



# Angus Council School Investment Strategy

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2017 to 2047



June 2017

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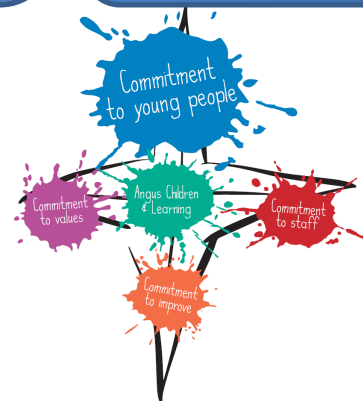
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## 1 - INTRODUCTION

- 1.1 This strategy reflects Angus Council's statement of ambition and our commitments to young people, to staff, to our values and to improve. A comprehensive strategic framework for the future of the school estate will ensure that we meet the educational needs of all of our children and make the best use of resources.
- 1.2 It has been prepared collaboratively ([see appendix 1](#)) and echoes our desire to work across service areas and organisational boundaries.
- 1.3 The strategy recognises the importance of sustainability in terms of the environment and also affordability.
- 1.4 The strategy will apply to the whole of Angus and will cover a 30 year period. This is in recognition of the level of investment that may be needed and also the timescales that may be involved in fully implementing the strategy. As a result of the strategy we will prepare a 5 year resourced and project managed programme and a 10 year outline plan. The relevant plans will be refreshed every two years in line with this strategy, and to reflect what has been implemented and any relevant changes.
- 1.5 The strategy is not about building new schools, although that may be part of it. It is about making sure that our learning environments are the best they can be to support our children and young people in their learning and achievement. The strategy will provide principles and standards that will be used to ensure decisions are made consistently and transparently.
- 1.6 Text shown in [underlined, bold, blue](#) font contains a hyperlink to the relevant appendix.

# Children and Learning School Investment Strategy

2017 to 2047



## 2 - CONTEXT FOR THIS STRATEGY

### 2.1 Policy and Educational

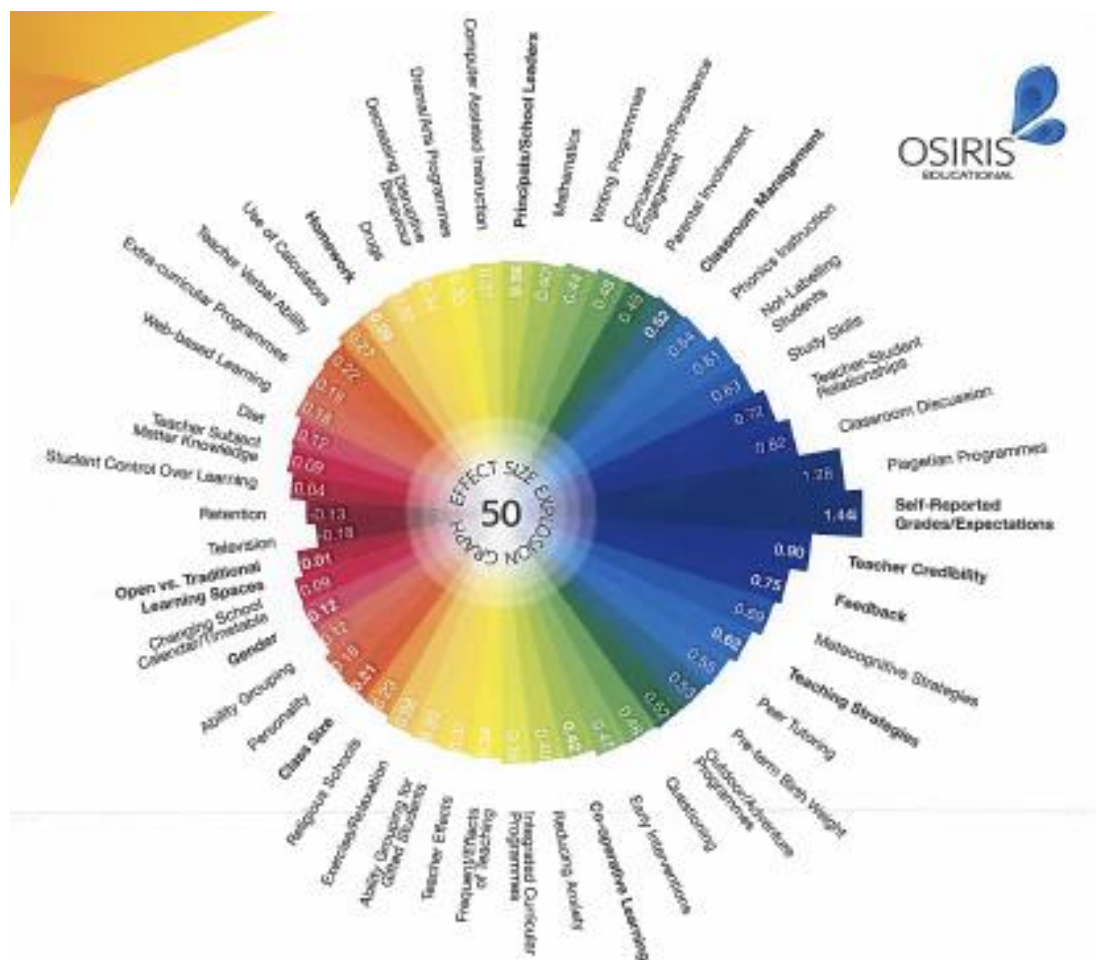
- 2.1.1 Raising attainment and achievement for all is a key policy of the Scottish Government. In recognition of the importance of early intervention it is investing in the expansion of Early Learning and Childcare. This strategy takes account of those policy intentions and links very closely with Angus Council's Early Years Strategy.
- 2.1.2 In line with the Curriculum for Excellence (CfE), we recognise that much learning and teaching takes place outwith the traditional classroom. The possibilities offered by digital learning and new technologies mean that the landscape for teaching and learning is different than it once was. To reflect the changing landscape of learning we will refer to the learning environment as well as schools, throughout this strategy.
- 2.1.3 Our children and young people need to develop the skills to be flexible and adaptable, with the capacity to continue developing new skills that they will need for the rapidly changing challenges of life, learning and work.

Figure 1 What are 'settings for learning?'



- 2.1.4 This strategy has been developed with ethos and learning context as our key driver. It has been created with the child at the centre.
- 2.1.5 There is no definitive research that relates the learning environment with educational achievement. Professor John Hattie has done the most extensive analysis of educational research into which factors impact on achievement. In identifying how the environment can facilitate achievement, Professor Hattie identifies classroom discussion, peer tutoring, outdoor/adventure programmes, parental involvement, concentration/persistence, co-operative learning, reducing anxiety, web based learning and open versus traditional learning spaces as having some impact. Although most of these have a minor impact in isolation, when added together they offer educational gains.

Figure 2 How to affect student achievement, based on research by Professor John Hattie



