

ANGUS COUNCIL

SPECIAL MEETING OF THE CHILDREN AND LEARNING COMMITTEE – 30 JANUARY 2018

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SCHOOL INVESTMENT STRATEGY 2017-2047

REPORT BY MARK ARMSTRONG, STRATEGIC DIRECTOR - PEOPLE

ABSTRACT

This report provides feedback on the recent pre-consultation activities relating to the School Investment Strategy and presents proposals for addressing the needs in Angus schools over a 30-year period.

1. RECOMMENDATIONS

It is recommended that the Children and Learning Committee:

- (i) Approves the approach taken to ranking and prioritising the School Investment Strategy;
- (ii) Approves the consultation programme for 2018;
- (iii) Requests that consultation proposals for Lethnot, Tarfside, Edzell and Stracathro primary schools are presented for consideration on 20 February 2018;
- (iv) Requests that details of the options appraisal for Monifieth High School and Grange Primary school are presented for consideration on 19 April 2018;
- (v) Requests that the 30-year programme is reviewed, updated and presented to the Children and Learning Committee by September 2020; and
- (vi) Approves the updating of the capital plan in light of decisions taken.

It is recommended that Angus Council:

- (i) Notes the consideration of the Children and Learning Committee on 30 January 2018;
- (ii) Approves the approach taken to ranking and prioritising the School Investment Strategy;
- (iii) Approves the consultation programme for 2018;
- (iv) Requests that consultation proposals for Lethnot, Tarfside, Edzell and Stracathro primary schools are presented for consideration on 20 February 2018;
- (v) Requests that details of the options appraisal for Monifieth High School and Grange Primary school are presented for consideration on 19 April 2018;
- (vi) Requests that the 30-year programme is reviewed, updated and presented to the Children and Learning Committee by September 2020; and
- (vii) Approves the updating of the capital plan in light of decisions taken

2. ALIGNMENT TO THE ANGUS LOCAL OUTCOMES IMPROVEMENT PLAN/CORPORATE PLAN

This report contributes to the following local outcomes contained within the Angus Local Outcomes Improvement Plan and Locality Plans:

- The best start in life for children
- More opportunities for people to achieve success

- Improved physical, mental and emotional health and well-being
- A reduced carbon footprint
- An enhanced, protected and enjoyed natural and built environment

3. BACKGROUND

- 3.1 Reference is made to Article 6 of the minute of meeting of the Children and Learning Committee of 19 September 2017. Committee agreed that a pre-consultation exercise should be undertaken across the whole school estate in Angus.
- 3.2 This exercise was intended to inform the prioritisation of proposals for the School Investment Strategy for 2017-2047.
- 3.3 This report highlights the outcome of the pre-consultation exercise and presents prioritised proposals for consideration.

4. PRE-CONSULTATION PROCESS

- 4.1 A pre-consultation exercise was undertaken across Angus during November 2017.
- 4.2 Dedicated webpages were created containing information about Angus schools and examples of good practice. The information in these pages was updated as we received input from parents, carers and citizens.
- 4.3 The webpages also contained an online questionnaire designed to gather views on our current schools and how we could improve in the future.
- 4.4 Drop-in events were held in 9 locations across Angus. Two of these were held on Saturday mornings.
- 4.5 Text messages were sent to 99.2% of parents/carers of current school age children to highlight the pre-consultation activities. An advert was placed in the Courier and local papers at the start of the exercise and social media updates were provided regularly throughout November.
- 4.6 All elected members, MSPs and MPs, parent and community councils were given information about the pre-consultation exercise and were asked to encourage constituents to engage with the process.
- 4.7 In addition, material was provided to all schools to allow the 'learner voice' to be heard.

5. PRE-CONSULTATION FINDINGS

- 5.1 96 adults attended the drop-in sessions. The conversations tended to be in-depth and provided an opportunity to explore a wide range of topics. Everyone attending one of the sessions was encouraged to complete a questionnaire – either at the event or online.
- 5.2 Over 1,000 questionnaires have been completed. These have been analysed and a full pre-consultation report has been prepared. This report is available at [Angus Schools for the Future](#).
- 5.3 'Learner voice' returns were received from 12 schools. Again, these have been analysed and included in the full pre-consultation report.
- 5.4 Some of the key findings from the pre-consultation exercise were:
- comments about the size of classrooms, lack of flexible working spaces, and the importance of outdoor learning.
 - comments on the need to improve digital infrastructure and equipment.
 - recognition that investment is needed in the school estate.

