their needs met through a more traditional learning experience within the limited confines of the current buildings.

6.3.4. How does the proposal support improvement in morale and ethos within the school?

- The design principles for the building would reflect the school's vision, values and aims and they would be informed by the school's socio, economic and cultural context.
- Opportunities to promote citizenship would be further enhanced through the possible co-location of council services and other organisations.
- The open environment and assembly spaces would provide opportunities for whole school activity and the promotion of the school's promoting positive behaviour ethos.

6.3.5. How does the proposal facilitate travel and transport arrangements?

- Through local regeneration initiatives there would be access to safe walking routes and cycle paths which are designed to support children and young people in making greener travel choices.
- Traffic management schemes would be developed to promote positive and considerate behaviour around the school grounds and safe drop off facilities ensure appropriate levels of pedestrian / vehicular segregation.

6.3.6. How does the proposal support school leadership?

- The building would provide a variety of education management spaces to support activities which contribute to effective school leadership including leadership team offices; conference / meeting rooms; small, medium and large meeting spaces; and assembly spaces for whole school collegiate activity.

6.3.7. How does the proposal support teacher professionalism?

- The building would provide a variety of education development spaces to support activities which enhance teacher professionalism including spaces for visiting specialist; small, medium and large development spaces; and assembly areas for school development activity.

6.3.8. How does the proposal support parental engagement?

- The building would provide a variety of welcoming spaces which promote parental engagement with the school, including parents' rooms and conference / meeting rooms for parental workshops.

6.3.9. How does the proposal support assessment of children's progress; school improvement; and performance information?

- The building would provide a variety of education management spaces where staff can meet in appropriate venues such as conference / meeting rooms; small, medium and large meeting spaces; and assembly spaces for whole school collegiate activity.

6.4. Our assessment of any other likely effects of the proposal (if implemented).

- The proposal aligns with the commitments of the national performance framework and it supports the three key national education and skills priorities: Getting it Right for Every Child (GIRFEC); Curriculum for Excellence (CfE); and Developing the Young Workforce (DYW).
- Additionally, state of the art digital technology would support learning experiences and the creation of new and diverse skills, improving links to business and enterprise.

6.5. How we would intend to minimise or avoid any adverse effects that may arise from the proposal (if implemented).

- Construction of a new Paisley Grammar Community Campus at an alternative site would ensure that the continuity of learning is not affected by construction disruption.
- Curricular and logistical arrangements would be developed by the school to ensure a smooth transition for all children and young people and staff to the new building.

6.6. The benefits, which we believe, would result from implementation of this proposal.

- In addition to the benefits noted above, Children's Services believe that this change would support improvement in the overall efficiency of the school estate which ultimately supports all children and young people within Renfrewshire.

7. Formal Consultation

7.1. The Schools (Consultation) (Scotland) Act 2010 ("the 2010 Act") makes provision for the consultation process that is to apply regarding various proposals made by Councils for schools.

7.2. The principal purpose of the 2010 Act is to provide strong, accountable statutory consultation practices and procedures that local authorities must apply to their handling of all proposals for school closures and other major changes to schools.

- 7.3. These consultation processes are expected to be robust, open, transparent and fair, and seen to be so. They are also expected to be consistent across Scotland. The 2010 Act applies to a wide range of changes to the school estate, referred to as “relevant proposals”.
- 7.4. This report seeks approval to consult on the proposal to relocate Paisley Grammar School. In accordance with Section 2 and Schedule 1, Para 3 of the 2010 Act a proposal to relocate a school is a relevant proposal for the purposes of the 2010 Act.
- 7.5. The “procedures for consultation” document is attached to this report. This document advises elected members of the arrangements required to take the proposal forward as a formal consultation as outlined in the 2010 Act.
- 7.6. The consultation document relevant to this proposal has also been attached to this report. This document describes the procedures to be followed to ensure full compliance with the 2010 Act, highlighting: the consultation arrangements required; the rationale for the review; the educational benefits of the proposal; the involvement of Education Scotland in the process; the format of the consultation report; and an activity timeline.
- 7.7. The time line and summary of the consultation process in respect of this proposal is set out below.