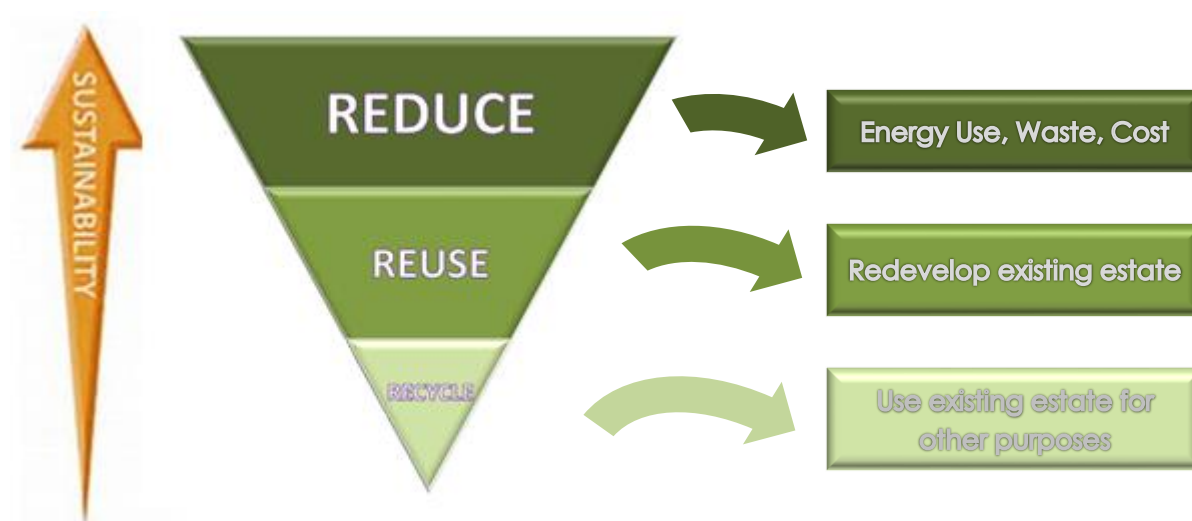
- 2.1.6 Other studies show a greater impact of the environment, particularly in relation to engagement with school, which can in turn impact on attainment and achievement.
- 2.1.7 The University of Salford (2015) reported clear evidence that the physical characteristics of primary schools impact on learning progress. Studies in other parts of the world have shown links between engagement with school and well-maintained schools as children and young people feel more valued.
- 2.1.8 In 2014 we commissioned the Dartington Social Research Unit, to undertake an exploration into engagement with school. Results showed that over 40% of children and young people who took part in the survey in Angus were not fully engaged with school. A number of actions have been put in place as a result of the Dartington study.
- 2.1.9 Other research has indicated that [well maintained schools](#), with [natural light](#) and views to the outdoors, preferably green space, can help children and young people engage with school. A welcoming and [nurturing environment](#) is also thought to encourage engagement with school.
- 2.1.10 We are committed to promoting [inclusion](#) in our schools wherever possible. We believe that children should be able to access their local school where this is practicable. This means that all schools should be able to support children and young people who have additional support needs.
- 2.1.11 It is also recognised that Angus is a relatively small authority, and there may be children who have specialist support needs that cannot be readily met in their local school. As a result there may be schools with specialist provision where this is needed.
- 2.1.12 We are committed to [equity of access](#) for all of our children and young people. It is important that all of our children and young people have the opportunity to experience different types of learning including individual learning, group learning, peer to peer learning, co-operative learning, digital learning and [learning outwith school](#).

## **2.2 Sustainability**

- 2.2.1 [Sustainability](#) relates to the level of resource used to deliver services. This can be seen both in terms of fuel, water and other consumables as well as the amount of money used. In terms of carbon and waste reduction there is a well-known phrase illustrated below. This can equally be applied to the school investment strategy.



Figure 3 How to improve sustainability



- 2.2.2 Resources across the public sector are reducing and it is vital that we can continue to resource our learning estate. This means that we are able to maintain our buildings to appropriate standards and that we work to make the buildings we have as energy and waste efficient as possible. As well as ensuring affordability, this will contribute to carbon reduction targets identified by Scottish Government and agreed by the Council. The most effective way to deliver improved sustainability is to reduce our use. This may mean reducing the number of schools we have.
- 2.2.3 The affordability and sustainability of our estate could be improved by linking with our colleagues and partners to make best possible use of the whole public estate. We would like to engage with partners where joint working could benefit our children and young people and could improve opportunities for family and life-long learning.
- 2.2.4 Although we recognise that our school estate may need to be smaller, it is important that our schools are an integral part of the community they serve. Our schools should complement the needs of their community. The possibility for our school buildings becoming [community schools](#) also depends on the physical nature of the schools.
- 2.2.5 In line with our aspiration to prepare our children and young people for the world of work we recognise the importance of developing partnerships to enhance professional, social and cultural links with others. This could include families and communities, colleges and universities, cultural institutions, businesses and other schools and learning environments. These partnership arrangements could involve businesses being established as part of school campus, or learning taking place on the business premises.
- 2.2.6 The Curriculum for Excellence provides a single curriculum for 3 to 18 years; a structure of assessment and qualifications; a focus on transitions from nursery to primary and secondary schools; a focus on literacy and



numeracy, health and wellbeing, more skills for work options and space for sport and music. These principles and our need for a sustainable learning estate could be met in the further development of [all-through schools](#), where appropriate. There can be advantages in this approach and we will explore this model further.

### 3 - GUIDING PRINCIPLES

Our vision 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. The guiding principles described below will be used as the basis for decision-making and planning.

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#### 3.1 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.*

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- 3.1.1 We are committed to providing facilities where all of our children can experience: -
- 3.1.2 Collaborative learning, where children work collectively within a group setting. This allows children to learn from each other, and to share experiences and skills.
- 3.1.3 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.
- 3.1.4 Peer to peer learning and assessment.
- 3.1.5 Relevance in learning, where children learn through experiences.
- 3.1.6 Outdoor learning, where learning takes place outwith the traditional classroom or school setting. 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.
- 3.1.7 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.
- 3.1.8 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.
- 3.1.9 After school activities where appropriate.

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#### 3.2 Sustainability and value for money

*We have a learning estate that we can afford and which makes the most effective use of natural resources.*

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- 3.2.1 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.
- 3.2.2 We will regularly review the sufficiency of our estate in terms of places available.

- 3.2.3 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.
- 3.2.4 Value for money is achieved.
- 3.2.5 We minimise our carbon footprint and make best use of natural resources.
- 3.2.6 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.

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### **3.3 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.*

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

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### **3.4 Well-maintained, flexible spaces**

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

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- 3.4.1 We will develop a fully costed annual maintenance programme to ensure all our schools remain at or above our agreed standard for condition.
- 3.4.2 We will identify the backlog of maintenance required to bring our estate up to agreed standards.
- 3.4.3 We will review each school to assess if and how it can be adapted to provide the type of learning spaces identified above.
- 3.4.4 We will develop our learning environments so they are flexible and children and young people are actively involved in how they are used.
- 3.4.5 We will identify the work required to bring our school estate up to the standards agreed in terms of suitability.

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### **3.5 Transparency and fairness in decision making**

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*Our decisions will be made taking a long-term strategic view and supported by good quality information.*


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- 3.5.1 We will develop a decision-making framework that is transparent and fair and will help us to prioritise our resources.
- 3.5.2 We will communicate the reasons for decisions and how they have been prioritised.
- 3.5.3 We will involve children and young people, parents and carers, and teachers in decisions that affect their school.

## 4 - HOW WE WILL APPLY THESE GUIDING PRINCIPLES

- 4.1 We will assess each of our schools against the guiding principles described in Section 3 above; the standards described in the appendices to this strategy; and the output from the conditions and suitability surveys that we have undertaken. In addition, we will take account of known and predicted movements in the population and planned housing developments.
- 4.2 We will present the findings of these reviews to the Children and Learning committee along with proposals for addressing the findings.
- 4.3 The proposals will be prioritised on the basis of need and practicality. This means that we will endeavour to meet the greatest need first, but we must take account of the available finance and other resources.
- 4.4 A deliverable 5-year plan will be proposed.
- 4.5 Further outline plans will highlight future activities over a ten- and thirty-year period.
- 4.6 This strategy and the associated plans will be reviewed every two years with updates presented to committee for consideration.