It is pleasing to note that these findings are in line with the principles outlined in report 189/17.

- 5.5 There was significant support for maintaining rural schools. However there were also some comments that rural schools should be merged or closed. For clarity, Angus Council is committed to assessing changes to the school estate on the basis of educational benefit. The nature of the school (rural or urban) is not a factor in our decision-making.
- 5.6 There were views supporting reviews of catchment areas. In many cases, this was linked to concerns about the impact of placing requests. We will consider this when we consult on specific proposals.

5.7 These findings have been used to prepare the proposals outlined below. We will also re-visit the wealth of data collected as we prepare specific consultation proposals in the future.

6. PROPOSALS

6.1 Report 189/17 established principles for our investment strategy.

6.2 In preparing the proposals below, we have taken account of these principles, but we have also assessed the implications of the expansion of Early Years provision. Given the importance of this in terms of national profile and ensuring that we invest in the development of our children during their early years, this is a key factor in prioritising projects.

6.3 Throughout the pre-consultation process we have emphasised that the School Investment Strategy is not simply a programme for building new schools. It is about making sure that our learning environments are the best they can be to support our children, young people and communities in their learning. To do this, we will establish a systematic programme to address issues with our school estate over a 30 year period.

6.4 To ensure that we are addressing the greatest needs first and prioritising our finite resources (as far as practically possible), we have ranked all of our schools. The criteria for ranking and some explanations can be found in Appendix 1. The ranking of schools is shown in Appendix 2.

6.5 Having ranked the schools, we have then identified projects to undertake. Some of these projects include schools that may be impacted by another decision. For example, deciding to close a school could create a new catchment area for a neighbouring school. We have tried to anticipate some of these changes by grouping schools together to form a single project.

6.6 It is important to address all issues within each project to ensure long-term solutions. Our intention is to deal with each school once and address as many issues as possible. The planned activities will be reviewed every two years to ensure that prioritisation is based on up-to-date information.

6.7 Our aspiration is that each project will address known issues with the building, anticipate future increases or decreases in school rolls, and optimise the condition and suitability assessments for each school – all schools to be assessed as B or better for both aspects.

6.8 In preparing a programme of activity, we have taken account of consultation requirements, the availability of Council staff, and the availability of staff from Education Scotland. Financial resources are also a limiting factor, but we are not able to predict this beyond a few financial years.

6.9 The following dates refer to the consultations, engagement and solution design phase. Implementation will depend on a number factors including availability of finance and staff resources.

2018 - 2019

6.10 The first project proposed is to establish a single rural primary school for the Brechin cluster. When we applied the criteria in Appendix 1 to our primary schools, 3 of the 4 rural schools in the Brechin cluster were ranked in the top 8 (i.e. having the greatest need). This creates an opportunity to ensure that the rural primary school provision is of the highest possible standard. Accordingly, we propose to consult on:

- the closure of Lethnot , (currently mothballed);
- the closure of Tarfside (currently empty);
- the closure of Stracathro (suitability = C); and
- developing Edzell as the rural school for the Brechin cluster.

6.11 We will also address early year's needs at Edzell; anticipate needs arising from housing developments at Edzell; and improve its suitability as a school for the future. It is proposed that consultation on this project begins on 26 February 2018, with a report on the outcome being presented to the Children and Learning Committee on 18 September 2018.

6.12 Consultation proposals will be brought to Children and Learning Committee on 20 February 2018.

6.13 The next priority need that we have established is replacing Monifieth High School. A project of this scale will require funding from the Scottish Government's Schools for the Future programme (or any successor programme). At the time of writing, there is no indication that such funding will be available.

- 6.14 So, we propose to undertake an options appraisal exercise that will include the possibility of an 'all-through' school incorporating Grange primary. We also want to identify other options that will improve the situation in Monifieth, taking account of housing developments in that area. We want to include the views of the schools and wider community to generate ideas to be evaluated. We propose that consultation on the options available will begin in April 2018.
- 6.15 During 2018, work will continue on the new build developments at Ladyloan, Muirfield, Hayshead and St. Thomas' in Arbroath.

