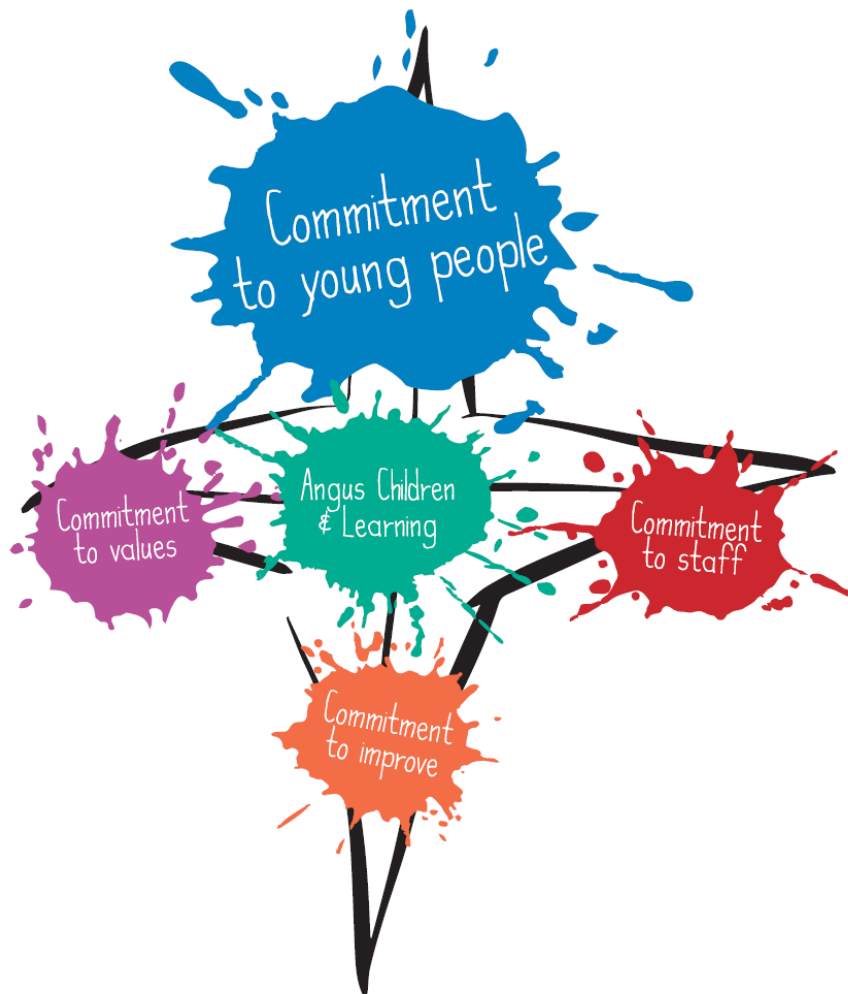




Angus Council School Schools for the Future Strategy

2017 to 2047



Proposal to Close Tarfside Primary School and to amend the Edzell Primary Catchment Area

This document has been issued by Angus Council for consultation in terms of the
Schools (Consultation) (Scotland) Act 2010

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1.0 Introduction

1.1 This document provides full details of the proposal to close Tarfside Primary School and amend the catchment area of Edzell Primary to create a single rural primary school for the Brechin cluster.

1.2 Angus Council's vision, as agreed in Committee Report 189/17¹, is to develop and maintain a learning estate that provides the best quality learning environments for all of our children and young people, and makes the best use of the resources available. This is underpinned by our statement of ambition and our guiding principles of:

- equity of access, nurture and inclusion - all children and young people have opportunities to experience different types of learning and teaching in an environment that feels safe and welcoming;
- sustainability and value for money - we have a learning estate that we can afford and which makes the most effective use of natural resources;
- community - Where possible, and as relevant, schools are an integral part of the community they serve. This will depend upon the needs and circumstances of the individual community and the school.
- well-maintained, flexible spaces - we will make the best of the buildings we have, including natural light, green spaces, flexible and responsive
- transparency and fairness in decision-making - Our decisions will be made taking a long-term strategic view and supported by good quality information.

1.3 During November 2017, pre-consultation in relation to the whole of the school estate was carried out. This approach allowed us to consider how changes in one school/area might impact neighbouring schools. This is not requirement of the 2010 Act, but it helped to ensure a wide a range of views were captured. This is good practice² and reflects our values as illustrated in our statement of ambition; -

We will:

- seek to improve services
- act with honesty and integrity at all times
- acknowledge when we get things wrong
- act responsibly and be accountable for our actions
- do what we say and do it well

¹ http://www.angus.gov.uk/sites/angus-cms/files/2017-07/Report%20189_School%20Investment%20Strategy.pdf

² http://www.angus.gov.uk/sites/angus-cms/files/2017-09/Report%20316_School%20Investment%20Strategy.pdf

1.4 The pre-consultation aimed to engage constructively with our communities in advance of statutory consultation. An extract from the pre-consultation report is included at Appendix 4.

1.5 Under the Schools (Consultation) (Scotland) Act 2010, we are now undertaking a formal consultation. We will engage with children, staff, parents/carers and members of the school community to understand their views in relation to the proposal.

1.6 Legislative Background

1.6.1 The Proposal is advanced within the context of all applicable legislation. Amongst other duties, education authorities are required to secure adequate and efficient provision of school education (S.1 of the Education Act 1980); and to endeavour to secure improvement in the quality of school education in schools that are managed by them (S.3 of The Standards in Scotland's Schools Act 2000).

As with all Council duties, the Council also has a duty to make arrangements to secure best value, and in securing best value the Council is required to maintain an appropriate balance between, inter alia, the quality of its performance of its functions and the cost to the authority of that performance (Local Government in Scotland Act 2002, section 1). Each of the above, and all other legislative requirements, have been taken into account in the preparation of this Report.