## Appendix 1 - How the Strategy was developed

- 1  A structure for taking the project forward was agreed with collaboration and consultation as the basis for developing the strategy. We established a **Governance, Monitoring & Compliance Group**. The purpose of this group was to ensure other groups completed tasks in line with expectations and within timescales. This group would also act as an enabler if blockages were identified that cannot be resolved. The group included the Strategic Director Children and Learning, representative from Communities and Resources Directorates, Transforming Angus and Internal Audit.
- 2 **The Ethos & Learning Contexts Group** – This was a pivotal group which looked at a number of key questions, for example - Is every school a community school? How do we provide early years services? How do we best provide for – children with additional support needs; Outdoor learning; the needs of looked after children; Curriculum for Excellence? Should we have all through schools, and what does that mean? Is there an optimal size etc.? The deliberations of this group will link into the work of some of the other groups.
- 3 This group included members with knowledge and experience of early years, primary and secondary schools, children with additional support needs, community learning and development, IT, children and young people's services, Education Scotland and Trades Unions.
- 4 **Building Standards Group**. This linked to the ethos & learning contexts group, and included maintenance standards, how buildings will be designed in relation to possible need for expansion/contraction, ensuring most up to date government guidance and best practice is followed, sustainability, energy efficiency etc. This group considered how buildings can best meet the needs identified by the ethos and learning contexts group.
- 5 The members of this group included a primary and secondary head teacher with recent experience of a new build school, staff from Property Services, Building Standards, IT, staff with experience in sustainability, technical education including sports and technology.
- 6 **Demand & Location Group**, This linked to the previous two groups, and looked at medium and long term school roll projections based on demographic information, local development plans and proposed new building projects, catchment areas etc. It also considered the impact on

- children and young people of transport and rural school considerations. There will be an important link with what we consider a community school to be in various different settings e.g. Forfar compared to a small rural community. The demand and location group comprised staff with a background in planning, transportation, early years, performance information geographic information systems, quality improvement, and asset management.
- 7 The final element is **Consultation and Engagement**. We see this as surrounding the work of all of the other groups, and any sub-groups that may be required.
  - 8 This group included staff from schools and learning support, communications, and community planning.
  - 9 As part of the work carried out by the groups we worked with Architecture and Design Scotland, Space Strategies and JM Architects. This allowed us to glean information about areas of best practice and what other authorities were doing. We visited a number of schools in Scotland to learn about their experiences. We engaged with Jarmo Suominen, Professor of Service Architecture in Aalto University in Finland, to explore school as a service rather than a building.
  - 10 We used the children and learning festival as an opportunity to engage using video clips which included, "The Best Kindergarten in the World?", Growth Mindset in Ferryden; Introduction to Brechin Community Campus, and Angus Works. We also engaged with children and young people, parents and Head teachers around "What Makes a great School?" Members of the Angus Community Planning Accommodation Sub Group were also consulted during the development of the strategy.
  - 11 A high level summary of initial consultation with a small sample of children, parents and teachers looking at "what makes a great school?" were: -
 

Safe environment	Understanding of progress - everyone's
Listening, caring teachers	Good temperature
Kids behaving and ready to learn	Everyone does their best
Fun lessons that are understandable	Enthusiastic people, motivated
Open teachers who are kind	Space to learn
People who put in hard work and are there	Community
Strong leadership	Nice learning facilities
Parental involvement	



- 12 Many of these characteristics are unrelated to the physical learning environment, but there are clear links with the important elements highlighted throughout this paper.

## Appendix 2 - Planned Maintenance Standards

### 1 Introduction

- 1.1 A July 2016 study, "[School Building Condition, Social Climate, Student Attendance and Academic Achievement: A Mediation Model](#)," found that poor building conditions, resulted in negative perception of the school's social climate, which led to absenteeism, which ultimately accounted for 70 percent of the poor academic performance.
- 1.2 Regular planned maintenance also impacts on the sustainability and performance of the learning estate.

### 2 Planned Maintenance

- 2.1 The current learning estate is comprised of a number of traditionally funded buildings which are fully owned by Angus Council and a number of schools funded via PPP or similarly funded projects. A number of these buildings have very detailed and stringent planned maintenance requirements which do not apply to the same extent in the Council-owned buildings. This standard moves the two planned maintenance standards to the same basis.
- 2.2 Each building element and type of construction may have different maintenance requirements so a simple definitive list is difficult, however, the following schedule provides an indicative maintenance schedule which should be applied.

Element	Sub-Element	Planned Maintenance Activity	Work Due To Commence After construction	Frequency Cycle
<b>ROOF</b>				
<b>Roof Coverings</b>	Pitched roofs - concrete interlocking tiles	Replace/repair roof covering	10 years	4 years
	Pitched roofs - second hand slate	Replace/repair roof covering	10 years	4 years
	Pitched roofs - standing seam	Replace/repair roof covering	30 years	30 years
	Pitched Roofs - cladding	Replace/repair roof covering	12 years	6 years
	Pitch roofs - single layer polymeric membrane	Replace/repair roof covering	16 years	5 years
<b>Roof Drainage</b>	RWG's - Aluminium gutters	Replace gutters	12 years	15 years
	RWG's - Aluminium downpipes	Replace downpipes	12 years	15 years
	RWG's - Aluminium gutter covers	Replace gutter covers	5 years	5 years
<b>Roof Lights</b>	Roof glazing sealants	Replace glazing sealants	15 years	15 years
	Rooflights - Aluminium Framed	Replace roof lights	10 years	10 years

Element	Sub-Element	Planned Maintenance Activity	Work Due To Commence After construction	Frequency Cycle
<b>BUILDING FABRIC</b>				
<b>External Walls</b>	External /Internal walls - mortar pointing	Repoint eroded mortar joints	5 years	5 years
	External walls - render	Renew render	9 years	9 years
	External walls - joint sealants	Replace expansion joint sealants	10 years	10 years
	External walls - Cedar lining	Replace/ repair boarding	16 years	5 years
<b>Internal Walls &amp; Doors</b>	Internal walls - plastic corner angles	Replace corner angles	5 years	5 years
	Internal walls - plaster	Renew plaster	5 years	5 years
	Internal walls - partitioning /drylining	Replace outer plasterboard sheet	6 years	6 years
	Internal walls - glazed timber screens	Replace screens	10 years	10 years
	Internal walls - folding screens	Replace screens	13 years	13 years
	Internal doors - single leaf (basic) exc ironmongery	Replace doors	8 years	6 years
	Internal doors - 1.5 leaf (basic) exc ironmongery	Replace doors	8 years	6 years
	Internal doors - double leaf (basic) exc ironmongery	Replace doors	8 years	6 years
	ironmongery inc door closers	Replace ironmongery	8 years	6 years
	Internal doors - single leaf (finish) exc ironmongery	Replace doors	10 years	10 years
	Internal doors - 1.5 leaf (finish) exc ironmongery	Replace doors	8 years	6 years
	Internal doors - double leaf (finish) exc ironmongery	Replace doors	10 years	10 years
	ironmongery inc door closers	Replace ironmongery	10 years	10 years
<b>Ceiling Finishes</b>	Suspended ceilings - fibre - basic	Replace suspended ceiling	5 years	5 years
	Suspended ceilings - acoustic	Replace suspended ceiling	5 years	5 years
	Suspended ceilings - moisture resistant	Replace suspended ceiling	5 years	5 years
	Suspended ceilings - metal acoustic	Replace suspended ceiling	5 years	5 years
	Suspended ceiling - plasterboard suspended - MF	Replace suspended ceiling	5 years	5 years
	Suspended ceiling - plasterboard taped	Replace suspended ceiling	5 years	5 years
<b>Floor Finishes</b>	Floor coverings:- rubber or Marmoleum	Replace rubber flooring	10 years	10 years
	Floor coverings:- vinyl non-slip	Replace non-slip vinyl	10 years	10 years