Activity	Date
Approval for consultation sought from Education and Children’s Services policy board	12 March 2020
Consultation document to be issued outlining the proposal to: <ul style="list-style-type: none"> the parent council or combined 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 expected by the education authority to attend any affected school within 2 years of the date of publication of the proposal paper; 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 which appears to the education authority to be representative of the staff (teaching and other) at any affected school; the community council (if any); the community planning partnership for the area of the local authority in which any affected school is situated and any other community planning partnership that the education authority considers relevant; any other education authority that the education authority considers relevant; and 	30 March 2020

<ul style="list-style-type: none"> any other community groups using any of the affected schools. 	
<ul style="list-style-type: none"> Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press; Social media release; and Questionnaire to go live on the Council website. 	30 March 2020
Public consultation meeting held to consult with affected communities in Paisley Grammar School at 6.30pm.	22 April 2020
Public consultation period ends 6 weeks after the date of the public meeting. The total period excludes any school holidays or in-service days.	1 June 2020
Report to Education Scotland on outcome of consultation.	15 June 2020
Response from Education Scotland on outcome of consultation.	21 August 2020
Consultation response report (including Education Scotland response) presented to Education and Children's Services policy board meeting stating consultation outcomes and making final recommendation.	29 October 2020
Copy of proposal paper and consultation response report sent to Scottish Ministers within 6 days of education and children's services policy board approval.	6 November 2020

Implications of the Report

1. Financial

Delivery of any of the options identified in the paper would require significant capital investment from the Council. Through its 2019/20 capital budget process, Renfrewshire Council agreed to set aside £27million to support the priorities that emerge from the ongoing review of the School Estate Management Plan and to provide match funding capacity against opportunities for Renfrewshire to secure funding from the Scottish Government's £1bn schools investment fund.

2. HR & Organisational Development - None.

3. Community/Council Planning:

- | | |
|--|---|
| Our Renfrewshire is well | - Improvement in the educational environment supports health and wellbeing. |
| Reshaping our place, our economy and our future | - Improvement in the educational environment supports learning and achievement. |
| Creating a sustainable Renfrewshire for all to enjoy | - Sustainable approaches to ensuring high quality assets will be developed. |

- Working together to improve outcomes
- Improvement in the educational environment supports learning and achievement and provides opportunities for partnership working.
4. **Legal**
This proposal adheres to the procedures required to take forward any proposal in terms of the Schools (consultation) (Scotland) Act 2010 amended through the enactment of the Children and Young People (Scotland) Act 2014.
 5. **Property/Assets**
Through its school estate management plan the council aims to have an efficient and well maintained property portfolio which provides learning environments which support the delivery of the curriculum.
 6. **Information Technology**
Effective IT infrastructure within schools contributes to the development of digital literacy and state of the art technology supports learning experiences and the creation of new and diverse skills.
 7. **Equality & Human Rights**
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. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
 8. **Health & Safety** - None.
 9. **Procurement** – None.
 10. **Risk** - None.
 11. **Privacy Impact** - None.
 12. **Cosla Policy Position** – None.
 13. **Climate Risk**
A Climate Risk Strategy will be developed to address the design, procurement, construction and 'in use' phases of the project.

List of Background Papers

- (a) "Developing the School Estate Management Plan (SEMP 2020)" – Education and Children's Services Policy Board, May 2019

The foregoing background paper will be retained within Children's Services 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. 0141 618 7241. email: ian.thomson@renfrewshire.gov.uk

IT/GMcK/AR
1 March 2020

Author: Ian Thomson, Education Manager 0141 618 7241,
email: ian.thomson@renfrewshire.gov.uk

PROCEDURES FOR CONSULTATION RELATING TO:

Proposal to consult on: The relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley.

1. Summary

- 1.1 This report lays out the consultation procedures required to take forward the proposal as outlined above in terms of the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014.

2. Procedures

- 2.1 The procedures for consultation relating to this proposal are:

- 2.1.1 A consultation document will be prepared outlining the background to the proposal for the relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley.

- 2.1.2 Copies of the document will be issued simultaneously to:

- the parent council or combined parent council of any affected schools;
- the parents of the pupils at any affected school;
- the parents of any children expected by the education authority to attend any affected school within 2 years of the date of publication of the proposal paper;
- 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 which appears to the education authority to be representative of the staff (teaching and other) at any affected school;
- the community council (if any);
- the community planning partnership for the area of the local authority in which any affected school is situated and any other community planning partnership that the education authority considers relevant;
- any other education authority that the education authority considers relevant; and
- any other community groups using any of the affected schools.

