
To: Education and Children Policy Board

On: 14 May 2015

Report by: Director of Children's Services

Heading: Proposal to consult on the relocation of Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School

7. Summary

- 1.1 On 8 May 2014 the education policy board approved the School Estate Management Plan (SEMP).
- 1.2 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.
- 1.3 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.
- 1.4 Additionally, further assessment of the programme suggests that the project can be accelerated as detailed below.
- 1.5 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
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8. Recommendations

8.1. The education and children policy board is asked to:

- approve the consultation procedures for the relocation of Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School, noted in appendix 1 of this report;
 - approve the consultation document "The relocation of Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School", noted in appendix 2; and
 - agree that a report on the outcome of the consultation be submitted to the education and children policy board in January 2016.
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9. Background

9.1. 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.

9.2. 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.

9.3. 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.

- 9.4. 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.
- 9.5. Core facts ratings are as follows:
- A Good
 - B Satisfactory
 - C Poor
 - D Bad
- 9.6. Through its school estate project team the council continually reviews the performance of the school estate in terms of these core fact findings.
- 9.7. 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.
- 9.8. 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.
- 9.9. 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.
- 9.10. 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.

- 9.11. 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.
- 9.12. 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.
- 9.13. Additionally, further assessment of the programme suggests that the project can be accelerated as detailed below.
- 9.14. 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
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10. Rationale for change and project development

- 10.1. 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.
- 10.2. 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.
- 10.3. The table below illustrates roll projections for St 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

- 10.4. 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".

- 10.5. 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.
 - 10.6. 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.
 - 10.7. Foxlea Pre 5 Centre has a sufficiency rating of "A" and the building's condition is rated "B".
 - 10.8. 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.
 - 10.9. 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.
 - 10.10. 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.
 - 10.11. 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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11. Educational benefits statement

- 11.1. 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.

- 11.2. 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 designed to support the curriculum.
- 11.3. 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.
- 11.4. 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.
- 11.5. 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.
- 11.6. 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.
- 11.7. 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.
- 11.8. 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.
- 11.9. Segregated play areas will be provided for the early years children.
- 11.10. The dining and PE facilities will be improved to accommodate the projected number of primary school pupils and early years children.
- 11.11. 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.
- 11.12. 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.

- 11.13. 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.
- 11.14. The co-location proposal would also provide enhanced opportunities for cross establishment peer observations which will support transition.
- 11.15. 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.
- 11.16. 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.
- 11.17. 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.
- 11.18. The new building will be fully compliant with the provisions of the Equality Act (2010).
- 11.19. The co-location would provide the opportunity for improving traffic management arrangements.
- 11.20. The proposal would ensure the new building has a condition and sufficiency rating of "A".
- 11.21. 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.

12. Impact on schools and their communities

- 12.1. 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.
- 12.2. 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.
- 12.3. 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.

- 12.4. 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.
 - 12.5. Renfrewshire Council has temporary accommodation which could be re-located to the school site to operate as temporary accommodation if required.
 - 12.6. 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.
 - 12.7. 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.
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13. Consultation arrangements

- 13.1. 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.
- 13.2. 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.
- 13.3. 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.

- 13.4. The consultation document also includes an educational benefits statement which sets out an assessment of the effects of the proposal if implemented.
- 13.5. 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.
- 13.6. 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.
- 13.7. 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.
- 13.8. 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.
- 13.9. 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.
- 13.10. 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 of the public meeting. The total period excludes any school holidays or in-service days.	10 September 2015
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.	

Implications of this report

1. Financial Implications

The project involves the relocation of two services to one building and this may generate property savings which will be reported as part of the response to the consultation in January 2016.

2. HR and Organisational Development Implications

If the proposal to co-locate 2 establishments in 1 building is approved community resources will have to consider the deployment of their staff who currently operate over 2 facilities. Similarly, corporate business support will also have to 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 amended through the enactment of the Children and Young People (Scotland) Act 2014.

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.

The area of the land on which the existing Foxlea Pre 5 and Community Learning Centre currently stands will be required in full or in part to address the traffic management and parking challenges inherent in this project. Any surplus 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 available on request.

8. Health and Safety Implications

None.

9. Procurement Implications

The procurement model for the delivery of this project will be developed by corporate procurement and development and housing services.

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; May 2014.

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

*Children's Services
IT/GMcK/LG/FD/IT/CVG
29 April 2015*

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ian.thomson@renfrewshire.gov.uk*

PROCEDURES FOR CONSULTATION RELATING TO:

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

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:

- a consultation document will be prepared outlining the background to the proposal to:
 - relocate Foxlea Pre 5 and Community Learning Centre to a new St Paul's Primary School building.
- 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 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 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.

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 9 June 2015 and it will run until 10 September 2015.
- A public meeting will be held at St Paul's Primary School on 9 June 2015 to allow the proposal to be discussed and oral representations to be considered.
- Written representation should be made to the director of children's services, Renfrewshire Council, Renfrewshire House, Cotton Street, Paisley, PA1 1LE or to: stpaulsandfoxlea@renfrewshire.gov.uk, no later than noon on 10 September 2015.

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 the education authority 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 to make representations to the Scottish Ministers if they so wish.

2.6 If the decision is made to go ahead with the proposal, in whole or in part, then the education authority will notify the Scottish Ministers of the decision and provide copies of the proposal and consultation report immediately after the decision is made.

2.7 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.

2.8 The final recommendation considering the results of the consultative process will be presented to a meeting of the education and children policy board in January 2016.

THIS IS A CONSULTATION DOCUMENT

Proposals 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.
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1.5 Core facts ratings are as follows:

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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.

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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:

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1.13 Additionally, further assessment of the programme suggests that the project can be accelerated as detailed below.

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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.
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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.
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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 of the public meeting. The total period excludes any school holidays or in-service days.	10 September 2015
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.	