Element	Sub-Element	Planned Maintenance Activity	Work Due To Commence After construction	Frequency Cycle
	Floor coverings - vinyl, safety	Replace safety vinyl	7 years	7 years
	Floor coverings - carpet, sheet	Replace anti static carpet	14 years	14 years
	Floor coverings:- carpet tiles	Replace carpet tiles	15 years	15 years
	Floor coverings:- vinyl, specialist soft play	Replace specialist soft play vinyl	7 years	7 years
	Floor coverings:- quarry tile	Replace ceramic tiling	5 years	5 years
	Floor coverings:- anti-slip ceramic	Replace ceramic tiling/grouting	5 years	5 years
	Floor coverings:- timber flooring - sprung	Replace timber flooring	30 years	30 years
	Floor coverings:- barrier matting	Replace barrier matting	8 years	8 years
	Floor coverings:- floor paint	Cyclical redecoration	4 years	4 years
<b>Internal Decorations</b>	Internal decs:- eggshell to plaster	Cyclical redecoration	7 years	7 years
	Internal decs:- portaflek to fairfaced blockwork	Cyclical redecoration	4 years	4 years
	Internal decs:- emulsion to walls	Cyclical redecoration	3 years	3 years
	Internal decs:- steri-chem to kitchens	Cyclical redecoration	3 years	3 years
	Internal decs:- vinyl wallpaper	Cyclical redecoration	3 years	3 years
	Internal decs:- doors/joinery	Cyclical redecoration	4 years	4 years
	Internal decs:- emulsion to ceilings	Cyclical redecoration	3 years	3 years
	Internal decs:- tiled areas - showers	RegROUT ceramic tiling / Replace Parts	4 years	8 years
	Internal decs:- tiled areas - whb splashbacks	RegROUT ceramic tiling / Replace Parts	3 years	6 years
	Internal decs:- Waterproof wall lining	Replace wall lining	6 years	6 years
	Internal decs:- Whiteroc	Replace Whiteroc	10 years	10 years
<b>External Decoration</b>	External decoration	Cyclical redecoration	4 years	4 years
	External decoration:- masonry paint	Cyclical redecoration	4 years	4 years
<b>Sanitary Appliances</b>	Sanitary appliances - toilet cubicles	Replace toilet cubicles	9 years	9 years
	Sanitary appliances:- WC backing panels	Replace backing panels	9 years	9 years
	Sanitary appliances:- mirrors	Replace mirrors	6 years	6 years
	Sanitary appliances:- WC's	Replace WC's	5 years	5 years
	Sanitary appliances:- disabled WC's	Replace WC's	5 years	5 years

Element	Sub-Element	Planned Maintenance Activity	Work Due To Commence After construction	Frequency Cycle
	Sanitary appliances:- urinals	Replace urinals	5 years	5 years
	Sanitary appliances:- baths	Replace baths	5 years	5 years
	Sanitary appliances:- wash hand basins	Replace WHB's	5 years	5 years
	Sanitary appliances :- sinks	Replace sinks	5 years	5 years
	Sanitary appliances :- shower tray/cubicle	Replace shower tray/cubicle	5 years	5 years
	Sanitary appliances:- toilet seats and covers	Replace toilet seat and covers	5 years	5 years
<b>EXTERNAL DOORS &amp; WINDOWS</b>				
	External windows - hardwood pivot - restrain only	Restrain windows	5 years	5 years
	External windows - replacement of sealed units	Replace sealed units	13 years	3 years
	External windows - hardware replacement	Replace hardware	7 years	7 years
	External windows:- aluminium	Replace windows	13 years	13 years
	External doors:- hardwood glazed double main entrance	Replace doors	13 years	13 years
	External doors:- aluminium glazed entrance	Replace doors	13 years	13 years
	External doors - aluminium single	Replace doors	13 years	13 years
	External doors:- aluminium double	Replace doors	13 years	13 years
	External doors:- hardwood double louvred	Replace doors	13 years	13 years
	External doors:- roller ironmongery inc door closers	Replace doors	13 years	13 years
		Replace window/door seals	13 years	13 years
	Window/door seals etc		5 years	5 years
<b>MECHANICAL INSTALLATION</b>				
	Boiler Plant	Replace	21 years	21 years
	Fans/Controls/Filters	Replace	21 years	21 years
	Gas / Oil Storage Tanks	Replace	21 years	21 years
	Dampers	Replace	21 years	21 years
	Pumps	Replace	21 years	21 years
	Radiators	Replace	16 years	16 years
	Fan Coil Units / Cassette Units	Replace	16 years	16 years

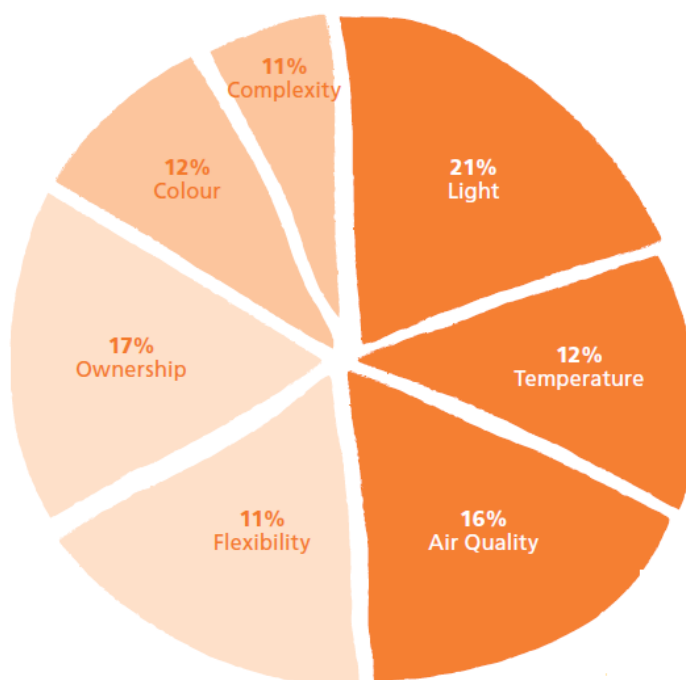
Element	Sub-Element	Planned Maintenance Activity	Work Due To Commence After construction	Frequency Cycle
<b>ELECTRICAL INSTALLATION</b>				
	Rewire	Replace	26 years	25 years
	Light fittings	Replace	26 years	25 years
	Security Installation	Replace	16 years	16 years
	External lights	Replace	16 years	16 years
	Smoke Detectors	Replace	16 years	16 years
	CCTV System	Replace	16 years	16 years
	Fire alarms & specialist systems	Replace	16 years	16 years
	Lightning protection	Replace	30 years	30 years
<b>LIFT INSTALLATION</b>				
	Renew car finishes	Renew car finishes	14 years	14 years
<b>IT INSTALLATION</b>				
	Cables and wiring	Replace flood wiring	26 years	26 years
<b>SPECIALIST INSTALLATION</b>				
	Pool Filtration Equipment Etc	General Maintenance/Replacement	1 years	1 years
<b>EXTERNAL WORKS</b>				
	Footpath - paving slabs	Replace cracked slabs	5 years	5 years
	Perimeter Fence/Gates	Replace / Repair Damaged Areas	15 years	15 years
	Artificial Pitch	Replace	8 years	6 years
	Asphalt Surfaces To Bus Route	Replace	6 years	6 years
	Gravel/topsoil/sundries/resurface roads	Ad Hoc Repairs/Maintenance	5 years	5 years
<b>FITTINGS / FURNISHINGS</b>				
	Kitchen replacement	Renew kitchen fittings	14 years	14 years
	Extract filter hood replacement	Renew extract filter hood	7 years	7 years

## Appendix 3 - Standards for Atmospheric Conditions in the Classroom

### 1 Introduction

- 1.1 Research has shown that atmospheric conditions in the classroom can impact learning. These include light quality, temperature and air quality<sup>1</sup>.

There follows a pie chart showing the relative impact of atmospheric conditions in the classroom.



### 2 Lighting

- 2.1 Good natural light helps to create a sense of physical and mental comfort, and its benefits seem to be more far-reaching than merely being an aid to sight. Where possible natural light should be the default position, taking account of glare and other relevant factors. This will require to be supplemented by artificial light.
- 2.2 Poor lighting is a significant barrier to learning. Recent school environment studies, and detailed research for other working environments confirms evidence that good lighting significantly influences reading vocabulary and Science test scores (*Barrett et al., 2015*).
- 2.3 Our lighting standards will depend on the type of learning being carried out in the particular environment.
- 2.4 As a guide our light standards should include: -
- for engaged conversation above 250 lux,
  - for close work like writing or computer use above 450 lux

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<sup>1</sup> University of Salford, Clever Classrooms, 2015



- 2.5 In line with our sufficiency standards the effective and energy efficient lighting should be used. Currently these would be LED lights.

### **3 Temperature**

- 3.1 Studies have shown that as temperature and humidity increase students report greater discomfort and their achievement and task performance deteriorates as attentions spans decrease. Classroom control of temperature is deemed to be important. Research suggests that between 18°C and 20°C is ideal for learning.
- 3.2 It is recommended that a thermometer is displayed in each classroom to allow learners or staff to monitor and control temperature.

