



**NORTH AYRSHIRE**  
COUNCIL

Cunninghame House,  
Irvine.

24 October 2013

**Cabinet**

You are requested to attend a Meeting of the above mentioned Committee of North Ayrshire Council to be held in the Council Chambers, Cunninghame House, Irvine on **TUESDAY 29 OCTOBER 2013** at **2.30 p.m.** to consider the undernoted business.

Yours faithfully

Elma Murray

Chief Executive

**Please note that there will also be a Special Meeting of the Cabinet at 11.00 a.m. on 29 October 2013 to consider non-Education business.**

**1. Declarations of Interest**

Members are requested to give notice of any declarations of interest in respect of items of business on the Agenda.

**EDUCATION BUSINESS FOR DECISION**

**2. Outcome of 3 Towns Campus Consultation (Page 5)**

Submit report by the Corporate Director (Education and Skills) on the outcome of the statutory public consultation on the proposal to develop an educational campus at the preferred location in Ardrossan (copy enclosed) and receive deputations from Parent Councils.

Appendix 1 to Committee Report (Page 13)

Appendix 2 to Committee Report (Page 71)

### **3. Supporting Small Schools in North Ayrshire**

#### **3.1 Corrie, Brodick and Pirnmill Primary Schools (Page 99)**

Submit report by the Corporate Director (Education and Skills) on the creation of a permanent shared headship between Corrie, Brodick and Pirnmill Primary Schools (copy enclosed).

#### **3.2 Shiskine and Kilmory Primary Schools (Page 103)**

Submit report by the Corporate Director (Education and Skills) for the creation of a permanent shared headship between Shiskine and Kilmory Primary Schools (copy enclosed).

### **4. Delivering 600 hours of Early Learning and Childcare: Review of Staffing Arrangements (Page 107)**

Submit report by the Corporate Director (Education and Skills) on the proposed changes to early years staffing within primary and pre-school establishments in response to the Children and Young People's Bill (copy enclosed).

### **5. Introduction of Scottish Statutory Instrument: Community Learning and Development 2013 (Page 113)**

Submit report by the Corporate Director (Education and Skills) on the proposed Scottish Statutory Instrument for CLD ("The Requirements of Community Learning and Development (Scotland) Regulations 2013") and the responsibilities that will fall to the Education Authority as a result of the pending legislation (copy enclosed).

## **EDUCATION BUSINESS FOR INFORMATION**

### **6. Curriculum for Excellence**

#### **6.1 Update (Page 119)**

Submit report by the Corporate Director (Education and Skills) on the progress made in implementing Curriculum for Excellence (copy enclosed).

#### **6.2 Political Literacy (Page 125)**

Submit report by the Corporate Director (Education and Skills) on the publication of the paper, Curriculum for Excellence: Political Literacy (copy enclosed).

### **7. Developing Scotland's Young Workforce (Page 133)**

Submit report by the Corporate Director (Education and Skills) on the Interim Report produced by the Wood Commission (copy enclosed).

### **8. Urgent Items**

Any other items which the Chair considers to be urgent.

---

## Cabinet

---

Sederunt: **Elected Members**

Willie Gibson (Chair)  
Alan Hill (Vice-Chair)  
John Bruce  
Marie Burns  
Anthea Dickson  
Tony Gurney  
Ruth Maguire

**Church Representatives**

Very Reverend Matthew Canon McManus  
Ms Elizabeth H. Higton  
Mr Mark Fraser

**Teaching Representative**

Mr Gordon Smith

**Youth Council Representatives**

Nairn MacDonald  
Emma Mae Hawthorn

Chair:

Attending:

Apologies:

Meeting Ended:



---

## NORTH AYRSHIRE COUNCIL

### Agenda Item 2

29 October 2013

#### Cabinet

---

**Subject:** Outcome of 3 Towns Campus Consultation

---

**Purpose:** To provide feedback on the outcome of the statutory public consultation on the proposal to develop an educational campus in Ardrossan by the amalgamation of Auchenhavie and Ardrossan Academies and Haysholm and James McFarlane Schools, which commenced on 17 April 2013 under the terms of the Schools (Consultation) (Scotland) Act 2010.

---

**Recommendation:** That the Cabinet agrees to (a) consider the information contained in this report and (b) advise officers on the next steps for a decision to be taken to develop an educational campus by the amalgamation of Auchenhavie and Ardrossan Academies and Haysholm and James McFarlane Schools and at the preferred location of the Ardrossan Academy site.

---

#### 1. Introduction

- 1.1 At its meeting on 26 March 2013, the Cabinet agreed that (a) the preferred location for the new campus is the site of the current Ardrossan Academy; (b) consultative documents be issued to all interested parties; (c) all interested parties be invited to make written representation on the proposals to the Corporate Director (Education and Skills) by no later than noon on 14 June 2013; and (d) the Corporate Director (Education and Skills) submit a report on the results of the consultative process to a future meeting of the Cabinet (Education).
- 1.2 The consultation exercise, which commenced on 17 April 2013, was undertaken in line with the Schools (Consultation) (Scotland) Act 2010 and the purpose of the exercise was to obtain the views of all stakeholders in respect of the proposal.
- 1.3 Five public meetings were held during May 2013, which were chaired by the Cabinet Holder for Education, Attainment and Achievement. Officers from Education and Skills, Property Management and Investment, Finance and Roads were in attendance with Education Scotland also represented at the meetings. Over 300 members of the public attended these events.

1.4 Further consultation exercises were held to gain the views of pupils at both primary and secondary stages. North Ayrshire Youth Council were commissioned to lead the consultation with secondary pupils.

1.5 The formal consultation period ended on 14 June 2013.

## **2. Current Position**

2.1 The views expressed by interested parties during the consultation period are detailed in the Consultation Outcome Report at Appendix 1.

2.2 Education Scotland provided a report on the consultation, a copy of which is included within Appendix 1 (Consultation Outcome Report). The report acknowledged that the consultation was wide ranging and had been undertaken in accordance with the legislation. It noted that, whilst some of the stakeholders interviewed by Education Scotland staff were positive about the benefits of the new campus, others had raised issues, which Education Scotland felt should be clarified by the Council. These points of clarification have been addressed within the Consultation Outcome Report.

### **2.3 Individual Responses**

2.3.1 806 official responses were received during the consultation period. This represents a response rate of 13% of the total number of documents issued to interested parties. Acknowledgement is made, however, that an individual copy was printed for every child at all affected schools. This in turn may have resulted in families, where there is more than one sibling, receiving more than one document in the household.

2.3.2 618 of the responses originated from parties with a connection to Auchenharvie Academy:-

- 524 disagreed with the proposal
- 52 agreed with the proposal
- 42 had no preference

2.3.3 A petition was also submitted by the Auchenharvie school community expressing their concerns against the new campus being developed on the Ardrossan Academy site.

2.3.4 149 of the responses originated from parties with a connection to Ardrossan Academy:-

- 83 disagreed with the proposal
- 58 agreed with the proposal
- 8 had no preference

2.3.5 15 of the responses originated from parties with a connection to Haysholm school:-

- 9 disagreed with the proposal
- 4 agreed with the proposal
- 2 had no preference

2.3.6 24 of the responses originated from parties with a connection to James McFarlane school:-

- 7 disagreed with the proposal
- 16 agreed with the proposal
- 1 had no preference

## 2.4 Comments and Issues Raised by Stakeholders

The comments and issues raised by stakeholders who responded can be summarised as follows:

- concerns around the location of the campus
- supportive of the need for new facilities
- transport availability and increased cost of travel
- pupil safety in terms of walking and cycling routes
- community impact on Stevenston
- concerns over integration of children with additional support needs into a campus
- concern over the size of the campus
- transitional arrangements

## 2.5 Pupil Consultation

2.5.1 Primary pupils at all associated schools were engaged in the consultation via a class-based exercise conducted by teaching staff to ascertain their views on the proposal.

2.5.2 The main points arising from the exercise can be summarised as follows:

- welcomed the exposure to new subjects that the proposed campus could bring
- looking forward to making new friends
- anticipating bigger classes and more teachers
- would like better PE facilities
- concerned over late finishing of school clubs in winter
- concerned over peer behaviour towards pupils with additional support needs
- concerned over overcrowded lunch breaks

2.6 Secondary pupils at the affected schools were offered the opportunity to participate in an online survey conducted by North Ayrshire Youth Council. A workshop event to explore issues related to the proposed campus was also organised by the Youth Council which took place on 10 June 2013.

2.7 The main points arising from the consultation with secondary students are detailed below:

- schools require to form strong links prior to any merger
- pupils should be involved in key decisions relating to uniform and campus name
- appropriate sports facilities are required at the new campus
- the provision of a greater number of vocational courses would be appreciated
- concern over transitional arrangements
- potential loss of identity through transition
- curricular choice
- transport issues

2.8 Other Responses

2.8.1 Responses were also received from other groups during the consultation period:

- Enable (Scotland)
- Ardrossan War Memorial Trust
- Auchenhavie Academy Parent Council

2.8.2 The Consultation Outcome Report was published on the Council's website for three weeks from 30 September until 21 October 2013, as well as being available in hard copy format from Education and Skills, each of the affected schools, associated primary schools and public libraries across North Ayrshire. Interested parties were invited to make written submissions on the report.

2.8.3 The Council received a total of 17 e-mail responses to the Consultation Outcome Report during the three week publication period:

- 11 of the responses were received from members of the public
- 3 of the responses were received from Parent Councils – Haysholm School, Ardrossan Academy and Glencairn Primary School
- 1 response was received from Saltcoats Community Council
- 2 responses were received from local Elected Members



- 2.8.4 Full details of these responses can be found at Appendix 2. Those who responded generally took the opportunity to share their views about the proposal highlighting mostly concerns, with a few responses accentuating the positives this proposal can bring. However, there were 2 responses which asked specific questions regarding the content of the Outcome Report. The Haysholm Parent Council response raised the matter of Scottish Government funding and the Council's preferred option. In response to this, all options were considered and approved by Cabinet (Education) prior to the bid submission to the Scottish Government. The minute of the Cabinet meeting held on 19 June 2012, available on the North Ayrshire Council website, provides full details in respect of these decisions. Subsequently, the Council were successful in securing a grant award of £22.5 million in line with the Council's preferred option as outlined in their bid submission.
- 2.8.5 Saltcoats Community Council requested clarification in respect of the suggestion to build the new campus on the Ardrossan War Memorial Field. This suggestion arose from a member of the public at the meeting held in Ardrossan Academy on 9 May 2013, and subsequently through a formal response during the consultation period from the Trustees of the Ardrossan War Memorial Fields Trust. There was also a formal response received from a member of the public suggesting that the new campus be located on Laighdykes Playingfields, which was also raised at the Ardrossan public meeting.

### **3. Proposals**

- 3.1 The Cabinet is invited to (a) consider the information contained in this report and (b) advise officers on the next steps for a decision to be taken to develop an educational campus by the amalgamation of Auchenhavie and Ardrossan Academies and Haysholm and James McFarlane Schools and at the preferred location of the Ardrossan Academy site.

### **4. Implications**

#### Financial Implications

- 4.1 If the campus proposal is not agreed, the Council will require to seek direction from the Scottish Government on the £22.5m funding support awarded for this development. The affected schools would require to be considered in the Council's investment plans in future years to address significant condition and suitability issues.

#### Human Resource Implications

- 4.2 All human resource matters will be dealt with in line with the Council's policies and procedures.

#### Legal Implications

- 4.3 The consultation has been carried out in accordance with the Schools (Consultation) (Scotland) Act 2010.

#### Equality Implications

- 4.4 The needs and requirements of all pupils, staff and the community will be addressed during the design phase of the new facilities.

#### Environmental Implications

- 4.5 Consideration of the environmental impact of this decision will be a key feature in the design of the campus.

#### Implications for Key Priorities

- 4.6
- 3a "opportunities for lifelong learning have increased";
  - 4a "levels of educational attainment and achievement have improved";
  - 4b "more young people are leaving schools for positive destinations (further or higher education, employment or training)";
  - 5a "opportunities to support the positive development of vulnerable young children have increased";
  - 6c "people are more active more often";
  - 10c "the condition of roads, footpaths and lighting has improved";
  - 11a "levels of voluntary action and community involvement have increased";
  - 12a "our environment is protected and enhanced"; and
  - 15c "public services are more efficient and effective".

### **5. Consultations**

- 5.1 In line with the Schools (Consultation) (Scotland) Act 2010, all interested parties were given an opportunity to express their views on this proposal.

## **6. Conclusion**

- 6.1 Cabinet should consider the outcome of the statutory public consultation process and take a decision on the next steps on the proposal to develop an educational campus by the amalgamation of Auchenharvie and Ardrossan Academies and Haysholm and James McFarlane Schools the preferred location of the Ardrossan Academy site.



CAROL KIRK  
Corporate Director (Education and Skills)

Reference : CK/SQ/LT

For further information please contact Steven Quinn, Head of Service (Development), on telephone number 01294 324413.

### **Background Papers**

-



## **APPENDIX 1 TO COMMITTEE REPORT**



**North Ayrshire Council  
Education & Skills**

**OUTCOME OF THE CONSULTATION ON THE PROPOSED DEVELOPMENT OF AN  
EDUCATIONAL CAMPUS IN ARDROSSAN BY THE AMALGAMATION OF  
AUCHENHARVIE AND ARDROSSAN ACADEMIES AND HAYSHOLM AND JAMES  
MCFARLANE SCHOOLS**

**REPORT BY CORPORATE DIRECTOR (EDUCATION & SKILLS)**

**1. Background**

- 1.1 On 26 March 2013, the Cabinet (Education) agreed that a consultation paper be issued which proposed the amalgamation of Ardrossan and Auchenhavrie academies and Haysholm and James McFarlane schools onto a single campus, on the site of the current Ardrossan Academy. The consultation document is attached as Appendix 1.
- 1.2 In line with the Schools (Consultation) (Scotland) Act 2010, a range of relevant parties have been consulted in respect of the proposal, including parents and children at directly affected schools as well as those pupils who are expected to attend the affected schools within the next two years.

**2. Consultation Procedure**

- 2.1 The current requirements for consulting on proposed school closures are set out in the Education (Publication and Scotland etc) (Scotland) Regulations 1981 as amended by the Schools (Consultation)(Scotland) Act 2010.
- 2.2 The Council has engaged in a statutory public consultation exercise with a full range of identified stakeholders, issuing a total of 5900 copies of the Consultation Document to interested parties during the consultation period. A full list of consultees can be found within the consultation document at Appendix 1. Copies of the consultation document were made available at all schools affected by the proposal, in local libraries, in local Community Halls and Centres, Health Centres and on the North Ayrshire Council website.
- 2.3 A series of five public meetings was held as part of the consultation process – one at each of the four affected schools and one at West Kilbride Primary School. Details of the arrangements for the public meetings were included within the consultation documents, as well as being publicised in local newspapers, local radio, community centres and health centres.
- 2.4 In addition to the formal public meetings, additional consultation was undertaken with pupils at all affected schools including associated primary schools.
- 2.5 The consultation exercise has been undertaken in full compliance with the statutory regulations which require:
  - consultation with the full range of stakeholders, including public meetings
  - a six week consultation period, to include 30 school days

- the inclusion of an Educational Benefits Statement within the consultation document
- a statement from Education Scotland covering the educational aspects of the proposed amalgamation (See Appendix 2)
- an appropriate response by the Council to any allegations of inaccuracy within the consultation information
- a report on the consultation to be published at least three weeks prior to any formal decision being taken on the proposal

### **3. Pre-Consultation Engagement**

The Council organised a series of meetings in the months leading up to the consultation period involving staff at the affected schools, as well as representatives from Parent Councils. The purpose of these meetings was to provide key stakeholders with early details of the proposal and indications of the timescales involved in the process.

### **4. Responses to Public Consultation**

- 4.1 The consultation document requested that stakeholders provide an answer to the question posed:

*“Do you agree with the proposal to create a new educational campus in Ardrossan by amalgamating Auchenharvie and Ardrossan academies and Haysholm and James McFarlane schools.”*

- 4.2 5900 copies of the consultation document were issued to stakeholders during the consultation period (17 April – 14 June 2013). A total of 806 official responses were received.

A further 26 responses were received with incomplete information and have not been included within the statistical return. 14 e-mails seeking clarification on particular issues were also received during the consultation period. Responses were issued directly to the senders in respect of the points raised. All of the submissions are available for public reference at Education and Skills, Cunninghame House, Irvine, KA12 8EE.