1.6.2 A statutory consultation on this proposal is required under the terms of the Schools (Consultation) (Scotland) Act 2010 on the following grounds:

- i Proposal to close a school or stage of education;
- ii Proposal to alter the catchment area of a school or schools.

1.7 Building Better Schools

1.7.1 Angus Schools for the Future Strategy reflects the vision of the Scottish Government as detailed in Building Better Schools <https://beta.gov.scot/publications/building-better-schools-investing-scotlands-future/> . This document identifies the Scottish Government's aspirations for the school estate: -

- All children and young people will be educated in, and community users will use, schools that are 'fit for purpose' in terms of condition, suitability and sufficiency.
- Schools are well-designed, accessible, inclusive learning environments that inspire and drive new thinking and change and which support the delivery of high quality educational experiences through Curriculum for Excellence;

- Schools are integral parts of the communities they serve, with pupils making use of community facilities and communities accessing school facilities;
- Schools accommodate and provide a range of services, activities and facilities that make a difference to people's health and well being, to sustaining economic growth and to the strength and vibrancy of communities;
- A sustainable school estate whose design, construction and operation is environmentally and energy efficient; contributes directly to delivering the year-on-year reductions in greenhouse gas emissions introduced by the Climate Change (Scotland) Act 2009, which is resilient to the impact of climate change and which leads by example in matters of environmental performance;
- A school estate that is efficiently run and that delivers maximises value for money;
- A school estate which is flexible and responsive - both to changes in demand for school places and to learners' and teachers' requirements and wishes, and where the beneficial impact of change is maximised by thorough consultation and engagement with users and stakeholders.

1.8 The current provision at Tarfside Primary school does not fully meet our aspirations in terms of the documents referenced above. The very small numbers of children that are anticipated are likely to limit opportunities to develop the positive mental, social, physical and emotional skills they need at school and throughout life. The current school building is not fit for the future as it is at the moment.

2.0 The Proposal

- 2.1 This is a proposal paper prepared in terms of the procedure to meet the requirements of the Schools (Consultation) (Scotland) Act 2010.
- 2.2 Our proposal, subject to the outcome of the statutory consultation process, is:
- to close Tarfside Primary School, Tarfside, Glenesk, BRECHIN DD9 7YU; and
 - to amend the catchment area of the current Edzell Primary School, to include the catchment area of Tarfside Primary school.
- 2.3 Our school roll projections indicate that Edzell Primary school will require to be extended to meet increased demand. In carrying out this expansion we will enhance the provision in the school to provide a modern school, with improved condition and suitability. This will ensure there are opportunities to develop learning experiences in specifically designed accommodation, to enhance the delivery of Curriculum for Excellence.
- 2.4 This will support the creation of a single rural primary school for the Brechin cluster, creating an opportunity to ensure that the rural primary school provision in Brechin is of the highest possible standard. This paper sets out the proposal and invites views on the proposal.
- 2.5 It should be noted that there are two other consultation processes being carried out simultaneously looking at amending the Edzell catchment area to create a single rural primary school for the area.
- 2.6 Due to the lack of some facilities in Tarfside, children previously attended Edzell Primary school for P.E.
- 2.7 If this proposal is approved the school would close immediately after the Committee decision on 18 September 2018.
- 2.8 Maps of the current catchments for Tarfside and Edzell Primary Schools are at **Appendix 1** and the proposed catchment area of the expanded Edzell Primary School is at **Appendix 2**.

3.0 Educational Benefits

- 3.1 Our commitment to the children and young people of Angus³ is "to help you grow safely and happily. We will listen to you and hear what you have to say. If things go wrong, we will help you. We will support you to make a difference." We are also committed to raising educational attainment and achievement and ensuring that all young people have the best learning opportunities possible.
- 3.2 To accomplish this we will⁴:
- increase the number of children and young people positively engaged with school
 - meet developmental milestones for our children before they start school
 - help young people go to positive destinations when they leave school
 - surpass the national attainment targets to meet and succeed at every curriculum level
- 3.3 Curriculum for Excellence identifies that learning is more than being taught within the traditional subject areas, in a conventional classroom setting. It sets out to promote learning through the entire school experience.
- 3.4 Curriculum for Excellence should be delivered in a way to allow learning through:
- Curriculum areas and subjects
 - Interdisciplinary learning
 - Ethos and life of the school
 - Opportunities for personal achievement
- 3.5 Curriculum for Excellence encourages children and young people to develop through different learning experiences. These can include:
- Collaborative learning, where children work collectively within a group setting. This allows children to learn from each other, and to share experiences and skills.
 - Individual learning, where children are given opportunities to make choices about their own learning. This encourages children to learn in the most effective way for them.
 - Peer to peer learning and assessment.
 - Relevance in learning, where children learn through experiences.

³

https://www.angus.gov.uk/media/agenda_item_no_8_report_no_43515_statement_of_ambition_for_the_children_and_young_people_of

⁴ http://www.angus.gov.uk/sites/angus-cms/files/2017-09/276_App1.pdf

- Outdoor learning, where learning takes place out with the traditional classroom or school setting.
- 3.6 Children are encouraged to develop the positive mental, social, physical and emotional skills they need at school and throughout life.
- 3.7 Our School investment Strategy⁵ identifies a number of key aspirations for our children and young people and our school estate. The following section identifies these aspirations and assesses the current provision at Tarfside primary school against them.
- 3.7.1 **Equity of access, nurture and inclusion** -*All children and young people have opportunities to experience different types of learning and teaching in an environment that feels safe and welcoming.*
- 3.7.2 **Our Aspirations for all children and young people in Angus** - We are committed to providing facilities where all of our children can experience: -
- *Collaborative learning, where children work collectively within a group setting. This allows children to learn from each other, and to share experiences and skills.*
 - *Individual learning, where children are given opportunities to make choices about their own learning. This encourages children to learn in the most effective way for them.*
 - *Peer to peer learning and assessment.*
 - *Relevance in learning, where children learn through experiences.*
 - *Outdoor learning, where learning takes place outwith the traditional classroom or school setting.*
 - *Learning within a nurturing environment. Children are encouraged to develop the positive mental, social, physical and emotional skills they need at school and throughout life.*
 - *Inclusion, all children and young people are included, engaged and involved in the life of the school. Children and young people who have additional support needs can access their local school where possible.*
 - *After school activities where appropriate.*