### **4 Air Quality**

- 4.1 CO<sub>2</sub> is widely recognised as an indicator of ventilation. Above 2,000 parts per million (ppm) CO<sub>2</sub> will begin to induce sleepiness, poor concentration with heart rate and nausea increasing towards 5,000 ppm. School buildings are normally less than 1,000 ppm.

Level of CO <sub>2</sub>	Impact
250-350 ppm	Normal background concentration in outdoor ambient air
350-1,000 ppm	Concentrations typical of occupied indoor spaces with good air exchange
1,000-2,000 ppm	Complaints of drowsiness and poor air.
2,000-5,000 ppm	Headaches, sleepiness and stagnant, stale, stuffy air. Poor concentration, loss of attention, increased heart rate and slight nausea may also be present.
5,000 ppm	Workplace exposure limit (as 8-hour TWA) in most jurisdictions.
>40,000 ppm	Exposure may lead to serious oxygen deprivation resulting in permanent brain damage, coma, even death.

- 4.2 It is recommended that a CO<sub>2</sub> monitor is installed in all learning spaces with a visual indicator which is linked to the Building Management System.

## Appendix 4 - Nurturing Environments

### 1 Introduction

- 1.1 The following principles regarding nurturing environments relate to all of our children and young people. More explicitly this relates to welcoming environments for all of our children and young people and their families.
- 1.2 The main drivers for nurture are based upon the six principles:
  - The environment is a safe space
  - Children's learning is understood developmentally
  - Importance of nurture in the development of self esteem
  - The importance of transitions in children's lives is understood
  - All behaviour is communication
  - Language is understood as a vital means of communication

### 2 The key aspects of a nurturing environment

- 2.1 There is a welcoming environment which supports a warm genuine approach to all children, young people, parents and others.
- 2.2 The organisation and management of the nurturing environment is integral to the curriculum and understood to be critical to the context of learning and teaching (i.e. visuals, routine, consistency, predictability).
- 2.3 A domestic setting with comfort, food, consistency in care and support is provided to facilitate emotional and physical attachment.
- 2.4 There are opportunities for personal, social and emotional development - beginning at the earliest levels of play, communication, language and literacy; activities are undertaken in close proximity to an encouraging adult.
- 2.5 Open spaces that can be used flexibly in response to children and young people's needs.
- 2.6 Environment is well suited and equipped to the context of the learning.
- 2.7 Buildings should have an initial welcoming environment as children, young people and families first enter the setting. This could mean that reception and administration areas are open with security beyond.
- 2.8 Space is suitable for engaging in reciprocal shared activities i.e. play and having snack, sharing books and reading aloud together.
- 2.9 Consider how we can promote children's home environment or culture e.g. café, home corner, nurture space.
- 2.10 Attention should be paid to the:
  - Design of safe spaces: sensory; calming; lighting levels; quiet areas; comfortable furniture.
  - Where possible, there should be access to natural light; access to gardens and natural space e.g. woodlands etc. with the possibility of gardening for children and young people.
  - Softer environment for children/staff to interact, with calm, neutral colours and avoidance of busy displays.

- 2.11 The need to play is recognised and children's play is planned to enable development through clear stages; sensory, experimentation, repetition, investigation and exploration
- 2.12 There are lots of different environments to allow play.
- 2.13 Cooperative play is encouraged but not expected.
- 2.14 There is a progression from play space to social space.
- 2.15 Structured lunch activities or social drop-in sessions with a familiar adult provide a source of security and safety for children who may feel vulnerable.
- 2.16 Children have ownership of their environment.

#### Some examples



## Appendix 5 - Supporting Children with Additional Support Needs

### 1 Introduction

- 1.1 All children and young people need support to help them learn but some children require additional support to learn at one point or another during their education.

### 2 What Additional Support Needs (ASN) Means

- 2.1 Additional support needs is a broad and inclusive term that applies to children and young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning. As described within the Additional Support for Learning (Scotland) Act 2009, children or young people may require additional support for a variety of reasons and may include those who:



### **3 Key aspects for the learning environment**

- 3.1 Our aspiration is that every child should be able to attend their local mainstream school where they will be equally valued, respected and included in a caring, nurturing environment. We aim to ensure that every child will receive the support they need in order to contribute effectively to their school community.
- 3.2 However, sometimes where there are additional, complex needs, the child will attend the specifically resourced school in their locality. Specifically resourced schools currently have additional staffing with experience in meeting a range of additional support needs. In addition, specifically resourced schools have facilities such as accessible toilets with tracking and hoists; multi-sensory rooms and a range of assistive technology.
- 3.3 It is our aspiration that all of our schools would have flexible learning spaces that could be used to accommodate a range of opportunities including practical, experiential learning, as well as physiotherapy and speech language therapy. It is envisaged that all schools will implement a visuals policy to support children and young people who have communication difficulties or English as an additional language. This would also fit with the aspiration that our schools become accredited as being autism friendly.

## Appendix 6 - Equity of Access

### 1 Introduction

- 1.1 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: learning through the ethos and life of the school as a community;
- 1.2 We are committed to equity of access for all of our children and young people. It is important that all of our children and young people have the opportunity to experience different types of learning including through:
- interdisciplinary projects and studies
  - opportunities for personal achievement
  - whole class teaching
  - collaborative group work
  - paired working
  - independent research based work
  - access to ICT
  - good quality PE
  - a range of learning outwith the classroom (outdoor learning)
  - options for collaboration in terms of art, drama and performance
- 1.3 We believe that children and young people should be socially included and have the opportunity to be involved in the life of the school community. They should have a sense of where they are in relation to other children and young people of a similar age or stage. Opportunities for peer and group evaluation are important experiences for children and young people.

### 2 Practical Implications

- 2.1 Very small schools are not able to provide all of the rich experiences identified above. Composite classes made up of several ages and stages make it difficult to meet the needs of all children. Small schools can also be much more expensive per child, meaning that there is a disproportionate level of investment in a service that does not provide the full range of experiences. In assessing equity of access, each school will be assessed on its merit, but the following is a guide to assess equity of access.

<b>School Size</b>	<b>Up to 25 children</b>	<b>Up to 50 children</b>	<b>Up to 75 Children</b>	<b>Up to 100 children</b>
Average no. children per year group <sup>2</sup>	3	6	10	13
Possible make up of composite class	P 1 to7	P1 to 4 and P5 to 7	P1, 2 and 3 P3,4 and 5 P6 and 7	All classes composites of 2 stages
interdisciplinary projects and studies	√	√	√	√
opportunities for personal achievement	√	√	√	√
whole class teaching	?	?	?	?
collaborative group work	X	?	√	√
paired working	X	?	√	√
independent research based work	X	?	√	√
access to ICT	?	?	?	?
good quality PE	X	X	?	√
a range of learning out with the classroom (outdoor learning)	?	?	?	?
options for collaboration in terms of art, drama and performance	X	X	?	√
Shared Headship	√	?	?	X

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<sup>2</sup> Assuming 90% occupancy



## Appendix 7 - Learning Outwith the Classroom

### 1 Introduction

- 1.1 Historically, geographically, climatically and culturally, Scotland offers children and young people one of the richest and most varied outdoor classrooms in the world. Our own back yard – whether that is rural, urban or suburban – is one of the greatest resources available in taking forward the aims, principles and values of Curriculum for Excellence. In this standard we will use the term outdoor learning in its widest sense with the school as the learning hub with the grounds, the immediate surroundings, the wider town and community and beyond as the learning environment.



### 2 Opportunities

- 2.1 Develop partnerships that facilitate outdoor learning, for example Angus Works; employers from local to international s that learning is regularly taking place in real world environments.
- 2.2 Outdoor learning experiences should be meaningful, have impact and happen regularly throughout time at school.
- 2.3 Buildings should enable children and young people to experience appropriate levels of support and challenge through learning outdoors.