The total number of completed responses (806) represents 14% of the total number of consultation documents issued:

- 618 (77%) were received from parties connected to Auchenharvie Academy or its associated primary schools
- 149 (18%) were received from parties connected to Ardrossan Academy or its associated primary schools
- 24 (3%) were received from parties connected to James McFarlane School
- 15 (2%) were received from parties connected to Haysholm School

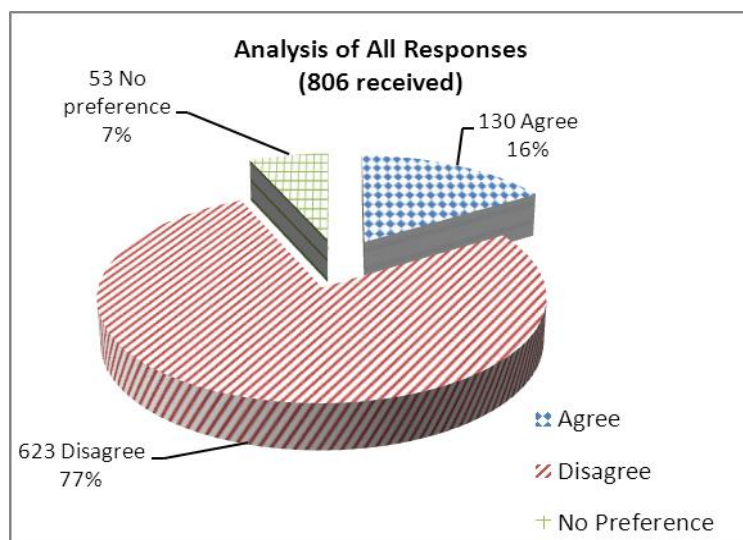
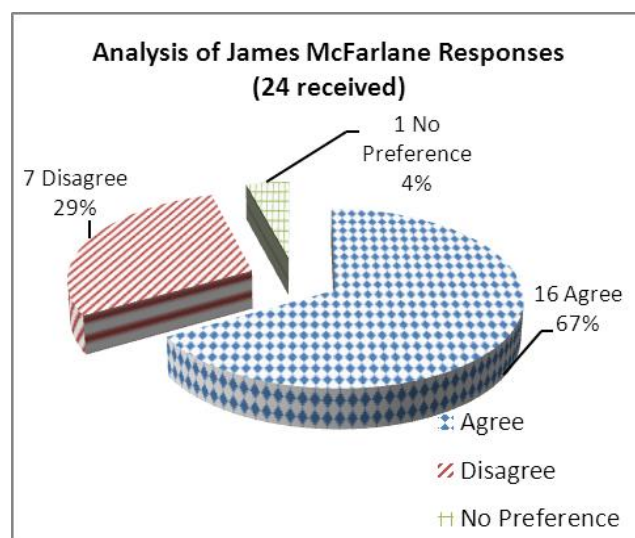
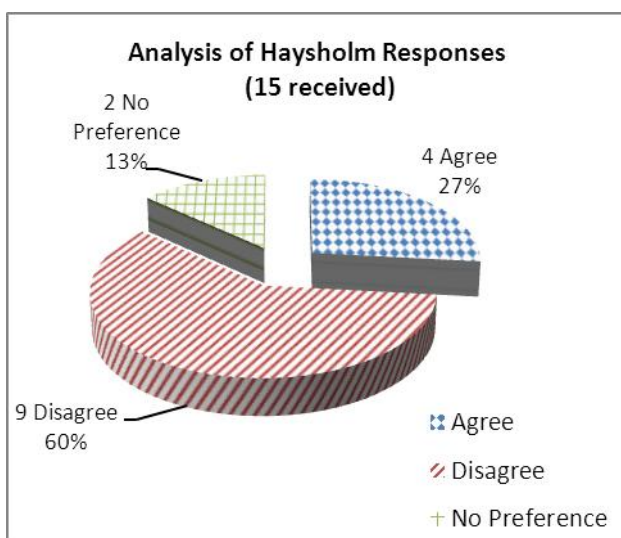
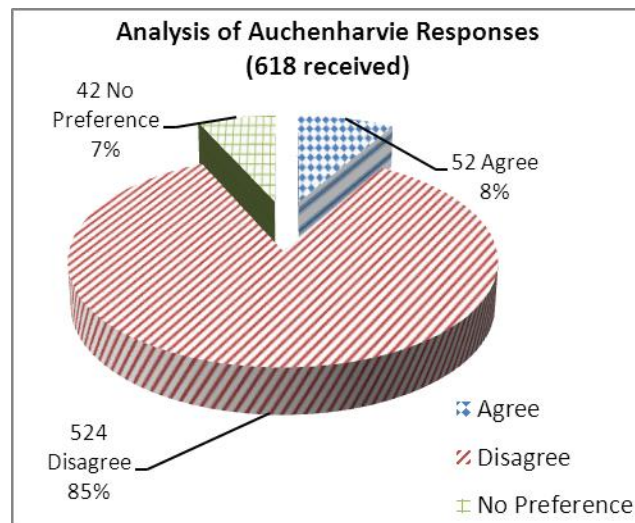
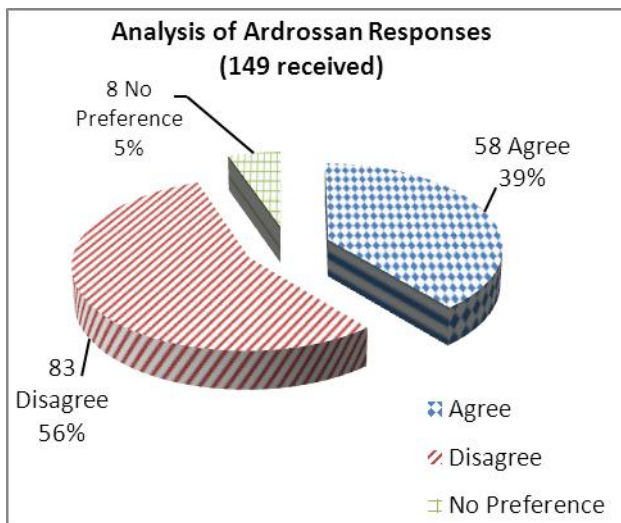
Additionally, of the 806 responses, 33 (4%) were from staff across the four schools.



### 4.3 Response Analysis

The consultation document requested that respondents provide an answer to the question posed:

*“Do you agree with the proposal to create a new educational campus in Ardrossan by amalgamating Auchenharvie and Ardrossan academies and Haysholm and James McFarlane schools.”*



#### 4.4 Comments and Issues Raised by Stakeholders

##### 4.4.1 During the statutory consultation period, five public events were held as follows:

Venue	Date
Haysholm School	7 May 2013
Ardrossan Academy	9 May 2013
Auchenharvie Academy	14 May 2013
West Kilbride Primary School	15 May 2013
James McFarlane School	16 May 2013

The notes of the public meetings can be found on the Council website at <http://www.north-ayrshire.gov.uk/council/consultations/ardrossan-campus.aspx>

##### 4.4.2 The main comments made by those stakeholders in support of the proposal can be summarised as follows:

- appreciation of the need for new facilities
- recognition of the educational opportunities presented by the proposal
- integration of additional support needs facilities is seen as a positive move towards greater inclusion
- increased pupil choice at the new campus

##### 4.4.3 The main issues raised by those who disagreed with the proposal were as follows:

- location of preferred site
- potential educational impact of transitional arrangements
- transportation issues (walking routes, traffic congestion, public transport costs)
- integration concerns between different groups of secondary pupils and pupils with additional support needs
- concerns over educational standards due to the size of the proposed campus
- concern over shared use of facilities at St Matthew's Academy
- funding should be used to refurbish existing schools

Questions and answers raised via official responses submitted during the consultation are summarised at Appendix 3.

##### 4.4.5 A summary of the comments made by primary aged pupils are as follows:

- exposure to new subjects
- opportunity to make new friends
- bigger classes
- better teachers
- enhanced PE facilities
- late finishing of after school clubs in winter
- concerns over peer behaviour towards pupils with additional support needs
- lunchtime overcrowding/ service issues

- 4.4.6 In line with the Young People's Citizenship and Participation Strategy, the Council commissioned North Ayrshire Youth Council to engage with secondary aged pupils. This engagement took the form of an online survey and a workshop event for representative pupils which were designed to explore the views of young people should the new campus go ahead.

A summary of the key messages from the online survey for the future development of the campus is:

- schools forging closer links in advance of any merger
- pupils to be involved in the process of naming the new school and developing its uniform
- appropriate sports facilities provided at the new site
- more vocational subjects timetabled at the new campus

The workshop event, which was held at St Matthew's Academy on 10 June 2013, was attended by representative pupils from Ardrossan and Auchenharvie academies. The attendees were either Pupil Council Representatives (Ardrossan) or Focus Group Representatives (Auchenharvie) and covered a cross-section of year groups.

The group put forward a number of factors, both in favour of the proposal and in terms of challenges that they felt would need to be addressed. These included:

- transitional arrangements
- identity
- sports provision
- curricular choice
- transport

- 4.4.7 A separate submission was received from the local member of the Scottish Youth Parliament. This indicated that from his canvassing of young people at the affected schools, there was considerable support for the need for a new school. His response also indicated that pupils were more concerned about the quality of the teaching environment than the final location of the campus.

- 4.4.8 Parent council representatives were invited to accompany Council Officers on visits to other recently completed campus developments. A visit was also arranged to view modular accommodation facilities.

#### 4.5 Matters Arising from the Consultation

- 4.5.1 One of the main areas of concern which arose during the consultation period was the proposed location of the new campus on the existing Ardrossan Academy site.

- 4.5.2 Overall, the stakeholders from Auchenharvie Academy school community who responded presented strong opposition to the location of the new campus. They presented a number of concerns, including travel difficulties, additional expenditure and the resultant lack of educational and community facilities in Stevenston. Subsequently, a petition has been submitted to the Council detailing these areas of concern. Furthermore, a number of respondents suggested the current Auchenharvie Academy site as an alternative location for the new campus.

- 4.5.3 Of the stakeholders from Ardrossan Academy school community who responded, a number expressed concerns in relation to the proposed transitional arrangements. This concern was also raised by some respondents from the Auchenhavrie community. Both groups felt that the transfer of the staff and pupils from Ardrossan Academy to Auchenhavrie Academy, in the interim period, may have a detrimental impact on attainment and the wellbeing of young people.
- 4.5.4 The responses received from those connected with James McFarlane and Haysholm Schools indicated a desire to see improved facilities for their children. However, they identified a number of concerns relating to the physical design of the proposed campus and in particular how the needs of the young people with additional support needs could be met.
- 4.5.5 Enable (Scotland) provided a very comprehensive response which was broadly supportive of the proposal. They welcomed the proposal to create a modern facility for young people with additional support needs and recognised the obvious need for such a facility to be created. However the response also raised some issues for the Council's consideration. These included:
- transition arrangements
  - transport safety
  - layout and design
  - accessibility strategy
- 4.5.6 Ardrossan War Memorial Field Trust (AWMFT) submitted a response to the consultation which sought to explore the possibility of the Council using AWMFT land to build the school. This response has led to a series of exploratory meetings between Council Officers and AWMFT to ensure that the feasibility of this option is fully understood. This is in line with the request made at the public meeting at Ardrossan Academy on 9 May 2013.
- 4.5.7 A consultation response was received from a member of the public which suggested the use of the playing fields at Laighdykes for the new campus development.
- 4.5.8 A number of responses were received expressing concern about aspects of pupil travel to and from the proposed site of the new campus. Issues such as available walking routes, potential traffic congestion and increased public transport costs were raised. Concerns were also raised about travel arrangements for those pupils participating in after school activities.
- 4.5.9 Responses were received which suggested that the planned closure of Auchenhavrie Academy would have a detrimental impact on the provision of community facilities in the Stevenston area.
- 4.5.10 Overall, there has been a relatively low response level to the public consultation. Of the 806 responses received, it is clear that there is strong opposition from the Auchenhavrie community primarily relating to the location of the new campus. Stakeholders from the Ardrossan community offered a mixed response with a focus on the temporary relocation.

## **5. Education Scotland Report**

- 5.1 Representatives from Education Scotland attended the public meetings held in connection with the Consultation during May 2013, and were provided with copies of all correspondence received by the Council subsequently. Officers from Education Scotland also met with representatives from various stakeholder groups, including staff, parents and pupils at the four schools directly affected by the proposal and the associated primary schools.
- 5.2 In line with the requirements of the Schools (Consultation) (Scotland) Act 2010, a report was provided by Education Scotland in relation to the proposal.
- 5.3 The Education Scotland report states that the Council consulted appropriately with a wide range of stakeholders and that this consultation was undertaken with reference to the Schools (Scotland) Act 2010.
- 5.4 The report states that those stakeholders who met with Education Scotland staff raised a variety of concerns in respect of the proposal itself and also with the consultation process.
- 5.5 In respect of the proposal, the report advises that a number of stakeholders questioned the ability of the chosen site to accommodate the proposed facilities. The report notes the fact that a number of parents interviewed suggested that the Council should consider building the new campus on the War Memorial field adjacent to the current Ardrossan Academy site.
- 5.6 Other concerns raised with Education Scotland staff and recorded in their report were:
- concerns over the educational impact during the transitional arrangements
  - available walking routes to the new campus
  - increased transport costs (from Stevenston)
  - community impact within Stevenston
  - proximity to St Matthew's Academy (and the concentration of facilities at this location)
- 5.7 The report notes that those parents from James McFarlane and Haysholm schools who met with Education Scotland staff were positive about the potential benefits a new facility could deliver for their children. The report also records that this group raised some questions which will require to be addressed by the Council. This primarily related to how the additional special needs facilities could be successfully integrated into a campus model with a large secondary school.
- 5.8 The report notes that some parents interviewed were positive about the wider range of subjects which the new campus could offer. Parents also felt that there would be benefits to the young people and the community if all the children attended one school. Some concerns were raised about recent improvements in attainment at both secondary schools being adversely affected by the proposed amalgamation.
- 5.9 Young people interviewed by Education Scotland staff were clear on the potential benefits and improved facilities which would come with the new campus. For example, new facilities, opportunities to meet new friends and study a wider range of

subjects. However, they also raised concerns relating to the size of the new campus, the possibility of bullying, building new relationships with their teachers and the difficulties with travel to and from school.

- 5.10 Acknowledgement is made that the proposal offers a number of potential educational benefits, achievable through the improved facilities which are proposed. The report also notes that the Council is seeking to provide a seamless Health/Social Services facility within the new campus and that the provision of such will provide clear benefits for the young people and their families who access these services.
- 5.11 The report notes the challenges which will face the Council in meeting the current proposed timescales for the transitional arrangements to temporarily relocate Ardrossan Academy to Auchenharvie Academy from August 2014.
- 5.12 Education Scotland noted the clear benefits of the positive collaborative work which has already taken place between James McFarlane and Haysholm schools. Furthermore they acknowledge the work already taking place on curriculum design by Auchenharvie Academy and Ardrossan Academy staff.
- 5.13 It is noted within the report that the Council needs to give consideration to how the new campus would ensure young peoples' access to out of school hours clubs and activities, given the cost of travel and walking distances for all children and young people involved.
- 5.14 The Education Scotland report summarises its findings as follows:
- the proposal will address under capacity at Ardrossan and Auchenharvie academies
  - the proposal offers upgraded facilities and enhanced curriculum choice
  - the proposal addresses quality and capacity issues within the two special schools
  - the Council's consultation process has been wide ranging
  - the Council should engage with stakeholders to provide further information on some issues – such as availability of suitable walking routes to the proposed site from the Stevenston area and the potential impact of increased travel costs for some families
  - the Council should provide greater detail on the educational aspects of the proposed transitional arrangements
  - the Council should provide clear information on the benefits of the additional support needs facility being located within the campus
  - a perceived lack of rationale for the site selection
  - the Council needs to outline more clearly how it will minimise the impact of the loss of Auchenharvie Academy and its current facilities on the Stevenston area
- 5.15 The report submitted by Education Scotland can be found at Appendix 2.

## 6. The Council's Response

6.1 Many of the issues raised by Education Scotland in their report were also raised during the public consultation period, either at public meetings or by correspondence. The Council acknowledges that additional work has to be undertaken in the following areas to address the important matters raised by stakeholders.

6.1.1 *The Council should engage with stakeholders to provide further information on some issues – such as availability of suitable walking routes to the proposed site from the Stevenston area and the potential impact of increased travel costs for some families.*

### Response

Suitable walking routes already exist for St Matthew's Academy pupils who live in the Stevenston and Saltcoats area. These routes would be extended and developed as part of the overall transportation strategy for the new campus. In addition, the Council will explore opportunities to enhance existing cycling networks and provide access to other initiatives successfully implemented in other authorities, such as Cycling Scotland's Cycle Friendly Secondary School programme. Further information can be found at <http://www.cyclingscotland.org/our-projects/award-schemes/cycle-friendly-secondary-school>.

A number of existing Auchenharvie Academy pupils already use the local bus service, travelling daily to and from school. The local operator has confirmed that purchase of a megarider ticket from Stevenston will cover travel to Ardrossan with one change of bus required, at no additional cost to the existing ticket.

6.1.2 *The Council should provide greater detail on the educational aspects of the proposed transitional arrangements.*

### Response

The Council acknowledges that the temporary relocation from Ardrossan to Auchenharvie requires careful planning and co-ordination. As a result of detailed analysis; accommodation plans have been developed; a draft timetable has been completed to ensure that all subject requirements are met and can be delivered; staff are working to align the curriculum; plans are in place for groups of pupils to begin working in partnership to ensure their concerns and ideas are given the proper platform and liaison with Strathclyde Passenger Transport has taken place in relation to temporary transport arrangements. In addition, the Council has committed to maintain existing staffing levels throughout the transitional period.

However, the Council recognises that this session brings with it the additional challenges of the new National Qualifications for schools. For this reason it is proposed that any temporary relocation is delayed for one year. This will allow the school communities to concentrate on the new National Qualifications, whilst also giving them greater time to work towards a smooth transition.