2019-2023

- 6.16 We propose a major re-imagining of school provision in Montrose. This will cover Montrose Academy and all of the primary schools (Southesk, Ferryden, Borrowfield, Rosemount, St Margaret's, and Lochside). This will be a major undertaking and will require significant human and financial resources. However, it will ensure that we have a plan for the school estate in Montrose that is fit for purpose, takes account of population changes and location; and provides Best Value. The possible scale of this project will require funding from the Scottish Government's Schools for the Future programme. As stated in 6.12 above, there is no indication that such funding will be available. However, we think that is important that we have a clear vision for the needs in Montrose, which may include some interim projects to address pressing issues.
- 6.17 During this period we propose to examine school provision in Arbroath. This would include consideration of replacing both secondary school buildings with one integrated campus facility. In considering an integrated campus we will also work closely with Dundee and Angus College. We would also review the catchment areas for primary schools and assess the need to replace/upgrade Inverbrothock primary. Again, this project will require funding from the Scottish Government's Schools for the Future programme.
- 6.18 We will review the following primary schools:
Northmuir (Kirriemuir); Maisondieu (Brechin), Friockheim, Inverkeilor, Mattocks, Newbigging, Monikie, and Murroes. As some of the catchment areas for these schools are adjacent to each other, it may be possible to group some of these schools. This will be assessed as the plan for 2019-2023 is developed.
- 6.19 By this stage, we will have identified plans for all schools with current or projected school roll over 100% of the planning capacity and we will have addressed early year's needs.

2023-2028

- 6.20 The emphasis in these years will be on schools that have a suitability rating of C, relatively high occupancy rates and significant planned maintenance requirements.
- 6.21 This will include the following primary schools:
Liff, Strathmartine, Birkhill, Arbirlot, Carmyllie, Colliston, Eassie, and Glamis. It may be possible to group some of these schools. This will be assessed as the consultation plan for 2019-2023 is developed.
- 6.22 During this period we would also anticipate reviewing Webster's High School to ensure that it meets the prevailing educational needs.

2029-2047

- 6.23 This phase will ensure that all schools are covered and that a systematic programme is maintained on an ongoing basis.
- 6.24 This will include the following primary schools:
- Tannadice, Cortachy, Auchterhouse, Andover, Inverarity, Southmuir, Aberlemno, Airlie, Tealing, Letham, Newtyle, Seaview, Isla.
- 6.25 During this period we would also anticipate reviewing Carnoustie High School, Forfar and Brechin Community Campuses and the primary schools in Carnoustie and Forfar.

7. FINANCIAL IMPLICATIONS

- 7.1 It is difficult to quantify financial implications at this stage. Addressing some of the needs in our schools will require additional capital investment. This will be assessed as we develop individual proposals.
- 7.2 Following approval of this report, the council's capital plan will need to be updated to reflect the priority of improvements to the school estate. Major projects (e.g. replacing secondary schools) will require capital funding from the Scottish Government and Angus Council.
- 7.3 It is likely that revenue savings will arise from the proposal to create one rural primary school for the Brechin cluster. However, there will also be a reduction in Grant Aided Expenditure through the closure of small rural schools. We will estimate the implications in the consultation documents, but the details will become clearer as the consultation and implementation processes progress.

8. OTHER IMPLICATIONS

8.1 Environmental Implications

- 8.1.1 Strategic Environmental Assessment (SEA) is a legal requirement under the Environmental Assessment (Scotland) Act 2005 that applies to all qualifying plans, programmes and strategies (PPS), including policies. The proposed Schools for the Future Strategy presented in this report was assessed against this legislation and related Scottish Government Guidance and is considered to constitute qualifying PPS.
- 8.1.2 In accordance with the requirements of Sections 5(3), 8(1) and Schedule 2 of the Environmental Assessment (Scotland) Act 2005 the required screening has been undertaken. This concluded that the Schools for the Future Strategy will have no significant environmental effects requiring SEA to be undertaken. This Screening Opinion has been submitted for consideration to the SEA Consultation Authorities (Historic Environment Scotland, Scottish Environment Protection Agency & Scottish Natural Heritage).
- 8.1.3 Habitats Regulations Appraisal is mandatory under the Conservation (Natural Habitats, &c.) Regulations 1994, as amended. Its purpose is to identify whether policies or proposals may have an impact on the conservation objectives and qualifying features of any European designated site (Special Areas of Conservation or Special Protection Areas).
- 8.1.4 The Schools for the Future Strategy has been screened for likely significant effects on any European designated site. This screening has concluded that the Draft Strategy is not likely to have a significant effect on a European site and that Habitats Regulations Appraisal is not required. This screening opinion has been submitted to Scottish Natural Heritage for their agreement.