⁵ http://www.angus.gov.uk/sites/angus-cms/files/2017-07/Report%20189_School%20Investment%20Strategy.pdf

- *There are opportunities for children and young people to learn about their school community; its environment, built heritage and its potential to contribute to their learning and quality of life.*

3.7.3 How Tarfside meets these aspirations

- It is impossible to predict future school rolls with complete accuracy. Tarfside currently has no pupils. Based on the number of children within catchment who are currently under 3 years of age, it is unlikely there will be sufficient numbers of children in each age group to support collaborative working and peer to peer learning and assessment.
- The very small numbers of children that are anticipated are likely to limit opportunities to develop the positive mental, social, physical and emotional skills they need at school and throughout life.
- The classroom acts as a circulation route between the school office/staffroom and toilets which inhibits how furniture can be laid out and flexible use.
- Circulation within the school is difficult for all and particularly not suitable for wheelchair users. There are no ramped entrances or accessible toilets
- The door from the accessible parking bay leads directly into the classroom which is not ideal for visitors.
- There is no PE hall in Tarfside or any space specifically designed for P.E. Children were transported to Edzell Primary fortnightly where they had their P.E. class with children from Stracathro and Lethnot Primary schools.

3.7.4 How we will address any deficiency at Edzell Primary School

- In designing the extension at Edzell we will increase the number and range of spaces available in the school.
- Larger year groups will increase the opportunity for collaborative working and working with children of a similar age and stage of development.
- Edzell is a modern building with large, bright rooms. There is currently a lack of breakout and activity spaces in Edzell Primary School. The expansion of the school will address this.
- The accommodation is all on one level and therefore accessible to people with mobility issues.

3.8 **Sustainability and value for money** - *We have a learning estate that we can afford and which makes the most effective use of natural resources.*

- *We will review our estate to ensure that schools are affordable, and we invest our resources equitably across all of our children and young people.*
- *We will regularly review the sufficiency of our estate in terms of places available.*
- *We will review our estate against **projected population** to ensure that it is sufficient and in the right place. This will reflect planned new housing developments.*
- Value for money is achieved.
- *We minimise our carbon footprint and make best use of natural resources.*
- We will explore different models of delivering teaching and learning including all-through schools and joint work with further and higher education providers as well as other local authorities and partners.

3.8.1 How Tarfside meets these aspirations

- Due to the very small number of children, the unit cost of Tarfside Primary is very high. Based on the 2016/17 budgeted revenue costs for Tarfside and the number of children enrolled in school at census in September 2016, the budgeted unit cost per child was £36,806 per annum. This compares with the average cost across Angus of £4,761 per child.
- At present our school buildings are assessed and receive an Energy Performance Certificate (EPC) which rates the theoretic energy efficiency of a building. The ratings range from A (the most efficient grade) to G. These ratings are reviewed every 10 years and are based of the theoretical performance of a building rather than an actual performance of a building. The EPC energy rating for Tarfside was issued on 11/11/2013 and is valid until 10/11/2023. The EPC for Tarfside is an E our target is for all schools to be rated C or better. The school supports no form of renewable energy.

3.8.2 How we will address any deficiency at Edzell Primary School

- The cost per pupil at Edzell based on the 2016/17 budgeted revenue costs and pupils at September 2016 census is £5,681. These costs will change with the expansion of the school, and the expected additional children.
- The EPC for Edzell is C which is in line with our current target.

3.9 **Communities** - Where possible, and as relevant, schools are an integral part of the community they serve. This will depend upon the needs and circumstances of the individual community and the school.

- We will work with partners to make the best use of the public estate.
- We will actively engage with services that complement and enhance the service provided by schools.
- We will work with communities to explore possibilities which complement existing community provision and which can allow sharing of resources.
- We will explore possibilities around business start-up and incubator units which will link with readiness for work.

3.9.1 How Tarfside meets these aspirations

- The school has had no pupils since June 2017 and has had no community use during that time. There were no school lets during 2014/15, 2015/16 or 2016/17 that were not for the school itself or the parent council.

3.9.2 How we will address any deficiency at Edzell Primary School

- At present neither school is well used by the community. There are other facilities within the locality that are perhaps more popular at present. Our aspiration is to complement existing community provision.
- The current games hall at Edzell Primary can be accessed by the community outwith school hours.
- We will work with communities to explore possibilities for improved community use.

3.10 **Well-maintained, flexible spaces** - *We will make the best of the buildings we have, including natural light, green spaces, flexible and responsive.*

- *We will develop a fully costed annual maintenance programme to ensure all our schools remain at or above our agreed standard for condition*
- *We will identify the backlog of maintenance required to bring our estate up to agreed standards.*
- *We will review each school to assess if and how it can be adapted to provide the type of learning spaces identified above.*

- We will develop our learning environments so they are flexible and children and young people are actively involved in how they are used.
- We will identify the work required to bring our school estate up to the standards agreed in terms of suitability.

3.10.1 How Tarfside meets these aspirations

- Tarfside is currently rated B for condition, which is in line with our target of all schools being at B or above. The most recent condition survey can be found at Appendix 5.
- Outstanding planned maintenance requirements change frequently as regular assessments are carried out and works undertaken. £54,500 of outstanding planned maintenance has been identified for Tarfside.
- Tarfside has been assessed as B for suitability which is in line with our agreed standard (see Appendix 6a and b).
- The building does not lend itself to flexible learning spaces.