2.2 It is proposed that:

- an advertisement will be prepared notifying the public and inviting written comment from individuals or organisations outlining the proposal and the recommendations and stating that full details can be obtained from establishments affected;
- the report will be available for inspection at all reasonable times and without charge at Renfrewshire House and on the Council website and at all affected schools and all public libraries;
- the consultation should commence on 30 March 2020 and it will run until 1 June 2020;
- a public meeting will be held at 6.30pm on 22 April 2020 in Paisley Grammar School. This will provide the opportunity for discussion and oral representation to be made on the proposal for the relocation and construction of a new build Paisley Grammar Community Campus at Renfrew Road in Paisley; and
- written representation should be made to The Director of Children's Services, Renfrewshire Council, Renfrewshire House, Cotton Street, Paisley, PA1 1LE or to pgsreview@renfrewshire.gov.uk, no later than noon on 1 June 2020.

2.3 Copies of the proposal report and all written representations and comments received will be forwarded to Education Scotland who will consider the papers and prepare a report which will be sent to the education authority.

2.4 A consultation response report including a summary of all written submissions from all bodies and the report from Education Scotland will then be published by children's services in advance of any Council decision. The report will include a statement of the authority's responses to any issues raised by representations received or by the report from Education Scotland. The consultation response report will be available for inspection at all reasonable times and without charge at Renfrewshire House and on the Council website and at all affected schools and all public libraries.

2.5 Interested parties have three weeks time for further consideration from the date of publication of the consultation report.

2.6 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.

2.7 The final recommendation considering the results of the consultative process will be presented to a meeting of the education and children's services policy board on 29 October 2020.

THIS IS A CONSULTATION DOCUMENT

Proposals relating to:

The relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley.

1. Introduction

- 1.1 The Schools (Consultation) (Scotland) Act 2010 (“the 2010 Act”) makes provision for the consultation process that is to apply re: various proposals made by Councils for schools. The principal purpose of the 2010 Act is to provide strong, accountable statutory consultation practices and procedures that local authorities must apply to their handling of all proposals for school closures and other major changes to schools. These consultation processes are expected to be robust, open, transparent and fair, and seen to be so. They are also expected to be consistent across Scotland. The 2010 Act applies to a wide range of changes to the school estate, referred to as “relevant proposals”.
- 1.2 This report seeks approval to consult on the proposal to relocate Paisley Grammar School. In accordance with Section 2 and Schedule 1, Para 3 of the 2010 Act a proposal to relocate a school is a relevant proposal for the purposes of the 2010 Act.
- 1.3 This is the proposal paper, produced by the Council in accordance with the terms of Sections 1 and 4 of the 2010 Act. This proposal paper must:
 - a) set out the details of the relevant proposal;
 - b) propose a date for implementation of the proposal;
 - c) contain the educational benefits statement in respect of the proposal;
 - d) refer to such evidence or other information in support of (or otherwise relevant in relation to) the proposal as the Council considers appropriate; and
 - e) give a summary of the process provided for in the 2010 Act.

The Council must do the following:

- a) publish this proposal paper in electronic and printed form;
- b) make the paper, and (so far as practicable) a copy of any separate documentation that it refers to, available for inspection at all reasonable times and without charge:
 - (i) at its head office and on its website; and

- (ii) at any affected school or at a public library or some other suitable place within the vicinity of the school.
 - c) provide without charge the information contained in this proposal paper:
 - (i) to such persons as may reasonably require that information in another form; and
 - (ii) in such other form as may reasonably be requested by such persons.
 - d) advertise the publication of the proposal paper by such means as it considers appropriate.
-

2 Correction of the proposal paper

- 2.1 Where, during the consultation period, the Council has been notified of an alleged omission of relevant information from a proposal paper or an alleged inaccuracy in a proposal paper the Council must proceed as follows:
 - a) determine if relevant information has (in its opinion) been omitted and whether there is (in fact) an inaccuracy;
 - b) inform the notifier of its determination under paragraph (a), and the reasons for that determination;
 - c) inform the notifier as to the action (if any) it is taking and of the reasons why it is, or is not, taking such action; and
 - d) invite the notifier to make representations to the Council if the notifier disagrees with the Council's determination under paragraph (a) or its decision as to whether to take action.
- 2.2 Where the notifier makes further representation under paragraph 2(d) above, the Council may make a fresh determination as to whether relevant information has been omitted or there is (in fact) an inaccuracy and the Council may make a fresh decision as to whether to take action. The Council must inform the notifier if it makes a fresh determination referred to above, or if it makes a fresh decision as to whether to take action.
- 2.3 Where, having been notified by another person as described above, the Council determines that:
 - a) relevant information has been omitted from the proposal paper, or
 - b) there is (in fact) an inaccuracy in the proposal paper; and
 - c) where the Council discovers, during the consultation period that relevant information has been omitted from a proposal paper or discovers an inaccuracy in a proposal paper, the Council must proceed as follows:
- 2.4 Where the information that has been omitted or the inaccuracy relates to a material consideration relevant to the Council's decision as to implementation of the proposal, it must:
 - (i) publish a corrected proposal paper,
 - (ii) give revised notice in accordance with the 2010 Act and

- (iii) send a copy of the corrected paper to Education Scotland, or
- (iv) issue a notice to the relevant consultees and Education Scotland providing the omitted information or, as the case may be, correcting the inaccuracy, and, if the Council considers it appropriate, extending the consultation period by such period as is reasonable by reference to the significance of the information provided or, as the case may be, the nature of the correction.