9. CONSULTATION

- 9.1 In addition to the pre-consultation activity described above, we have liaised with Education Scotland in preparing this report.

NOTE: The background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) which were relied on to any material extent in preparing the above report are:

- Report No 436/15, Preparation of a School Investment Strategy For Angus
- Report No 189/17, School Investment Strategy
- Report No 316/17, School Investment Strategy
- The Schools (Consultation) (Scotland) Act 2010

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Criteria used to rank schools

- 1 School has been mothballed/empty
Where a school building is empty, it is consuming resources that could be used to support the educational achievement of young people across Angus.
- 2 School roll at September 2017 was over 100% of planning capacity and the projected school roll for 2023 will be over 100% of planning capacity
One of the key ambitions is that our premises can be used flexibly to support a range of learning opportunities and that our environments are nurturing. It is difficult to achieve this when a school is operating at, or above, its physical capacity.
- 3 Early years need identified, ranked by suitability assessment
Where there is a need to adapt a building to support the expansion of early years provision, we will prioritise those schools that have a suitability rating of C.
- 4 The projected school roll for 2023 will be over 100% of planning capacity, ranked high to low
- 5 Suitability = C, ranked by planned maintenance high to low
We have used the outstanding planned maintenance to rank these schools because any deterioration in the fabric of our buildings may impact on the suitability of the learning environment.
- 6 The projected school roll for 2023 will be between 90% and 99%, ranked high to low
- 7 Planned maintenance greater than £200,000
- 8 The projected school roll for 2023 will be lower than 40% of planning capacity, ranked low to high
- 9 Suitability = B, ranked by planned maintenance high to low
- 10 Suitability = A, ranked by planned maintenance high to low
This criteria has been adopted to ensure that all schools are reviewed and appraised over the 30 year period.

Ranking of schools according to assessed need

(see notes below for explanation of terms used in these tables.)

PRIMARY SCHOOLS

Rank	School	Occupancy Sept 2017 Census	Projected Occupancy 2023	Early Years need	Suitability	Planned Maintenance O/S 5 Years	Condition
1	Lethnot	0%	16%	N		£67,100	B
2	Tarfside	0%	12%	N	B	£54,500	B
3	Muirfield	45%	56%	Y	C		C
4	Hayshead	92%	90%	Y	C		B
5	Ladyloan	55%	71%	Y	C		B
6	Southesk	68%	85%	Y	C	£106,000	B
7	Northmuir	85%	76%	Y	B	£213,000	B
8	Edzell	76%	104%	Y	B	£10,600	A
9	St Thomas'	93%	118%	N	B	£423,400	B
10	Warddykes	92%	117%	N	A		A
11	Inverkeilor	66%	117%	N	B	£93,500	A
12	Maisondieu	83%	105%	N	B	£252,300	B
13	Mattocks	95%	103%	N	B	£72,800	B
14	Ferryden	60%	51%	N	C	£407,500	B
15	Arbirlot	44%	64%	N	C	£216,200	B
16	Liff	83%	84%	N	C	£165,000	B
17	Eassie	34%	22%	N	C	£85,800	B
18	Glamis	71%	73%	N	C	£82,400	A
19	Stracathro	76%	60%	N	C	£50,500	B
20	St Margaret's	78%	94%	N	B	£112,300	B
21	Monikie	78%	93%	N	B	£74,500	B
22	Inverbrothock	85%	93%	N	B	£252,250	B
23	Rosemount	90%	90%	N	B	£14,400	A
24	Grange	78%	77%	N	A	£848,500	B
25	Lochside	90%	88%	N	B	£731,300	B
26	Friockheim	59%	68%	N	A	£565,400	B
27	Borrowfield	81%	71%	N	B	£327,600	B
28	Carmyllie	19%	15%	N	A	£256,800	B
29	Andover	71%	62%	N	B	£239,500	A
30	Tannadice	23%	20%	N	A	£232,000	B
31	Inverarity	39%	61%	N	B	£215,100	B
32	Cortachy	61%	28%	N	A	£28,050	A
33	Auchterhouse	54%	31%	N	B	£44,800	B
34	Newbigging	32%	32%	N	B	£197,000	B
35	Birkhill	72%	73%	N	B	£139,600	B
36	Colliston	71%	67%	N	B	£106,500	B
37	Murroes	88%	69%	N	B	£82,000	B
38	Strathmartine	62%	52%	N	B	£78,000	A
39	Southmuir	55%	56%	N	B	£36,500	A
40	Airlie	35%	52%	N	A	£113,000	A
41	Aberlemno	24%	42%	N	A	£84,000	A
42	Letham	71%	82%	N	A	£68,600	A
43	Tealing	69%	76%	N	A	£54,200	A
44	Seaview	77%	80%	N	A	£17,000	A
45	Newtyle	58%	46%	N	A	£15,800	A