3.10.2 How we will address any deficiency at Edzell Primary School

- Edzell Primary is currently rated an A for condition and a B for suitability. The most recent condition and suitability surveys (see Appendices 7 and 8a and b respectively).
- Our aspiration for the rural primary is that it would be an A for both condition and suitability. To achieve this, we will improve the digital infrastructure and review the safety and security arrangements. We will also look to incorporate a range of flexible and break out spaces in the design of the extension.
- There is outstanding planned maintenance at Edzell of £10,600.

4.0 Current Position

4.1 Tarfside is a remote rural school as defined by the Scottish Government under section 14 of the Schools (Consultation) (Scotland) Act 2010.

4.2 It is a non-denominational a non-denominational primary school situated in Glen Esk, Angus. Tarfside is a small hamlet eight miles north of Edzell. Glen Esk is the most easterly of the Angus Glens

4.3 The school was built in 1860 altered in 1974. The school comprises: -

Ground Floor

- Classroom
- Nursery
- Computer Room
- School Office
- Staffroom
- Kitchen
- Stores

First Floor

- 4 General stores

4.4 The school has parking spaces for three cars which are located at the top of a long narrow road. There is an accessible parking space immediately adjacent to the school with a dedicated entrance. This leads directly into the classroom.

4.5 Angus Council assesses all of its schools for Suitability and Condition in line with Scottish Governments School Estate Management guidelines. School buildings are assessed on a scale with ratings from:

“A” (good)

“B” (satisfactory),

“C” (Poor) and

“D” (Bad).

Tarfside has been assessed as B for suitability and B for condition.

4.6 The historic roll data at annual census is as follows: -

Census at September	No. Children
2007	12
2008	12
2009	14
2010	12
2011	12
2012	8
2013	7
2014	4
2015	5
2016	3
2017	0

4.7 The school has a planning capacity of 25 as assessed using the Scottish Government guidance – Determining Primary School Capacities.

4.8 There have been no children attending the school or nursery since June 2017.

4.9 In 2015/16 there was two placing request from Tarfside into Edzell primary and in 2016/17 there was one placing request into Stracathro primary school.

4.10 Based on data provided by NHS Tayside there are 2 children in the Tarfside catchment area who are under 3 years of age, one born in October 2015 and one in May 2017.

4.11 Using the data from NHS Tayside, projected birth rates across Scotland and average net primary 1 placing requests over the last 3 academic years, the roll could decrease to 3 by 2023. The projected roll is as follows: -

School Year	2018	2019	2020	2021	2022	2023
Possible P1 Pupils	0	0	1	0	1	1
Estimated Pupils from new Housing	0	0	0	0	0	0
Placing requests	0	0	0	0	0	0
Estimated School Roll						
Primary 1	0	0	1	0	1	1
Primary 2	0	0	0	1	0	1
Primary 3	0	0	0	0	1	0
Primary 4	0	0	0	0	0	1
Primary 5	0	0	0	0	0	0
Primary 6	0	0	0	0	0	0
Primary 7	0	0	0	0	0	0
Total Projected School Roll	0	0	1	1	2	3

5.0 There is no current HMle report available for Tarfside.

6.0 Alternative Solutions

6.1 Do Nothing

6.1.1 Positives - as there are no children in the area and no foreseen demand we see no merit in keeping the status quo and thus no positives.

6.1.2 Negatives - The building at Tarfside is currently not being used at all. It was assessed as a B for suitability, but this is likely to change as the building is not used. If it re-opens, the numbers are likely to be very small and may not provide the flexible learning opportunities that we aspire to for all of our children and young people. The building does not support a full PE programme. The current school, in terms of both numbers and building, does not provide the children of Tarfside with the same access to opportunities. It does not provide all children with the opportunity to learn with a variety of children of a similar age or stage. The layout of the school also causes issues with classrooms in effect being corridors which causes distraction and disruption to learning.

6.2 Refurbish Tarfside Primary School – It is not anticipated that there will be sufficient demand to make this a viable option.

6.3 Review catchment area – This proposal is unlikely address the forecast roll as it would necessitate additional travel for families to a remote rural area. It would not deliver any of the educational benefits.

6.4 In conclusion we do not think that the above alternatives are viable.

7.0 Effects on School Transport

7.1 As there are no pupils at present there will be no impact on school transport.

8.0 Impact on Participation in Pre and After School Activities

8.1 There are no pre or after-school activities in the school as there are no children.

9.0 Effects on Management and Staff Arrangements

9.1 As the school has no children, all existing staff have been re-deployed.

10.0 Effect on Local Community

- 10.1 The school has not had any lets that were not for the school itself or the parent council for the last 3 years.
- 10.2 We will take steps to maintain engagement with community activities across the new catchment area.

11.0 Financial Consequences

- 11.1 By closing the school buildings there will be the opportunity for the Council to make savings on some of the associated running costs. There may be the opportunity for the community or other interested parties to use the building.
- 11.2 The annual recurring revenue savings are estimated to be £146,935. See Appendix 3.
- 11.3 Government Grant is distributed to local authorities through what is known as Grant Aided Expenditure (GAE). The aim of the GAE system is to ensure that each local authority can provide an identical level of service at an identical level of Council Tax. It does not represent cash income for councils but is rather a notional figure that is used as a means of distributing grant in a fair and transparent manner.
- 11.4 The Scottish Government uses around 100 individual spending assessments in order to determine the national GAE total. These cover all aspects of local authority service provision such as teaching staff, elderly residential accommodation, road maintenance, waste disposal, etc.
- 11.5 One of the GAE assessments relates to Primary School Teaching Staff. This GAE is shared amongst local authorities based mainly on pupil numbers but is also adjusted for the relative percentage of pupils in small schools. A small school is defined as one with less than 70 pupils on the school roll. These calculations are based on the most recent two years of available pupil data submitted by each local authority (school census returns).
- 11.6 The estimated Grant Added Expenditure impact of closing Tarfside Primary is £6,665.

