



CHILDREN AND LEARNING

SUBMISSION OF REPRESENTATIONS RECEIVED

DURING PRE-CONSULTATION ON

ANGUS SCHOOLS FOR THE FUTURE

Contents

1 - Executive Summary	Page 3
2 - The Pre-consultation Programme	Page 6
3 - Pre-consultation Notification	Page 7
4 - List of Consultees Notified	Page 10
5 - Learner Pre-consultation Events	Page 11
6 - Public Pre-consultation Events	Page 18
7 - Online Pre-consultation	Page 23
Annex 1 Public Notices	Page 46
Annex 2 Website	Page 47
Annex 3 Social Media	Page 48
Annex 4 Text Message to Parents	Page 50
Annex 5 Pre-consultation Notification Letters	Page 51
Annex 6 School Children Pre-consultation Events	Page 56

1 Executive Summary

- 1.1 The purpose of the pre-consultation exercise was to raise awareness of the School Investment Strategy and the issues facing the Council in relation to the school estate across the whole of Angus rather than one school or one locality. The main purpose was to give people the opportunity to make comments and suggestions on how achieve a sustainable estate that meets the needs of all of our children and young people.
- 1.2 The response rate was very good and reflected a wide range of views. We learned:-
- That there should be a variety of learning opportunities including learning outwith the classroom.
 - Digital learning is important and needs to be improved.
 - Positive relationships are important.
 - There should be an inclusive environment.
 - Greater community use of schools but ensure children and young people are safeguarded.
 - There should be flexible use of spaces and well-maintained furniture.
 - The size of school and classes were felt to be important, although some preferred large schools and some preferred small.
 - Travel time and distance and a variety of extracurricular activities were also highlighted.
- 1.3 The pre-consultation on Angus Schools for the Future ran from 3 November 2017 until 30 November 2017. During this period there were two in-service days on 29 and 30 November 2017. The pre-consultation therefore ran for 28 days, 17 of which were school days.
- 1.4 The pre-consultation was advertised in the local press; on the Angus Council website, Facebook page and Twitter feed; and via text messages to parent/carers. Notification was also sent to Education Scotland, MP, MSPs, elected members, Parent and Community Councils, and to head teachers for cascade to all school staff.
- 1.5 During the period a number of Pre-consultation events were held:
- Children's Pre-consultation events
 - Public Pre-consultation events
 - Online Pre-consultation
- 1.6 Prior to the Pre-consultation, briefings were also held for elected members and school staff.
- 1.7 The main feedback is summarised below.

1.8 Children's Pre-consultation events

1.8.1 The learner engagement was sent to 51 primary schools and 8 secondary schools on 9 November 2017 with a return date of 30 November 2017. This gave 14 school days for completion.

1.8.2 Replies received were as follows:

Primary Schools	11
Secondary Schools	1

1.8.3 The key messages from the learner engagement are:-

- That there should be a variety of learning opportunities;
- positive relationships are important
- there should be an inclusive environment;
- there should be up to date resources;
- flexible use of well-maintained furniture and spaces are important;
- should be accessible to the community as appropriate.

1.8.4 The size of school and classes were felt to be important, although some preferred large schools and some preferred small. Travel time and distance and a variety of extracurricular activities were also highlighted.

1.9 Public Pre-consultation events

1.9.1 Nine public consultation events were held across Angus. These events were attended by 96 people. Most of the feedback from the public events was captured on the questionnaire used online and the results have been amalgamated into the questionnaire analysis. People were also given the opportunity to leave additional comments and suggestions at the events.

1.9.2 The main comments left were in support of small schools or specific to a particular school.

1.9.3 Suggestions made were mainly in relation to improved digital learning equipment, school dining areas that also serve as gym hall and assembly halls, and in relation to the pre-consultation process itself.

1.10 Online Pre-consultation

1.10.1 Across the Pre-consultation period a total of 1679 online questionnaires were accessed. Of these 610 provided no response other than the category which describes them i.e, parent/carer etc. The remaining respondents (1,069) to the questionnaire were made up of the following:

- 0.9% child/young person
- 81.5% parent/carers
- 4.6% residents
- 10.0% staff
- 3.0% others

1.10.2 The responses to each question were reviewed by a number of different staff to identify recurring themes. A wide range of views were expressed in the online questionnaire but the main themes identified are:

- Lack of resources
- Classroom environment not meeting needs of children particularly those who have additional support needs
- Behaviour management issues
- Unequal availability of digital learning facilities
- Learning outside the classroom and quality of outdoor space is important
- Number and quality of teaching staff needs to be improved
- Invest in estate so all schools are fit for purpose for all
- Review catchment areas to relieve pressure on some schools
- Make greater community use of schools but ensure children and young people are safeguarded. After school, breakfast clubs and parental support activities were seen as particular opportunities
- Communication should be improved
- Overall the estate is old and much of it is not fit for purpose
- Maintenance and build quality can be an issue
- Travel to school and parking is seen as an issue
- Additional investment is seen as a solution.

2 The Pre-consultation Programme

2.1 The timetable for the Pre-consultation process was as follows:

Committee report 316/17 approves pre-Pre-consultation approach	19 September 2017
Elected member briefings	23 October 2017
Briefings for school staff	30 October to 2 November 2017
Pre-consultation	3 November to 30 November 2017
Learner Pre-consultation	8 November to 28 November 2017
Pre-consultation period ends	30 November 2017
Decision at Angus Council Children and Learning Committee	31 January 2018

3 Pre-consultation Notification

3.1 Public Notices (see Annex 1).

A public notice to advertise the commencement of the Pre-consultation, and details of the public events, was placed in the Arbroath Herald/Broughty Ferry Guide incorporating Carnoustie Gazette (10 November 2017); Forfar Dispatch, Kirriemuir Herald, Brechin Advertiser and Montrose Review (9 November 2017) and The Courier (9 November 2017).

3.2 Website (see Annex 2).

The Angus Schools for the Future project web page on the Angus council website [Angus Schools for the Future](#) was updated with information providing notification of the Pre-consultation. Links to enable downloading of relevant documents, background information about our schools and a link to the online survey were also provided.

3.3 Social Media (see Annex 3).

A message inviting the public to take part in the Pre-consultation was posted on the Angus Council Facebook page and Twitter account on 3 November 2017. A notice was also placed on the Angus Council Housing Blog on 17 November 2017.

The following table shows an analysis of interactions with Facebook. Reach is a measurement of the size of audience we are communicating with, engagement is the total number who engaged with post i.e. comments, reaction, share and click.

Date	Post	Comments	Reactions	Positive	Negative	Shares	Clicks	Reach	Engagement
03/11/2017	First post - introducing pre-Pre-consultation	137	350	111	7	95	4,336	18,815	4,918
08/11/2017	Reminder of pre-Pre-consultation and dates	0	6	3	1	0	2	18	8
09/11/2017	First event - we're here	0	5	5	0	0	34	1664	39
13/11/2017	Event posting - for 16/11 event	0	2	2	0	0	0	101	2
14/11/2017	Post - Kirrie this afternoon	0	6	6	0	0	39	1756	45
14/11/2017	From the event	0	2	2	0	0	0	1756	2
16/11/2017	Online reminder	2	18	6	6	4	123	2807	147
21/11/2017	Event posting - for 16/11 event	0	2	2	0	0	9	1117	11
23/11/2017	Event posting	0	3	3	0	0	11	1470	14
27/11/2017	Online reminder	0	3	3	0	0	66	1854	69
	Total	139	397	143	14	99	4,620	31,358	5,255

Details of tweets and the resultant interactions

Date	Tweet text	impressions	engagements	retweets	replies	likes	user profile clicks	url clicks
22/11/2017	Angus Schools for the Future is the most ambitious plan we've ever had for our schools. If you can't make it along to any of the events, our website also has all of the information and questionnaire: https://t.co/Ov1Kjke5Oq https://t.co/aMTXp743AB	1488	17	2	0	5	0	9
21/11/2017	Our next Angus schools for the future event takes place today at St Andrews Church, Arbroath from 1pm-6.30pm. Hope to see you there. https://t.co/38vEulH6aY https://t.co/PzjuLDsLn9	1635	35	7	0	9	0	11
17/11/2017	Angus Schools for the Future is the most ambitious plan we've ever had for our schools. If you can't make it along to any of the events, our website also has all of the information and questionnaire: https://t.co/Ov1Kjke5Oq https://t.co/nw5PwvTjso	1412	23	5	0	3	0	12
14/11/2017	We're here at Kirriemuir Town Hall for the Angus schools for the future event. Thanks to everyone who has come along so far. If you can't make today's event, there's more events over the next few weeks - and all the info is on our website too: https://t.co/38vEulH6aY https://t.co/ldD8bP3gVB	1872	49	5	0	4	1	10
09/11/2017	We're at Monifieth Library today for the Schools for the Future pre-Pre-consultation event: https://t.co/38vEulH6aY https://t.co/w7KIsDMFLs	992	21	1	0	4	0	6
08/11/2017	Our first Angus schools for the future event takes place tomorrow PM at Monifieth Library: https://t.co/9pZHa7f26s https://t.co/6L8Oa3s4nf	1939	40	7	0	3	1	16
06/11/2017	Angus Schools for the Future is the most ambitious plan we've ever had for our schools. Please get involved: https://t.co/egZkBc5loo https://t.co/434UuhHjWF	984	19	1	0	2	0	11
03/11/2017	Angus Schools for the Future is the most ambitious plan we've ever had for our schools. Please get involved: https://t.co/38vEulH6aY	7012	255	38	1	31	6	130

3.4 **Text Message to Parents** (see Annex 4)

3.4.1 Text messages were sent to all parents informing them of the Pre-consultation and providing a link to the Schools for the Future website on 3 November 2017. Head teachers were asked to pass information to those who parents whose mobile number is not held in their normal way.