- 2.4 Support children and young people to engage in an appropriate range of outdoor learning experiences that support the development of problem solving; enquiry; critical thinking and reflection skills.
- 2.5 Learn about their own community; its environment, built heritage and its potential to contribute to their learning and quality of life.
- 2.6 Participate in outdoor sports and recreational activities, including adventurous outdoor activities, which make use of the local and Scottish environment.
- 2.7 Consider ways in which the grounds present opportunities for learning outdoors and how these could be further developed.
- 2.8 Ensure that designs for new schools and major school improvement projects support the use of the school grounds as an environment for learning.
- 2.9 Link with community schools in terms of engagement.
- 2.10 Link with sustainability.

## Appendix 8 - Standards for Environmental Sustainability

### 1 Introduction

- 1.1 We aim to be an adaptive, creative, environmentally responsible and resilient organisation, living within our means and effectively targeting our resources. This includes delivering our climate change targets and making the most of our assets and resources. This standard relates to energy use and carbon reduction, water use and sustainability standards.
- 1.2 Sustainability is also a key element in the Curriculum for Excellence. Involving learners in how our buildings operate and improving sustainability standards would be beneficial.



### 2 Proposed Standards

- 2.1 Energy Efficiency of Buildings
- 2.1.1 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.
- 2.1.2 From September 2016 the Scottish Government introduced regulations<sup>3</sup> designed to encourage building owners to improve energy efficiency. These regulations can apply to schools. The regulations include Display Energy Efficiency Certificates (DEC) which provide a measure of the energy efficiency of the building based on the actual consumption during the previous year. This is also ranked on a scale from A to G.
- 2.1.3 Our target is for all learning environments to be rated at a minimum of C, initially using EPCs, but also for DEC once this is more widely implemented.

<sup>3</sup> Assessment of Energy Performance of Non-domestic Buildings (Scotland) Regulations 2016

## 2.2 Consumption Targets

2.2.1 As part of our drive for energy efficiency we will implement the following Council targets: -

- reduce energy consumption by 2% of kilowatt hour
- reduce CO<sub>2</sub> emissions by 3% per annum, and
- reduce water consumption by 5% per annum

2.2.2 In line with learning for sustainability, learners and teachers should be engaged in our ambition to increase our sustainability. It is recommended that where possible all schools should have a building management system (BMS) and fuel consumption system installed with a visual indicator. This will allow staff and pupils to monitor temperature and fuel consumption which can enable action to be taken by learners, teachers and others to make relevant adjustments and link with sustainable learning.

2.2.3 All schools should have a BMS and fuel consumption meter.

## 2.3 Sustainability Building Standards

2.3.1 Sustainability has been fully developed for school buildings. The scope of the measures for schools can be divided into the following sets

2.3.2 Climate change, energy efficiency, and resource use - will promote the more efficient use of energy, fuel and water in buildings; encouragement of efficient land use by minimising the impact of building development through enhancing or protecting biodiversity; reducing water use will reduce the energy consumed and the carbon emissions associated with distributing, processing and heating of water. It is also important that building occupants have the opportunity to understand how their behaviour can reduce use of these resources.

2.3.3 Well-being - buildings should be designed to accommodate flexibility, for users. Aspects of design for improved well-being, such as enhancing natural daylight, addressing acoustics, and providing access to considered outdoor spaces, should be encouraged for all new schools.

2.3.4 These standards apply to new school buildings which are rated from Platinum (highest rating to Bronze).

2.3.5 Our Target is for all new builds to be rated at a minimum of Gold standard.

## Appendix 9 - Community Schools

### **1 Introduction**

- 1.1 One of our key objectives is to facilitate engagement with school for all of our children, young people and their families and carers. Family Learning encourages family members to learn together as and within a family, with a focus on intergenerational learning. Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning. In developing our learning estate we will look to facilitate families, carers and local groups to be actively involved.
- 1.2 A community school is one which is an integral part of the community it serves, with pupils making use of community facilities and communities accessing school facilities. It can help develop trust amongst members of the community of children and young people. It provides the opportunity to keep children and young people involved in their local community and, encourage pride in the area.
- 1.3 Community Schools can help children and young people to develop skills for learning, life and work within their local area and increase awareness of jobs and careers available in the area whilst building their ambition and aspiration on a global level.
- 1.4 In deciding upon what would be helpful in a particular Community School the curriculum could be developed to relate directly to the local context and the needs of the local community/business and growth sectors. This would sit alongside national and international priorities to foster community ambition.
- 1.5 A community school should not be a "one size fits all". It should reflect and enhance the community it serves.
- 1.6 Schools could 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. It can result in more responsive and joined up services which could be more cost effective than having several public sector locations in one area.
- 1.7 In assessing the community facilities that a school could have, or access, consideration should be taken to the size of the school and the community and also how the school relates to other schools and community facilities locally.

### **2 What might a Community School involve?**

- 2.1 The following is a list of possibilities that could be included within a community school. It is not intended to be exhaustive or all apply in one setting but to illustrate possibilities. What is included will depend on each locality, but the following are seen as possible partners: -

- Playgroups/early years/breakfast clubs/out of school clubs
- College/University
- Children and Family services including bases for family support and social workers, educational psychologists, speech and language therapists etc.
- Community Learning & Development Services
- Leisure and recreational facilities - library on site
- Youth Work, including the voluntary and private sectors e.g. Barnardo's, Young Carers, CAB
- Health visitors and GP's
- Police Scotland base
- Community groups for adults and older people e.g. community theatre, clubs
- Business start-up/gateway
- Employers
- Job Centre – employment services, training and advice; money advice
- Presentation facilities in public areas which have the capacity to be expanded for large events
- Potential to run a social enterprise, hospitality skills, event management skills etc for students.
- Day care centre – integrate old and young people on site
- Access to the building over holiday periods etc. (i.e. Brechin Community Campus is available for use all but 4 days of the year)

## 2.2 Facilities that could encourage families with learning:

- On-site laundrette
- Space for lunch clubs/tea dances
- Parent/Guardian classes/learning evenings/days.
- After school activities including both adult and young people i.e. sports/art & crafts etc.
- School projects involving both adults and young people.
- Have sessions for read a book with your child (story telling weeks).
- Invite to play sessions.
- Family nights i.e. Race nights, film nights, fashion shows, art workshops etc.
- On site café with internet access.
- Bring your parent to school day.
- Coffee mornings/book mornings.
- Allotments – areas within the school grounds could be made available for allotments with the express agreement that the children and young people are allowed to assist in growing food then family cooking sessions and linked to exercise, budgeting etc,
- Extended family mentoring schemes for young parents/children

## Appendix 10 - All Through Schools

### 1 Introduction

- 1.1 The National College of School Leadership (NCSL) identifies five main drivers for all-age schools. An all-through school links the stages of education together in a shared context.
- 1.2 The five main drivers for all-through schools are:
  - personalisation (raising achievement);
  - pedagogical (sharing expertise - cross-phase);
  - care and support (Every Child Matters [ECM] and shared ethos);
  - community (engagement in learning);
  - organisational (shared expertise and resources). Different structures of schools and leadership emerge in response to local needs.
- 1.3 Whilst these drivers have been identified by the NCSL, there is currently not evidence to suggest that children and young people who do not attend an all-through school are disadvantaged. In developing standards for Angus school, consideration is given to making transitions easier, increasing the availability of staff, particularly specialists, and to maximising the available resources.

### 2 What might an All Through school involve?

- 2.1 It is recognised that an all-through school may mean 0 to 18 years plus, or a combination of age groups. We are very keen to look at stage not age when delivering learning for individuals and this could be accommodated more easily in an all-through school.
- 2.2 The following elements that could be included in an all through school: -
  - Early Years
  - Primary
  - Secondary
  - Further Learning – College/ University/ Vocational Learning/Apprenticeships etc.
  - Businesses
- 2.3 Although the diagram shows these as separate, it would not be the intention to create arbitrary boundaries.

### 3 What are the Pros and Cons of an All Through School?

#### 3.1 Pros:

- Having all school phases working together and being able to track progress from an early age.
- Being able to create an ethos which enhances the support and provides consistency in high expectation for all.
- Allowing younger children access to secondary resources and facilities more easily.