12.0 Mitigation of Adverse Effects

- 12.1 As there are no pupils attending the school, and the building is not used by the local community, no adverse impact has been identified.

- 12.2 We will undertake to maintain engagement with community activities across the new catchment area.
- 12.3 Consideration could be given to a community asset transfer of the building.

13.0 Equalities Impact Assessment

- 13.1 Angus Council must ensure that it complies with the public sector equality duty; including the duty under regulation 5 of the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 to carry out an equality impact assessment of applying a proposed new or revised policy or practice.
- 13.2 An Equalities Impact Assessment was completed in support of the School Investment Strategy which identified that the aim of the strategy would advance equalities in terms of equity of access.
- 13.3 The Equality Impact Assessment has identified no restrictions to equality in relation to any of the identified protected characteristics.
- 13.4 In respect of age equality, the proposal relates to Tarfside Primary school and as such primarily affects children in the 2-12 age group, and their parents. The proposal is advanced on the basis of educational benefit to the children in the area concerned. No negative age related effects arise. Age is not a protected characteristic for the purposes of schools provision.

14.0 Recommendation

- 14.1 It is recommended that Tarfside Primary school is closed and the catchment of Edzell Primary school is amended to include the current Tarfside Primary catchment.

15.0 Summary Of The Consultation Process

15.1 Publication Information

- 15.2 The proposal paper will be available for inspection, free of charge, at:
- Council Headquarters, Angus House, Orchardbank Business Park, Forfar DD8 1AX
 - Edzell Primary School High Street, Edzell, BRECHIN DD9 7TA
 - Brechin Library, St. Ninians Square, BRECHIN, DD9 7AD

and published on the Angus Council website:

https://www.angus.gov.uk/schools_and_young_people/angus_schools_for_the_future

Copies of this Proposal Paper are also available on request from:

Mark Armstrong
Strategic Director
People
Angus Council
Angus House
Orchardbank Business Park
FORFAR
DD8 1AX

E-mail: Future_Schools@angus.gov.uk

15.3 The content of this publication, or sections of it, can be made available in alternative formats or translated into other languages. Please contact the Council's ACCESSLine on 03452 777 778 for further information or email accessline@angus.gov.uk

15.4 Formal notice of the Proposal and relevant information will be given and be made available, free of charge, to the consultees listed as follows:

- (i) Parents/carers of children attending Edzell Primary School; including parents of pre-school children;
- (ii) Parents/carers of children who will become eligible to attend Tarfside and Edzell Primary Schools
- (iii) The Parent Council Edzell Primary Schools
- (iv) Members of Parliament and Members of the Scottish Parliament for the area affected by the proposal;
- (v) Staff of Edzell Primary Schools
- (vi) Trade union representatives;
- (vii) Inveresk Community Council;
- (viii) City of Brechin and District Community Council;
- (ix) Education Scotland;

15.5 Advertisement in Local Media

15.6 A notice announcing the engagement events and activities will be placed in the Brechin Advertiser and The Courier. The same notice will be displayed in Angus Council Buildings where the proposal document is available, as noted above. In addition the consultation will be advertised on Angus Council social media accounts .

15.7 Consultation Period

15.8 The formal consultation period for this Proposal will begin on Monday 26 February 2018 and will end on Friday 20 April 2018 inclusive. This period allows for the statutory minimum of six weeks, including at least thirty school days.

15.9 Public Engagement

- 15.10 There will be a mix of engagement opportunities which will include public events and questionnaires which will be available online and hard copy.
- 15.11 Advance notice of the engagement activities will be given to consultees and Education Scotland per Section 7 of the Schools (Consultation) Act (Scotland) 2010.
- 15.12 The public events will be an opportunity for the public to hear more about the proposal; to ask questions about the proposal; and to have the views of all stakeholders recorded so that they can be taken into account. A note will be taken of questions asked and views expressed. All notes will be published on the Council website.
- 15.13 The public events will be an opportunity for the public to hear more about the proposal; to ask questions about the proposal; and to have the views of all stakeholders recorded so that they can be taken into account. A note will be taken of questions asked and views expressed. All notes will be published on the Council website.
- 15.14 All notes will be forwarded to Education Scotland, along with other submissions and comments received by the Council during the consultation process.

15.15 Meetings with Children and Staff

- 15.16 School staff, with support from the project team, will arrange to discuss the proposal with children (who are considered to be of a suitable age and maturity). A record of questions, responses and views will be taken and this will be published in the Consultation Report.
- 15.17 Meetings will be held with affected staff and a record of questions, responses and views will be taken which will also be published in the Consultation Report.

15.18 Responses to the Proposals

15.19 Interested parties are invited to respond to the Proposal by making written or electronic submissions on the Proposal to:

Mark Armstrong
Strategic Director
People
Angus Council
Angus House
Orchardbank Business Park
FORFAR
DD8 1AX

E-mail: Future_Schools@angus.gov.uk

15.20 When responding, you are invited to state your relationship with the school – for example, “pupil”, “parent”, “carer”, “relative”, “former pupil”, “teacher in school”, “member of the community” etc. However it is not compulsory to do so. We will also ask respondents to identify their link with Tarfside Primary School.

15.21 Those sending in a response, whether by letter or electronically, should know that their response will be open to public scrutiny and may have to be supplied to anyone making a reasonable request to see it. If they do not wish their response to be made publicly available, they should clearly write on the document: “I wish my response to be considered as confidential with access restricted to Councillors and Council Officers of Angus Council”. Otherwise, it will be assumed that the person making the response agrees to it being made publicly available. All written responses must be received by the last day of the consultation period, Friday 19 April 2018 at 5.00pm.

15.22 Involvement of Education Scotland

15.23 When the Proposal Document is published, a copy will also be sent to Education Scotland by the Council.

15.24 Education Scotland will also be sent, by 11 May 2018, a copy of any relevant written representations that are received by the Council from any person during the consultation period. Education Scotland will also receive the summary note of the public events that will be held and so far as is practicable a copy of any other relevant documentation.