6.1.3 *The Council should provide clear information on the benefits of the additional support needs facility being located within the campus.*

Response

Pupils currently attending James McFarlane and Haysholm schools will get significant and much needed benefit from being located within the new community campus. Their inclusion will add significantly to the breadth and balance of the educational and social opportunities available to all learners within the school.

Pupils with additional needs would have their own base with spacious, quiet, well equipped classrooms. They would continue to be taught by their own specialist teachers. However, where appropriate, they would also have new and enhanced opportunities to be taught by a wider group of teachers in subjects such as technical, home economics, science, music, drama and physical education.

The current proposal provides a unique opportunity to build a new attractive school, highly resourced and fit for the 21<sup>st</sup> century; a modern, spacious community environment that would have at its heart a place for our most vulnerable pupils.

6.1.4 *A perceived lack of rationale for the site selection.*

Response

The selection of the proposed site for development for the new campus was subject to a detailed analysis which resulted in sites within Council ownership being considered. The shortlisted sites were Auchenharvie and Ardrossan Academies. The final assessment criteria which were used to measure both of these sites considered educational benefits, community cohesion, catchment area, sports development opportunities and shared resource potential with St Matthew's Academy. Ardrossan Academy was selected as the preferred site for development and was suitable to accommodate the proposed facilities. Full details of the analysis can be found on the North Ayrshire Council website within the agenda documents for the Cabinet meeting held on 26 March 2013.

In addition, an exercise has been completed showing where the current pupil population resides in relation to Ardrossan Academy and Auchenharvie Academy. This demonstrates that the majority of this population are in closer proximity to the Ardrossan Academy site.

6.1.5 *The Council needs to outline more clearly how it will minimise the impact of the loss of Auchenharvie Academy and its current facilities on the Stevenston area.*

Response

The Council acknowledges that consideration will have to be given to the impact on Stevenston as a result of the loss of the facilities at Auchenharvie Academy. Where appropriate, existing facilities will be made available for community use. In addition, consultation and partnership working will be undertaken to identify the provision required to meet the community's aspirations.



- 6.2 Taking account of concerns raised in relation to the proposed temporary relocation arrangements, the Council would propose to continue to liaise with the Ardrossan War Memorial Field Trust to explore the possibility of the new campus being developed on their land.
- 6.3 The Council acknowledges the important matters raised during the consultation process and is committed to maintaining partnership working with all stakeholders to ensure a positive outcome for all communities involved.

## **7. Equalities Considerations**

The equality impact assessment indicates that there would be no adverse impact as a result of this proposal.

## **8. Procedures for Ministerial Call-In**

- 8.1 As this proposal considers the potential to close Ardrossan and Auchenhavrie Academies and James McFarlane and Haysholm Schools, section 10(4) of the Schools (Consultation) (Scotland) Act 2010 will apply. At this point, North Ayrshire Council will make a final decision on the proposal. If the proposal is agreed, the Scottish Ministers must be notified of this decision. Thereafter, Scottish Ministers have a 6 week period to consider whether they will issue a notice to the Council to call-in the proposal. In taking the decision whether to issue a call-in notice, the Scottish Ministers are required by the Act “to take account of any relevant representations made to them (by any person) within the first three weeks of that six week period.”
- 8.2 Anyone wishing to contact the Scottish Ministers during the three week period referred to above should do so by e-mail to:  
[schoolclosure@scotland.gsi.gov.uk](mailto:schoolclosure@scotland.gsi.gov.uk)  
or in writing to School Infrastructure Unit Scottish Government Areas 2-A South Victoria Quay Edinburgh EH6 6QQ

## **Appendices**

1. Consultation Document
2. Education Scotland Report
3. Public Meeting Notes

**THIS IS A FORMAL  
CONSULTATIVE DOCUMENT**

**PROPOSED DEVELOPMENT OF AN EDUCATIONAL CAMPUS IN ARDROSSAN BY  
THE AMALGAMATION OF AUCHENHARVIE AND ARDROSSAN ACADEMIES AND  
HAYSHOLM AND JAMES MCFARLANE SCHOOLS**

**REPORT BY CORPORATE DIRECTOR (EDUCATION AND SKILLS)**

This document has been issued by North Ayrshire Council for consultation in terms of the Education (Publication and Consultation Etc.) (Scotland) Regulations 1981 and amendment Regulations 1987, 1988, 1989 and 2007 and the Schools (Consultation) (Scotland) Act 2010 and the Schools (Consultation) (Scotland) Bill.

The Ordnance Survey map data included within this document is provided by North Ayrshire Council under Crown Copyright Licence No 100023393. Persons viewing this mapping should contact Ordnance Survey Copyright for advice where they wish to licence Ordnance Survey mapping/data for their own use.

**THIS IS A FORMAL  
CONSULTATIVE DOCUMENT**

**PROPOSED DEVELOPMENT OF AN EDUCATIONAL CAMPUS IN ARDROSSAN BY  
THE AMALGAMATION OF AUCHENHARVIE AND ARDROSSAN ACADEMIES AND  
HAYSHOLM AND JAMES MCFARLANE SCHOOLS**

**Table of Contents**

	<b>Page</b>
<b>1. Background to the Proposal</b>	<b>3</b>
<b>2. Proposal</b>	<b>4</b>
<b>3. Educational Benefit Statement</b>	<b>4</b>
<b>4. Where the New Campus Will Be Located</b>	<b>8</b>
<b>5. Further Considerations</b>	<b>8</b>
<b>6. Consultation Process</b>	<b>9</b>
<b>7. Appendix 1 – School Data</b>	
<b>8. Appendix 2 – Revised Catchment Area</b>	
<b>9. Appendix 3 – Consultee List</b>	
<b>10. Appendix 4 – Response Form</b>	

**NORTH AYRSHIRE COUNCIL  
EDUCATION AND SKILLS**

**PROPOSED DEVELOPMENT OF AN EDUCATIONAL CAMPUS IN ARDROSSAN BY  
THE AMALGAMATION OF AUCHENHARVIE AND ARDROSSAN ACADEMIES AND  
HAYSHOLM AND JAMES MCFARLANE SCHOOLS**

**1. Background**

- 1.1 North Ayrshire Council is determined to establish an environment where all children and young people are safe, nurtured, included and healthy and have opportunities to fulfil their potential. The proposal will assist in achieving this aim.
- 1.2 The continued decline of the school-age population in recent years has led to significant under-occupancy within school premises. In addition to this, maintaining older, often outmoded, buildings presents a number of challenges for the Council e.g. the need for continued investment. Detailed information associated with the affected schools can be found within Appendix 1.
- 1.3 This proposal will provide the opportunity for sustaining the school population in buildings which are flexible enough to deal with the increasing demands of curricular change and curtail investment in buildings which are less-relevant to a modern curriculum.
- 1.4 The new campus will benefit from a larger staff, providing greater opportunities to maximise the use of individual staff expertise, giving learners access to different and enhanced learning experiences.
- 1.5 The campus will allow greater flexibility in the delivery of complex additional support needs provision with extensive opportunities for collaborative working.
- 1.6 This proposal will allow us to build upon the successful School of Sport programmes delivered in both Ardrossan and Auchenharvie Academies by taking a proactive approach towards tackling the Health and Wellbeing needs of the area through a culture shift toward Physical Activity and Health, which will benefit both learners and the wider community.
- 1.7 North Ayrshire Council recognises the importance of Science and Technology to the future economy and the crucial role that such subjects will play in an increasingly complex world. The proposed campus will facilitate the teaching and learning of Science and Technology by providing a sustainable, high quality, contemporary and flexible environment, in which we teach key skills for students to build upon in later life.

## **2. Proposal**

- 2.1 The proposal is that the four schools will amalgamate to create a campus on the site of the current Ardrossan Academy, with a planned opening date for the new facility of August 2016.

This proposal seeks to rationalise provision in order to:

- Ensure that every learner affected by this proposal will benefit from a wider range of quality learning experiences
  - Enhance the delivery of Curriculum for Excellence by the provision of high quality learning and teaching environments
  - Enable a more holistic approach to meeting the needs of learners with additional support needs and their families
  - Provide a hub for a wide range of community activities
  - Provide more sustainable, efficient and effective buildings
- 2.2 As well as fully meeting the educational needs of secondary children from West Kilbride, Stevenston, Saltcoats, Ardrossan and outlying areas and young people with complex needs aged 5-18 across the whole authority area, the new campus will establish a high quality community facility for all. The campus will offer scope for partner agencies including health, social and other support services to provide a fully co-ordinated approach to the delivery of services to meet the needs of learners and their families.
- 2.3 Early engagement with parents and staff has already taken place in the form of meetings with Parent Council representatives and staff at each of the schools. These meetings took place during October, November and December 2012.
- Further stakeholder engagement is planned, including:
- Working groups with Parent/Carer representatives
  - Visits to relevant establishments to discuss others' experience of campus-based education
  - Learner engagement workshops
  - Staff forums
  - Public meetings with question and answer sessions
- 2.4 As a result of the proposal, the present catchment areas of Ardrossan and Auchenharvie Academies will be combined to create a single catchment area, as detailed within Appendix 2. The amalgamated Haysholm and James McFarlane Schools will continue to serve the whole of North Ayrshire.

## **3. Educational Benefit Statement**

- 3.1 North Ayrshire Council's highest priority is to improve the life chances of our young people by providing them with education of the highest quality. The proposed amalgamation of the four schools on the site at Ardrossan will produce tangible educational and social benefits for all the learners involved.
- 3.2 In order to provide a co-ordinated and consistent approach to curricular, cultural and other matters, staff from all four schools will work together in the period leading up to the opening of the new school, in order to minimise the impact on learners.

- 3.3 Additionally, it is envisaged that the Parent Councils of all four schools will work together as a collaborative and cohesive Parent Forum for the new campus. The four schools will also liaise at an early stage in the journey towards the new campus, to develop a shared identity for the new school.
- 3.4 It is essential to make best use of available resources, with more efficient, better-resourced schools. The facilities in the new campus will enhance the ability to deliver flexible and innovative learning and teaching approaches. The new campus will provide facilities which are capable of delivering a modern curriculum fit for the 21<sup>st</sup> century, in line with the values and principles of Curriculum for Excellence.
- 3.5 The new facilities will support continually evolving teaching and learning approaches and this will be facilitated by the most up to date information technology. The new campus will provide children and young people with mobility needs an opportunity to develop greater independence. The learning environments will provide much better accommodation for group work activities.

The design will take account of the need to provide learning spaces both indoors and outdoors.

- 3.6 Many children and young people with severe and complex additional support needs have a significant number of health-related appointments and clinics to attend. The Council envisages that a key element of the new campus will be the provision of integrated Health and Social Care Services which will enable seamless support for children and their families.

#### **4. How the Proposal Impacts on Learners from Affected Schools**

- 4.1 Children and young people will benefit from joint planning by teachers and support staff across sectors, leading to an imaginative, creative and coherent learning and teaching experience and offering opportunities for greater socialisation between all learner groups. It is intended that through initiatives such as peer mentoring, buddy systems and other inclusion activities, that the culture and ethos which will be promoted within the campus will lead to a greater understanding of the diverse range of attributes, abilities and capacities.
- 4.2 The new campus will be capable of holding whole year group assemblies. This will have the effect of bringing the campus together, both physically and in spirit, and creating a strong identity from the outset.
- 4.3 The proposed facility will provide significant advantages:
- A flexible modern curriculum.
  - A modern, high quality educational environment with appropriate learning resources.
  - A building which exceeds required accessibility standards.
  - A building which meets the aspirations and needs of the community and provides the opportunity to improve levels of physical activity and sport.
  - Greater opportunities for curriculum choice through the range of courses on offer at the campus.

- The proposed campus will facilitate the teaching and learning of science and technology by providing a sustainable, high quality, contemporary and flexible environment.

4.4 The new campus will provide all children with space, the best resources and an opportunity to develop greater independence. Pupils with additional support needs will have their needs taken into account in the design of the campus and will have access to the entire range of physical and staff resources. There will be appropriate access for pupils with mobility difficulties to learning spaces both indoors and outdoors. The design will also ensure that vulnerable learners are provided with the safe, secluded spaces that they require whilst being included as appropriate within a wider learner community.

4.5 Although able to accommodate a larger pupil population, the design of this new facility will ensure that there will be areas which feel small, quiet and intimate where pupils, some of whom find bustle and noise overwhelming, will feel safe and nurtured.

4.6 The new campus will enable the planning and delivery of innovative library and cultural opportunities. A flexible learning space will offer:

- Access to print and online resources to support learning and teaching
- Development of information literacy and ICT literacy
- Support for careers and employability
- A hub for sharing literature and ideas
- Space for display, appreciation of and engagement in creative, heritage and cultural activities

4.7 The campus accommodation will be adaptable and provide a range of meaningful learning environments and will be sufficiently flexible in design to enable it to respond to evolving needs. There will be more high quality social space for young people to facilitate positive interaction.

4.8 As the new campus will be situated close to St Matthew's Academy, campus users will benefit from access to the excellent external sports facilities available. Opportunities for shared curricular activities between the new campus and St Matthew's Academy are also envisaged.

## **5. How the Proposal Will Affect Future Learners**

During the important transitional phase between primary and secondary school, the new campus will bring a co-ordinated, consistent approach to transition across all associated primaries and will seek to ensure that children become familiar with the new campus at the earliest possible stage.

## **6. How the Proposal Impacts on Staff from the Affected Schools**

6.1 The Senior Management Team will be able to contribute to the strategic direction of their expanded school community and have a better understanding of the challenges and opportunities presented across the campus. This proposal also brings leadership opportunities for all staff, as they participate in cross-sectoral work across all stages.

- 6.2 The existing schools have developed high-quality partnership working across agencies such as health, social care and well being and those in the voluntary sector. The vision for the new campus would be to enable this joint working to be even more effective as all partners would be able to work from the one site.
- 6.3 Bringing the school populations onto one site would also increase consistency of learning and teaching approaches and improve learner transition. The increased number of staff in one location will provide a wide range of staff knowledge and expertise, allowing for a greater range of specialisms to be developed over the long term.

## **7. How the Proposal Affects Community Users**

Schools are at the heart of the community and the provision of improved, modern facilities will benefit the local area.

Facilities such as meeting rooms, sports halls and external pitches are planned for the new campus and full community use will be actively promoted, to complement the existing facilities associated with St Matthew's Academy. The Council is committed to providing these facilities – not only at evenings and weekends, but during the school day, where appropriate. We will continue to work in partnership with parents, local sports club, cultural organisations and other interested groups to develop a campus which supports local communities in the widest possible sense.

## **8. How the Proposal Affects Other Users of the Campus**

The new campus offers the opportunity for partnership working with staff from Colleges, Universities and NHS Ayrshire and Arran. Training facilities could be provided on site to enable joint practice development. Placements for students and links with academic research would bring new ideas and keep practice fresh and up to date. The building could serve as a training base for staff working with children with additional support needs.

## **9. How the Proposal Affects Other Learners in the Council Area**

The breadth of curricular and extra-curricular choices which will be offered within the campus will have a positive benefit for learners not directly affected by the proposal, by presenting a range of educational and community opportunities not currently available to them. It may be the case that some subjects, which are not offered for study at other schools, will be available at the campus and that the concentration of sports facilities will be accessed by learners of other schools.

## **10. How We Intend to Manage the Process**

The Council recognises that due to the scale of this proposal it will require detailed forward-planning, in order to remove or minimise any adverse effects. Key areas identified are:

- The effective management of the agreed decant process.



- The requirement to ensure that all learners are familiar and comfortable with the new campus buildings prior to occupation.
- Continuity of education for all learners throughout the whole process

## **11. Where will the New Campus be Located?**

A comprehensive site evaluation exercise was undertaken which resulted in two short listed sites being considered for the location of the campus. These were the existing sites of Ardrossan and Auchenhavie Academies. A key aspect in considering both sites was the need to vacate during the construction period. The existing Ardrossan Academy site was identified as the preferred site for development. In reaching the decision, consideration was given to the educational and community benefits and opportunities offered through the proximity to St Matthew's Academy. A temporary relocation will take place in August 2014 and will be in place until all four schools come together into the new campus in August 2016.

## **12. Further Considerations**

### **12.1 Staffing**

The proposed campus will have implications for teaching and support staff. Staffing levels will be managed in accordance with the Council's policies and procedures.

Staff who provide catering, cleaning and janitorial services will be fully consulted on the future provision of their services and any changes in their employment which might follow.

This document will be issued to all staff and their trade unions during the consultation period, who will be invited to respond, either individually or through their representative organisations.

### **12.2 Transport**

Any secondary school learner within the catchment area who lives more than 3 miles from the campus will be entitled to free school transport. At this stage, it is anticipated that learners from West Kilbride and other outlying areas of the revised catchment zone, will qualify for free school transport on distance grounds.

Entitlement to transport for learners with additional support needs will remain unchanged.

### **12.3 Environment**

The proposed construction of a new campus is an opportunity to make a positive impact on the environment. It provides an opportunity to make improvements and guide future design and construction with a view to minimising any environmental impact as a whole.

In designing the new school, consideration will be given to enabling campus users to cycle and/or walk to school, wherever possible.