- 2.5 Where the information that has been omitted or the inaccuracy does not relate to a material consideration, the Council may, but is not obliged to, take steps (i)-(iii) or (iv) described above, and may also take no further action, except to report the inaccuracy/omission as required by the 2010 Act in the consultation report, which is referred to in more detail below.
- 2.6 Where, after the end of the consultation period, the Council issues a notice to the relevant consultees and Education Scotland providing the omitted information or correcting the inaccuracy, that notice may, instead of extending the consultation period, specify such further period during which representations may be made on the proposal as is reasonable by reference to the significance of the information provided or, as the case may be, the nature of the correction. Any such further period is to be treated as part of the consultation period for the purposes of the 2010 Act.

3 Consultation arrangements

- 3.1 As confirmed above, the present proposal is a relevant proposal for the purposes of the 2010 Act, and therefore the Council will adhere to the consultation process in the 2010 Act.
- 3.2 This consultation document provides background information to the proposal to relocate Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley. It details the proposal and indicates a timeframe for implementation should the proposal be approved.
- 3.3 This consultation document also includes the Council's Educational Benefits Statement.

4 Rationale for Change and Strategic Context

- 4.1 In May 2019 the education and children's services policy board approved the report "Developing the School Estate Management Plan (SEMP 2020)" which included a proposal to replace Paisley Grammar School with a new learning environment to meet the needs of the school's pupils and the local community.
- 4.2 Through its school estate project team, the Council reviewed the performance of the school estate in terms of core fact findings, which relate to the sufficiency; condition; and suitability of buildings and assessed current and future housing development; considering how new housing impacted on roll projections.

- 4.3 Condition surveys of the secondary school estate showed that: 4 schools were categorised at condition level “A”; 6 schools were categorised at condition level “B”; and 1 school, Paisley Grammar School, was categorised at condition level “C” which means that the building is showing signs of major defect and that it is not operating as intended. To address the situation at Paisley Grammar School the Council has invested in essential repairs and maintenance to ensure that facilities remain fit for purpose.
- 4.4 Assessment of the suitability of the secondary school estate showed that: 5 schools were categorised at suitability level “A”; 5 schools were categorised at suitability level “B”; and 1 school, Paisley Grammar School, was categorised at suitability level “C” which means that the building has major problems affecting its operational efficiency.
- 4.5 On the basis of current roll projection, it is anticipated that a new Paisley Grammar School will have to accommodate circa 1,200 pupils.
- 4.6 The combined assessment of current performance and future need informed the prioritisation process and provided the evidence base which supported the proposal to invest in the relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley.
- 4.7 The Council’s vision for its school estate is to promote learning and achievement, and to give children and young people the opportunity to learn in the best possible environment by providing facilities that are fit for learning in the 21st century.
- 4.8 This vision is underpinned in our local objectives:
- to provide the best educational experience for all learners in Renfrewshire;
 - to satisfy the condition, sufficiency and suitability core facts;
 - to retain services within communities where possible; and
 - to provide environmentally and economically sustainable facilities with lower carbon footprints.
- 4.9 This proposal for a new Paisley Grammar Community Campus has been developed in line with the Scottish Government’s “Scotland’s Learning Estate Strategy”; following the strategy’s guiding principles:
- learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners;
 - learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners;
 - the learning estate should be well-managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value;
 - the condition and suitability of learning environments should support and enhance their function;

- learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle;
- learning environments should be greener, more sustainable, allow safe and accessible routes for walking, cycling and wheeling and be digitally enabled;
- outdoor learning and the use of outdoor learning environments should be maximised;
- good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all;
- collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential; and
- investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.