Rank	School	Occupancy Sept 2017 Census	Projected Occupancy 2023	Early Years need	Suitability	Planned Maintenance O/S 5 Years	Condition
46	Isla	44%	57%	N	A	£8,000	A
47	Carlogie	75%	64%	Y	A		A
48	Langlands	94%	79%	Y	A		A
49	Burnside	86%	80%	Y	A		A
50	Woodlands	106%	81%	Y	A		A
51	Timmergreens	100%	86%	N	A		A
52	Whitehills	96%	86%	Y	A		A
53	Strathmore	75%	89%	Y	A		A

* - occupancy of schools expressed in numbers (rather than percentages) can be found in Appendix 3.

SECONDARY SCHOOLS

Rank	School	Occupancy Sept 2017 Census	Projected occupancy 2023	Suitability	Planned Maintenance O/S 5 Years	Condition
1	Monifieth High School	101%	102%	C	£1,097,900	B
2	Montrose Academy	63%	65%	B	£2,032,800	B
3	Arbroath Academy	66%	75%	B	£1,938,300	B
4	Arbroath High School	77%	88%	B	£1,606,900	B
5	Webster's High School	76%	76%	B	£945,500	B
6	Carnoustie High School	74%	82%	A	£490,200	A
7	Brechin Comm. Campus	61%	50%	A		A
8	Forfar Comm. Campus	81%	88%	A	£58,000	A

Explanatory Notes

Mothballed/empty

In considering alternatives to closure, authorities may choose to consider “mothballing” a school (or a stage of education or a nursery class at a school). This is a temporary closure which does not lead to a consultation under the 2010 Act. It is only appropriate in very restricted circumstances. When a school roll falls very low, the authority and/or community may consider that the school is not presently viable but do not wish to close it immediately because there is a reasonable prospect that the number of pupils in the area will increase such that it should be re-opened in the future.

It is vital that this flexibility to close a school for a temporary period is not used to undermine the requirements under the 2010 Act to consult on all school closure proposals. Mothballing is only appropriate for a temporary period and should be subject to regular review, at least annually, against the same requirements which led to the original decision to mothball the school (or stage of education). The maximum length of its duration is likely to depend on the location of the school and the desirability of maintaining capacity to re-open a school there, but it is unlikely that it should exceed 3 years in areas that are not very remote. The condition of the school building and cost of maintaining the mothballed provision will also be relevant.

A school can be mothballed where the school roll has fallen to zero and continues to be zero. It may also be appropriate where the roll or potential roll is very low and the authority considers the only other option to be closure. However, in circumstances where a school is mothballed rather than closed and some children and young people remain in the catchment area, this decision should be taken in consultation with the parents involved, and the possibility should be raised as early as possible, in order to ensure that families can understand the options open to them. Mothballing should not be a way of denying parents access to the statutory consultation process required under the 2010 Act and if the majority of parents oppose mothballing, it would be appropriate to move to statutory consultation on closure as soon as possible.”

Lethnot was mothballed from the end of session 2015/16, see Committee Report 202/16;

Tarfside’s roll has fallen to zero due to parental choices. As at September 2016 census there was one child in the nursery at Tarfside and three children in the primary school. At September 2017, there were no children in the nursery and none in the primary school.

Occupancy

Indicates the percentage of school roll (at September 2017 or projected to 2023) compared to the planning capacity of the school.

Planning capacity

The capacity of each school is assessed using guidelines produced by the Scottish Government [Determining Primary School Capacity](#)

School roll

Current roll is taken from the September 2017 census.

Projected roll is calculated taking account of children in the area from birth to 4 year olds provided by NHS Tayside; projected birth rates in Angus from National Records of Scotland - [Population Projections for Scottish Areas](#) children in each school per year group per the annual census; average net placing requests over the previous 3 academic years; expected pupil yield from new houses per the Housing Land Audit; and staying on rates over the previous 3 academic years for secondary schools.