North Ayrshire Council is committed to ensuring compliance with all relevant environmental legislation. New buildings will be designed to be sustainable, efficient with as low carbon emissions as possible. The Council will follow the BRE (Building Research Establishment Ltd) Environmental Assessment Method (BREEAM).

This is a voluntary scheme that aims to quantify and reduce the environmental impact of new buildings by rewarding those designs that take positive steps to minimise the environmental impact.

#### 12.4 Finance

The estimated cost of the project is £42.5m. This is a significant investment for the Council which is supported by funding from The Scottish Government. It is estimated that, as a result of this proposal, an annual saving of around £1m. will be achieved through a reduction in operational costs.

### 13. Consultation Process

North Ayrshire Council is consulting in accordance with the requirements of the Schools (Consultation) (Scotland) Act 2010. This consultative document has been made available to interested parties, including Parent Councils, Education Scotland, Parents and Carers of children attending the establishments affected, Pupil Councils, Staff, Trade Unions, Community Planning Partners and any other users of the schools as detailed in Appendix 3.

Public meetings will be held as follows:

Venue	Date	Time
Haysholm School	7 May 2013	7.00pm
Ardrossan Academy	9 May 2013	6.30pm
Auchenharvie Academy	14 May 2013	6.30pm
West Kilbride Primary School	15 May 2013	6.30pm
James McFarlane School	16 May 2013	10.30am

Interested parties are invited to make written submissions on the proposal to the Corporate Director (Education and Skills), North Ayrshire Council, Cunninghame House, Irvine KA12 8EE or e-mail to [campus21@north-ayrshire.gov.uk](mailto:campus21@north-ayrshire.gov.uk) no later than 12 noon on Friday 14 June 2013. A response form is included with this paper, see Appendix 4.

The Corporate Director (Education and Skills) will prepare a report on the results of the consultative process for consideration at a future meeting of the Cabinet (Education).

The outcome of the consultation will be forwarded to the Scottish Government.

All interested parties will be advised of the decision.

The most recent Education Scotland/ Care Commission reports are available at [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

This document can also be made available in other formats and community languages.

本文件也可應要求，製作成其他語文或特大字體版本，也可製作成錄音帶。  
ਇਹ ਦਸਤਾਵੇਜ਼ ਹੋਰ ਭਾਸ਼ਾਵਾਂ ਵਿਚ, ਵੱਡੇ ਅੱਖਰਾਂ ਵਿਚ ਅਤੇ ਆਡੀਓ ਟੇਪ 'ਤੇ ਰਿਕਾਰਡ ਹੋਇਆ ਵੀ ਮੰਗ ਕੇ ਲਿਆ ਜਾ ਸਕਦਾ ਹੈ।  
درخواست پر یہ دستاویز دیگر زبانوں میں، بڑے حروف کی چھپائی اور سننے والے ذرائع پر بھی میسر ہے۔

Na życzenie klienta, informacje te mogą być udostępnione w innych językach oraz formatach.

Please contact Gail Donaldson on 01294 324429 if this is required.

## School Information

School	Current Roll September 2012	Capacity	Occupancy	Condition	Suitability	Expenditure on Facilities 2009-2012	Value of Identified Future Works
Ardrossan Academy	854	1612	52.9%	B	C	£415,000	£560,000
Auchenharvie Academy	699	1050	66.5%	B	B	£545,000	£580,000
James McFarlane School	26	*		B	B	£100,000	£200,000
Haysholm School	19	*		B	B	£40,000	£200,000

*\*Special School capacity is variable, depending on the needs of the pupils enrolled at any given time*

## School Roll Projection Information

	PROJECTED ROLLS BASED ON 2012 CENSUS DATA											
<b>Ardrossan Academy</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
School Roll	854	821	839	838	843	856	849	845	838	835	835	833
School Capacity	1612	1612	1612	1612	1612	1612	1612	1612	1612	1612	1612	1612
% Occupancy	53.0%	51.0%	52.0%	52.0%	52.3%	53.1%	52.7%	52.4%	52.0%	51.8%	51.8%	51.7%
<b>Auchenharvie Academy</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
School Roll	699	700	714	780	830	856	883	886	881	876	870	867
School Capacity	1050	1050	1050	1050	1050	1050	1050	1050	1050	1050	1050	1050
% Occupancy	66.6%	66.7%	68.0%	74.3%	79.0%	81.5%	84.1%	84.4%	84.0%	83.4%	82.8%	82.6%
Combined Roll of Ardrossan and Auchenharvie Academies	1553	1521	1553	1618	1673	1712	1732	1731	1719	1711	1705	1700

### Explanation of Condition and Suitability

The Condition and Suitability ratings used in this document are generally as defined in the Guidance provided by the Scottish Government publications “The Core Facts”.

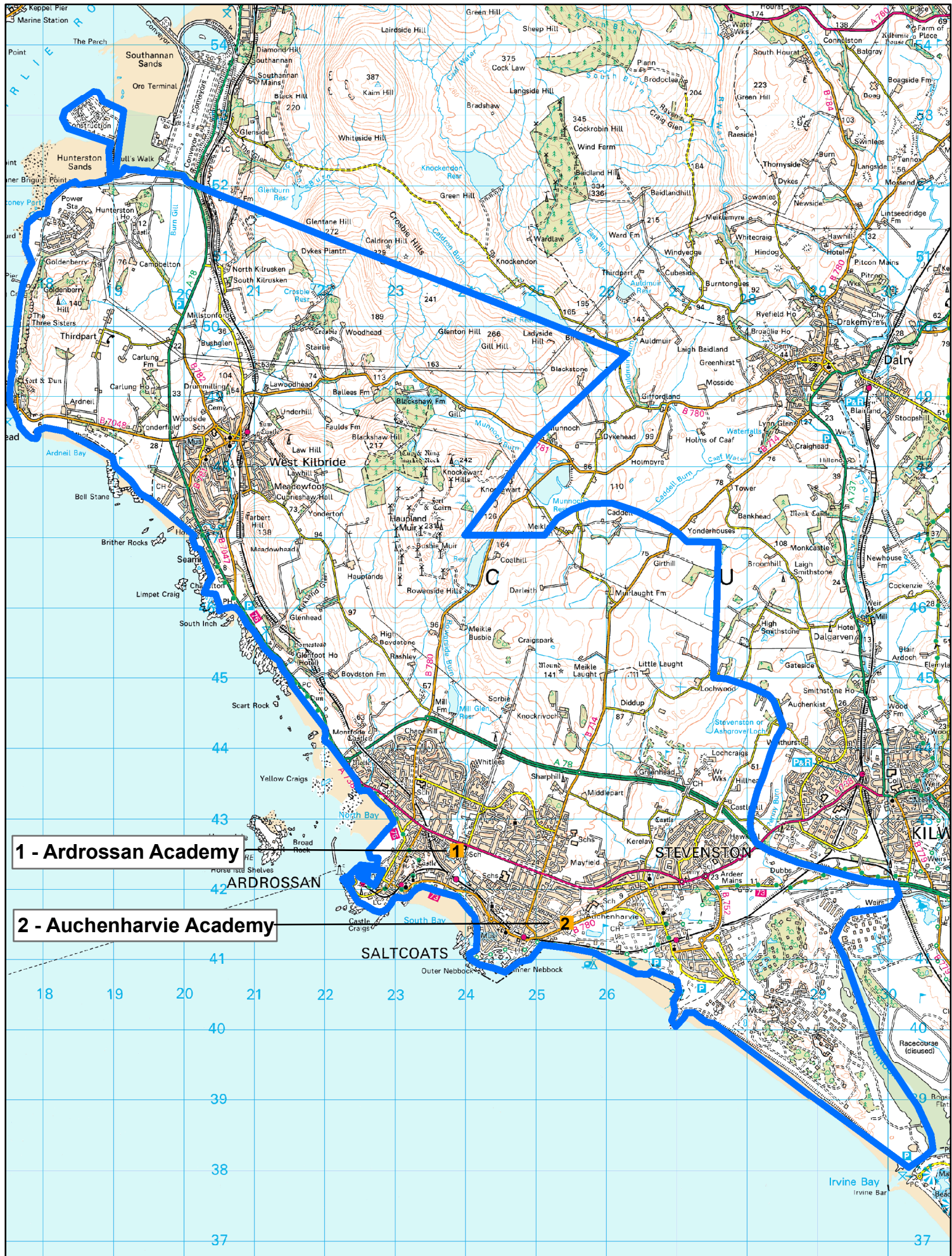
The Suitability and Condition ratings used, in line with the Guidance given, represent the whole building average and does not reflect the individual elements or components that make up the final score.

<b>Scottish Government Definition – Condition</b>	
A: Good	Performing well and operating efficiently.
B: Satisfactory	Performing adequately but showing minor deterioration.
C: Poor	Showing major defects and/or not operating adequately.
D: Bad	Life expired and/or serious risk of imminent failure.

<b>Scottish Government Definition – Suitability</b>	
<b>A: Good</b>	Performing well and operating efficiently (the school buildings and grounds support the delivery of services to children and communities).
B: Satisfactory	Performing well but with minor problems (the school buildings and grounds generally support the delivery of services to children and communities).
C: Poor	Showing major problems and/or not operating optimally (the school buildings and grounds impede the delivery of activities that are needed for children and communities in the school).
D: Bad	Does not support the delivery of services to children and communities (the school buildings and grounds seriously impede the delivery of activities that are needed for children and communities in the school).



# Revised Catchment for West Kilbride & Three Towns Campus



# Consultee List

Consultation documents will be issued to:

- Stakeholders associated with the schools affected by the proposal, including:
  - Parents/Carers
  - Pupils
  - Parent Councils
  - Headteachers
  - Teaching and Non-Teaching Staff, including Catering, Cleaning and Janitorial
- Local Elected Members
- Member of Parliament
- Member of Scottish Parliament
- Chief Executive
- Corporate Director (Finance & Corporate Support)
- Corporate Director (Social Services & Health)
- Corporate Director (Development and Environment)
- Divisional Commander, Police
- Divisional Commander, Fire Brigade
- Community Council
- Strathclyde Partnership for Transport
- Chief Executive, North Ayrshire Leisure
- Sportscotland
- Basketball Scotland
- Scottish Football Association
- Scottish Rugby

## Trade Unions

- Unison
- EIS, Education Institute of Scotland
- NAS/UWT, National Union of Schoolmasters/Union of Women Teachers
- SSTA, Scottish Secondary Teachers' Association
- T&GWU, Transport & General Workers' Union
- GMB
- UNITE
- VOICE
- AHDS, Association of Headteachers and Depute Headteachers Scotland

Copies of the Consultation Document will be made available to view at:

- All schools affected by the proposal
- All North Ayrshire Council Public Libraries
- Local Community Halls/Centres
- Local Health Centres

Adverts will be placed in local newspapers

## RESPONSE FORM

For convenience this form can be completed online at: [www.north-ayrshire.gov.uk](http://www.north-ayrshire.gov.uk)

### MUST BE COMPLETED FOR A VALID RESPONSE

<b>Name</b> (PRINTED)	<b>Address</b>

Please confirm that you have read the full report by ticking this box

☐

<b>Ardrossan Academy</b>	Parent/Carer <input type="checkbox"/>	Staff <input type="checkbox"/>	Pupil <input type="checkbox"/>	Other <input type="checkbox"/>
<b>Auchenharvie Academy</b>	Parent/Carer <input type="checkbox"/>	Staff <input type="checkbox"/>	Pupil <input type="checkbox"/>	Other <input type="checkbox"/>
<b>James McFarlane School</b>	Parent/Carer <input type="checkbox"/>	Staff <input type="checkbox"/>	Pupil <input type="checkbox"/>	Other <input type="checkbox"/>
<b>Haysholm School</b>	Parent/Carer <input type="checkbox"/>	Staff <input type="checkbox"/>	Pupil <input type="checkbox"/>	Other <input type="checkbox"/>
<b>Ardrossan Academy Cluster Primary School</b>	Parent/Carer <input type="checkbox"/>	Staff <input type="checkbox"/>	Pupil <input type="checkbox"/>	Other <input type="checkbox"/>
<b>Auchenharvie Academy Cluster Primary School</b>	Parent/Carer <input type="checkbox"/>	Staff <input type="checkbox"/>	Pupil <input type="checkbox"/>	Other <input type="checkbox"/>

Other (please state) \_\_\_\_\_

### SUMMARY OF REPORT – Please refer to the consultation document for the full details of the proposals.

It is proposed to amalgamate Ardrossan and Auchenharvie Academies and Haysholm and James McFarlane School in a new purpose built campus located at the existing Ardrossan Academy site.

**Do you agree with the proposal to create a new educational campus in Ardrossan by amalgamating Auchenharvie and Ardrossan Academies and Haysholm and James McFarlane Schools?**

Yes ☐ No ☐

NoPreference ☐

### Please use this space for any additional comments

North Ayrshire Council is registered under the Data Protection Act 1988. The response submitted by you may form part of the response paper that will be submitted to the Council for consideration in the near future and will therefore be made available for public inspection. If you DO NOT wish any of your personal details (eg name, address, phone number, etc), which you have included in your response, to be made available please tick the box ☐





## **Consultation proposal by North Ayrshire Council**

### **Report by Education Scotland, addressing educational aspects of the proposal to develop an educational campus in Ardrossan by the amalgamation of Auchenharvie Academy, Ardrossan Academy, Haysholm School and James McFarlane School.**

#### **Context**

This report from Education Scotland is required under the terms of the Schools (Consultation) (Scotland) Act 2010. It has been prepared by HM Inspectors in accordance with the terms of the Act. The purpose of this report is to provide an independent and impartial consideration of the council's consultation proposal. Section 2 of this report sets out the views expressed by consultees during the initial consultation process. Section 3 sets out HM Inspectors' consideration of the educational aspects of the proposal and the views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include a copy of this report and must contain an explanation of how it has reviewed the initial proposal, including a summary of points raised during the consultation and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision.

#### **1. Introduction**

1.1 North Ayrshire Council proposes to build a new campus to serve the current catchment areas of Auchenharvie Academy, Ardrossan Academy, Haysholm School and James McFarlane School which provide education for children and young people aged 5-18 with complex additional support needs from across the authority area. The consultation process sought views on the question:

'Do you agree with the proposal to create a new educational campus in Ardrossan by amalgamating Auchenharvie Academy, Ardrossan Academy, Haysholm School and James McFarlane School?'

1.2 HM Inspectors undertook the following activities in considering the educational aspects of the proposal:

- attendance at the public meetings held between 9 and 16 May 2013 at Ardrossan Academy, Auchenharvie Academy and James McFarlane School in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and

- visits to the site of Auchenhavrie Academy, Ardrossan Academy, Haysholm School and James McFarlane School including discussion with relevant consultees.

### 1.3 HM Inspectors considered:

- the likely effects of the proposal for children and young people of the schools; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- benefits which the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

## 2. Consultation process

2.1 North Ayrshire Council undertook the consultation on its proposals with reference to the *Schools (Consultation) (Scotland) Act 2010*. The council consulted appropriately with a wide range of stakeholders on its proposal. Prior to the formal consultation process, early engagements took place with Parent Council representatives and staff between October and December 2012. The proposal document was provided to relevant Parent Councils, Community Councils, Youth Council, parents, pupils, staff and other users of Auchenhavrie Academy, Ardrossan Academy, Haysholm School and James McFarlane School. A range of consultation approaches were used to engage with children and young people across all of the affected schools. Public consultation meetings were held for all interested members of the public in each of the four schools directly involved in the proposal. Elected members and officers of the council were present at the meetings. The council has provided a dedicated area on its website to keep members of the public updated on the progress of the consultation. At the time of the consultation there were no specific details available about the exact nature of the new build. The timescales for the new build were clearly outlined in the documentation. The proposal relates to two of the four schools in North Ayrshire Council for children with additional support needs.

2.2 Stakeholders who met with HM Inspectors were generally dissatisfied with the consultation process. Significant concerns about the proposal were expressed at the public meetings, in the responses received by the council as part of the consultation process and in discussions with HM Inspectors. Stakeholders expressed concerns about a perceived lack of clarity around the rationale for the location of the proposed new campus and a lack of choice of locations. They also had a range of other concerns including the short timescales for implementation, the temporary decanting of the two secondary schools into one building during the build period, the large size of the campus, road safety, transport costs and walking distances and the suitability of the new campus for children and young people with complex additional support

needs. In addition, concerns were raised about the impact of closing Auchenhavrie Academy on the community and businesses of Stevenston.

2.3 A significant number of parents expressed concerns about the site choice. In particular, parents were concerned about the size of the selected site and that the site was too far away from some of the communities where many young people live. Parents also raised concerns about traffic management in the vicinity of the proposed new campus. Most parents and young people were anxious about the safety of young people walking from the Stevenston area to Ardrossan. Parents were worried about the route which children would take to the proposed school and the distance of the school from Stevenston. They felt that the roads young people would need to cross and walk along are very busy. They were worried that public transport costs to get to the proposed site may impact unfairly on children from low income families and that children from these families may not attend school as regularly as they should. They also expressed concerns about the inequity which might arise in the participation of extra-curricular activities. They felt that young people from the Stevenston area would be disadvantaged because of the perceived problems of getting home after school. Some stakeholders were concerned about the close proximity to St Matthew's Academy of the proposed site in what they believe is already a busy area. They were particularly concerned about the large numbers of young people that would attend both schools in the area and the possibility of conflict between the two schools. A number of Ardrossan Academy parents also raised the question of building on the current memorial playing fields site as a possible alternative.