4.10 The proposal aligns with the commitments of the national performance framework and also supports many of the Scottish Government's education policy ambitions:

- A new Paisley Grammar Community Campus would support the three key national education and skills priorities: Getting it Right for Every Child (GIRFEC); Curriculum for Excellence (CfE); and Developing the Young Workforce (DYW);
- The proposal would provide bespoke intensive support facilities designed around the needs of the young person;
- It would provide "A" rated facilities in terms of condition and suitability;
- State of the art digital technology would support learning experiences and the creation of new and diverse skills, improving links to business and enterprise;
- The high standard of facilities would demonstrate that learning is valued in Renfrewshire;
- The proposal would contribute to the development of well-educated and skilled young people who are able to contribute to society;
- It would support families by providing facilities for after school and holiday childcare; and
- It could have the capacity to accommodate social and community provisions which support local empowerment.

4.11 The proposal also accords with the government's infrastructure plan and aspiration for shared arrangements and collaborative working with the college sector.

- It would build upon existing opportunities for partnership working between the secondary school and college in alternative curriculum provisions such as: hospitality; early years practice; sports; drama; and apprenticeships.
- The facilities, which would be agreed and developed throughout the design phase, might include enhanced social areas such as a community café. It

could also provide theatre / performance and enterprise space for the use of the school, wider community and local business. The proposal could also provide training and enterprise facilities and conference spaces, supported by extensive catering facilities, to be utilised by local businesses encouraging growth in our local economy.

- It is envisaged that the new campus would be at the heart of the community and that there would be collaboration with locality partners through an integrated approach which would achieve outcomes that are wider than just attainment.
- The new campus would become a centre of learning for the whole community during and after the school day. The location of the new campus and the opportunities for building strong relationships with Renfrewshire Leisure and the local community would provide lasting benefits for all people within the surrounding area.
- This type of investment in the learning estate offers the opportunity for a place-based approach to local outcomes; integrating local services to support communities; and it could progress the public sector reform agenda. This could be enabled through collaborative planning and working and shared use of assets. The opportunity of a joined-up approach to place making through this type of campus would maximise the benefits of investment to the locality it would serve.
- A school-based health and social work team could take a proactive approach to prevention, early-intervention, and support. Co-locating teams in education establishments could enable all to work more closely with children and their families, especially where the child is care-experienced or at risk of being so. This team could work collaboratively with education colleagues to improve attendance, attainment and achievement at Paisley Grammar School as well as supporting young people throughout Renfrewshire.
- The new campus would provide a high-quality learning environment which young people and their communities could enjoy and be proud of. It will encourage continuous engagement with learning and it could provide an accessible range of services and opportunities which would enrich the local community and the lives of learners and their families.
- The inclusion of a library / resource facility could also open up a number of significant opportunities for community learning and wider involvement such as lifelong learning; digital access; intergenerational opportunities; health and wellbeing support; creative opportunities; reducing social isolation; literacy; numeracy; employability support; parenting; early literacy (Bookbug); primary school visits; information literacy; further and higher education application support; and Developing the Young Workforce.
- The daily interactions young people could have with those using the library and other social spaces would promote positive relationships and citizenship and provide opportunities for intergenerational work.
- Where community facilities are located within the campus, the Council will work with all relevant groups to ensure that issues related to access and security are fully considered throughout the design phase of the new building.

- 4.12 An options appraisal process has been used to determine project viability and the identification of a suitable location within the catchment area.
- 4.13 In accordance with HM Treasury Green Book guidance, a baseline case is included to allow comparisons to be made against a common 'benchmark' position when evaluating options.
- 4.14 The project viability options considered were:
- do nothing, maintain the status quo;
 - refurbish the existing buildings;
 - build a new community campus at the existing location; and
 - build a new community campus at an alternative location within the catchment area.
- 4.15 The success criteria evaluated asked if the project options provided:
- the best educational experience for all learners in Renfrewshire (holistic impact);
 - a learning environment which supports the delivery of the curriculum;
 - environmentally sustainable facilities with lower carbon footprints;
 - satisfactory building conditions;
 - satisfactory sufficiency levels; and
 - suitable educational facilities.
- 4.16 This aspect of the appraisal highlights that building a new community campus at an alternative location within the catchment area is the most appropriate option.
- 4.17 From a long list of potential sites, the following short list was considered in more detail:
- Option 1. New build Paisley Grammar Community Campus at existing location;
 - Option 2. New build Paisley Grammar Community Campus at Renfrew Road in Paisley; and
 - Option 3. New build Paisley Grammar Community Campus at Seedhill Road in Paisley.
- 4.18 The success criteria evaluated asked if the option provided a site which was:
- big enough with suitable topography;
 - within local authority ownership;
 - accessible with good pedestrian and vehicle access;
 - central to the school's catchment area;
 - supported by good public transport links;
 - supportive of the wellbeing of the building's users (local environmental factors); and

- not detrimental to any community groups or local organisations.