Early years need

Taken from Angus Council Early Learning and Childcare Blueprint for Expansion to 1140 Hours. The supporting infrastructure requirements identified in that report are based on ELC Design Guide, *Space to Grow* or baseline assumptions provided by Scottish Futures Trust.

Suitability

Suitability assessments were carried out from December 2016 to February 2017. Each school was assessed by the head teacher, an education support officer and an officer from either Property Department or the asset management team of the Children & Learning Directorate. Each assessment was agreed by all three members of the assessment team. Suitability was

assessed using the Scottish Government Guidance and the ratings in this report come from using the Scottish Government Template.

Planned Maintenance The evaluation of planned maintenance needs are based on information collected and collated by Property Inspectors and Clerks of Works employed by Technical and Property Services as a result of carrying out inspections and investigating reports from building managers, site staff, service engineers and contractors. All individual planned maintenance items identified, are appointed a priority rating and estimated costs applied, to be considered for future funding.

Schools with no value shown for planned maintenance have been funded through PPP mechanism where the developer is responsible for maintaining the fabric of the property.

Condition The condition of the school buildings is assessed in line with Scottish Government Guidance - [Condition Core Fact](#). The Senior Property Inspector and the Property Inspector, employed by Technical & Property Services, visit and survey every school building annually. This process normally starts in June and is normally completed in November/December. The buildings are surveyed by carrying out non-intrusive visual inspections to all accessible areas. High level areas are surveyed where access is available, from adjacent vantage points, or from the ground. All annual surveys were completed and up to date by the end of December 2017. Each key building element is scored in accordance with the criteria set out in the aforementioned guidance.

School capacity information**PRIMARY SCHOOLS**

Rank	School	Planning capacity	Occupancy Sept 2017 Census	Projected Occupancy 2023
1	Lethnot	25	0	4
2	Tarfside	25	0	3
3	Muirfield	434	196	245
4	Hayshead	501	461	453
5	Ladyloan	434	237	309
6	Southesk	262	177	222
7	Northmuir	418	356	318
8	Edzell	100	76	104
9	St Thomas'	125	116	148
10	Warddykes	317	292	372
11	Inverkeilor	100	66	117
12	Maisondieu	459	379	480
13	Mattocks	75	71	77
14	Ferryden	217	130	110
15	Arbirlot	50	22	32
16	Liff	125	104	105
17	Eassie	50	17	11
18	Glamis	75	53	55
19	Stracathro	25	19	15
20	St Margaret's	50	39	47
21	Monikie	100	78	93
22	Inverbrothock	414	353	385
23	Rosemount	226	203	203
24	Grange	459	359	352
25	Lochside	441	398	387
26	Friockheim	210	123	143
27	Borrowfield	306	247	217
28	Carmyllie	98	19	15
29	Andover	393	280	244
30	Tannadice	267	62	54
31	Inverarity	75	29	46
32	Cortachy	46	28	13
33	Auchterhouse	67	36	21
34	Newbigging	50	16	16
35	Birkhill	321	232	234
36	Colliston	75	53	50
37	Murroes	116	102	80
38	Strathmartine	50	31	26
39	Southmuir	368	204	207
40	Airlie	75	26	39
41	Aberlemno	50	12	21
42	Letham	208	147	170
43	Tealing	75	52	57
44	Seaview	434	333	348
45	Newtyle	100	58	46

Rank	School	Planning capacity	Occupancy Sept 2017 Census	Projected Occupancy 2023
46	Isla	75	33	43
47	Carlogie	434	324	278
48	Langlands	456	430	358
49	Burnside	485	418	388
50	Woodlands	217	230	175
51	Timmergreens	217	218	186
52	Whitehills	449	433	388
53	Strathmore	434	327	385

SECONDARY SCHOOLS

Rank	School	Planning capacity	Occupancy Sept 2017 Census	Projected occupancy 2023
1	Monifieth High School	1060	1071	1085
2	Montrose Academy	1270	793	826
3	Arbroath Academy	1060	696	795
4	Arbroath High School	1088	840	961
5	Webster's High School	880	669	672
6	Carnoustie High School	1060	782	866
7	Brechin Comm. Campus	800	490	397
8	Forfar Comm. Campus	1270	1032	1114