2.4 Overall, parents of children attending Haysholm School and James McFarlane School were positive about the possibility of upgraded facilities for their children. However, they were concerned that North Ayrshire Council was proposing to have four schools move into one campus and that, in their view, this was not a suitable learning environment for children with complex additional support needs. Parents expressed many uncertainties about the possible facilities in the proposed new campus arising from there being no plans for the new build available. Parents were also concerned about having primary aged children in a predominantly secondary campus and whether children would be able to focus and learn in a larger, noisier environment. Distances to the proposed new campus were also a concern for parents from Haysholm School whose children travel from across the authority area. Parents of children with complex additional support needs were concerned about the ease of access for emergency services at peak times.

2.5 Some parents were positive about the possibility that the new campus may offer a broader range of subjects and more clubs and activities. A few parents felt that there would be benefits to the young people and the community if all the children attended one school. Parents also felt that there had been recent improvements in attainment and awards in all of the affected establishments and there was concern about the potential detrimental impact on attainment of merging the schools into one campus. Almost all parents expressed concerns about the decanting of Ardrossan Academy young people into Auchenhavrie Academy for two years during the build period. They were concerned that the planned decant by August 2014 would not provide enough time for staff to agree and plan for a single curriculum structure.

Almost all parents were concerned about the impact of the transition arrangements on young people preparing for the new qualifications associated with the implementation of Curriculum for Excellence.

2.6 Overall, children and young people from across the schools had a range of concerns about the proposal. They could see the benefit of working in a modern environment with new facilities and some were positive about the possibility of making new friends and studying a wider range of subjects in the new campus. They were particularly worried about the safety of young people walking from the Stevenston area to the new campus. Children and young people's concerns related to the distance, nature of the route and the possibility of disagreements between young people from each community. Those who would be affected by transitional arrangements at the Auchenharvie Academy site were worried about the impact of all of the changes on their learning and achievement. They highlighted issues of potential bullying and lack of continuity of working with staff who knew them well as individuals.

2.7 Almost all parents and young people living in Stevenston expressed concerns that the proposed closure would impact negatively on the community, local business and the attractiveness of the area for families considering living in the area. They noted that Auchenharvie Academy is very well used by the community and they did not understand the rationale for building another community hub next to the existing facilities in St Matthew's Academy.

2.8 Some teaching staff were positive about the benefits a new campus would bring including upgraded facilities and the opportunity to work with a wider range of colleagues on one campus. They were concerned about the proposed timescales and the impact that the transition plans would have on delivering the curriculum and maintaining recent improvements in attainment. They were positive about current working arrangements across the cluster areas and could see potential benefits of a purpose-built school on learning and teaching. Most had concerns regarding safe and cheap travel to the proposed site for some families and found it hard to see benefits of the four schools coming together. Staff at Haysholm School and James McFarlane School were concerned about the impact on children and young people of moving from small specialist provision to a large generic campus. They were also concerned about whether the needs of young people with complex additional support needs would get lost among the issues in a large campus.

2.9 Should the proposal go ahead, staff and parents who met with HM Inspectors felt that it was important that the management structure for the proposed campus be agreed and headteacher and senior management team were appointed as soon as possible.

### **3. Educational aspects of the proposal**

3.1 Auchenharvie Academy and Ardrossan Academy are the two non-denominational secondary schools serving the towns of Ardrossan, Stevenston, Saltcoats, West Kilbride and outlying areas. The distance between the two schools is 2.6 miles. Both schools are significantly under-occupied. Haysholm School and

James McFarlane School support children from 5-18 with complex additional support needs from across the authority area. The council's Schools Estate Management Plan rates the buildings of each school as B (satisfactory) for condition. It rates their suitability as B with the exception of Ardrossan Academy which is rated C (poor). Haysholm School and James McFarlane School have limited space available within teaching areas to introduce more flexible approaches to learning including increasing the use of information and communication technology. The council's proposal sets out that the four schools will amalgamate to create a single campus on the site of the current Ardrossan Academy which will offer provision to enhance the quality of the learning and teaching environment.

3.2 North Ayrshire Council has set out in its proposal a range of educational benefits for children and young people. In particular, it highlights potential improvements to the learning environment within a new campus and that a modern, purpose-built building would provide more space for delivering a modern curriculum, including the development of science and technology. Such proposed improvements would offer educational benefits for children and young people. In addition, the proposed new campus would have flexible spaces designed to support the delivery of vocational courses. The new campus would act as an additional community hub by offering increased sports and leisure facilities. North Ayrshire Council envisages that a key element of the new campus will be the provision of integrated Health and Social Care Services which will enable seamless support for children and their families. On-site access would provide clear benefits for children and young people who require regular access to these services.

3.3 The timescale outlined in the council's proposals raises a number of important issues that require further consideration. Young people from Ardrossan Academy would transfer to Auchenhavie Academy in August 2014 and both schools would work together until the new school is ready in August 2016. The authority will need to plan for an effective transition and for staff to work together on approaches to learning and teaching and the curriculum structure. The introduction of the new national qualifications and assessments during 2013 may impact on the time staff have for planning for the transition to the new school. The council's proposal is focused on the benefits of the new campus which would not be available until 2016. The authority need to more clearly outline the educational benefits for young people who would attend the existing Auchenhavie Academy site from summer 2014.

3.4 Haysholm School and James McFarlane School have already begun sharing knowledge and skills, working on complementary school improvement plans and considering the benefits of joint Continuing Professional Development (CPD) to enhance skills, knowledge and expertise. Staff from Auchenhavie Academy and Ardrossan Academy have also begun looking at aligning their curriculum and increasing joint staff CPD. These joint approaches to planning and resourcing have clear benefits but are not predicated on moving to the proposed joint campus.

3.5 The council outlines strong benefits for campus users in locating the new campus close to St Matthew's Academy as this would offer greater access to sports facilities and the potential for increased joint working. Auchenhavie Academy is currently used for both out-of-school hours clubs run by the school and for groups

and activities in the evening and at weekends. Consideration also needs to be given to how the new campus would ensure young peoples' access to out-of-school hours clubs and activities given the costs of travel and walking distances for all children and young people involved.

#### **4. Summary**

4.1 North Ayrshire Council's proposal to develop a new campus addresses the under capacity issues in the current secondary schools, offering upgraded facilities and the potential for an enhanced curriculum for all learners. It also addresses imminent pressures on available capacity for learners with complex needs. The council has consulted with a wide range of stakeholders and is continuing to do so. In taking forward the proposal, it needs to address a number of issues. Pupils, parents, staff and other stakeholders have concerns about safe routes to the school for young people walking from the Stevenston area. There is concern that distance to the proposed site and the cost of travel may act as barriers to learning. The council needs to outline to parents and pupils how it proposes to minimise the effects of possible increased travel costs. It also needs to continue to work with pupils, parents and staff to address their concerns and provide appropriate reassurances as required.

4.2 A significant part of the council's proposal relates specifically to the benefits of a new build campus. There are no detailed design plans yet available for this new build which the council indicates would not be completed until August 2016. The council intend to consult further with stakeholders to develop the plans during the next stages of the process. The proposal does not address sufficiently the educational benefits for young people who would attend the existing Auchenhavrie Academy site from summer 2014. The council has yet to make clear the benefits of primary and secondary aged children with complex additional support needs from Haysholm School and James McFarlane School learning and working within a single campus with a large roll. In taking forward this proposal, the council needs to further consider the impact of bringing together these four schools and more clearly outline the benefits for children with complex additional support needs.

4.3 The proposal is opposed by a significant number of stakeholders including children and young people, parents, staff and the local community. Stakeholders are concerned about the timescale for implementation and the perceived lack of rationale for the site selection. The council needs to continue to provide all stakeholders, including young people and their parents with clearer information and assurances on how it will deal with their concerns, including transport and related safety issues. The council also needs to outline more clearly how it will minimise the impact of the loss of Auchenhavrie Academy and its current facilities on the Stevenston area.

4.4 The council needs to communicate clearly to parents, learners and local communities about the outcomes of their ongoing considerations in order for the potential education benefits to be fully understood.

**HM Inspectors  
Education Scotland  
August 2013**





**North Ayrshire Council  
Education and Skills  
Proposed New School Campus, Ardrossan**

**Public Meeting held at Haysholm School  
7 May 2013**

Cllr Gurney welcomed everyone to the meeting and provided a brief outline of the proposals.

Carol Kirk delivered a presentation which provided information on key areas of the proposal.

Following the presentation Cllr Gurney invited questions from the audience -

**Enquiry:** The presentation mentioned consultation with young people affected by the proposal, what consultation has taken place with the young people at Haysholm?

**Response:** Consultation with the young people attending Haysholm and James McFarlane School hasn't taken place yet. It was felt that it was too early in the process and could cause confusion for young people considering the timescale we are working with at the moment. Consultation will take place with the young people from these schools in the form of raising awareness of the project and helping them to understand what is taking place. Staff will play a key role in helping to prepare the young people to manage any changes to their learning environment.

**Enquiry:** How does the Council plan to maintain a primary environment in such a large campus?

**Response:** The design of the new campus will provide an intimate and child friendly environment. The key focus is to provide a safe nurturing learning space for all young people, suitable to their age and abilities. An example of how North Ayrshire currently achieves success with this model is evident in Arran High School which delivers learning for 3-18 years.

**Enquiry:** How will shared dining facilities be managed?

**Response:** It is anticipated that the campus will only have one catering kitchen. In terms of dining facilities, the design phase will provide an opportunity to discuss the requirements of the young people who will be using the facilities and ensure that their needs are considered and that adequate, suitable space is provided. Ultimately, the design can be managed so that the needs of each child are met.

**Enquiry:** James McFarlane School and Stanley Primary School work together to provide a buddy system for the young people, will the new campus be able to provide this?

**Response:** Yes, the established valuable link with Stanley Primary School will continue and we would hope to create similar links with Winton and St Peter's primary schools too. Secondary pupils would also be included in the buddy system to allow both mainstream pupils and those with additional support needs to benefit from the interaction and work together in a positive way.

**Enquiry:** Young people with severe autism are not likely to cope very well with the increase in noise levels within a larger environment.

**Response:** A number of young people with autism currently attending mainstream schools in North Ayrshire, with the appropriate support mechanisms these young people adapt and cope very well and have very positive learning experiences. Staff in the schools would work closely and provide appropriate support to individuals.

- Enquiry: Will the new school campus have one headteacher?  
 Response: Yes, there will be one headteacher for the campus with a senior management team who have key responsibilities for specific areas of the campus who will all work together to deliver a high quality teaching provision for our young people. There will be no dilution of expertise or commitment from staff. The campus will be staffed to the same formula as any other school.
- Enquiry: Will the campus have separate playground facilities for the young people with complex support needs?  
 Response: Yes, we hope to make the best use of the outside spaces, using ideas and experiences from staff, parents and young people.
- Enquiry: How will young people with complex needs cope with a school bell ringing every 55 minutes throughout the day?  
 Response: Design will allow us to use an appropriate system e.g. a zoned bell system or tannoy.
- Enquiry: What is the next step in this process and how do we share our ideas?  
 Response: It is important that everyone uses this opportunity to feed into the consultation process, sharing their opinions and ideas. Following final decision on the proposal in December 2013 then we will move into the design phase. We will work closely with parents, staff, young people and specialists to make sure we create the best learning environment for our young people. Short life working groups will be created and liaison with the community will continue throughout the design process.
- Enquiry: Will the campus have a separate office/admin area for young people with complex learning needs?  
 Response: Most administrative tasks undertaken in a school office are standard admin processes, however, consideration will be given to any specialist tasks undertaken in schools supporting young people with complex needs.
- Enquiry: Will the appointed architect company spend time in the schools prior to any design work taking place to learn what is needed on a day to day basis in a special school?  
 Response: Yes, we have undertaken this type of exercise with new build projects in the past. Architects spent time in the school with staff and pupils and found this was a very positive way to take forward the design of the building.
- Enquiry: Agreeing that amalgamating Haysholm and James McFarlane School is a good idea, does the new building have to be part of the new campus?  
 Response: The Scottish Government funding has provided the Council with an opportunity to include Haysholm and James McFarlane schools in the proposed new school campus. Without this the Council could not afford to invest the same money into either the secondary or special schools.
- Enquiry: Will the special school will be separate from the secondary school within the new campus?  
 Response: The design of the campus hasn't commenced yet, however, it is envisaged that both provisions will be under one roof as two physical spaces with the option to share facilities.
- Enquiry: What will the school roll be for the secondary pupils in the new campus?  
 Response: The anticipated secondary school roll is 1500 pupils and the special school roll is 70.

- Enquiry: Will young people with mild to moderate learning needs attend the campus?  
 Response: A large number of young people with mild to moderate learning needs currently attend mainstream school. Any new school buildings in North Ayrshire will be fully inclusive and will therefore provide the opportunity for young people to be educated within their local community.
- Enquiry: Young people attending James McFarlane and Haysholm Schools have flexibility of space in the school, access to quiet spaces, soft play areas and therapy pool when required – with a larger school roll will these spaces have to be timetabled for use?  
 Response: A larger school roll will require more space. The class sizes will remain the same and have the same functionality. The same staffing complement will be applied and the needs of the young people will be met in the same way.
- Enquiry: How does the Council envisage the transition process for young people with complex learning needs?  
 Response: Working closely with the headteachers, staff in school and parents we would introduce the changes gradually. Pictures, videos and site visits are all options we can consider, taking account of each young person's needs. A phased entry into the new building would also be an option for those young people who required this.
- Enquiry: Will the special school have a separate entrance for transport?  
 Response: Considering the size of the new building there will have to be more than one entrance. Consideration will also be given to dedicated pick up and drop off points.
- Enquiry: What will be done to address the roads issue with increase in transport?  
 Response: The Roads Department are currently working with consultants considering the build up of traffic at peak times in the school day – they have carried out a transport survey in the schools to try and establish the current trend for travelling to school to have as much information as possible to make informed decisions on the roads and transport concerns should the proposal be approved. The Council can learn lessons from previous secondary school builds. Staggered school times can also be considered.
- Enquiry: Looking for clarity on the sporting provision within the campus, will there be no sporting facilities within the campus?  
 Response: The new campus will have sporting facilities and an option could possibly be to locate these at the rugby fields.
- Enquiry: If the site for the new school campus was to be the current Auchenhavie Academy site, would a running track be included?  
 Response: No, the budget would not include investment for enhanced sporting facilities. One of the benefits of the Ardrossan Academy site is the access to the current high quality sporting facilities at St Matthews Academy. As a Council we want to offer as wide a range of sporting and cultural experiences as possible and we would complement the facilities already located near to the Ardrossan site.
- Enquiry: What health services would be provided as part of the new campus?  
 Response: We have an agreement in principle to move forward in partnership with NHS. Working with parents we hope to review how NHS services are currently provided, think about how we can improve services and what other services could be offered as part of the campus.

- Enquiry: Will Speech and Language therapists be based in the campus to spend more time in the school?
- Response: We are committed to providing the same service as currently provided, however, a reduction in travelling time for therapists could lead to an increase in time in school. The overall review of services will provide a clearer picture of what parents and staff would like to see in the campus.

Councillor Gurney thanked everyone for attending and being actively involved in the meeting. He reminded those attending of the importance of completing and submitting the formal response form as part of the consultation process and encouraged those in attendance to do so.

Councillor Gurney told the group that he would be happy to discuss the proposal with interested parties and advised that his contact details are available on the Council website should anyone wish to get in touch with him directly.

**North Ayrshire Council  
Education and Skills  
Proposed New School Campus, Ardrossan**

**Public Meeting held at Ardrossan Academy  
9 May 2013**

Cllr Gurney introduced himself and officers of the Council and welcomed everyone to the meeting. Cllr Gurney provided a brief outline of the proposal, history of the funding bid and subsequent funding award.

Carol Kirk delivered a presentation which provided information on key areas of the proposal.

Following the presentation Cllr Gurney welcomed questions from the audience -

Enquiry: The presentation mentioned the Council considered a number of sites for the new campus, did the Council also consider investing the funding into each school rather than merge them?

Response: The Scottish Government awarded the funding to the Council on the basis of merging the two secondary schools – the funding would not be available to the Council to upgrade either of the schools. If the outcome of the consultation is not to merge the schools then the Council will not be in a position to bring the existing school buildings up to a ‘modern, fit for purpose’ state.

Enquiry: Transitional transport will be provided, what does this mean?

Response: The Council will provide transport, at no cost to parents, for all young people who would be relocated to Auchenharvie Academy from Ardrossan Academy using a combination of a dedicated bus service and the existing public transport operating in the area.

Enquiry: Science and Technology have been highlighted as key areas for access to state of the art equipment in the campus, will Arts and Music be included?

Response: Science and Technology have been highlighted to give young people the best chance of securing job opportunities with the science and engineering companies in the local area. The new building will provide modern, state of the art facilities for all subjects. Funding of £200,000 has been secured from Creative Scotland in pursuit of the arts and cultural industries. This funding will allow us to build on the achievements gained to date by North Ayrshire schools.