3.4.2 A reminder was also issued on 24 November 2017.

4 **List of Consultees notified**

4.1 The following people/groups were notified of the Pre-consultation: – (See Annex 5).

Consultee	Notification Method	Proposal Document
Children and Young People attending Angus Schools	Each head teacher to select how Pre-consultation to be carried out with their learners.	
Parents/carers of children attending Angus schools	Text message	Electronic link provided.
Teaching and support staff	Head teacher letter issued asking head teachers to notify staff about briefing sessions in each double cluster	
Parent Councils	Email issued	Electronic link provided.
Her Majesty's Inspectorate of Education (HMIE).	Email	Electronic link provided.
All elected members of Angus Council	Letter issued by email	Electronic link provided.
Community Councils in Angus	Letter issued by email	Electronic link provided.
Constituency MSPs	Letter issued by email	Electronic link provided.
Constituency MPs	Letter issued by email	Electronic link provided.
Constituency MEP	Letter issued by email	Electronic link provided.

5 Learner Pre-consultation Event

5.1 The format for the event was recommended in the toolkit sent to each head teacher.

5.2 **Angus schools for the future – learner voice workshops**

Dear colleague

[Angus Schools for the Future](#) is the most ambitious plan we've ever had for the development of our school buildings.

We want schools that are great places to learn and well-used community spaces. We need suitable, sustainable, connected and accessible buildings with good outdoor spaces for learning, sport and play. However, we also need to make the best use of the resources available.

To properly plan our schools for the future we need to find out from staff, parents, members of the community and learners what that could be.

That planning starts with a round of [drop-in sessions](#) where you can find out more about the work already done and the vision so far. You can also share your views via the [questionnaire](#).

It is really important for us to capture the views and thoughts of our children and young people at this pre-Pre-consultation stage; and we would like you to take this forward in your own school(s). With this in mind, we have developed a workshop session for you to lead with your learners, which will allow them to begin to engage in this process.

The workshop is intended to encourage learners to think about Angus Schools for the Future and what is important to them. We would like your learners' views to be truly represented at this early stage so you may choose to run the session(s) in a variety of ways:

- Whole school
- Identified year groups / cohorts / classes
- Focus groups
- Pupil Council or other learner committee/fora

Please use the session flexibly, in a way that best suits the configuration and size of your school(s), and will help us to gather this invaluable information. To tie in with the community engagement events, it is important that these workshops take place throughout the month of November. Upon completion of the workshops, it would be helpful if you could return your collated responses to Future_Schools@angus.gov.uk by 30/11/17.

Please be in touch with Alison Fraser FraserA@angus.gov.uk (SLSO), Alita Spink Spinka1@angus.gov.uk (SLSO) if you would like to discuss this further.

I hope this is helpful, and look forward to hearing the thoughts, suggestions and viewpoints of our children and young people as we embark upon this exciting and important piece of work.

Angus Schools for the Future – an opportunity for reflection and discussion

- Welcome and introductions
- Warm up – what makes a good school? Share with shoulder partner, collate responses on flipchart paper
- We want our schools to be the best they can be, so that our learning can be the best it can be. Who and what do we need to help us?
- Images of our own school estate – buildings, learning and teaching, outdoor learning, resources (see below)
Reflect on what they like/need – PMI? Discuss in school groups
- Carousel 4 key questions (explain what each one means):
 - What do we need our schools to be?
This could include size of school, distance to travel/location, and the people who would be using it
 - What should learning and teaching look like, sound like and feel like?
 - What resources do we need and how can they help us?
 - *What should learning outside the classroom look like, sound like and feel like?*
- Space for both physical activity, play and learning
- Make best use of environment to support relevant learning
- Educational/extra-curricular trips to enhance learning and teaching
- Better connections across classes/departments re. aspects of learning and homework
- Variety of different spaces for a range of purposes – ability to work outside all year
- Safe
- Discuss questions in groups and record on post-its – collate on flipchart sheets

- Agree most important by individually using sticky dots to vote for collated feedback on flipchart paper
- Explore 'next steps' – what should / could that be?
- Summary and close

Images of our own school estate – buildings, learning and teaching, outdoor learning, resources

Classrooms



School Buildings



Learning Spaces



External Spaces



5.1 Summary of Learner Responses

5.1.1 What makes a good school?

- Technology – up-to-date resources and efficient Wi-Fi access
- The size of school is important – both physical i.e. room size, social/breakout/outside spaces; and the size of the school roll, class size not too big
- Aesthetically pleasing environment – cleanliness, bright/colourful, quiet/calm areas. This is also applicable to learning outside
- Travel time and distance – shouldn't be too great
- Food – quality, quantity and cost is important. Where and when they eat is important too – enough time and space for them to eat together
- Good quality teaching
- Accessible to the community out with school hours and a welcoming environment throughout the working week
- Inclusive approaches and the resources to make this happen
- Variety of extra-curricular activities and clubs

5.1.2 Who and what do we need in our schools so that our learning can be the best it can be?

- Appropriate and well-maintained resources
- Nurture; always someone to talk to; therapy pets (2 of the 12 responses mentioned this)
- Variety of learning opportunities – not always writing
- Collaboration – working with others
- Supportive staff who enjoy teaching and help you to learn
- Positive relationships – between pupils and staff, pupils and pupils (respect, safe, trust, moral/emotional support from staff)

5.1.3 What does effective learning and teaching look like, sound like and feel like?

- A variety of learning/teaching opportunities - active learning which engages all learners; individual and group working
- Learners feel challenged and working hard
- Flexible use of well-maintained furniture and spaces which are appropriate to the learning and learner needs
- Happy, fun, relaxed and calm
- Teachers who are prepared, learners who are ready to learn

5.1.4 **What should learning outside the classroom be?**

- Space for both physical activity, play and learning
- Make best use of environment to support relevant learning
- Educational/extra-curricular trips to enhance learning and teaching
- Better connections across classes/departments re. aspects of learning and homework
- Variety of different spaces for a range of purposes – ability to work outside all year
- Safe

6 Public Pre-consultation Events

6.1 The format for the events was the same at all localities. The sessions were drop-ins with a number of facilitators available to work with individuals or small groups.



Introductory videos	<p>On arrival people were welcomed and asked if they would like to watch two videos lasting approximately 6 minutes. The first video was an introduction to Angus Schools for the Future by Mark Armstrong, Strategic Director.</p> <p>The second video was of Brechin Community Campus with the head teacher and two pupils showing the campus and describing how they feel about it.</p>
Banners	<p>There was a display of 6 banners providing information as follows:</p> <ul style="list-style-type: none"> • Commitment to children and young people from our statement of ambition • Vision for Angus Schools for the Future • What pre-Pre-consultation is • Learning now compared to learning then • What we know • What next <p>The content of the banners was explained by a member of staff.</p>
Council Website	<p>People were given the opportunity to look at information on the Council website and ask questions.</p>
Maps	<p>There were copies of laminated maps on each table showing the primary schools and their catchment areas and the secondary schools and their catchments.</p>
Questionnaire	<p>Hard copies of the questionnaire (which is available on the Council website) were available for completion or to take away for consideration.</p>
Final Comments/ Suggestions	<p>Flip charts were available for people to make final comments or suggestions</p>

6.2 The public consultation events were attended as follows:

Date of Event	Location	No. Attendees
(all Nov. 2017)		
Thursday 9	Burgh Hall, Monifieth Library	12
Tuesday 14	Kirriemuir Town Hall	12
Thursday 16	Philip Hall, Dundee Street, Carnoustie	12
Saturday 18	Birkhill Primary School	8
Tuesday 21	St Andrews Church Hall, Arbroath	22
Wednesday 22	William Wallace House, Forfar*	10
Thursday 23	Brechin Community Campus	11
Saturday 25	Montrose Town Hall	2
Wednesday 29	Forfar Community Campus	7
Total		96

*This event was held over lunchtime for Angus Council staff based in the Orchardbank campus.