- Wider range of activities for all instead of being age related i.e. use of sports facilities, music rooms and dance and drama studios (not normally located within primary schools).
- Easier transition between stages, especially when transferring from a primary school (which may be a rather small rural school) to a secondary school. Children have already established a group of friends, and are familiar with the environment and many of the teachers and being taught by a number of different teachers even at primary school level.
- Allowing children more access to key areas of learning i.e. communication and language, personal/social and emotional development, physical development, understanding the world and expressive arts and design.
- Young people experience challenges and progression through well planned teaching which is flexible.
- Helping to develop skills for learning, life and work within their own local area or elsewhere this is especially important in rural locations
- Possibility of the All Through/Community school specifically developing the curriculum to relate directly to the local context and the needs of the local community as well as fostering national and international ambition.
- All Through/Community schools give young people 'more choices and chances' which can be taken anywhere in the world and used within whatever jobs and activities they may aspire to.
- Facilitate better partnership working – cross sector and collaborative working with staff and career long personal learning

3.1.1 In recent years, inspection findings in all-through schools have consistently identified the following strengths:

- climate and ethos, including the quality of relationships;
- partnerships with parents and the local community; and
- meeting the needs of young people with additional support needs.

### 3.2 **Cons:**

- Costs – constructing/maintaining/staffing etc.
- Ascertaining which locality requires what facilities – looking at community needs. Often most needed are the least heard.
- Organising more co-ordinated behind the scenes support
- Issues of joint leadership/headship – conflicts may arise
- Scheduling of access to shared resources
- Working out the possibility of access and support for opening all year round.

- As adults it is likely our young people will have more transitions than previous generations. An all-through educational experience may not prepare them for life after school.
- Research shows successful transitions are about relationships rather than being co-located.
- May be issues regarding merging of staff terms and conditions (AJNCT)
- The size of the school may be an issue, particularly if it is an all-through community school.

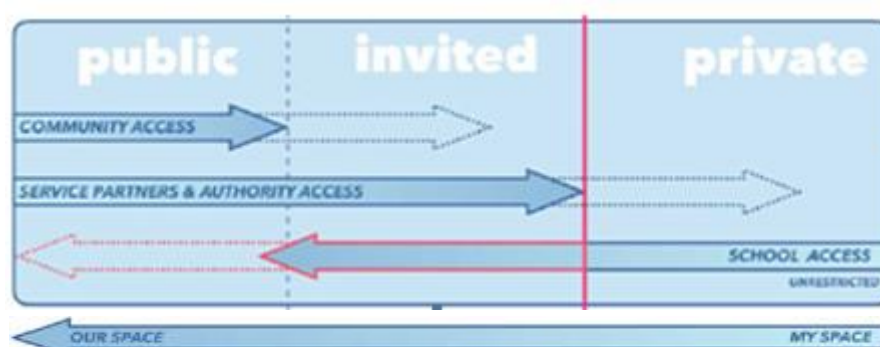
## Appendix 11 - Security Standard

### 1 Introduction

- 1.1 Our strategic objective is to have a safe and secure estate whilst making the best use of our resources. Encouraging greater involvement with families and the wider community brings a number of benefits but also some potential risks. We need to ensure we have appropriate and proportionate security standards in place.

### 2 Zoning of Space

- 2.1 The following diagram illustrates potential zoning of school buildings where the building lends itself to this model. This will be dependent on the size of the building, but it breaks down access into 3 areas; public, invited and private. The illustration describes possible different types of spaces that could be involved but shows the important principle of zoning for security and access. This model would allow controlled access to different areas of the building ensuring the best use of the resource whilst maintaining appropriate security. *There follows a diagram illustrating public, invited and private space.*



- 2.2 Where a school building does not facilitate this configuration, management arrangements will be put in place to control access where appropriate.

### 3 Other Security Measures

- 3.1 It is proposed that all school buildings have external CCTV cameras which would cover the main exits and entrances plus the external perimeter and any synthetic pitches where relevant. It is also recommended external movement sensor lighting is linked to CCTV.

## Appendix 12 - School Roll Projections - Standard Operating Procedure

### 1 Introduction

- 1.1 Projecting future school rolls is important for planning purposes including planning teacher numbers and relevant budgets, determining placing requests, identifying if developer contributions are required and ensuring adequate school estate. As with any forecasting or projection method it is not an exact science. This method seeks to incorporate the key elements that impact school rolls.

### 2 Procedure

- 2.1 The method of projecting school rolls takes account of the following information: -
- Projected Primary 1 intake based on Central Health Index (CHI) which details individuals registered with GPs. This includes all children aged 0 to 4, profiled over the year they would be expected to enter P1.
  - Birth rates – Projected P1's not yet born are based on actuals above adjusted for projected birth rate changes.
  - Children in each year group per the September census of the previous year
  - Impact of placing requests
  - Staying on rates for secondary schools
  - Projected number of pupils from new housing developments in the catchment area based on the Housing Land Audit
  - Proportional adjustment factor to keep school roll forecast within range of national projections based on actual national birth rate compared to projected national birth rates.
- 2.2 A detailed process is available to support this procedure. A definition of key data elements is included below.

## Data Element Definitions

Field	Definition
5 Year Effective Housing Supply	Part of the established housing land supply that is free or is expected to be free of development constraints within the next 5 years and therefore available for the construction of housing.
Post 5 Year Effective housing Supply	As above but effective sites in the following 5 year period
Constrained Units	That part of the established housing land supply which at the time of the audit is not assessed as being effective. Various constraints can be identified.
S 1-4 Pupils/Household	Calculation factor for anticipated number of S1-S4 pupils generated per housing development (0.20)
PI Input	Actual number of P1 pupils at time of census in September OR Forecast number of P1 pupils based on CHI data provided by NHS and matched GIS team
Housing	Number of new housing units expected in the year
Parents Charter	Actual net number of P1/S1 placing requests OR forecast number of placing requests (calculated by averaging previous three years)  Red Highlight = Negative net P1 requests
Total Roll	Actual or forecast total school roll
Total Capacity	Agreed maximum capacity of school
Total Roll/Total Capacity	% capacity of the school based on census figures  Green Highlight = Between 50-90% capacity Yellow Highlight = Below 50% capacity Red Highlight = Above 90% capacity
Proportional Adjustment Factors	Adjustments based on actual national birth rate vs projected
Prim Class/Yr Distribution Factor	Factor to account for split of pupils across classes on basis of whole pupil numbers rather than decimals.
Sec Class/Yr Distribution Factor	Factor to account for split of pupils across classes on basis of whole pupil numbers rather than decimals.
Staying on Ratio	Average staying on rate for S4 into S5 and S5 into S6. Calculated by averaging rates for three previous years
Birth Rate	Adjustment based on actual and forecast birth rates for Angus area only

## Appendix 13 - How our buildings currently perform

### 1 Introduction

- 1.1 Every year we complete the Scottish Government core facts return. This provides details of the condition and suitability of our schools, along with capacity and pupil numbers. The following information is taken from the data for the 2017 return.

### 2 Conditions

- 2.1 The condition survey assesses how the elements of the building are performing, for example the state of the roof, windows etc.

**Table 2 Condition Ratings as at October 2016**

Evaluation	Primary Schools	Secondary Schools
A: Good – Performing well and operating efficiently	16	3
B: Satisfactory – Performing adequately but showing minor deterioration	36	5
C: Poor – Showing major defects and/or not operating adequately	1	0
D: Bad – Life expired and/or serious risk of imminent failure	0	0
<b>Total</b>	<b>53</b>	<b>8</b>

- 2.2 None of our schools are rated D: Bad and only one of our primary schools is rated C: Poor. 68% of our schools are rated satisfactory for condition.

### 3 Suitability

- 3.1 The suitability assessment was developed by Scottish Government in 2009. It is designed to assess buildings suitability for learning and teaching. In line with ethos and learning context being our key driver, the current assessments were carried out by the head teacher, a member of schools and learning support staff and a member of staff from the asset management team or property division. The assessment was agreed between all involved and a reasonableness check carried out subsequently. This was in recognition of the importance of suitability for learning and teaching.