15.25 Education Scotland will then prepare a report on the educational aspects of the proposal not later than 04 June 2018. In preparing their report, Education Scotland may visit the affected schools and make such enquiries of people there as they consider appropriate.

15.26 Further Consultation

15.27 Angus Council will review the Proposal having regard to the Education Scotland Report, written representations that it has received, and oral representations made at engagement events. It will then prepare a Consultation Report.

15.28 This Report will be published in electronic and printed formats and will be sent to anyone who submitted a written representation during consultation. It will be available on the Council website as well as at the affected schools and Brechin library, free of charge.

15.29 The Report will include a summary of the written and oral representations made during consultation and a copy of the Education Scotland Report, together with the Council's considered response to the issues raised. The Report will include details of any alleged inaccuracies and/or omissions and how these have been handled. The Consultation Report will be published at least 3 weeks prior to being submitted to the Children and Learning Committee

15.30 In publishing the report the Council will invite any person or party to make further representations to the Committee prior to its meeting. A notice to this effect will also be published on the Angus Council website.

15.31 Timescale Following Consultation

15.32 The Council intends to publish its Report in June 2018, prior to submission to the Children and Learning Committee on 18 September 2018. However, this timescale may change depending on the nature of issues raised during consultation, and the need to give full consideration to those issues. In the latter event, the Report may not be submitted until a later Committee meeting. We will notify contributors of any changes that have arisen as a result of their input.

15.33 If approved, the Proposal will then move to the implementation phase.

15.34 A Stakeholder Group will be established to act as a formal forum for the dissemination of information relating to this change, and to ensure that there is an effective two way flow of information between the Group and the Council.

15.35 Inaccuracies or Omissions within the Proposal document

15.36 Any inaccuracies or omissions to this proposal document can be reported to Angus Council. Please contact Angus Council, Children and Learning, Angus House, Orchardbank Business Park, Orchardbank, Forfar DD8 1AE, Tel: 01307 476300, e-mail: Future_Schools@angus.gov.uk

15.37 Angus Council will investigate and then inform the notifier of its decision and its reasons for reaching its decision. The notifier will be invited to make further representations on the council's decision.

15.38 Where the inaccuracy or omission relates to a material consideration, Angus Council will:

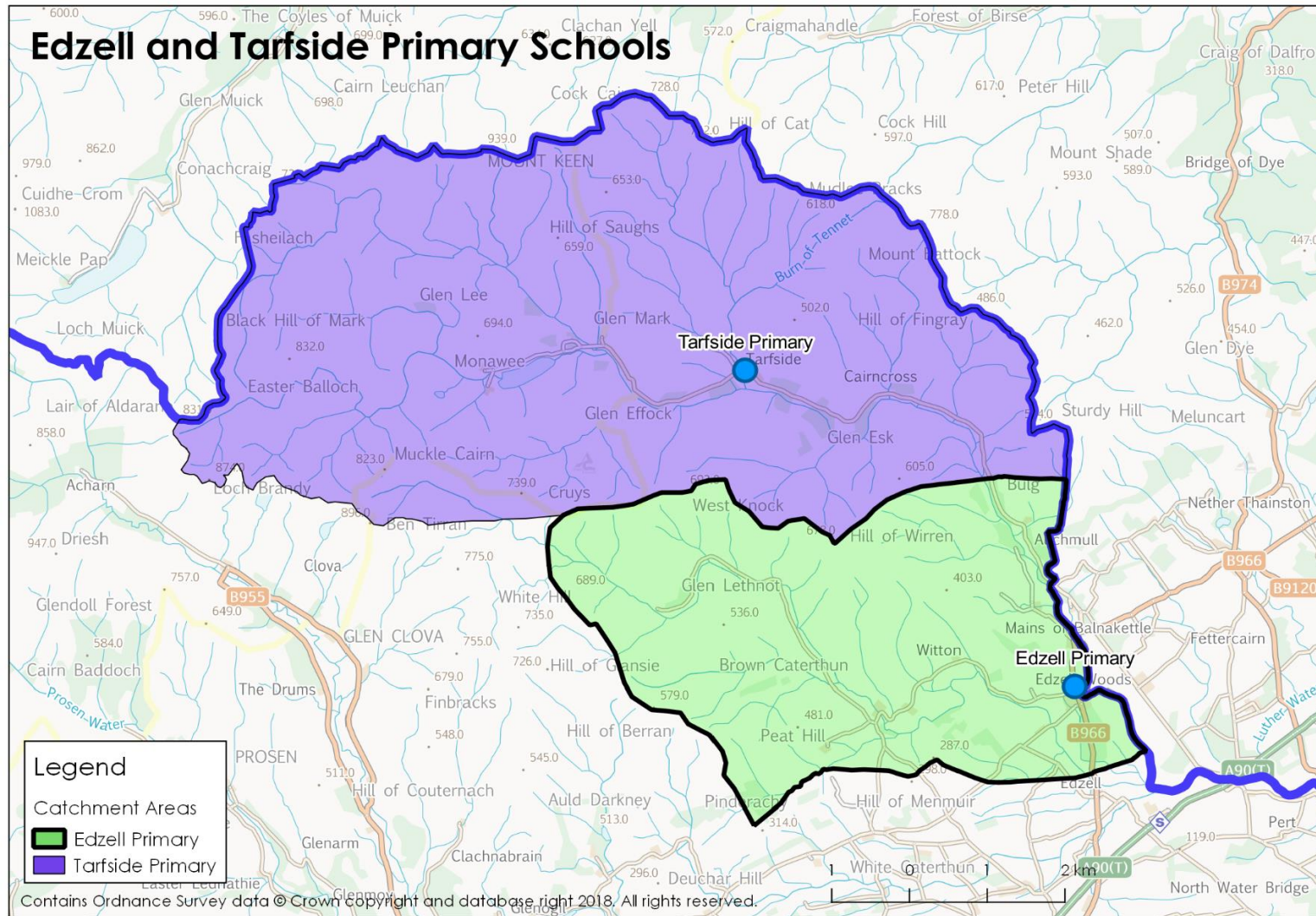
- Publish a corrected Proposal document
- Send the corrected document to Education Scotland and
- Issue a notice to all consultees correcting the inaccuracy or providing the missing information.