6.3 The following comments are amalgamated from all events.

Comments:

- 1 Can only answer on behalf of individual schools.
- 2 Feels like rural schools very out numbered.
- 3 Price per head teaching costs—How is the small school experience acknowledged?
- 4 Wouldn't send to a bigger school as some in classes of 40 even with two teachers.
- 5 Like the family feel of rural school. Feel get more support.
- 6 Like closer attentions of small school. Additional support needs seem to be better supported.
- 7 Make it easier for small schools to access big schools resources e.g. music lessons, swimming lessons.
- 8 Aberlemno catchment area could be reviewed and impact on Whitehills, love to have more pupils.

- 9 Whitehills—housing increasing demand.
- 10 Fantastic outside space, should be made more of, love for kids being in forest school.
- 11 Raising money for smaller kids, Nursery full after Christmas.
- 12 Wouldn't be happy with 50+.
- 13 Council/Head Teacher should be able to advertise school to attract people.
- 14 Make Forfar school catchments much smaller and have larger catchments' for rural schools.
- 15 Look at public transport going past rural schools at appropriate times. Promote independent travel.
- 16 Having more options of small and large schools. Children learn by doing. Thinking outside the box.
- 17 Only two teachers at school means that getting away for training is difficult, so could parents do the training?
- 18 Council don't take advantage of the resources available.

Final Comments:

- 1 Keep the heart in Monifieth! (please).
- 2 Better facilities in Muirhead and Birkhill. A lovely campus would be great.

6.4 **Suggestions:**

- 1 Better I.T equipment - iPads not laptops.
- 2 More/some equipment to support people with dyslexia.
- 3 Bigger dining/social area - it's too crowded.
- 4 School canteen is too expensive.
- 5 Designated areas for sport i.e. gym hall which isn't shared with concerts, dining hall etc.
- 6 Gym and sport should not be sacrificed.
- 7 Would like to see rural community hub schools invested in. To presume rural communication, to allow open learning access centres, after schools, Action Angus, café, family centres, community nurse all under one roof - ARBIRLOT.
- 8 When asking for information be quicker at prioritising and more transparent.
- 9 Questionnaire is lengthy and not user-friendly.
- 10 Change catchment of some rural areas to take an 'overspill' of inner city schools and/or for example include Muirdrum into Arbirlot.
- 11 Public notification of mistakes made in data! Load at Arbirlot! Building was a B not C, Occupancy is 441 not 461, 0 Community events.
- 12 Include pre-school & nursery spaces in projected occupancy/schools rolls in actual consultation.
- 13 My Daughters school is always too hot—could this be controlled better? This spreads germs - my Daughter is always ill. I keep her off school when she has a cough because the heat makes it worse.
- 14 Nativity plays re-instated in all schools/nurseries.
- 15 Arbroath Academy - not so good - need a new School - Take a match to it!!
- 16 Burnside Primary School is very good - it's a fairly new school.

Draw the Ideal School:-



7 Online Pre-consultation



Angus Schools for the Future

Angus Schools for the Future will be the most ambitious and long term plan the county has ever had for the development of its schools.

We want all of our children and young people to have a fantastic start in life. Schools should be great places to learn and well-used, flexible community spaces.

To make that happen we need suitable, sustainable and accessible buildings with outdoor spaces to enjoy learning, sport and play.

But we also need to make the best use of scarce resources. We need a school estate that is better, sustainable and smaller.

That's why we want to talk to you about Angus Schools for the Future.

Our new [school investment strategy](#) (*link opens in a new window*) (June 2017) sets out the principles and standards that will be used to ensure decisions about our school estate are made consistently and transparently.

To plan our schools for the future we need to assess if we have the right buildings in the right places to deliver the best learning environment for all of our young people.

The purpose of this questionnaire is to gather your views about the current position and your ideas about the future. It is the first of many opportunities for you to have your say.

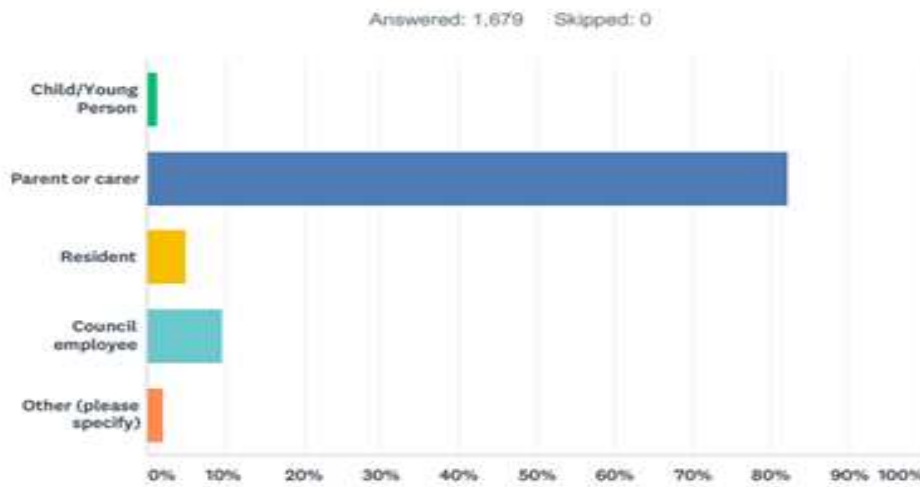
These views, along with the feedback gathered at events across Angus and in schools, will inform proposals that will be submitted to the council in early 2018.

Thank you for taking part.

1 Please choose the category which best describes you: (mandatory question)

- Child/Young Person
- Parent or carer
- Resident
- Council employee
- Other (please specify)

Q1 Please choose the category which best describes you:

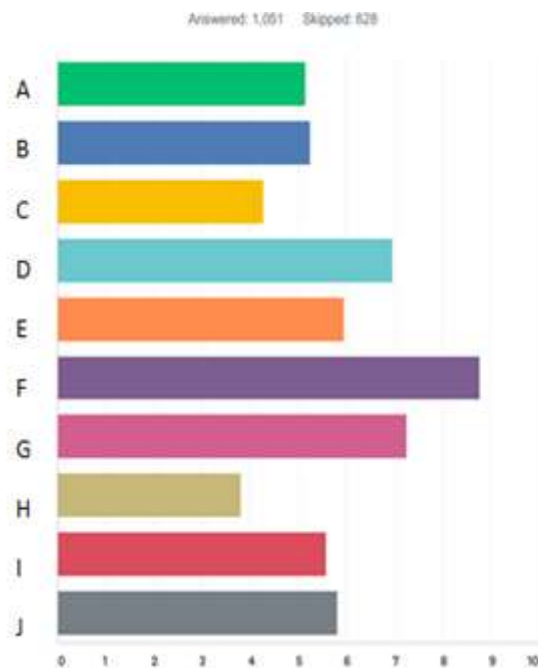


ANSWER CHOICES	PERCENTAGE RESPONSES	No. RESPONSES
Child/Young Person	1.19%	20
Parent or Carer	82.19%	1,380
Resident	4.94%	83
Council Employee	9.59%	161
Other (please specify)	2.08%	35
TOTAL		1,679

Please think about all of our schools and their outdoor spaces for children and young people from 2 to 18 year olds.

Q2 Please rank the following learning and teaching opportunities in terms of importance - 1 being most important:

A	Children and young people can work collectively within a group
B	Children and young people can make choices about their own learning
C	Children and young people learn from each other and assess each other's work
D	Children and young people learn through experiences, from active play through to work experience
E	Children and young people can access outdoor learning, where learning takes place beyond the classroom or school
F	School is a safe space to develop positive mental, social, physical and emotional skills
G	All children and young people are included, engaged and involved in the life of the school
H	Children and young people can access after school activities
I	Children and young people who have additional support needs can access their local school where possible
J	Children and young people have access to good quality digital learning