4.19 The overall assessment suggests that a new build Paisley Grammar Community Campus at Renfrew Road in Paisley provides the best outcome for children and young people and the school community.

5. Educational Benefits

5.1. Under the 2010 Act the Council must prepare an educational benefits statement (EBS) in accordance with Sections 1 and 3 of the 2010 Act.

5.2. The EBS must include the following:

e) the Council's assessment of the likely educational effects of a relevant proposal (if implemented) on:

(v) the pupils of any affected school;

(vi) any other users of the school's facilities;

(vii) any children who would (in the future but for implementation) be likely to become pupils of the school; or

(viii) the pupils of any other schools in the Council's area,

f) the Council's assessment of any other likely effects of the proposal (if implemented),

g) an explanation of how the Council intends to minimise or avoid any adverse educational effects that may arise from the proposal (if implemented),

h) a description of the educational benefits which the Council believes will result from implementation of the proposal (with reference to the persons whom it believes will derive them), as well as the Council's reasons for coming to those beliefs.

5.3. The following paragraphs detail the Council's Educational Benefits Statement:

5.3.1. How does the proposal support improvement in the curriculum?

- The young people would be at the centre of the new learning campus with the facility designed to deliver the vision of integrated learning and teaching. The flexible use of space and creative use of new technologies would ensure a learning experience that is relevant, meaningful and challenging for young people.
- A new building would be designed to support the full breadth of the curriculum. It would provide spaces for teacher directed learning; breakout areas for independent or small group learning; specialist areas for practical subjects; and it would facilitate the range of learning experiences necessary for the development of skills.
- The new facilities would provide an opportunity to develop and promote greater partnership working within and between faculties and departments and improve the curriculum offer and delivery.

- There would be a greater potential for interdisciplinary learning within and across faculties due to the geography and layout of a new building.
- In addition, teaching and learning areas from each faculty may be grouped together allowing greater staff working relationships and more opportunities for sharing knowledge, skills and experiences across this wider curriculum provision.
- Teaching and learning in subject areas, such as the Technologies, Music and Physical Education, would be enhanced; ensuring improved personalisation and choice as well as greater breadth of the curriculum than can currently be offered.
- Young people would be exposed to a fuller curriculum through the Broad General Education and into the Senior Phase. This has the potential to lead to further improvements in attainment and wider achievements for young people.
- Furthermore, there would be the opportunity to create facilities as an explicit part of the design for the improved delivery of the STEM subjects (Science, Technology, Engineering and Mathematics).
- The development of skills for life, learning and work would be increased with a focus on vocational and technological pathways while still maintaining the academic achievements that the school enjoys. These elements would deliver a more relevant, challenging and enjoyable learning experience which is much more clearly focused on positive destinations for all young people. This could be achieved through consultation with the school community when designing the new campus.
- The opportunities for partnership working could be enhanced through the adjacency of the campus to West College Scotland and the potential co-location of council services and other organisations within the building.
- A greatly improved ICT infrastructure would provide a platform for new and emerging technologies to be used to support learning; enabling the full potential of systems to be realised for the benefit of young people and staff. These innovative and creative technology proposals would benefit not only those children and young people within the Campus, but across Renfrewshire Council in its widest sense.
- The new campus would offer an enhanced sporting experience for young people and the wider community which would meet the requirements and aspirations of the Council and the Scottish Government.
- An effective whole-school and community approach to Learning for Sustainability could bring together global citizenship, sustainable development education and outdoor learning to create coherent, rewarding and transformative learning experiences.
- Enhanced drama, performance and media facilities would allow the talents of young people to be showcased to larger groups of parents and the wider community throughout the year. Young people's confidence develops significantly when given opportunities to perform in front of an audience and in turn, will contribute significantly to their overall development.
- Increased and improved outdoor areas would allow for all weather participation in activities not currently possible due to lack of facilities. The superior outdoor areas would further promote opportunities for outdoor

learning to meet the needs as set out by the Scottish Government in 'Curriculum for Excellence through Outdoor Learning'.

- Flexible working spaces and staff development facilities within the building would enhance collegiality and promote working practices which respond to the expertise and interests of staff.
- The proposal provides the Council with the opportunity to investigate the possible benefits of an "advanced higher hub" with bespoke facilities to support transition between the secondary and tertiary sectors; including the opportunities that will arise from Renfrewshire Council's economic strategy.