If required, extend or restart the consultation period.

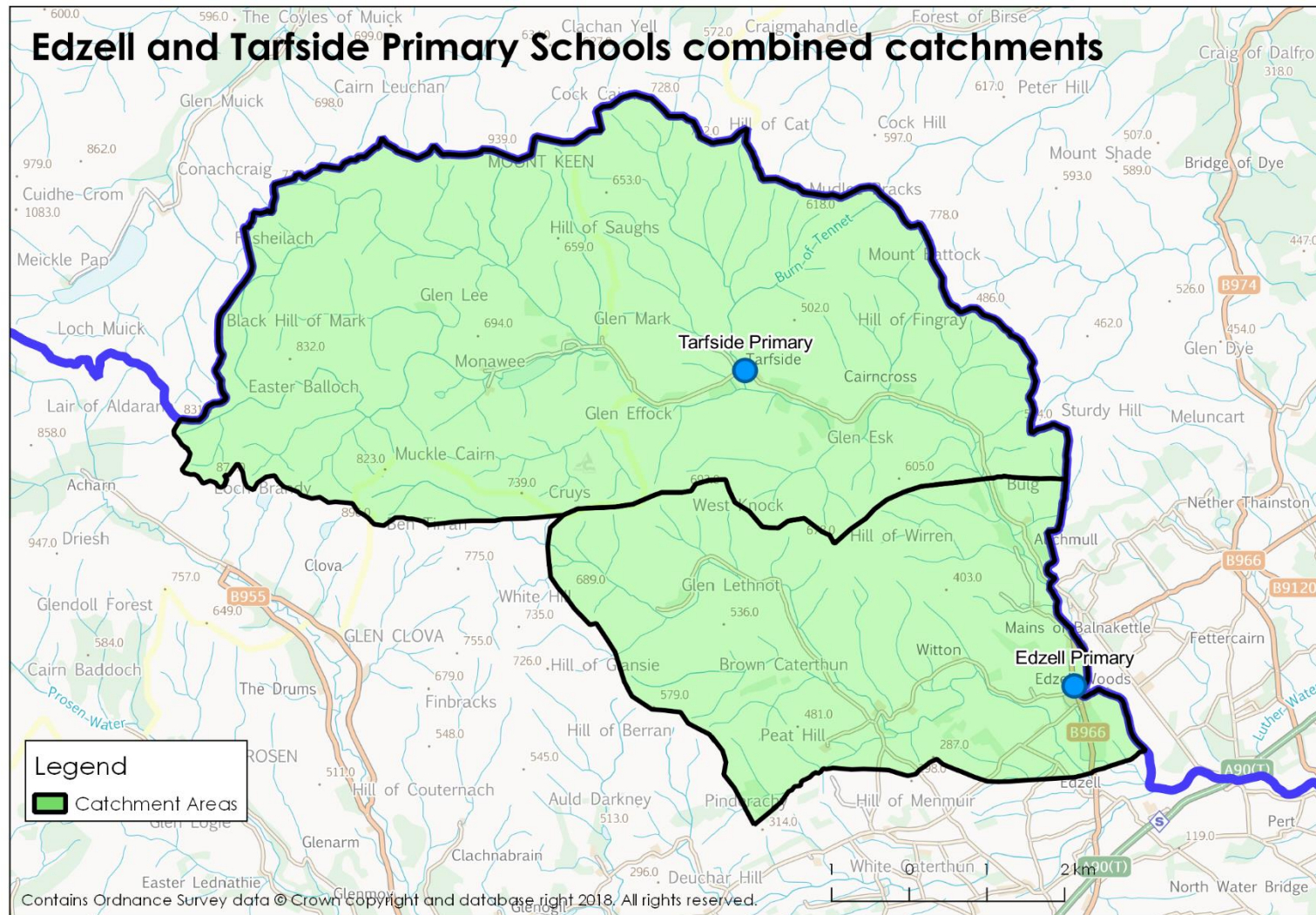
15.39 Note on Corrections

15.40 If any inaccuracy or omission is discovered in this Proposal paper, either by the Council or any other person, the Council will determine if relevant information has been omitted or, if the paper contains an inaccuracy. The Council will then take appropriate action, which may include the issue of a correction or the reissuing of the Proposal or the revision of the timescale for the consultation period, if appropriate. In that event, relevant consultees and Education Scotland will be advised.

Map of Current Tarfside and Edzell Catchments



Map of Combined Edzell and Tarfside Catchments



Appendix 3

The following figures have been prepared using the COSLA template and associated guidance notes

Financial Template

Current revenue costs for school proposed for closure	Column 2	Column 3	Column 4
TARFSIDE PS	Costs for full financial year (projected annual costs)	Additional financial impact on receiving school Edzell PS	Annual recurring savings (column 2 minus column 3)
School costs			
<i>Employee costs - note 1</i>			
teaching staff	76,568	0	76,568
support staff	27,474	0	27,474
teaching staff training (CPD etc)	668	0	668
support staff training	0	0	0
Supply costs - note 2	2,447	0	2,447
	107,157	0	107,157
<i>Building costs:</i>			
property insurance	617	0	617
non domestic rates	0	0	0
water & sewerage charges	342	0	342
energy costs	5,757	0	5,757
cleaning (contract or inhouse)	0	0	0
building repair & maintenance	886	0	886
grounds maintenance	0	0	0
facilities management costs - note 6	4,194	0	4,194