Enquiry: Where will the sports facilities be located?

Response: The planned area for the outdoor sports facilities is across the road from the school. The school would share the existing running track already on the site, as it is unlikely that Sportscotland would support another running track in the same area.

- Enquiry: Will the views expressed during this consultation be listened to?  
 Response: Yes, this consultation process provides the opportunity for interested parties to submit their views and they will be taken into account when the Council makes its final decision.
- Enquiry: Can the £20million funding award be spread between the two schools?  
 Response: No, without the proposed new campus, the £20million does not exist – the funding is only available for this project.
- Enquiry: When schools merge there is a drop in educational attainment, this will happen if we merge Ardrossan and Auchenhavie Academies.  
 Response: Initial analysis of the educational attainment of St Matthew's Academy results indicated that the merging of St Andrew's and St Michael's Academies had a positive impact on learner's attainment. The Council will work closely with staff, parents and young people to ensure that high standards are set and young people continue to achieve.
- Enquiry: Will Steven Quinn be the headteacher of the new school?  
 Response: No, Steven Quinn has recently been appointed to Head of Service post within Education and Skills with responsibility to deliver this project if the consultation outcome is to proceed with the new campus.
- Enquiry: Cllr Hunter advised that he had been approached by a number of constituents who feel they have been 'railroaded' by this project as they are not in favour of large schools or this merger and further, that this proposal is the only one up for consideration. Cllr Hunter further stated that this merger did not have to happen and that he is fully aware of the Scottish Government's proposals.  
 Response: A number of options were submitted as part of the funding bid, one was the direct replacement of the two secondary schools and one included the two secondary schools and two special schools. The funding was provided on a like for like basis in relation to the numbers of secondary children – i.e 1500 children. The Council therefore decided that given the poor suitability of the small ASN schools, the opportunity to integrate them as part of the overall campus would be the most cost effective solution. This preferred option would also have significant benefits for integration and the sharing of facilities. This proposal was considered and agreed by Cabinet in order to get the best possible result for the schools involved.  
 Ardrossan and Auchenhavie Academies are currently operating at 53% and 67% capacity respectively. The buildings are vastly outdated and do not meet current needs. This once in a lifetime proposal will allow us to build on our school estate and to provide state of the art facilities that our young people, and the community, rightly deserve.
- Enquiry: Will the young people with additional support needs be able to cope with the volume of pupils in the new campus?  
 Response: Yes they will – the building design and support from staff will enable the young people to manage within their new environment.

- Enquiry: The Air Training Corp has a building on the Ardrossan Academy site, will they be accommodated in the development?
- Response: The ATC will not be disadvantaged by the development. They will form part of the stakeholder engagement with the community.
- Enquiry: As this process commences, will either of the secondary schools have a permanent headteacher?
- Response: The Council has plans in place to provide sustainable leadership in both schools. We cannot appoint a permanent headteacher until we know the outcome of the consultation process, but we will do so as soon as is practicable after the outcome is known.
- Enquiry: What arrangements are planned to bring the two groups of young people together?
- Response: Although it is acknowledged there will be challenges in bringing the young people together, work has already commenced in this area and more will be done over the next year to bring them together from August 2014. There is and will continue to be significant input from staff to help the young people work as one school community. We would plan sessions with the young people from each school, group sessions at Arran Outdoor Centre and learning days to help the young people bond.
- Enquiry: Auchendarvie Academy cannot accommodate all of the pupils from Ardrossan Academy, will Portakabins be used and how much of the budget will be used to fund this?
- Response: Modular units will have to be used and these will be modern, fully fitted classroom spaces, with heating and electricity. Costings and structure will follow the outcome of the consultation.
- Enquiry: If the new campus was built at the Auchendarvie site, then young people would have access to swimming pool, golf and playingfields.
- Response: The facilities sited near to Auchendarvie, although excellent community facilities do not form part of the school curriculum.
- Enquiry: The Ardrossan Academy site is not the best site to house the campus you aspire to build.
- Response: The Council is confident that the site is capable of accommodating the size of building required.
- Enquiry: The Council mention that disruption to young people will be kept to a minimum but they are asking them to relocate on two separate occasions, can parents be assured that their education won't be adversely affected.
- Response: The Council and school staff will put appropriate support in place to ensure that learning is not disrupted by this proposal.

- Enquiry: Will the design of the new campus consider the provision of cross curricular areas rather than set subject areas being set up?
- Response: Yes, the objective will be to have more relevant and creative learning spaces to give young people the best learning experiences. There are good examples of this already across Scotland and this project aims to build on those examples.
- Enquiry: The secondary schools do not have solid leadership in place to guide them through this process.
- Response: All staff have the right to apply for promoted posts, we cannot take that opportunity away from staff. Two temporary headteachers will be put in post until the end of the consultation and if the outcome of the consultation is to proceed with the campus then one new headteacher will be appointed.
- Enquiry: When were parents going to be told that neither school now has a headteacher?
- Response: As both headteachers have been successful in gaining new posts within the last 5 days, we are still in the process of carrying out post interview checks.
- Enquiry: How will PE, toilets and lunchtimes be managed in Auchenhavie Academy?
- Response: The Council is confident that all young people can be accommodated in Auchenhavie Academy, utilising modular units. Initial ideas around PE provision include having 2 periods of PE together instead of separated and the possibility of working with Harvies. Timetablers are considering the implications of merging the two schools. Lunchtimes could be staggered to meet the new demand and toilet provision would be increased.
- Enquiry: Will teaching staff be given opportunity to move into Auchenhavie and prepare for lessons following the summer break in 2014?
- Response: Yes, in consultation with staff an appropriate transition time would be built in to allow for this.
- Enquiry: What thoughts are there around parking on the site?
- Response: The Council have considered the parking for the new campus and some parking will be available on site with suitable alternatives nearby.
- Enquiry: Young people sitting exams and expected to move twice will be unhappy.
- Response: The Council will do everything it can to support all young people throughout the process and ensure that no-one is disadvantaged.
- Enquiry: Having two large secondary schools in such close proximity resulting in nearly 3000 pupils travelling to school is a safety concern.
- Response: Roads colleagues are keen to hear from the community on what issues they are concerned about so that they can address them.
- Enquiry: Why haven't the Council considered building the new campus on the memorial playingfields and develop the Ardrossan site as new memorial playingfields?
- Response: The site is not within ownership of the Council, discussion would need to take place the Trustees of the site.



Enquiry: Will the Council pursue this option with the Trustees on behalf of the community represented tonight?

Response: Yes, the Council will contact the Trustees and open discussion around using their site to build on and developing the existing Ardrossan Academy site as the new memorial playingfields.

Councillor Gurney thanked everyone for attending and being actively involved in the meeting. He reminded those attending of the importance of completing and submitting the formal response form as part of the consultation process and encouraged those in attendance to do so.

Councillor Gurney told the group that he would be happy to discuss the proposal with interested parties and advised that his contact details are available on the Council website should anyone wish to get in touch with him directly.

**North Ayrshire Council  
Education and Skills  
Proposed New School Campus, Ardrossan**

**Public Meeting held at Auchenharvie Academy  
14 May 2013**

Cllr Gurney introduced himself and officers of the Council and welcomed everyone to the meeting. Cllr Gurney provided a brief outline of the proposal, history of the funding bid and subsequent funding award.

Carol Kirk delivered a presentation which provided information on key areas of the proposal.

Following the presentation Cllr Gurney welcomed questions from the audience -

Enquiry: Does the Council have plans to build car parking by buying land from existing users of the Memorial Fields at the cost of £1million?

Response: No, the Council has not agreed to buy land from any existing users. We are consulting on a proposal at the moment, with decisions yet to be made on building the new campus.

Enquiry: The audience requested a show of hands asking who would prefer the school to be built on the existing Auchenharvie site.

Response: The audience were asked to raise their hands if they would prefer the new school to be built on the existing Auchenharvie site – the majority of those in attendance raised their hands.

Enquiry: If the school is built at Ardrossan site we need to share St Matthew's Academy facilities, but if we build at Auchenharvie then we can utilise the existing facilities and build our own new facilities.

Response: Sharing facilities already in situ will reduce the overall cost of the build and provide more funds for enhancing the building. Funding is not available to invest in a running track or other outdoor facilities at the Auchenharvie site.

Enquiry: How did the Council decide the catchment area was best served with the new school being built in Ardrossan?

Response: The Ardrossan site is far more central to the majority of the catchment area than the Auchenharvie site.

Enquiry: In appendix 1 of the consultation document the information provided on school rolls project the future roll of Auchenharvie increasing and Ardrossan decreasing, so why would the Council decide to build in Ardrossan when the majority of projected pupil numbers will come from Auchenharvie catchment area?

Response: Officers from the Council have analysed the current pupil population and projections for the future and this information is provided to you as part of the consultation process. Indications are that a significant number of Auchenharvie catchment pupils reside in areas which are comparable in

distance to Ardrossan Academy as they are to Auchenhavrie. The decision to build the new school has not been made, at this stage, it is only a proposal.

Enquiry: Was the decision to choose the Ardrossan site as the preferred site because the West Kilbride pupils have a distance to travel to Ardrossan and this would be increased if the site was Auchenhavrie?

Response: The number of pupils from West Kilbride was not a contributory factor in the preferred site decision.

Enquiry: Is it not the case that the Council will get more money for selling the land at Auchenhavrie than at Ardrossan and that is why you chose the Ardrossan site?

Response: The Council has no plans to sell the Auchenhavrie site. The proposal is not dependant on funding from selling Council owned land. If the proposal goes ahead, the buildings will be levelled and the land returned to fields.

Enquiry: We would prefer to retain both schools in both towns. Has consideration been given to possible housing development on the Shell site? Stanley PS was only built 5/6 years ago and already at full capacity.

Response: The Council don't have the option to either build the new school or invest the money in upgrading the existing buildings, the funding award has been granted to build the new merged school. If the Council do not proceed with the new build then the funding will not be available to upgrade existing facilities. As far as possible, the Council include figures from future house building into their roll projections, that is why the new campus will have capacity for 1,600 pupils.

Enquiry: Auchenhavrie Academy should be retained, it has its own history, grounds, local community facilities and beach – no other town has these and they are a great asset to the young people of this community.

Response: The Council have made initial investigations into the ground at Auchehavrie and one of the main issues arising was the mine workings on the site. Additional costs would therefore be incurred from the funding to stabilise the site prior to any works taking place. The Council acknowledges the excellent community facilities available locally around Auchenhavrie Academy, however, none of these form part of the school curriculum.

Enquiry: Cllr Munro stated that the decision to choose Ardrossan as the preferred site is a political one, already decided at a previous cabinet meeting. Taking account of transport and location, he stated that Auchenhavrie is the perfect site for the new school and the grounds could easily be stabilised to accommodate this. The funding award is £22.5million and the Council will borrow £20million, £9million for the special schools and £11million for the secondary schools, why can't the Council simply split this £20million between the four schools and use the money to modernise the schools?

Response: Upgrades of the existing school buildings would require considerably more funding investment than the £5.5million per school and would not be of comparable quality to a new building. It is therefore more cost effective to build and run a new modern, carbon efficient facility.

- Enquiry: Has the Council considered the cost of stabilising the ground at Auchenharvie set against the cost of decanting, providing modular units and transporting pupils for 2 years?
- Response: The Council do not have exact costs for the stabilising work at the Auchenharvie site - the site would need to be fully explored .However it is likely that the decant situation would be the same if the campus development was on the Auchenharvie site i.e. that Auchenharvie pupils would have to decant to Ardrossan Academy for the duration of any construction period..
- Enquiry: A key factor at the Ardrossan site is the shared facilities with St Matthew's Academy, a school built to accommodate around 1500 pupils, not 3000 pupils. CfE is about increasing chances etc. and physical wellbeing of young people, sharing facilities will restrict ability to provide that.
- Response: Young people should have access to the best range of opportunities and the Council will provide suitable core PE facilities in the new campus. The Council have recently completed an audit of sports and physical activities throughout North Ayrshire and we will use this information to complement the current facilities at St Matthew's Academy and not only will the young people benefit but the wider community will too.
- Enquiry: A representative from Youth Council spoke to the audience, speaking on behalf of around 400 young people who had contacted him regarding the proposal and he mentioned that, overall, the young people are not concerned about the location of the school but are excited about the prospect of being part of a new school and using the facilities it will offer. Young people are aware their schools are not fit for purpose and are excited about the social interaction, very positive about the future and unification of the three towns area, are looking forward to the decant when schools will come together although some were concerned about the travelling. Overall the view of the young people is that they are not worried about the site and would like a new school.
- Enquiry: Have the Council considered the space required to accommodate pupils with additional support needs, the preferred site doesn't seem large enough whereas the Auchenharvie site is far bigger. Will the pupils with additional support needs be able to navigate the site unaided and cross the busy public roads to utilise facilities at the St Matthews Academy campus?
- Response: The Council, working with designers, confirmed that the site is large enough to accommodate a state of the art building which is fully accessible to meet the needs of all users.
- Enquiry: The increase in traffic around the site, merged with St Matthew's traffic is of great concern.
- Response: Roads colleagues are working in partnership with consultants to undertake a site transportation assessment. This will provide accurate information for the Council to work with to form solutions to the traffic and roads matters around the site, including considering the opening and closing times of the school and traffic calming. The Council will not design a school without giving serious consideration to the traffic system. No design will proceed without going through the Council's Planning process and the Roads assessment process.

Enquiry: How will the Council ensure that S3/S4 pupils will not be disadvantaged during the period of transition, these pupils will be at a crucially important stage of their learning and will be preparing for exams.

Response: The Council recognise and appreciate how serious S3/S4 stages in school are. We are working on a timetable structure to ensure learning is not disrupted. Young people will be fully supported in school to ensure that opportunities and chances for success are not minimised by the transition. Although there will be a restructure of staff, pupils' education will not suffer through this transition process. The success of both schools in the last 4/5 years will be built upon.

Cllr Gurney offered parents, through their parent councils, a chance to visit modular units which are currently being utilised at a local Irvine school and reassured parents that they are extremely modern units.

Enquiry: Has the Council made a final decision on the site?

Response: The Council have identified a preferred site and are consulting with the community on this proposal.

Enquiry: Will the Council consider staggered start and finish times for pupils with additional support needs?

Response: Yes, some special schools in the North Ayrshire currently have different start and finish times. In consultation with parents and staff we will make a decision on the need for staggered start and finish times as required.

Enquiry: Why are we having these meetings and consulting if the Council have dismissed the Auchenharvie site?

Response: The preferred site at Ardrossan is only that, and the consultation process provides the community with the opportunity to submit their views on the proposal. The consultation will end and the Council will then have to make a decision based on the outcome of the consultation, along with input from Education Scotland and the Scottish Government.

Enquiry: What are the shortcomings with the Auchenharvie site?

Response: A lengthy process was undertaken to reach the decision on a preferred site. The results of this are available on the Council website from the Cabinet meeting held on 26 March 2013.

Enquiry: Cllr Munro stated that it had been previously said that one of the negatives for the Auchenharvie site was the mine works which lie beneath the ground. What will happen if they knock down Ardrossan? do they know what is underneath that building? Cllr Munro also mentioned that he had notification that the memorial field was coming into play as a possible site for building the new school. The Council should consider independent consultants to sort this out.

Response: During a previous public meeting, the Council was asked to consider contacting the trustees of the memorial field. Officers of the Council have been in early discussions with the trustees. All information gathered during the consultation in respect of this suggestion will form part of the consultation outcome report.

Enquiry: Will travel costs be reimbursed?

Response: During the transition period the Council will make appropriate travel arrangements for young people. If the proposal goes ahead then, in respect of the new campus, transport will only be provided to young people who live more than 3 miles from the school. However, the Council are working with partners in Community Planning Partnership to try and bring services closer to communities and this includes not for profit transport solutions which may be an initiative to consider in terms of transport to the new school site.

Councillor Gurney thanked everyone for attending and being actively involved in the meeting. He reminded those attending of the importance of completing and submitting the formal response form as part of the consultation process and encouraged those in attendance to do so.

Councillor Gurney told the group that he would be happy to discuss the proposal with interested parties and advised that his contact details are available on the Council website should anyone wish to get in touch with him directly.

**North Ayrshire Council  
Education and Skills  
Proposed New School Campus, Ardrossan**

**Public Meeting held at West Kilbride Primary School  
15 May 2013**

Cllr Gurney welcomed everyone to the meeting and provided a brief outline of the proposals.

Carol Kirk delivered a presentation which provided information on key areas of the proposal.

Following the presentation Cllr Gurney invited questions from the audience -

**Statement:** Cllr Barr introduced himself to the audience, along with Cllr McMillan and advised the audience that both were in attendance to hear the views of the community, to take guidance from the community so that they could make an informed decision when voting on the proposal. Cllr Barr encouraged the community to get in touch with him and Cllr McMillan to share their views.

**Enquiry:** Has the site definitely been decided upon or is it up for consultation with the local communities?

**Response:** The site decision, along with the decision on the proposal will not take place until after the consultation period ends.

**Enquiry:** If the new campus is built at Ardrossan, will they share athletics facilities with St Matthew's Academy? If so, what about the additional time it will take for pupils to reach their classes?