**Table 3 Suitability Rating as at January 2017**

Evaluation	Primary Schools	Secondary Schools
A: Good – Performing well and operating efficiently (the school buildings support the delivery of services to children and communities)	20	3
B: Satisfactory – Performing well but with minor problems (the school buildings generally support the delivery of services to children and communities)	22	4
C: Poor – Showing major problems and/or not operating optimally (the school buildings impede the delivery of activities that are needed for children and communities in the school)	11	1
D: Bad – Does not support the delivery of services to children and communities (the school buildings seriously impede the delivery of activities that are needed for children and communities in the school)	0	0
<b>Total</b>	<b>53</b>	<b>8</b>

3.2 None of our buildings have been assessed as bad, but 11 primary schools and 1 secondary school have been assessed as poor.

3.3 Since the government produced the suitability surveys, and in light of the work in developing this strategy there are a number of issues which we felt were not fully covered in the government guidance. These include digital capability, **outdoor learning**, community use and sustainability. As a result we developed a supplementary questionnaire which was completed at the same time as the Scottish Government survey. The results from that are as follows: -

**Table 4 Additional Suitability Rating for Primary Schools as at January 2017**

Evaluation	Learning & Teaching Spaces	Internal Social Spaces	Internal Facilities	External Social Spaces	External Facilities
A	10	12	15	25	14
B	30	24	21	15	22
C	6	9	10	5	9
D	1	2	1	2	2
Total	47	47	47	47	47

**Table 5 Additional Suitability Rating for Secondary Schools as at January 2017**

Evaluation	Learning & Teaching Spaces	Internal Social Spaces	Internal Facilities	External Social Spaces	External Facilities
A	0	0	0	0	0
B	2	5	3	6	5
C	4	1	3	0	1
D	0	0	0	0	0
Total	6	6	6	6	6

## 4 Energy

- 4.1 Each school building has an energy efficiency rating assigned, with A being the most energy efficient and G being the least. The shared campus of Southmuir Primary and Websters High school has been assessed as one building and is included within the secondary table below. A rating is awaited for the new Forfar Community Campus. The energy efficiency ratings of our schools is summarised in table 4: -

**Table 6 Energy Performance**

Rating	Primary Schools	Secondary Schools
A+	1	
A	2	
B+	1	
B	9	1
C+	2	
C	2	
D	8	
E+	3	
E	8	1
F+		1
F	5	3
G	11	1
<b>Grand Total</b>	<b>52</b>	<b>7</b>

- 4.2 67.3% of our primary schools and 85.7% of our secondary schools are rated D or worse for energy efficiency.

## 5 Digital Capability

- 5.1 The Scottish Government Digital Learning and Teaching Strategy states that the use of digital technology can make a significant contribution to delivering excellence and equity in Scottish education. If used appropriately and effectively, digital technology can enhance learning



and teaching across all parts of Curriculum for Excellence; equip all of our learners with vital digital skills; and lead to improved educational outcomes. The People Directorate is developing a Digital Strategy with which the School Investment Strategy dovetails. In assessing our digital capability, we have looked at both broadband access per pupil and Wi-Fi access.

- 5.2 The standard we are aiming for is 0.5 megabytes per second of data per pupil, assuming that no more than 80% of children and young people are on-line at any one time. Table 5 details the current position in relation to the broadband standard.

**Table 7 Broadband access**

Evaluation	Primary	Secondary
Meet Standard	27	2
Do not meet standard	26	6
<b>Total</b>	<b>53</b>	<b>8</b>

- 5.3 As well as broadband access, the performance of the Wi-Fi provision impacts the ability to take full advantage of digital learning and teaching opportunities. The Wi-Fi capabilities of our schools have been assessed on a scale of 0 – 5 where zero is no Wi-Fi access and 5 is good Wi-Fi access.

**Table 8 Wi-Fi Quality**

Evaluation	Primary	Secondary
5: High density and high coverage	2	2
4: High density and medium coverage	7	0
3: Medium density and medium coverage	31	2
2: Low density and medium coverage	0	4
1: Low density and low coverage	0	0
0: No Wi-Fi	13	0
<b>Total</b>	<b>53</b>	<b>8</b>

- 5.4 Almost half of our primary schools do not meet our standard for broadband access and only 3.8% have been assessed as level 5 for Wi-Fi quality. 75% of our secondary schools don't meet our broadband standards and half have been assessed as level 2 for Wi-Fi quality. This does not support our digital learning aspirations or support our sustainability goals.
- 5.5 Further development of digital learning could be used to deliver learning across our schools without the need for young people to travel to take part in courses not offered by their school. In order for this to happen more readily, improved digital infrastructure would be required.

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## GLOSSARY

<b>Achievement</b>	The progress and success in learning, development or training.
<b>All Through Schools</b>	Comprises multiple phases of education.
<b>Angus Works</b>	Angus Council's extended work experience programme, aimed at pupils in S4-S6 and 16+ Opportunities for All and forms part of Angus Council's Youth Employment Policy, which supports the Council's commitment to providing the young people of Angus with progressive learning opportunities through work experience.
<b>Attainment</b>	The standard of work shown by test and examination results.
<b>Collaborative Learning</b>	Where children work collectively within a group setting.
<b>Co-operative Learning</b>	Involves structuring classes around small groups that work together in such a way that each group member's success is dependent on the group.
<b>Co-operative play</b>	Where children plan, assign roles and play together.
<b>Curriculum for Excellence</b>	<p>Designed to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. The term curriculum is understood to mean - everything that is planned for children and young people throughout their education, not just what happens in the classroom.</p> <p>Curriculum for Excellence includes four contexts for learning:</p> <ul style="list-style-type: none"> <li>• Curriculum areas and subjects</li> <li>• Interdisciplinary learning</li> <li>• Ethos and life of the school</li> <li>• Opportunities for personal achievement.</li> </ul>
<b>Demographic</b>	Relating to the structure of the population.
<b>Developer Contribution</b>	Payments from housing developers to adapt schools to be able to accommodate increased pupil numbers if capacity is at 80% or more.
<b>Didactic Learning</b>	Asserts the role of the teacher as that of the expert, with the students being receptors of the teacher's knowledge and experience. Lessons are primarily lecture based, with this method most often used for the presentation of factual

	information.
<b>Digital Learning</b>	Learning facilitated by technology that gives students some element of control over time, place, path and/or pace.
<b>Discursive Learning</b>	Conclusion by reason or argument rather than intuition.
<b>Educational Gain</b>	An attempt to measure the improvement in knowledge, skills, work-readiness and personal development.
<b>Engagement with school</b>	A sense of belonging and participation.
<b>Equity of access</b>	All students should have an equal opportunity to succeed.
<b>Experiential Learning</b>	The process of learning through experience, and is more specifically defined as "learning through reflection on doing".
<b>Experimental Learning</b>	The process of learning through experience, and is more specifically defined as "learning through reflection on doing".
<b>Family Learning</b>	Encourages family members to learn together as and within a family, with a focus on intergenerational learning.
<b>Independent Learning</b>	A learner acquires knowledge by his or her own efforts and develops the ability for enquiry and critical evaluation.
<b>Learning Environment</b>	The diverse physical locations, contexts, and cultures in which people learn.
<b>Learning estate</b>	All of the locations where learning takes place.
<b>Learning for Sustainability</b>	Learning to live within the environmental limits of our planet and to build a just, equitable and peaceful society.
<b>Nurture</b>	The concept of nurture highlights the importance of social environments.
<b>Outdoor Learning</b>	Where learning takes place out with the traditional classroom or school setting. 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.
<b>Pedagogy</b>	Theory and practice of teaching.
<b>Peer Tutoring</b>	Students interact with other students to attain educational goals.

<b>PPP</b>	Public Private Partnership – a method of funding new school building using private sector investment.
<b>Resourced school</b>	With specialist additional physical and/or resources for children with additional support needs.
<b>Social Learning</b>	Learning takes place by observing and imitating others, through interaction with others.