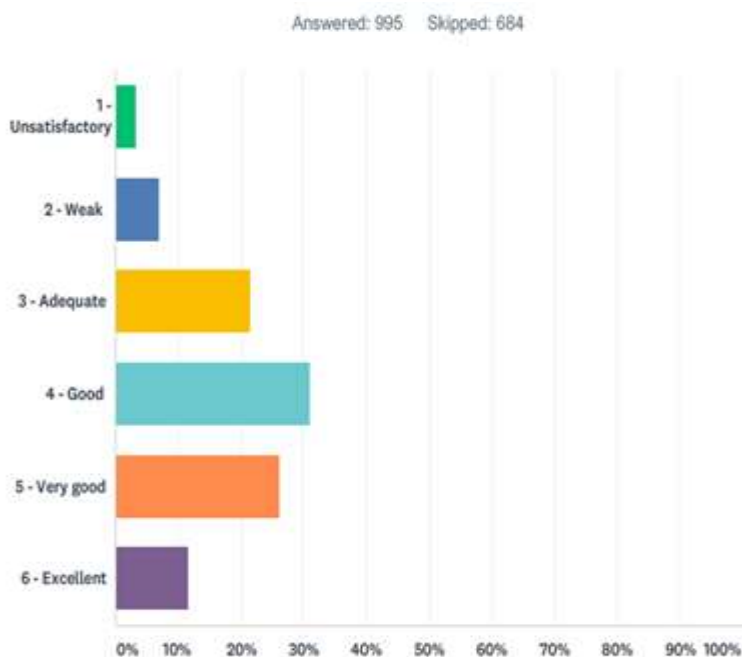


	Answered: 1051	1	2	3	4	5	6	7	8	9	10	Score
A	Children and young people can work collectively within a group	3.54	4.53	9.34	12.4	14.8	13.3	13.0	13.5	11.0	4.38	5.13
B	Children and young people can make choices about their own learning	3.87	7.46	10.0	11.6	11.8	12.9	15.1	11.3	9.53	6.08	5.24
C	Children and young people learn from each other and assess each other's work	1.27	3.67	8.61	8.48	9.24	11.0	13.9	14.3	14.0	15.4	4.27
D	Children and young people learn through experiences, from active play through to work experience	10.8	16.3	21.7	14.8	9.45	10.7	7.48	4.51	2.96	1.13	6.94
E	Children and young people can access outdoor learning, where learning takes place beyond the classroom or school	4.55	12.6	12.8	16.2	13.5	10.4	9.10	8.28	8.83	3.45	5.92
F	School is a safe space to develop positive mental, social, physical and emotional skills	57.9	14.9	8.98	5.71	2.59	3.27	2.31	0.68	1.22	2.31	8.74
G	All children and young people are included, engaged and involved in the life of the school	14.1	28.2	13.2	12.5	9.33	6.40	5.47	6.00	2.27	2.40	7.24
H	Children and young people can access after school activities	2.22	6.29	5.80	5.55	7.64	7.15	8.75	13.0	15.2	28.2	3.79
I	Children and young people who have additional support needs can access	9.98	9.86	14.1	6.89	12.1	9.03	7.01	9.74	10.6	10.5	5.57

	their local school where possible											
J	Children and young people have access to good quality digital learning	16.1	10.7	8.26	8.26	11.1	8.36	8.66	8.36	8.66	11.3	5.79

Q3 Please rate how well our schools offer all of our children and young people opportunities to experience different types of learning and teaching in an environment that feels safe and welcoming

1	2	3	4	5	6
Unsatisfactory	Weak	Adequate	Good	Very good	Excellent



	ANSWER CHOICES	PERCENTAGE RESPONSES	No. RESPONSES
1	Unsatisfactory	3.12%	31
2	Weak	6.83%	68
3	Adequate	21.41%	213
4	Good	31.06%	309
5	Very good	26.13%	260
6	Excellent	11.46%	114
TOTAL		100%	995

How do you think we could improve?

The biggest individual concern raised by over 155 of the responders was around lack of resources

School buildings not being fit for purpose – improve stock, new builds not fit for purpose, more new builds needed

Classroom environment not meeting needs of children - Classrooms too small although lack of space generally in schools was a running theme, Classroom environment not meeting Additional Support needs

Lack of outside space or outside space not safe – provide appropriate playground supervision

Concerns regarding the lack of digital learning facilities or unfair spread of resources along with poor access to Wi Fi - Improve Wi Fi access in all schools, Schools share resources more fairly

Numbers of teachers and/or quality of teaching

46 comments were on the theme of schools needing to introduce more flexible learning methods this included more outdoor learning. 6 further comments were around schools not meeting children's individual needs.

Lack of consistency or need for equal opportunities for children across Angus was mentioned by 10 respondents. 2 comments were around the need for better planning and decision making in schools. 3 parents believed that children need to be stretched more. 10 parents commented that they felt that the subject choice needed to be increased. 5 comments were around seeking a more life skills focus in the curriculum. 2 parents commented on the need for good play based learning and 2 thought children should have less homework.

Behaviour management and bullying were raised as issues, particularly in relation to children with additional support needs.

Class sizes too big for teachers to manage children with Additional Support Needs, reference was also made that children who are academic or hard working don't get support to reach their full potential as a result of disruptive behaviour in class.

25 people requested smaller class sizes, 2 wanted smaller schools and 1 response was concerned that schools need to be kept local. The sample showed a mixed response to small rural schools with 2 parents believing that rural schools offered a better learning experience but 4 were concerned that rural schools were isolated and disadvantaged with a request to keep music and art available for children in rural schools. Some of the comments raised concern about potential school closures. There were 2 separate comments regarding catchment and transport raising concern about distance children have to travel but another response suggested children should be transported from the schools that are full to the rural schools where there is space which would make the future of rural schools more secure.

40 comments were requesting more outdoor learning and one generally commented that the curriculum should include more physical activity. However there were 7 people who said the outdoor spaces were physically dangerous i.e. in need of repair and another 6 highlighted the need for more playground supervision.

38 parents wanted to be more included/involved in the school community and 1 comment said they wanted a better relationship between young people, staff and parents.

There were 15 written responses that stated the school and learning environment was excellent. All responses appear to relate to primary schools with a mix of rural and town settings. Some of the reasons given for the school being the best environment for their child were: it offered a safe welcoming space for their child, small class sizes, they were able to meet the individual needs of children and the school provided a flexible outdoor learning environment. The rural setting was seen as the best option to provide the best learning experience by some. Opportunities to engage in after school activities was highlighted as was the way the school always consult with parents.

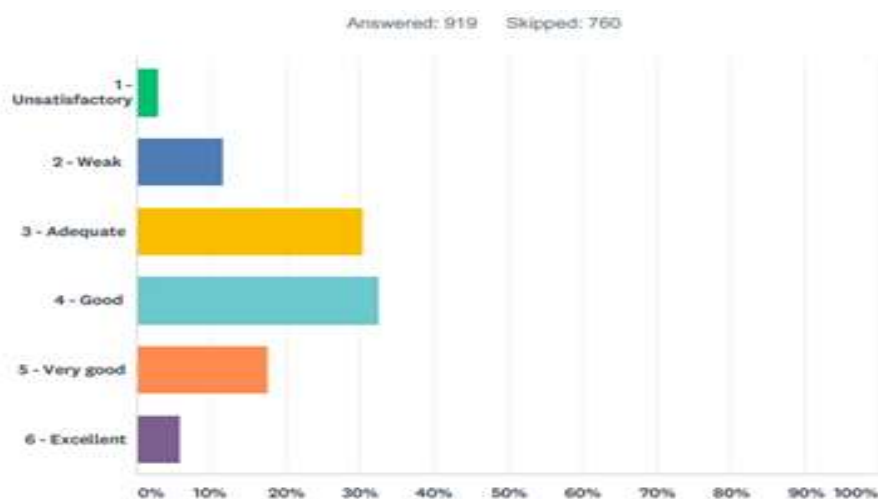
General comments

Improved communication with parents, diversity, lack of literacy support, education system too general, not child centred, disadvantaged by composite class, lack of MH support, concern regarding drugs in school, increase partnership working, less testing, timetable issues, lack of early support for attendance issues, need for wider subject options in primary i.e. languages, more direct teaching, more variety in work experience opportunities

1 response raised concern that short notice for things to be paid and the expectation that children will have access to digital resources at home highlights the poverty gap.

Q4 How sustainable would you rate our schools in terms of affordability and effective use of resources?

1	2	3	4	5	6
Unsatisfactory	Weak	Adequate	Good	Very good	Excellent



	ANSWER CHOICES	PERCENTAGE RESPONSES	No. RESPONSES
1	Unsatisfactory	2.72%	25
2	Weak	11.43%	105
3	Adequate	30.25%	278
4	Good	32.43%	298
5	Very good	17.52%	161
6	Excellent	5.66%	52
	TOTAL	100%	919

Include any specific examples that you are aware of:

The main themes emerging were:

Digital

Better digital tools required
 Poor broadband and WiFi impacting learning journey

Resources

Schools are poorly resourced – paper and pencils
 Parents are asked to pay for too much
 Some schools are good at maximizing their resources
 Empty schools or those with less than 20% are not sustainable
 Some schools good at using staff flexibly – others not so good

Rental of school buildings is too high
New school resources are well used by the community
There is anxiety about cuts to support staff
Good use of parents within schools
Transport costs for children are high
There was significant variation on the costs provided for the pre-consultation

Green Issues

Recycling should be encouraged
Schools to have a green management plan
New builds to have renewables
Schools cannot control own heating

Rural and Urban Issues

Schools built in areas which are not big enough to cope with new housing
Small rural schools missing out on creative subjects/rural schools are creative
Encourage people from the town to use the smaller schools
Catchment area changed to 'fill' empty schools and reducing pressure on overfull ones

Q5 How do you think we could improve?

Themes emerging from comments:

Prioritise investment in front line resource over central services (including comments about the need for more investment in ASN support).

Refurbish existing schools/ improve energy efficiency from savings accrued from closing smaller schools/ schools whose rolls are not viable.

Integration of smaller schools to support primary school children to be better prepared for going to secondary school.

Merge schools where shared Headship arrangements operate.

Have fewer but larger schools. Use closed schools to support expansion of early learning and childcare provision/ special school provision.