**Response:** No decision has been made on the number or type of facilities within the new campus. The Council will look at how best to provide the widest range of opportunities not only to the schools but to the wider community as there is currently an audit provision of all sports facilities being undertaken throughout North Ayrshire. Staff will also align timetables to ensure pupils can get the best use of both schools' facilities.

**Enquiry:** Why have the Council discarded the St Andrew's Academy site?

**Response:** In terms of location, the St Andrew's site is just too close to the existing St Matthew's Academy, by considering the Ardrossan site slightly further away, we hope to mitigate the volume of pupil and vehicle traffic. A large portion of the St Andrew's site was used during the construction of St Matthew's Academy, the remaining site is not large enough to accommodate the new campus as consideration would be required to relocating the synthetic pitch. Issues around the loss of open space at Laighdykes were also previously raised and this would have to be re-considered in great detail.

**Enquiry:** Why does the Council want to build another super school, has consideration been given to providing smaller sized secondary schools or even one within West Kilbride village itself?

**Response:** Secondary education provided in larger schools offers a wider range of choices for pupils and reports show that larger schools perform better than smaller schools. If the proposed site is chosen, as schools will be at least 0.5 miles apart, this will assist in mitigating issues around 3,000 pupils entering and leaving schools at the same time. As mentioned at the outset, the two proposed sites have been chosen due to

them being both within Council ownership with the preferred site of Ardrossan having the largest concentration of pupils within the overall catchment area.

Enquiry: How can you ensure pupils education will not suffer?

Response: As stated, it has been proven that larger schools have the benefit of offering a wide range of subject choices. Staff can arrange timetables in such a way that consortium columns run in double periods and there is always a ten-minute gap either interval or after lunch to allow sufficient time for movement between classes. This is primarily for 6<sup>th</sup>-year pupils and allows the provision of vocational and skills for work courses which gives the young people every opportunity prior to them going into the workforce and also allows them to remain at school rather than going on to college.

Enquiry: Why doesn't the Council enhance the existing facility at St Matthew's Academy and save money and increase capacity at St Matthew's Academy, using the land on site to extend?

Response: The Scottish Government funding was awarded to the Council to bring the two secondary schools together into one new building, the money is not available to spend on other projects and use the savings for other investments. Our pupils deserve the best facilities possible and having this once in a lifetime opportunity to build another fit for purpose super school is one we should embrace.

Enquiry: How confident are the Council that pupils' learning will not suffer during the decant?

Response: The Council recognise that the decant will be challenging, however, with the appropriate planning and support, taking advantage of increased staffing during the transition period to provide smaller classes then pupils' learning could be enhanced rather than affected in a negative way. We also wish to build on the success of both schools which has been built up over the last few years. There is also no doubt that modular accommodation will cater for all aspects of learning.

Enquiry: How does the Council plan to merge two school communities?

Response: Both schools have started to work together to consider aligning the curriculum. Although overseen by staff, pupils will be able to assist in deciding on new school uniforms, new school name and the rules and responsibilities that come along with that. These and other issues of merging two communities are being discussed during PSE classes, social skills classes and plans are also in place to bring groups of pupils together from each school. The good work carried out so far does not pre judge the outcome of the consultation, but rather allows us as much time as possible to get the best out of building these new relationships within the two communities. If the consultation outcome is not to proceed with the proposal then positive outcomes will still be gained from this process.

Enquiry: Is there going to be a headteacher of the transitional school with experience of either Ardrossan or Auchenhavie Academies?

Response: The Council will interview for two acting headteacher posts pending the outcome of the consultation process to provide stability for each school. Steven Quinn's new remit will include overseeing the delivery of the proposal should it be approved. The Council will then advertise for one new headteacher for the new campus.

Enquiry: Will the special schools have their own space in the new campus or be integrated into the secondary setup? And why are James Reid not included in the proposal?

Response: Young people with complex learning needs will require an identified space in the new campus, designed to meet their high level of need. As part of the campus the young people will have opportunities to access mainstream learning as and when appropriate.



The Council intend that all new schools built will be fully inclusive to meet the needs of young people with mild to moderate learning needs, the new campus will be designed in this way and the young people from James Reid will have a choice to attend the new school and the same applies to the new Garnock Campus, Irvine East school and the newly opened Dreghorn Primary School.

- Enquiry: Have the Council considered building on the Auchenhavrie site, decanting the pupils to Ardrossan and saving money on installing modular units?
- Response: Ardrossan Academy could not accommodate both school communities, modular units would still be required at this site, although this would prove challenging with the size of the site and the number of buildings it currently has.
- Enquiry: What are the plans for the transition in terms of managing pupils in one building, uniforms and school name?
- Response: If the two schools merged due to the decant, then all pupils, including special school pupils, will be managed as one school. Consideration will be given to uniform, name, school ethos etc prior to the decant and this will also reflect the heritage and history of all school communities coming together.
- Enquiry: Considering the size of the temporary accommodation, could the units be located at St Matthew's Academy?
- Response: The proposal is to create one new school, to ensure that all pupils would benefit from being on the same site. The Auchenhavrie site accommodates this scenario.
- Enquiry: If the decant is approved, will the Council provide transport for extra-curricular activities, especially for pupils who live in rural areas?
- Response: Currently, pupils taking part in extra-curricular activities are provided a travel pass until 5pm – that will remain, however, if the activity extends beyond 5pm, no provision will be offered. This is in line with other schools.
- Statement: Cllr Barr advised the audience to consider both Ardrossan and Auchenhavrie as potential sites for the new school campus.
- Enquiry: Siblings of pupils with complex learning needs will be exposed to negativity from the school community in the proposed setting of the new campus, where previously they haven't had to deal with such situations during their school day.
- Response: Not all young people with complex learning needs will interact with the mainstream school community, and no assurances can be offered that adverse comments won't be made, however, experience shows that young people become very protective of their classmates. The pupils within the special school setting will also have their own separate playground and consideration will be given as to how this is designed.
- Enquiry: I understand the requirement and integration of the secondary schools but not with the inclusion of a special school.
- Response: Pupils within the special school setting will have their own purpose built 'nest' but within a larger environment. Many pupils will spend most of their school career not integrating. The needs of individual pupils will be considered. Currently, some pupils from our special schools already have placements within mainstream schools. The new setting will be a centre of excellence with the integration of health and social services.

Enquiry: What is the position if the Council reach December and the Scottish Government decide that the proposal should be rejected?

Response: The Scottish Government will consider the outcome of the consultation and make their decision – if they reject the proposal then they would withdraw their funding offer.

Enquiry: Is the funding award only available to build a new school?

Response: Yes, the funding is not available to upgrade existing buildings.

Enquiry: Have the pupils been consulted?

Response: Yes, the Youth Forum is undertaking a survey of pupils' views and the outcome will be included in the consultation outcome report. Surveys for pupils from P4-P7 have also been sent out to schools and they will also be included within the overall submission.

Councillor Gurney thanked everyone for attending and being actively involved in the meeting. He reminded those attending of the importance of completing and submitting the formal response form as part of the consultation process and encouraged those in attendance to do so.

Councillor Gurney told the group that he would be happy to discuss the proposal with interested parties and advised that his contact details are available on the Council website should anyone wish to get in touch with him directly.

**North Ayrshire Council  
Education and Skills  
Proposed New School Campus, Ardrossan**

**Public Meeting held at James McFarlane School  
16 May 2013**

Cllr Gurney welcomed everyone to the meeting and provided a brief outline of the proposals.

Carol Kirk delivered a presentation which provided information on key areas of the proposal.

Following the presentation Cllr Gurney invited questions from the audience -

Enquiry: Why are James Reid and Stanecastle Schools not included in the proposal?

Response: The Council intend that all new schools built will be fully inclusive to meet the needs of young people with mild to moderate learning needs, the new campus will be designed in this way and the young people from James Reid will have a choice to attend the new school. Pupils already have placements within mainstream settings.

Enquiry: You have or will speak to all parent councils but how can you possibly consult with pupils who have moderate to severe needs?

Response: We will continue to consult with parent councils and together with the staff, we will aim to get the best possible facility for our children.

Enquiry: Young people with autism are 80% more likely to suffer from depression and this can be caused by extreme changes in their environment – how will these young people cope with a secondary school bell, fire alarms and evacuations?

Response: Overall, the Council does not have a high rate of fire evacuations due to malicious use of the fire alarm system – for example, in Auchenhavie during a 4 year period there were around 6 incidents and 4 were malicious.

In St Matthew's Academy a system is in place, supported by the Fire Service, called horizontal evacuation which means that pupils with complex needs do not have to evacuate the building immediately, but make use of safe and/or quiet spaces in the school. During the design phase, consideration will be given to similar suitable procedures for the young people with complex learning needs attending the new campus.

Enquiry: Is the Ardrossan site big enough to site the campus and provide appropriate outdoor space for young people with complex learning needs?

Response: Yes, the site will cope with the new building and adequate outdoor space in the form of separate suitable space. Links with local shops businesses within the area will also continue and be a familiar part of the pupils' school day.

Enquiry: Travel time for young people with complex learning needs will be increased due to the volume of traffic, this could prove problematic for some young people.

Response: Consideration will be given to staggered start and finish times and parent drop off areas.

Enquiry: Will the young people with complex learning needs have a separate entrance in the campus or be integrated into the main school?

Response: A separate dedicated space/entrance will be provided in the school but within one building. This should allow for flexibility of movement throughout the school and enhance links with mainstream learning. The Council are mindful that primary aged

pupils will also be accommodated in the campus and the design will create a primary environment. There is already a similar set up within Arran High School where the primary and nursery element are all on the same campus. This works extremely well and although there is no special school provision, the current proposal will provide the opportunity for those pupils who can make the link.

- Enquiry: Is the only benefit to our young people with complex learning needs a new building and not their education and mental health?
- Response: The new building will provide enhanced facilities to support and encourage young people with complex learning needs. We will work hard to prepare the young people for the changes, consulting with parents and staff to make sure that each young person's needs are considered, for example a phased transition/start.
- Enquiry: What plans are there for Social Services and NHS to be integrated into the campus?
- Response: Social Services and Health are keen to be involved in the new campus and we are currently consulting with them on how this will work. Both partners are keen to have full involvement in the new school and welcome the early discussions to be included in the project.
- Enquiry: Will the designers be visiting the special schools, taking time to spend a day in each school to get a proper sense of what these young people need on a day to day basis?
- Response: The Council are keen to continue with and develop on processes in place for other new builds in North Ayrshire where designers have moved into a school for a period of time to get to know the young people, the staff and the setup in a school. Early stakeholder engagement will take place and extensive work is required as the output is more than worth the effort – hopefully starting in August 2013, prior to any final decision so that appropriate time can be allocated.
- Enquiry: Young people with complex learning needs require flexibility of space, especially during lunchtime. With higher pupil numbers how will you ensure this will still happen?
- Response: The design could include a smaller size café area rather than one large hall.
- Enquiry: The special schools depend on the good will of their local communities to renew equipment – sensory equipment in James McFarlane School was funded by the local community – if these schools become part of the campus will we lose our individuality to be able to attract good will and charity, how can we ring fence any funding contributions?
- Response: Consideration will be given to the school funds and whether there can be a specialised account for specific purposes.
- Enquiry: Will summer holiday clubs be reinstated?
- Response: The previous club was developed and supported by the Council and if there is demand for this, it will hopefully continue. Approaches would still require to be made to the head of the campus. As secondary schools are staffed over the summer, this would also assist in considerations.
- Enquiry: The special school community has huge concerns about the hydrotherapy pool being increased in size in the new campus, two pools would be better than one big pool and similarly for the sensory room. A daily living suite and kitchen would be welcomed. Any new building will need to provide better than we have in a safe environment.

- Response: Both schools currently have huge management of time issues around use of specialist areas and we hope to minimise this in the new build. Early design work will pick up on aspirations which will be translated into what is needed and what would be nice to have.
- Enquiry: The management structure of a special school operates very differently to a mainstream school, with open door policy, access to the management team at any time to offer support and take advantage of their expertise, how will this work in the new campus?
- Response: The management team will be structured with one headteacher for the campus, supported by staff with areas of responsibility recognising the needs for close relationships to continue and provide the same level of trust, access and confidence.
- Enquiry: The worst case scenario in this proposal is that the special school pupils will lose all the personnel they know and love.
- Response: Specifically qualified staff for the special school part of the campus will continue and staff currently see themselves as part of the new campus.
- Enquiry: Losing the headteachers from each special school, we need to be convinced that the right calibre of person will be in post to meet the demands of a special school.
- Response: Although the structure of the campus means that there will be one headteacher who oversees the entire campus, you can be assured that this person will have the relevant experience and qualifications required.
- Enquiry: Will the remit of these new “posts” include attendance at cluster meetings?
- Response: Current links will continue.
- Enquiry: Office based staff in a special school delivers more than an admin service to a special school community, will we still have access to these services?
- Response: Some office functions are easily merged into a main school office, however a coordinating role for specialist requirements in a complex learning needs facility will be considered.
- Enquiry: Will the buddy system links with Stanley Primary School remain and do Haysholm have a buddy system?
- Response: Haysholm School have links with Irvine Royal Academy and Greenwood Academy and one of the benefits of the campus is that those links will now be on site. Links to other schools will remain and be built upon.
- Enquiry: Some pupils with complex learning needs don’t adjust well to large open spaces, how will you manage this for shows and gym?
- Response: The benefit of having access to the secondary campus is that drama studios and dance studios will be available. Some spaces in the school will be soundproofed and will be useful for those young people who don’t react well to noise.
- Enquiry: Concerned about how the young people with complex learning needs will travel through the campus?
- Response: During the early design work we will give consideration to potential shared areas and where they should be sited in relation to the complex learning needs spaces.
- Enquiry: The complex learning needs space will need a separate entrance.
- Response: All needs will be considered and parents views taken on board. We will work closely with the school communities to reach a suitable solution.
- Enquiry: The whole campus will need to be autistic and wheelchair friendly.

- Response: The new campus will meet and in some areas exceed DDA regulations.
- Enquiry: Pupils will have to cross the road to access outdoor facilities if the preferred site is chosen. Why not have a bigger site in the first place to ensure expansion in future years? Will links with other schools continue? Have you also considered the potential for flooding of the Stanley burn?
- Response: We are confident that the preferred site can cater for all aspects of learning. The playing fields are only one part of the overall campus. Links with other schools will continue and be built upon. Consideration will be given to the disused railway line being part of the overall campus. As part of the design and construction process, a series of site investigations will be carried out. This also includes a flood risk assessment which is required as part of the Planning process. If there was a flood risk we would put in place mitigations to avoid this risk. Both sites are suitable for a secondary campus. Transport/traffic surveys will also be carried out.
- Enquiry: Within your consultation paper you state that by 2017 Auchenhavrie school roll will rise rather than Ardrossan school roll. How can you therefore justify Ardrossan as the preferred site?
- Response: Part of the consideration for the preferred site is that Ardrossan has the highest population of pupils within the overall catchment area.
- Enquiry: What will happen to the existing Auchenhavrie site?
- Response: The site will revert to green space and hopefully enhanced changing facilities.
- Enquiry: Will transport be provided after the decant for mainstream pupils?
- Response: Transport will be provided to pupils who live more than 3 miles from the school.
- Enquiry: Is every classroom going to have a track hoist and specialist equipment installed?
- Response: No, this wouldn't be necessary and isn't currently provided in any school. Track hoists and specialist equipment will be provided where required.

Councillor Gurney thanked everyone for attending and being actively involved in the meeting. He reminded those attending of the importance of completing and submitting the formal response form as part of the consultation process and encouraged those in attendance to do so.

Councillor Gurney told the group that he would be happy to discuss the proposal with interested parties and advised that his contact details are available on the Council website should anyone wish to get in touch with him directly.