5.3.2. How does the proposal support greater personalisation and choice?

- The layout of the building would support staff to provide opportunities for young people to take responsibility for their learning.
- Well planned storage solutions would support young people to make meaningful choices and decisions about the resources they use in their learning.
- Open learning environments would allow for more active learning and would support young people in organising their own experiences.

5.3.3. How does the proposal support the personal, social, health, emotional and additional support needs of children?

- The proposal would provide a bright, naturally ventilated environment, which supports active learning, energises the learning community and supports the wellbeing of all its users.
- Dining and social areas would be improved and this, along with the development of external flexible spaces, would encourage young people to socialise; potentially improving their health and wellbeing.
- The design of the new campus would consider how young people move around the school throughout the day; improving circulation and orientation and further enhancing the ethos of the school.
- PE facilities would be designed to meet the needs of the school community; providing for a range of indoor and outdoor physical activities.
- Quiet spaces would be provided to support the emotional wellbeing of all young people and for those pupils with specific additional support needs.
- The proposal would provide bespoke intensive support facilities designed around the needs of the young person.
- The new campus would be compliant with the provisions of the Equality Act (2010); it would be fully accessible to people with mobility difficulties and additional support needs. This would help support the Council's aim to develop a fully integrated education service which meets the needs of all learners.
- All areas of the curriculum would be accessible and take account of a broad range of needs. In addition, young people with social and emotional difficulties would benefit from an environment which enhances the learning experience and is more engaging and personalised.
- Better vocational provision with clear learning pathways leading to further education, for example, would better meet the needs of young people who

may not have their needs met through a more traditional learning experience within the limited confines of the current buildings.

5.3.4. How does the proposal support improvement in morale and ethos within the school?

- The design principles for the building would reflect the school's vision, values and aims and they would be informed by the school's socio, economic and cultural context.
- Opportunities to promote citizenship would be further enhanced through the possible co-location of council services and other organisations.
- The open environment and assembly spaces would provide opportunities for whole school activity and the promotion of the school's promoting positive behaviour ethos.

5.3.5. How does the proposal facilitate travel and transport arrangements?

- Through local regeneration initiatives there would be access to safe walking routes and cycle paths which are designed to support children and young people in making greener travel choices.
- Traffic management schemes would be developed to promote positive and considerate behaviour around the school grounds and safe drop off facilities ensure appropriate levels of pedestrian / vehicular segregation.

5.3.6. How does the proposal support school leadership?

- The building would provide a variety of education management spaces to support activities which contribute to effective school leadership including leadership team offices; conference / meeting rooms; small, medium and large meeting spaces; and assembly spaces for whole school collegiate activity.

5.3.7. How does the proposal support teacher professionalism?

- The building would provide a variety of education development spaces to support activities which enhance teacher professionalism including spaces for visiting specialist; small, medium and large development spaces; and assembly areas for school development activity.

5.3.8. How does the proposal support parental engagement?

- The building would provide a variety of welcoming spaces which promote parental engagement with the school, including parents' rooms and conference / meeting rooms for parental workshops.

5.3.9. How does the proposal support assessment of children's progress; school improvement; and performance information?

- The building would provide a variety of education management spaces where staff can meet in appropriate venues such as conference / meeting rooms; small, medium and large meeting spaces; and assembly spaces for whole school collegiate activity.

5.4. Our assessment of any other likely effects of the proposal (if implemented).

- The proposal aligns with the commitments of the national performance framework and it supports the three key national education and skills priorities: Getting it Right for Every Child (GIRFEC); Curriculum for Excellence (CfE); and Developing the Young Workforce (DYW).
 - Additionally, state of the art digital technology would support learning experiences and the creation of new and diverse skills, improving links to business and enterprise.
- 5.5. How we would intend to minimise or avoid any adverse effects that may arise from the proposal (if implemented).
- Construction of a new Paisley Grammar Community Campus at an alternative site would ensure that the continuity of learning is not affected by construction disruption.
 - Curricular and logistical arrangements would be developed by the school to ensure a smooth transition for all children and young people and staff to the new building.
- 5.6. The benefits, which we believe, would result from implementation of this proposal.
- In addition to the benefits noted above, Children's Services believe that this change would support improvement in the overall efficiency of the school estate which ultimately supports all children and young people within Renfrewshire.
-