Invest in estate so all schools are fit for purpose for all. Equity of access to range of learning facilities.

Consider establishing campus model to link together smaller rural primary schools to enable more opportunities for children to learn together with their peers.

Review catchment areas to relieve pressure on some school rolls and re-balance school rolls. Also review placing request policy.

Build community use of schools, explore potential for schools to host a range of services and increase income stream from maximising the private hire of school facilities.

Consider the potential of existing schools for wider community use as a factor in determining which schools to retain

Invest in infrastructure to support digital learning (including facilities for learners to collaborate across a virtual campus).

Invest in outdoor learning facilities.

Relax purchasing restrictions in schools to enable schools to source resources from best value suppliers.

Invest in rural schools over new build campuses, make them hubs for range of services in rural areas

Invest in renewable energy sources for our schools

Q6 Thinking of the role of school buildings in the community, please rank the following statements in terms of importance – 1 being most important:

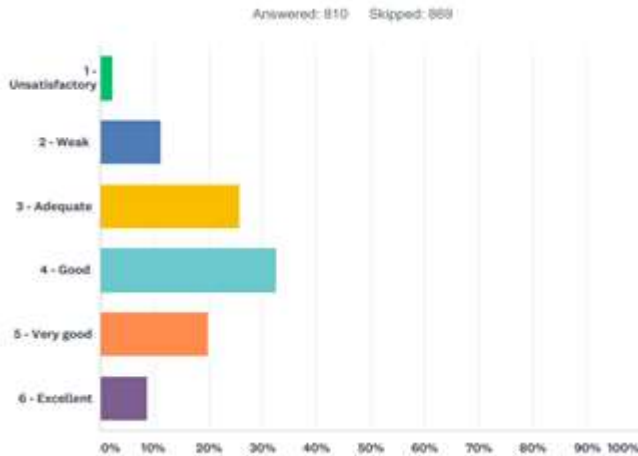
Schools, and other public bodies work together to share buildings
Services which complement the work of schools are based in school buildings e.g. social work, health visitors, college
Schools complement the other resources in the community such as local hall, community centre
Schools provide opportunities for start-up businesses that support readiness for work
Schools are used by members of the community and community groups on a regular basis



	1	2	3	4	5	Total	Score
Schools and other public bodies work together to share buildings	13.50% 76	19.01% 107	22.56% 127	27.35% 154	17.58% 99	563	2.83
Services which complement the work of schools are based in school buildings, eg social work, health visitors, college	28.33% 170	20.00% 120	21.50% 129	19.17% 115	11.00% 66	600	3.35
Schools complement the other resources in the community such as local hall, community centre	32.58% 203	26.81% 167	22.95% 143	11.88% 74	5.78% 36	623	3.69
Schools provide opportunities for start-up businesses that support readiness for work	4.53% 30	11.93% 79	14.50% 96	19.64% 130	49.40% 327	662	2.03
Schools are used by members of the community and community groups on a regular basis	23.54% 182	24.97% 193	23.16% 179	16.69% 129	11.64% 90	773	3.32

Q7 Please rate how well our existing schools enhance our communities?

1	2	3	4	5	6
Unsatisfactory	Weak	Adequate	Good	Very good	Excellent



	ANSWER CHOICES	PERCENTAGE RESPONSES	No. RESPONSES
1	Unsatisfactory	2.22%	18
2	Weak	11.11%	90
3	Adequate	25.68%	208
4	Good	32.47%	263
5	Very good	19.88%	161
6	Excellent	8.64%	70
	TOTAL		810

Please give specific examples:

The responses varied greatly but the responses can be broken into the main categories below with examples/summaries of the responses.

- 100 people registered evidence of either limited engagement or poor engagement
- 125 responded saying there was good community engagement although one person thought this only happened in rural settings.
- 4 responses noted no knowledge of their school having any involvement in the community
- 9 people stated they don't agree with schools engaging with the wider community

The issues raised include:

Concern regarding children's safety viewing unknown adults entering the school potentially posing a risk to children. The secondary message was the belief schools should focus on delivering education not trying to be 'community centres'. These were in the minority.

Some of the examples detailed strong links with the church community and local community hosting social events such as discos, Christmas events etc. Some schools host a community café which was seen as a real positive. Other examples included social and sports groups including mother and toddler groups, athletics, Cubs. Public access to leisure and theatre facilities was in the main seen as positive – previously noted safeguarding issues for some people. Breakfast clubs and afterschool clubs was another example which a number of people commented on but under how we can improve these were resources people would like more of with much wider availability.

Rather than answer the question some of the responses focused on the inconsistencies across Angus although they gave differing views as to where they believed the inconsistencies to be.

2 felt it was not consistent between primary and secondary - one person felt engagement was better in the secondary schools but the other felt is easier for primary schools to be involved in the community. Another response felt the inconsistency related to the size of the school stating smaller schools do not engage. The difference between town and rural schools was also highlighted but again the opinion was split between rural schools being 'centre' of the village to those who believed they should be more involved in the rural community.

Q8 How do you think we could improve?

- **Improved communication** with parents was a strong theme but some people also commented that there should be better communication with communities. A small number of people mentioned exploring opportunities with local businesses. A couple of people suggested asking the community what the need is. A few wanted better working relationships between staff and parents. Awareness raising suggestions for example schools need to advertise what they can offer.
- **Family** - After school activities and breakfast clubs was noted as a real positive to supporting families as were offering parental support groups and adult learning. Evening classes across Angus was another suggestion.
- **Partnerships** - Linking with partners for example Angus Alive was noted in the responses both to provide activities at weekends/holidays as well as joining library facilities. This was seen as a way of bringing the community into the school. Although another person suggested facilities

should be kept separate but school could walk children along to local resources like the library to support integration, build links to the community. Schools should be more pro-active encourage groups to use the buildings examples such as girl guides, social clubs, sports facilities. A number of people felt the school areas (inside and outside) could/should be used in the evenings, weekends and holidays. Another suggestion was to combine resources with Dundee to build schools in crossover catchment areas. Open days/ links with businesses. A couple of people suggested multi- agency hubs and there was the idea of early years & older adults sharing facilities.

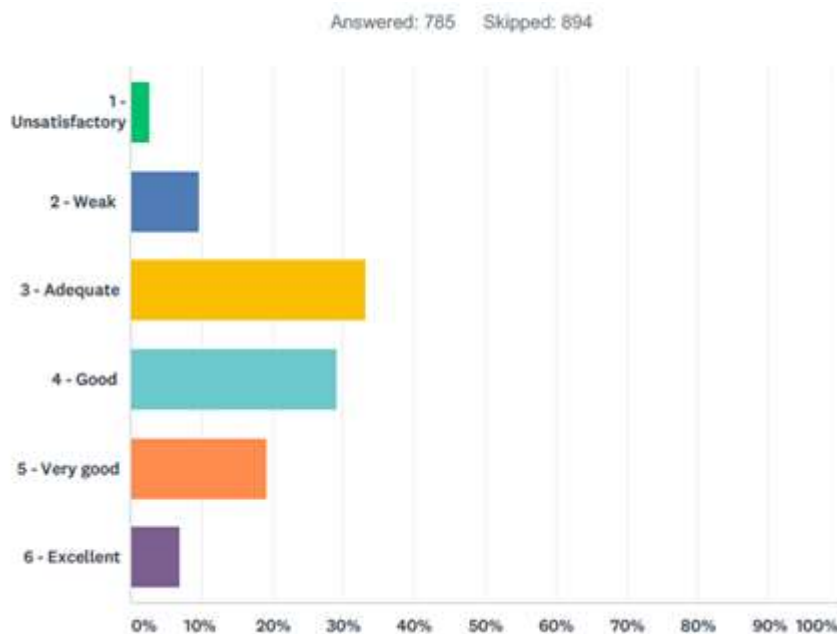
- **Available and affordable** - increasing flexibility to access this relates to increased times but also keeping costs low, availability of support staff, flexible opening hours etc. Simplify procedures the process of who to contact, accessing building etc.
- **Increasing resources** was the main suggestion. This covered a variety of areas such as buildings, improve lighting, and improve parking, more new builds but get community involvement before new builds go up. Situate schools locally/centrally; upgrade all buildings as space is a significant issue build in dedicated community space. Turn outdoor spaces into community environmental gardens.

Other Suggestions

- Investment in rural areas
- Keep rural schools open
- Close under capacity schools
- Extend sports facilities to primary
- Extend children's learning into the community
- Consideration for impact on learning i.e. elections
- Make schools lifelong learning centres
- Improve school engagement between each other
- Small school communities – wider expectation puts pressure on them
- Engage teachers/low morale
- Communication links with parents are lost at secondary
- Offer equal resources across Angus
- School should be the centre of the community

Q9 How well maintained and adaptable do you think our schools are?