Current revenue costs for school proposed for closure	Column 2	Column 3	Column 4
TARFSIDE PS	Costs for full financial year (projected annual costs)	Additional financial impact on receiving school Edzell PS	Annual recurring savings (column 2 minus column 3)
revenue costs arising from capital	0	0	0
other	103	0	103
	11,899	0	11,899
<i>School operational costs:</i>			
learning materials	325	0	325
catering (contract or inhouse)	1,225	0	1,225
SQA costs	0	0	0
other school operational costs (e.g. licences)	6,336	0	6,336
	7,886	0	7,886
<i>Transport costs: note 3</i>			
home to school	20,704	note 4	20,704
other pupil transport costs	0	0	0
staff travel	86	0	86
	20,790	0	20,790
SCHOOL COSTS SUB-TOTAL	147,732	0	147,732
<i>Income:</i>			
Sale of meals	797	0	797
Lets	0	0	0
External care provider	0	0	0

Current revenue costs for school proposed for closure	Column 2	Column 3	Column 4
TARFSIDE PS	Costs for full financial year (projected annual costs)	Additional financial impact on receiving school Edzell PS	Annual recurring savings (column 2 minus column 3)
Other	0	0	0
SCHOOL INCOME SUB-TOTAL	797	0	797
TOTAL COSTS MINUS INCOME FOR SCHOOL	146,935	0	146,935

UNIT COST PER PUPIL PER YEAR	48,978		
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Table 2		
Capital costs	School proposed for closure	Receiving school
Capital Life Cycle cost - note 7	0	
Third party contributions to capital costs	0	

Table 3

Annual Property costs incurred (moth-balling) until disposal	
property insurance	617
non domestic rates	0
water & sewerage charges	100
energy costs	1,500
cleaning (contract or inhouse)	0
security costs	0
building repair & maintenance	500
grounds maintenance	0
facilities management costs	0
other	0
TOTAL ANNUAL COST UNTIL DISPOSAL	2,717

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Table 4

Non-recurring revenue costs	
	500
TOTAL NON-RECURRING REVENUE COSTS	500

Table 5

Impact on GAE - note 5	
GAE IMPACT	(6,655)

Notes

1. The total costs incurred for teaching staff (row 5) and support staff (row 6) are required to be included. Column 2 should include the current costs for a full financial year for the school proposed for closure, and column 3 should include the *additional* cost to the receiving school as a result of staff transferring.

For teaching staff, this should include regular teachers, itinerant teachers, learning support teaching staff and special education (ASN) staff.

Itinerant teaching staff includes central support services such as English as additional language support, hearing, visually impaired services, educational psychology services.

For support staff, this should include classroom assistants, administration staff and janitorial staff.

For all staff the costs entered should include salary, NI and pension costs.

If the school proposed for closure has less than 3 staff members, then the cumulative staff costs only should be given in row 5 (for both teaching and support staff), so as to avoid possible disclosure of individual salaries.

Training costs should be identified separately in rows 7 and 8.

2. Supply costs to cover teaching and support staff. This may be held in a central budget, be devolved or shared across the budgets.

3. 'Home to school' pupil transport costs should include those school transport costs incurred in accordance with Council policy. 'Other pupil transport costs' will cover costs incurred for the transport of pupils for activities such as swimming etc

4. Row 30 of column 3 should include the additional transport costs related to the increased home to school transport arrangements that are put in place in accordance with Council policy. This figure is therefore likely to be considerably higher than current costs.

5. This table is to capture the impact on the revenue support grant as a result of changes to GAE. Impact on GAE should consider the issues covered in the GAE section of the guidance document that accompany this template.

6. Facilities management costs will include costs related to caretaking, janitorial and security.

7. The capital costs for the receiving school should be taken across the life cycle of the school in line with the life expectancy of that school. The capital costs for the school proposed for closure should be taken across the same life cycle period

Appendix 4

Pre-Consultation

During November 2017, Angus Council undertook pre-consultation on the whole of the school estate to inform the development of the Angus Schools for the Future strategy. This approach allowed us to consider how changes in one school/area might impact neighbouring schools.

The pre-consultation aimed to engage constructively with our communities in advance of statutory consultation. Whilst the pre-consultation asked people for comments on the whole of the school estate, the following are the comments which specifically relate to the schools in this proposal.

- I would question the sustainability of keeping small primary schools open such as Stracathro open, I personally removed my children from this school to continue their education in Brechin even though living nearby.
- Edzell and Stracathro schools seem to be well involved in the local community.
- Two schools within two/three miles of each other; Edzell and Stracathro. I object, strongly, to valuable resources being used to sustain Stracathro when these resources could be used to bolster Edzell's. The latter is a purpose built building with access to the outdoors and green space around it yet there is no wi-fi.
- The school estate contains many older buildings which are no longer fit for purpose. Also many rural schools very close in proximity to each other that share staffing and resources, are under capacity, but still require a separate building, e.g. Edzell and Stracathro
- Edzell is excellent. More encouraged learning in playground rather than just free play would be only thing.
- My local school is Edzell & there is not 1 sign that tells you that it's there. Which might explain why people feel the need to ignore the 20mph signs! This has caused great concern to parents, dropping off & collecting their children. As the school car park isn't big enough, most have to park across the road.
- As Angus is a big area I feel that most schools work closely with their local community but most evidence of this can be found in rural schools where the children and the community learn from each other and obtain mutual support and respect for e.g. Edzell, Eassie, Glamis, Tannadice, Newtyle, Airlie, Arberlemno, Arbirlot etc
- Could be more library facilities in Edzell.

- Edzell primary is very good however crossing busy road to get to school was not the smartest idea in compared to the old school that is now houses. They need a proper crossing and lolly pop lady. Cars don't slow to 20.
- Very small schools, eg Tarfside, Carmyllie etc are way below capacity and don't seem good value to the authority.