6. Impact on schools and their communities

- 6.1 Relocation and new build form part of the Council's School Estate Management Planning process and equality impact assessment is central to this approach.
- 6.2 The recommendations contained within this report will be assessed in relation to their potential impact on equalities and human rights as part of the consultative process.
- 6.3 There is no impact on community council boundaries.
- 6.4 A new Paisley Grammar Community Campus will have the capacity to serve communities.
-

7. Involvement of Education Scotland

- 7.1 A copy of this proposal has been sent to Education Scotland.
- 7.2 At the end of the formal consultation period Children's Services will send Education Scotland the following:
- a) a copy of all relevant written representations that are received from any person during the consultation period;

- b) a summary of any oral representations made by any person during the public meeting; and
 - c) a copy of any other relevant documentation, as available and so far, as practicable.
- 7.3 Education Scotland will provide the Council with a report on the educational aspects of this proposal. This report will be submitted to the Council no later than 3 weeks after Children's Services have sent them all of the representations and documents noted above, or such longer period as the Council may agree with Education Scotland.
- 7.4 In preparing their report, Education Scotland may visit establishments affected by the proposal and may make reasonable enquiries of such persons (both in the in the establishments and outwith) as they consider appropriate.
-

8. Consultation report

- 8.1 After receiving the report from Education Scotland, Children's Services will review the proposal having regard (in particular) to the following:
- a) written representations received by the Council from any person during the consultation period;
 - b) oral representations received by the Council from any person at the public meeting; and
 - c) the report provided by Education Scotland.
- 8.2 Thereafter the service will prepare a consultation report for consideration by the education and children's services policy board.
- 8.3 The consultation report will contain the following:
- a) a record of the total number of any written representations made to the Council (by any person) on the proposal during the consultation period;
 - b) a summary of:
 - (i) those written representations; and
 - (ii) any oral representations made to it (by any person) at the public meeting.
 - c) a statement of the Council's response to:
 - (i) those written and oral representations; and
 - (ii) Education Scotland's report.
 - d) a copy of that report

- e) a statement explaining how the Council complied with its obligation to review the relevant proposal as described above.

8.4 The consultation report will also include the following:

- a) details of any omission/inaccuracy in the proposal paper, or (as the case may be) any alleged omission/inaccuracy, (including a statement of the Council's opinion on it);
- b) a statement of the action taken in respect of the omission or inaccuracy, or (as the case may be) the alleged omission/inaccuracy, or, if no action has been taken, of that fact (and why); and
- c) any representations made to the Council where the person who made the notification re: omission/inaccuracy disagreed with the Council's determination as to whether there had been an omission/inaccuracy, or its decision as to whether to take action.

8.5 The Council must:

- a) publish the consultation report in both electronic and printed form;
- b) make the report available for inspection at all reasonable times and without charge:
 - (i) at its head office and on its website; and
 - (ii) at any affected school or at a public library or some other suitable place within the vicinity of the school.
- c) provide without charge the information contained in the consultation report:
 - (i) to such persons as may reasonably require that information in another form; and
 - (ii) in such other form as may reasonably be requested by such persons.
- d) inform any person who during the consultation period made written representations on the relevant proposal of the publication of the consultation report; and
- e) advertise the publication of the consultation report by such means as it considers appropriate.

8.6 The time line and summary of the consultation process in respect of this proposal is set out below:

Activity	Date
Approval for consultation sought from Education and Children's Services policy board	12 March 2020
Consultation document to be issued outlining the proposal to:	30 March 2020

<ul style="list-style-type: none"> the parent council or combined 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 expected by the education authority to attend any affected school within 2 years of the date of publication of the proposal paper; 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 which appears to the education authority to be representative of the staff (teaching and other) at any affected school; the community council (if any); the community planning partnership for the area of the local authority in which any affected school is situated and any other community planning partnership that the education authority considers relevant; any other education authority that the education authority considers relevant; and any other community groups using any of the affected schools. 	
<ul style="list-style-type: none"> Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press; Social media release; and Questionnaire to go live on the Council website. 	30 March 2020
Public consultation meeting held to consult with affected communities in Paisley Grammar School at 6.30pm.	22 April 2020
Public consultation period ends 6 weeks after the date of the public meeting. The total period excludes any school holidays or in-service days.	1 June 2020
Report to Education Scotland on outcome of consultation.	15 June 2020
Response from Education Scotland on outcome of consultation.	21 August 2020
Consultation response report (including Education Scotland response) presented to Education and Children's Services policy board meeting stating consultation outcomes and making final recommendation.	29 October 2020
Copy of proposal paper and consultation response report sent to Scottish Ministers within 6 days of education and children's services policy board approval.	6 November 2020