1	2	3	4	5	6
Unsatisfactory	Weak	Adequate	Good	Very good	Excellent



	ANSWER CHOICES	PERCENTAGE RESPONSES	No. RESPONSES
1	Unsatisfactory	2.55%	20
2	Weak	9.55%	75
3	Adequate	32.99%	259
4	Good	29.04%	228
5	Very good	18.98%	149
6	Excellent	6.88%	54
	TOTAL	100%	785

Please provide / give specific examples:

There are hugely differing opinions as can be seen from the above table. 54.9% of respondents felt that our schools were good or better in terms of being well- maintained and adaptable.

Themes emerging from comments:

- Differs across the estate
- Estate is not fit for purpose
- Much of the estate is old
- Lack of maintenance
- School is well-maintained
- Maintenance is carried out by the school community
- Lack of or poor digital equipment

- Schools not used by community
- School is used by the community
- School is too small
- Some schools under capacity
- School is accessible
- Role of janitors important
- Good use of external areas beyond just PE
- Lack of suitable external space
- Lack of car parking
- Older buildings are not accessible
- Estate not energy efficient
- Schools not well built
- New campus buildings are great
- Social areas are inadequate
- Badly designed buildings
- Older buildings are difficult to adapt
- Some schools are dated but still very adaptable
- Not adaptable for other activities out with school
- Original design of school is not great or adaptable
- Lack of accessibility to school
- PPP buildings difficult to use because of constraints of contract
- School has excellent accessibility

Q10 How do you think we could improve?

- Modernise all schools
- Create more external spaces
- Stop cutting budgets
- Maximise community use
- Close old buildings if asset not worth spending money on
- Listen to staff within schools
- Work with other Authorities to provide schools in Sidlaw View, Western Gateway and Carse of Gowrie
- Investment in new and existing buildings
- Investment in staff and resources
- Upgrade facilities
- Create better transport links
- Improve energy efficiency
- Have additional recycling collections
- Consider who organises maintenance
- Develop schools as catchment areas expand
- Learn lessons from previous designs
- Work with parents/ other agencies to apply for available funding to enhance existing buildings
- Create strategy

- Develop external areas
- Be accountable
- Work with local community
- Design in adaptability
- Focus on teachers
- Don't close successful smaller schools
- Ensure equity across the estate
- Investment in maintenance
- Review catchment areas to deal with capacity issues
- Repair things properly
- Investment in new school buildings
- Make accessing funds to active school communities easier
- Make it clear to schools what requirements for maintenance are
- Provide adequate resources
- Provide adequate budget
- Provide autonomy to Head teachers to manage school budgets
- Invest in extension
- Limit placing requests.
- Complete all maintenance works in summer holidays
- Consider procurement routes. - Limited to one contractor - not competitive
- Investment in refurbishment
- Create open plan and bigger classrooms
- Create drop-in facilities for outside agencies use
- Provide lockers for all children in schools
- Improve digital infrastructure
- Combine leisure/ library facilities with schools
- Cuts to budget make this difficult
- Acknowledge adopted spaces in suitability reports
- Development of external areas
- Investment in school transport to support rural schools
- Short sighted planning and reporting of condition and suitability
- Award school building contracts to bidders who use quality furnishings
- Reduce capacity of schools
- Listen to students
- Work with external agencies
- Consider aspirations of community when planning new buildings
- Plan better
- Have doors on classrooms
- Expand bigger schools to allow closure of rural schools - although detrimental to smaller villages
- Reduce variation of condition of school estate
- Improve capacity
- Consider procurement for maintenance contracts

- Stop cutting janitor hours
- Consider outdoor domes
- Invest in ASN facilities
- Improve/ reduce buildings where possible
- Carry out maintenance regularly to enable building's suitability and condition to improve
- Consider other sources for school meals and cleaning
- Create bigger schools, bigger classrooms, more teachers
- Develop more campus buildings
- Central storage and sharing of physical resources eg sports and IT/tech equipment
- Close old schools
- Amalgamate some rural schools, modernise or rebuild
- No private finance
- Less buildings and schools
- Better and more feasible buildings
- Maximise community use
- Recognise one size doesn't fit all
- New campus buildings work well
- The use of system builds would seem to be an effective way to bring some of the less well provided schools up to standard
- Continual upgrading of school estate
- Consider all weather school where children have somewhere to go in bad weather
- Create inclusion for all pupils in all schools
- Don't just invest in larger schools - invest in rural schools which are as important
- Design classrooms to be more adaptable for different activities and class sizes
- Gym halls should be more suitable for public events
- Janitors are very important to school's adaptability
- Have maintenance carried out by Council employed staff – not Contractors
- Provide more space in classrooms
- Provide parent drop off areas to prevent blocking of gates
- Investment in staff
- Limit placing requests
- Consider capacity of schools before approving housing developments
- Maintenance issues versus lifestyle issues
- Maximise community use for after school activities
- Utilise space creatively
- Consult with people who use the space rather than just Clerk of Works
- Ensure buildings are big enough
- Consult with people who use the space to agree maintenance strategy

- Maximise community use - make space affordable to use
- No Private finance
- Identify best buildings for adaptability and for community use
- Increase flexibility of catchment areas
- Think about available space in a different way
- Investment in estate
- Offer breakfast and after school clubs at every school
- Consider design of new school buildings to maximise community use, early years etc.
- Consult with practitioners and teachers who use the space
- Maintain rural schools
- Let children use all external spaces
- More facilities for ASN
- Carefully assess individual ASN needs of children to establish best learning environment
- Build more campus buildings
- Rationalise estate and increase investment in a smaller number of schools
- Create schools with secure and relaxed environment
- Invest in digital
- Provide more teachers
- Continue to develop new teaching methods which are child led
- Replace older schools with larger new buildings
- Provide more janitorial support
- Install CCTV to protect external areas and equipment
- An honest decision when schools are well below capacity at an early stage
- Provide bigger windows of roof lights to maximise daylight
- Collaboration between schools/sharing good practice
- Improve broadband in rural areas to allow digital learning
- Schools with capacity issues are less adaptable
- Consider long term financial implication of private finance before building any more schools this way
- Individual school kitchens for school meals - children don't enjoy food anymore
- Keep sensory room updated with new equipment if needed
- Schools are too small - children working in oversized classes

Q11 What are the main issues for the schools in your area? Please be specific

- Lack of flexible working spaces in school/not enough space for extra-curricular activities/struggle to accommodate PE/school limited due to age of building/lunch halls too small
- Continuous instability with staff/not enough teachers/lack of quality supply staff/ lack of good leadership/ Morale of staff inc support staff/ Teachers lack of respect for pupils/overworked
- Schools under threat of closure stops people sending children there
- Bullying/improve playground equipment and supervision –will help with bullying
- Transport, as rural/travel to secondary school too long/remove paid transport
- Poor attainment/not enough focus on maths and language/ Poverty affecting learning/ no provision of 2 foreign languages/no school library/no Gaelic pre-school/children unprepared for secondary school/reduction in school trips/too much homework
- No initiative for options in child care/after school/nursery
- Unmet needs in ASN/mental health issues not dealt with/drug and smoking problems
- Keep school meals made locally
- Drop off/pick up zones/parking
- Slow internet connection/wifi
- Review catchment areas, under capacity/over capacity schools/overcrowding/placing requests/amalgamation of P1-P7/ Talk of merging smaller (rural) schools/too many primaries/composite classes
- Improve community links/use of building when school out
- Disruptive behaviour, generally and of ASN children/discipline
- Unreliable heating/ Access and security/dog mess at gates/litter
- Stairs limit accessibility/lack of disabled access
- Funding
- Parent council dominated by certain people
- Distance to facilities (pool, music etc)/no theatrical stage/too many trees for children to climb – health & safety

Q12 How do you think these issues could be addressed? (Remember that the Council does not have money to build new schools across Angus)

- Extend schools/create outdoor learning spaces/have shelters/more grassy areas for play/improve and create footpaths
- Look at hierarchy and cost of non-teaching professionals. Are heads/deputies and principal teachers needed? Cut QIOs who don't deliver teaching and learning/reduce pay at the top to pay for school improvements
- Repair old schools/frequently review for repair/make wind and water tight/fit for purpose/install new toilets, double-glazing, car parks/get Angus College to decorate/more stringent vetting of contractors/contracts
- Remove bullies/install CCTV to address bullying
- Review class sizes
- Have shorter, more flexible transport contracts
- Flexible child care and breakfast/after school clubs for rural schools/ have full day nursery places and reliable afterschool care/ Relocate playgroup to empty nursery building
- Support ASN numbers with training/more resources for ASN training
- Ask other local schools to take meals cooked at one school/improve lunch menus
- New build schools to share facilities/consider drop off points/ build bigger schools, keep rural schools open/build schools in western gateway/have more PPP schools/use neighbouring schools' facilities
- Have second gym hall/modernise sporting facilities/use existing spaces to build facilities
- Increase wifi speed/enhance digital provision/IT/parents to provide iPads
- Foster better community relations/allow use of school building before and after school/ Make more community use of schools in evenings etc/ incorporate elderly and childcare in big community projects
- Teach children to share/take turns, be kind/more active learning/more subject choice/teach creatively/remove RE
- Improve communication between teachers and parents/issue monthly newsletter/encourage more participative parents/parents should be seen as partners/ Use US system of Room Parent and Business Sponsor
- Tackle boys' under-performance/improve workplace opportunities for children/group children by ability above age and postcode
- Improve recruitment/retention of staff/use permanent contracts for support staff/re-introduce teaching assistants to take pressure off teachers/employ good teachers committed to school/remove bad teachers/better pay/more male teachers/consult staff/employ more

teachers for struggling children/tackle high sickness absences/train new staff in medical conditions

- Return to full day Fridays – have short and long days/restructure school day
- More emphasis on health & wellbeing/have more healthy snacks
- Have a school awards system for schools doing well
- Close some rural schools and bus children to town primaries/remove threat of closures/merge denominational schools-not pertinent anymore
- Have health visitors/social workers on site some places/health and education to plan better together
- Have wardens for car parks/more disabled parking/traffic calming measures
- Sponsorship for modernisation/crowdfunding page
- Stop new housing being built where pressure on schools/apply catchment boundaries/question why catchment schools not used/stop Dundee children going to Angus schools/find ways to improve Baldrigon's reputation/Work in collaboration with other councils to create high quality 'boundary schools'/send children to nearby schools across boundaries
- Invest in rural communities to attract young families
- Have separate fund for stationary to stop teachers having to pay for things themselves/give schools tools for the job/funding
- Hold parents to account re disruptive behaviour/discipline
- Tell Scottish Government shouldn't invest in early years when older children are short of resources and staff/Scottish Government should control schools – remove LAs
- More opportunities for council staff to train as teachers
- Stop on-line payments as causing stress – should be optional
- Sell council land/assets
- Erect signs for schools/stop wasting money on Gaelic signposts
- Conduct more ad hoc inspections

Annex 1.

Public Notices – Courier and Advertiser (Angus Edition) 08/11/17

ANGUS SCHOOLS FOR THE FUTURE

We want our schools to be great places to learn and well-used community spaces. We want to give all children and young people in Angus the same access to opportunities.

To plan our schools for the future we need to assess if we have the right spaces in the right places to deliver the best learning environment for all 2-18 year olds.

To make the best use of scarce resources, we need better and more sustainable schools and we will need fewer of them.

That's why we want to talk to you – what do you want Angus schools for the future to be?

The feedback from this pre-consultation will help to inform the proposals which will be considered by the council next year, starting in January.

There are no specific plans for closures, mergers or other major changes to schools (projects that are already underway will continue).

This is just the first of several opportunities to give your views about Angus Schools for the Future.

Find out more at www.angus.gov.uk/futureschools

Please come along to one of these drop in sessions during November to talk to us and give your views. Or you can find out more and comment online at www.angus.gov.uk/futureschools

Thursday 9 November, 1pm – 6.30pm
Mariseth Library

Tuesday 14 November, 1pm – 6pm
Kinross Town Hall

Thursday 16 November, 1pm – 6pm
Philip Hall, Dundee Street, Camoustie

Saturday 18 November, 9.30am – noon
Birchhill Primary School

Tuesday 21 November, 1pm – 6.30pm
St Andrews Church Hall, Airthrey

Thursday 23 November, 1pm – 6.30pm
Brechin Community Campus

Saturday 25 November, 9.30am – noon
Montrose Town Hall

Wednesday 29 November, 1pm – 6.30pm
Forfar Community Campus



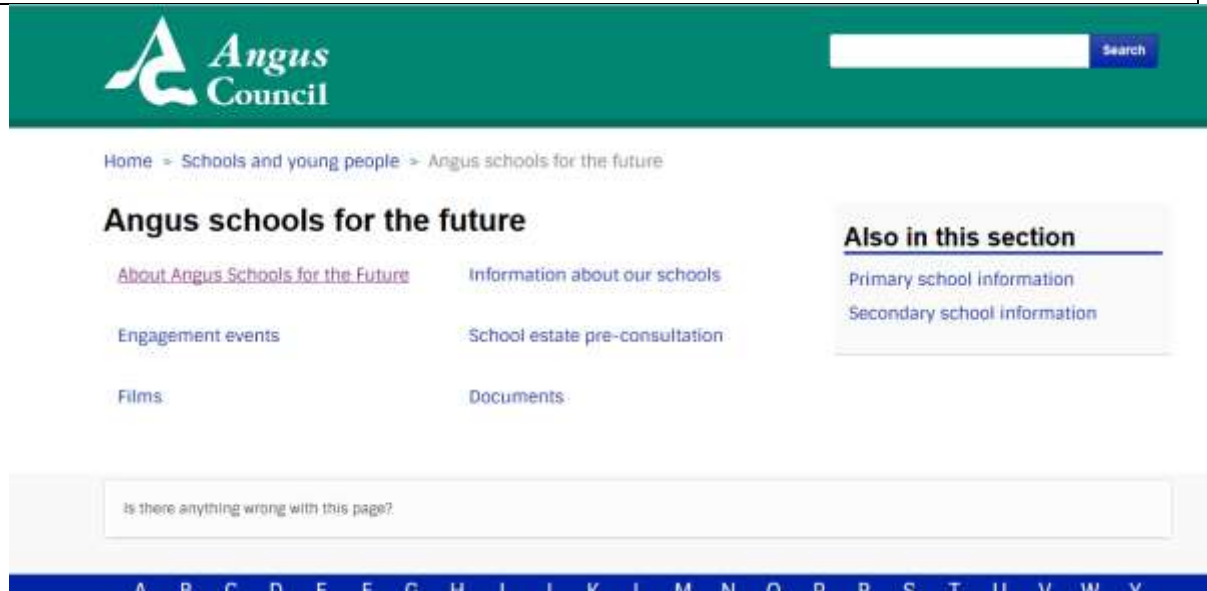
Annex 2.

Website

Screenshot

[www.angus.gov.uk/schools and young people/angus schools for the future](http://www.angus.gov.uk/schools_and_young_people/angus_schools_for_the_future)

3 November 2017



Screenshot

[www.angus.gov.uk/schools and young people/angus schools for the future](http://www.angus.gov.uk/schools_and_young_people/angus_schools_for_the_future)

3 November 2017


Annex 3.
Social Media.



Angus Council Facebook Page – 3 November 2017.




Angus Council Twitter Account – 3 November 2017.



Help Us Plan a Better Future in Angus

NOVEMBER 17, 2017 / 12:00 AM GMT+0



Locality Implementation Partnerships are being formed across Angus in November. These partnerships offer an exciting opportunity to develop new ways of working together within Angus communities. They will play a leading role in implementing Locality Plans, which are available along with the Angus Local Outcomes Improvement Plan on our website. The partnerships will also be organising 160 public partnership events each year, open to all organisations active in the area.

Please help us develop the best possible Angus Schools for the Future. Engagement events are taking place around Angus until 29 November – if you can't manage any of these, you can still give your views by completing the online questionnaire.

FOLLOW US ON OUR EMAIL

Enter your email address to follow this blog and receive notifications of new posts by email.

Enter your email address

Follow

Search

MONTHLY ARCHIVES

- November 2017 (8)
- October 2017 (8)
- September 2017 (11)
- August 2017 (6)
- July 2017 (6)
- June 2017 (6)
- May 2017 (2)
- February 2017 (3)
- January 2017 (3)
- August 2016 (3)

Angus Council Housing Blog – 17 November 2017



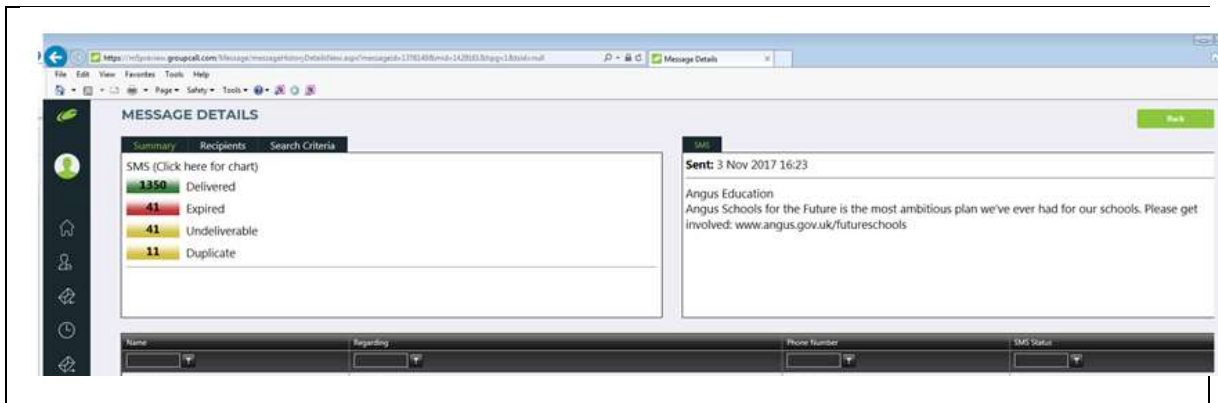
10 November 2017 issue 319

Schools for the future – Angus Schools for the Future is the most ambitious plan we've ever had for our schools. There's a staff only event on Wednesday 22 November at William Wallace House from 12.30-14.30. Please get involved with the [pre-consultation](#) and find out more on [our website](#).

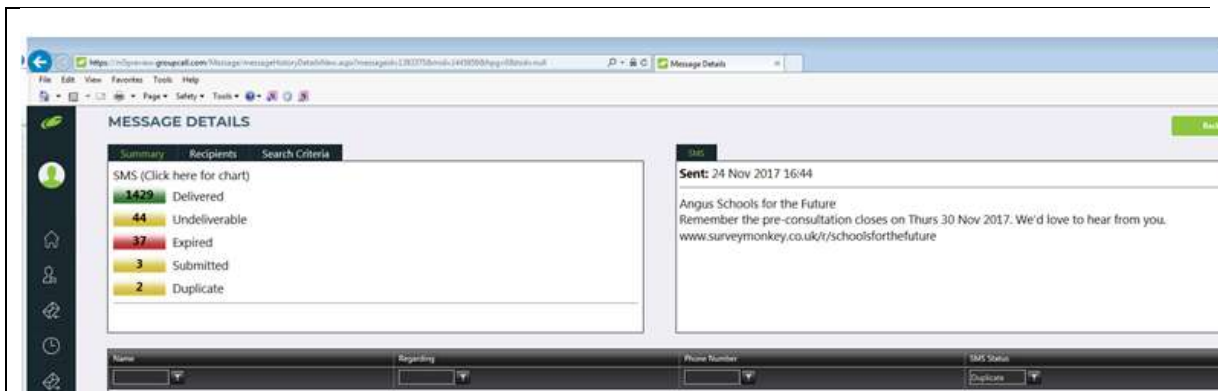
Angus Council MiniMatters advertising special session for Council staff – 10 November 2017

Annex 4.

Text message sent to all Parent/Carers 3 November 2017



Reminder text message sent to all parent/carers 24 November 2017.



Annex 5.

Pre-consultation Notification Letters.

The following email and information note was sent to MSPs, MPs, elected members, Council Management Team, Children and Learning Leadership Team, Head teachers, Chairs of the Parent Councils,

Good Afternoon,

Please find attached an information note regarding Angus Schools for the Future. A dedicated part of the Angus Council website will be available from 15.30 this afternoon, which will contain information about this exciting strategy and detail how people can get involved.

Parents will receive a text message this afternoon 3.45pm including a link to this new area on the website. This will reach 99.2% of parents. Head teachers are requested to put their normal arrangements in place to notify those parents for whom we do not hold mobile phone numbers.

We will also be asking head teachers to gather views of children and young people using materials we will supply. This will be sent out early next week.

Please encourage people to get involved.

Should you require further information please email Future_School@angus.gov.uk

Thank you

Mark Armstrong

Strategic Director

Angus Schools for the Future (School Investment Strategy)

Our Vision

We are committed to providing the best quality learning environments for all of our children and young people which make the best use of the resources available.

Our strategy

The [school investment strategy](#) was approved at the Children and Learning Committee in June 2017.

It identifies high aspirations for our schools. It also presents challenges around the sustainability and suitability of our current buildings.

Gathering views

We are now keen to talk to the school community and other stakeholders about this Angus wide strategy, and are doing so under the banner of Angus Schools for the Future.

Before any formal proposals for specific schools are prepared we are having a round of drop in sessions where people can find out more about the work already done to create the strategy and the vision so far.

This pre-Pre-consultation phase is taking place throughout November and will include evening sessions and some Saturday mornings. The council website will carry the same information and will include an online questionnaire.

This is the first of several opportunities people will have to give their views.

These views will inform the short, medium and long terms proposals that will be submitted to the council, beginning next year.

Specific proposals would then be the subject of formal Pre-consultations, in accordance with the School (Pre-consultation) (Scotland) Act, as each phase of the school estate plan is considered.

We have no pre-prepared plans for closures, new schools or mergers, or other major changes to schools other than those projects already underway.

Key messages

- 1 Angus Schools for the Future will be the most ambitious plan the county has ever had for the development of its school estate.
- 2 We want all schools in Angus to be great places to learn and well-used, community spaces.
- 3 We want all of our children and young people to have a fantastic start in life and for their schools to complement the needs of their community.
- 4 We need suitable, sustainable, connected and accessible buildings with good outdoor spaces for learning, sport and play.
- 5 We need to make the best use of scarce resources – we need schools that are better and more sustainable, and we will need fewer of them.

10 reasons for change

- 1 We need to give all of our children and young people the same access to opportunities
- 2 Some of our schools can't provide the best learning environment.
- 3 Some are too full and some are too empty.
- 4 Overall we have too many places for the number of children and young people in the county.
- 5 Some schools don't offer opportunities to learn with children of similar age or stage.
- 6 Some can't access good quality digital learning.
- 7 Some buildings aren't environmentally sustainable.
- 8 Overall our current school estate does not provide best value.
- 9 We need the right spaces in the right places to deliver learning for all of our 2-18yr olds
- 10 Angus Council is taking significant steps to be a better, more sustainable and smaller organisation and that applies to our school estate just as it does to all of our services.

The data

Relevant data can be found on the Angus Council Website www.angus.gov.uk/futureschools

Communications

The following briefings have been carried out:

Headteachers

Purpose: to remind them of the scope and purpose of the up-coming pre-Pre-consultation about our entire school estate; to advise them of the proposed format and timeline; and to encourage them to participate in the pre-Pre-consultation and enable others to do so.

We will also be providing materials and asking head teachers to work with children and young people in their schools to gather their views and provide them an opportunity to have their voices heard.

School staff

Purpose: as the first point of contact for many parents and carers the briefing was to remind school staff of the rationale for change and the scope and purpose of the up-coming pre-Pre-consultation about the whole school estate. It was to assist them to direct parents and others to public information. Staff were also encouraged take part in the pre-Pre-consultation to encourage children and young people and parents/carers to do the same.

Public Pre-consultation

Members of the public are invited to come along to one of these drop in sessions during November to talk to us and give their views.

Thursday 9 November 2017
Burgh Hall, Monifieth Library
1pm – 6.30pm

Tuesday 14 November 2017
Kirriemuir Town Hall
1pm – 6pm

Thursday 16 November 2017
Philip Hall, Dundee Street, Carnoustie
1pm – 6pm

Saturday 18 November 2017
Birkhill Primary School
9.30am - noon

Tuesday 21 November 2017

St Andrews Church Hall, Arbroath
1pm – 6.30pm

Thursday 23 November 2017
Brechin Community Campus
1pm – 6.30pm

Saturday 25 November 2017
Montrose Town Hall
9.30am – noon

Wednesday 29 November 2017
Forfar Community Campus
1pm – 6.30pm

Annex 6. School Pre-consultation Events

Sent: 10 November 2017 16:33

To: HTMail

Subject: HT Mail 131117 - FOR ACTION: Angus Schools for the Future - Learner Voice Workshops

Dear Colleague

[Angus Schools for the Future](#) is the most ambitious plan we've ever had for the development of our school buildings.

We want schools that are great places to learn and well-used community spaces. We need suitable, sustainable, connected and accessible buildings with good outdoor spaces for learning, sport and play. However, we also need to make the best use of the resources available.

To properly plan our schools for the future we need to find out from staff, parents, members of the community and learners what that could be.

That planning starts with a round of [drop-in sessions](#) where you can find out more about the work already done and the vision so far. You can also share your views via the [questionnaire](#).

It is really important for us to capture the views and thoughts of our children and young people at this pre-consultation stage; and we would like you to take this forward in your own school(s). With this in mind, we have developed a workshop session for you to lead with your learners, which will allow them to begin to engage in this process.

The workshop is intended to encourage learners to think about Angus Schools for the Future and what is important to them. We would like your learners' views to be truly represented at this early stage so you may choose to run the session(s) in a variety of ways:

- Whole school
- Identified year groups / cohorts / classes
- Focus groups
- Pupil Council or other learner committees / fora

Please use the session flexibly, in a way that best suits the configuration and size of your school(s), and will help us to gather this invaluable information. To tie in with the community engagement events, it is important that these workshops take place throughout the month of November. Upon completion of the workshops, it would be helpful if you could return your collated responses to Future_Schools@angus.gov.uk by 30/11/17.

Please be in touch with Alison Fraser FraserA@angus.gov.uk (SLSO), Alita Spink SpinkA1@angus.gov.uk (SLSO) if you would like to discuss this further.

I hope this is helpful, and look forward to hearing the thoughts, suggestions and viewpoints of our children and young people as we embark upon this exciting and important piece of work.

Yours sincerely,

A handwritten signature in black ink that reads "E. Hughes". The signature is written in a cursive style with a large initial "E" and a period. The text is contained within a thin black rectangular border.

Elaine Hughes