## **APPENDIX 2 TO COMMITTEE REPORT**





Ref.	Date Received	Format	Sent To	Received From
1	30 September 2013	Email	Campus 21 Inbox	Stuart Brown, Chairperson Glencairn Primary School Board
2	3 October 2013	Email	All Councillors Education General Inbox	Nicola McPherson
3	4 October 2013	Email	Education General Inbox	Julie Taylor
4	9 October 2013	Email	All Councillors Education General Inbox	Siobhan O'Brien
5	10 October 2013	Email	Carol Kirk	Ardrossan Academy Parent Council
6	14 October 2013	Email	Comments Function via NAC Website	Anonymous
7	14 October 2013	Email	Education General Inbox	Councillor Munro
8	14 October 2013	Email	Carol Kirk	Christina Larsen – copied from Committee Services
	<b>15 October 2013</b>	<b>Email</b>	<b>Campus 21 Inbox</b>	<b>Christina Larsen sending her email of 14 October to Education(7)</b>
9	15 October 2013	Email	ContactUs	Ailsa Gormley
10	17 October 2013	Email	Campus21 Inbox	Elaine Meney
11	17 October 2013	Email	Campus21 Inbox	Haysholm Parent Council
12	18 October 2013	Email	Carol Kirk	Stephen McClintick – copied from Committee Services
13	18 October 2013	Email	Carol Kirk	Councillor McNicol
14	19 October 2013	Email	Education General Inbox	Alastair Todd
15	20 October 2013	Email	Carol Kirk	Michelle Hay – copied from Committee Services
16	20 October 2013	Email	Carol Kirk	Cheryl Baird – copied from Committee Services
17	21 October 2013	Email	Campus21 Inbox	Robin Crilley, Chair Saltcoats Community Council

1	<p>People in the 3 towns are not against a new campus, they are just concerned with the preferred site, with 77% of people returning forms to support the Auchenharvie site? Many of the parents are in fear that in some years to come, the council realise they made the wrong decision, but then it would be too late. I live in Ardrossan about 1/4 of a mile from the preferred site, I could be selfish and support the proposal, but as a parent thinking of the safety of all the children, I would rather travel the extra 3 miles to a safer location for my children and I speak for the majority of concerned parent.</p>
2.	<p>I am contacting you as a north Ayrshire resident, namely Stevenston, on the proposal to build a new campus in ardrossan&amp; the closure&amp;amalgamation of Auchenharvie,ardrossan, haysholm&amp; James macfarlane. I myself have attended many meetings both to the public&amp; school council members, as I am a parent council member at Ardeer primary. I have 2 children already attending Auchenharvie &amp; 2 children attending Ardeer primary. To say I am opposed to the idea would be an understatement, my elder 2 children already walk daily to and from Auchenharvie as we live in the Ardeer area there is no direct bus from this area at all. Also as a working family of both parents with finances already stretched I can't afford for my children to use buses daily as this would be a huge expense on our budget. The proposal would mean they would now have no option to walk as this would take over an hour each way, crossing many a busy road( as the consultation document states "safe walking routes" are available) I can assure you no such route exists from the Ardeer area all the way to ardrossan! This would now mean at least £10 per week each child for a bus ticket costing over £80 a month to now send my children to school, which I can assure I would struggle to find. And surely councillor in this day of high childhood obesity we should be encouraging children to exercise and walk to school when you are totally taking away this choice from many number of children who readily walk to Auchenharvie daily. Also as a resident of Stevenston what state would our town be left in when the council rips the heart away ,as Auchenharvie is very much a hub for our community. Many activities and clubs are held here from sport, music, duke of Edinburgh to name but a few and the thought that children would now travel across 2 towns to attend such clubs in ardrossan is ludicrous! And after school clubs would not be possible for children from Ardeer in ardrossan as it would add extra time onto an already extended school day! Also as the treasurer of the parent led Saturday sports club held weekly in Auchenharvie academy I am fully aware that this club would have to cease completely as children would not travel to ardrossan early on a Saturday for this club when one already exists in close proximity in st Matthews! And as a recipient of a very large lottery grant recently, our 60 or so children would now lose a much loved Saturday activity, keeping them fit, off the streets and learning to work together and socialise surely as a councillor you can see how this would be a huge loss to the Stevenston community.At the public meetings we as parents asked how the safety of our children would be taken into account with the congestion at the crossroads in ardrossan already unsafe and to add further traffic&amp; pedestrians without considering Auchenharvie at all,which has it's own road back from the main road with no 4 way traffic, again does not assure my fears at all that my child is a concern of the council as North Ayrshire council are not recognising the dangers of this at all! The fact that the council was able to quote an exact cost for the potential mine works at Auchenharvie academy ,at the meeting for parent council chairs, but unable to provide a cost of the potential to take over the memorial grounds proves that they have used this to dismiss Auchenharvie but will pay any cost to take over any other grounds( which we were told the cost would not be made public!) so I ask you councillor how is this a fair comparison? This is only a few of my many concerns over this new campus a speak for many also as a parent&amp; parent council member. The proposal to use ardrossan academy would be the death of the community in Stevenston and detrimental to the health, well being, and financially taxing on families</p>

	struggling on a budget and I urge you as a councillor to vote NO To the new school when it is proposed on the 4th November as the needs and safety of the children in north Ayrshire have to be addressed.
3.	<p>I refer to the following document "OUTCOME OF THE CONSULTATION ON THE PROPOSED DEVELOPMENT OF AN EDUCATIONAL CAMPUS IN ARDROSSAN BY THE AMALGAMATION OF AUCHENHARVIE AND ARDROSSAN ACADEMIES AND HAYSHOLM AND JAMES MCFARLANE SCHOOLS". Published on the North Ayrshire Council Website  <a href="http://www.north-ayrshire.gov.uk/Documents/EducationalServices/Consultations/three-towns-consultation-outcome-report.pdf">http://www.north-ayrshire.gov.uk/Documents/EducationalServices/Consultations/three-towns-consultation-outcome-report.pdf</a>;</p> <p>As a parent of three children who are going to be affected by the closure of Auchenharvie Academy I am very concerned by the way the data on the consultation is being referred to. There is great emphasis put on the fact that only 14% people responded to the public consultation document. I was not aware that when we vote in this country we look at the percentage of people that didn't vote. Everyone was given a chance to participate in this consultation and the figures that are important are that 77% of people who did vote are against this amalgamation. This is a very large percentage and it should not be whitewashed by saying lets look at the number of people that did not vote.</p> <p>I have looked up the statistics (Scottishelections.org.uk) for the 2012 local Election in North Ayrshire where Councillor Tony Gurney who is involved in this process was voted into power for SNP. These clearly show that out of an electorate of 13674 only 5696 people turned out to vote. This is 40.88% of the electorate out of these Mr Gurney got 17.57% of the votes. This works out at 997 votes and only 7.3% of the electorate. However, this is a democracy and we only look at the people that vote. People who do not vote in an election have forfeited their right to have a say in who is in power.</p> <p>Why then is this school amalgamation any different? We can only look at the number of votes that were received which show a massive 77% people against this proposal. This is a much larger percentage than the 17.57% that allowed Tony Gurney to represent the people of Ardossan and Arran and yet I dont see the Scottish Election website concentrating on the number of people that didn't vote.</p> <p>Tony Gurney and the Council are meant to represent the people. The people have spoken quite clearly and 77% of them are against this amalgamation.</p> <p>It is very concerning that the Council are going to go against public opinion on this matter and makes we wonder are they using their position for the benefit of the people or simply to get their own way.</p>

4.	<p>I would like to raise my concerns as a parent living in Ardeer, Stevenston about the proposed new school in Ardrossan. My children enjoy walking to school and taking their bikes to school, they are active and healthy kids and with the school promoting cycle to school and walk to school, my kids readily participated in both these activities. This decision is such an important one, and should be made for the benefit of the children affected not for reducing costs or saving money.</p> <p>If the decision is made to build the new school in Ardrossan, the choice they have of walking to school or cycling to school is taken away from Stevenston children. From where I live my children will have to walk a dangerous route, cross a level crossing, negotiate many main roads and this will take them over an hour. Can you imagine your 11 year old walking to school in the dark winter months, when it is snowing or raining and it is windy? Would you be happy knowing that your child had to encounter the difficulties involved in this dangerous journey across two towns twice a day?</p> <p>I realise that the response has been “but there will be buses”. There might well be buses, but that costs money that some families don't have. There is also no direct route to the Ardrossan site so children would have to change buses thereby complicating their journey even further. Also public transport means the children wont be reaching the school at appropriate times, either far too early or late. Has anyone carried out a risk assessment regarding the journeys the children will have to make?</p> <p>The choice would be taken away from the children who have always walked or cycled to school. The young community of Stevenston is very much based around Auchenharvie Academy. The children are proud of their school and their town, they have fabulous relationships with the local businesses and the after school activities are readily accessible and available to the children. It is neither fair nor just that all the opportunities available to the children of Stevenston be taken away in favour of a building a campus 2 towns away where these activities and after school clubs will simply not be feasible for the children to attend.</p> <p>Surely the thought of 3000 young people fighting for their place in the world in such a small area is simply not a good idea. It will bring many problems for the children, the staff, the residents and the local businesses around the area of the proposed site. Can you honestly say that it is good planning that students from 2 Academys should share one sports ground which was originally built to accommodate only one Academy? To have two super schools so close together is a mistake. It will encourage not only segregation but bullying. Security and the safety of the young people should also be your priority in making this decision. I believe that as parents or carers yourself, you will see that the right thing to do is to not build in Ardrossan, not to take away the choice of Stevenston families on where to send their children, not deny the children their right to a healthy approach in life by walking or cycling to school, not to destroy the heart of a community by knocking down it's only Academy.</p> <p>Thank you and I sincerely hope you make the right decision here. Please vote NO.</p>
----	---

5.	<p>Having read the report on the consultation on the proposed merger of the four schools – Ardrossan and Auchenhavie Academies and James McFarlane and Haysholm Schools – the Ardrossan Academy Parent Council would like to comment on certain findings.</p> <p>The responses from Ardrossan (149) and the relatively close voting outcome (39% for and 56% against) correlate to the comment in the report that the Ardrossan community appear to be more concerned with the transport, continuity of education and other practicalities of temporary relocation. This is obvious as the consultation asked about the building of a new campus in Ardrossan. Relocation strategy would now be the prime concern. If the consultation had asked about a new build in another location, I am sure that the responses would have been very different – as is the current opinion at Auchenhavie.</p> <p>We do not know how the Education Cabinet and the elected officials will vote. It may be that public opinion will be listened to and the project will not proceed. This will be a missed opportunity for the local communities, not least in respect to the current and future materiel condition of the four existing school buildings. The vote may be to proceed with the venture, irrespective of public opinion, as this is believed to be best for the communities. A third option may be to proceed but on another site. I am led to believe that this could be done without any further consultation. This Parent Council have been very open and honest about our concerns during any consultation and discussions we have had with Council officials and employees. We have remained dignified during what is, understandably, an emotive process for all stakeholders. We continually expressed the same concerns as Auchenhavie during initial discussions and empathy towards whichever school potentially would be relocated. However, we would like to reiterate that if the consultation question had been different then the response would have been very different too. We do not want you to be mistaken in thinking that, unlike Auchenhavie, our community is apathetic. If, in the ultimate decision-making process, a change to the consultation criteria is made, you can rest assured that the voices of the Ardrossan community will be heard loud and clear.</p>
6.	<p>I tend not to respond to irritating newspaper articles and generally prefer not to read them either. The front page of Wednesdays Ardrossan &amp; Saltcoats Herald stated "Three out of four parents don't want superschool". My instant reaction (the polite version) was "Nonsense". I then turned to page 5 and read the article. In my experience the people who are vocal and negative towards proposals are usually the ones who are against it. This is clear with the 14% reply rate (perhaps the title of the article should read "only 14% feel strongly enough to oppose the new superschool").</p> <p>I attended one of the public meetings in Ardrossan Academy and was shocked at the relatively poor turnout (considering pupil numbers affected). Also it was clear that many were there for a good moaning session. Whilst I appreciate and agree with some of the concerns that parents have they would do well to remember that any negativity towards the new school (whether they like it or not) will rub off on their children and that is more likely to have a detrimental affect on their childrens education...more so than any new school or interim period would have. I would suggest to these people that they support the decision and work together to iron out any issues for the good of the children. I personally am delighted that the Government and Council are prepared to inject a huge investment of time and money to our childrens education. I am a strong believer that the surroundings you work in have a profound affect on the feel good factor which in turn can only enhance the learning experience.</p> <p>A quote from my child (prior to any announcements regading proposals for the new school) "Mummy, is that the school I would go to?", "yes darling", "I don't want to go there it smells of cabbages". No offence to anyone is meant this is just a little girls perception of the existing school.....their perception is their reality. Please feel free to use these comments.</p>

7.	Both schools should be maintained in there communities
8.	Attached Item 8.
9.	How are you going to ensure that this doesn't affect our children ?
10.	<p>Having read through the consultation report on your website my comments are as follows:</p> <p>If there is an outline proposal available for transportation by school bus or current transport routes operated by Stagecoach can this be made public in order that parents can obtain an idea of how their children can access attending school both for normal attendance timetable times and also outwith if they choose to participate in extra curricular activities.</p> <p>I feel that one of the areas of concern is distance to and from school - and also traffic congestion. If an outline of the transport proposals were provide this would possibly lay to rest concerns about accessibility and also encourage pupils to travel to and from school without having to be taken by their parents by car.</p> <p>I believe also that the 3 mile calculation point for eligibility for transport provision should be reduced.</p> <p>My other concern is catering facilities in the school - will the school be able to accommodate all pupils or will we have even more pupils wandering outside in search of a quick lunch.</p>
11.	Attached Item 11.
12.	<p>i am writing as a constituent of Ardeer, Stevenston and a parent of a daughter who is at Auchendarvie school to ask you to go against this idea of a superschool.all the evidence of these types of school suggest the childrens education suffers.as we all know, local children will have 3 miles to travel by walking or buses at cost to already squeezed financially parents.This move will rip the heart and soul out of an already blited community as Auchendarvie is a social hub as well as a school.This building with some investment would outlast a new building as older building were built to last and were better constructed.I have not spoken to one single person in Stevenston or Ardrossan who supports this proposal to merge schools.</p> <p>As released the vast majority of parents consulted are dead against it and if this goes ahead will prove how out of touch and uncaring our local polititians are not to mention how UNDEMOCRATIC it is.As a very troubled and concerned parent could you PLEASE change your minds on this proposal and leave each community with its own school.this kind of descision against the wishes of the vast majority of the community is what is causing VOTER APPATHY and a complete distrust of all politicians.I am 40 yrs old and have always voted SNP and have generally been a supporter of the idea of independence.If this is voted through against the wishes of of so many, then that says to me that the SNP and their ideas are no better that that of Westminster Tories and a vote for the SNP is no better than a vote for the tories!.myself and all the friends and people local who have voted SNP have the very same opinion on this.you have been voted in by the local people to REPRESENT them, not to COMPLETELY IGNORE THIER VIEWS AND WISHES.PLEASE LET DEMOCRACY PREVAIL HERE FOR OUR CHILDRENS SAKE!!!</p>

13.	<p>On Tuesday, 8th. October I sent an email to Andrew Fraser, Solicitor to Council, with the following requests, 1) The size (acreage) and current land value of the existing site at Ardrossan Academy. The size(acreage) and current land value of the War Memorial Field, Sorbie Road, Ardrossan.2) A meeting was held on the 26th. February, 2013 with the Trustees of the War Memorial Field. Who attended, what was the purpose and outcome of the meeting. Please send me a copy of the Minute of this meeting. Further to the above had any meetings been held with the Trustees of the War Memorial Field and officers/members of North Ayrshire Council prior to 26th. February, 2013 . Will you please send me a copy of all relevant minutes.Could you also furnish me with a list of names and addresses of all responders to the Consultation Document on the Proposed Development of the above Campus.</p>
14.	<p>I attended the meeting at Ardrossan Academy on 9 May and asked the question at 4.5.6 in the report. I also submitted detailed comments. I attach further photo of suggested location to maximise campus opportunities, sports access and general accessibility without pupils crossing roads once on campus. Note access routes could be provided to the High Road, Sorbie Road, Jacks Road etc. At present the schools seem to be too far apart for efficient sharing of education and sports facilities.</p> <p>I am concerned my daughter's education will be disrupted by building on the existing small site and interim relocation to temporary accommodation which can also be expensive. If a new school is required surely it is better to build on a green field site with minimum disruption moving from the old school straight into the new school avoiding expense of temporary accommodation. I understand it is now planned to move and disrupt pupils a year later in 2015 but this extra thinking time should also consider better options such as the greenfield site as noted at 6.2 in the report which also has the St Mathews precedent.</p> <p>Please advise how discussions regarding the greenfield site options are proceeding. Thank you for the consultation opportunity</p>
15.	<p>As a resident and parent of a child from Stevenston, I am writing to let you know that I and my family are against the proposed schools merger, most especially the proposed locations in Ardrossan. The town is already heavily congested in the mornings and can only get much, much worse if the merger takes place. As spoken about within a meeting for Auchenharvie parent council the current passing traffic within the space of ten minutes at peak school time outside Ardrossan Academy totalled over 605 cars. The idea of how this will certainly get worse is at least very alarming as there will most definitely be many more accidents.</p> <p>Statistics show that the educational achievements of pupils attending super schools tend to be poorer. As a parent I want the best for my child and other children in my community and I would expect our local councillors to want the same. I, as a parent want my child to be as safe as possible and the proposed locations in Ardrossan most definitely compromises the safety of our children; aside from the traffic there is also the distance they are expected to travel to and from school. When you consider this distance for pupils living in Stevenston, the travel in the dark winter months is excessive, unreasonable and worrying.</p> <p>If the merger were to go ahead on the site of the current Ardrossan Academy, then pupils are expected to share sports facilities with St Matthews Academy. I think this suggestion is absolutely preposterous - how is it proposed that the time on these facilities is allocated when there are thousands</p>

	<p>of pupils in TWO super schools to consider?? There is not enough time in the week to allocate all pupils a reasonable amount of time for physical education using the facilities. Not only will educational achievements suffer but physical exercise will be limited too in an age where healthy living is a prominent part of the curriculum.</p> <p>I also believe Ardrossan Academy is an unfeasible site due to rivalry. The three towns have a ridiculous history of fighting and arguments between schools and areas and to place two super school practically beside each other is asking for trouble.</p> <p>As well as all the issues mentioned, thrown into this mix will also be pupils who have additional needs. Some of these pupils struggle to cope in an average sized school environment without being subjected to being placed into a school with thousands of other people. This could be very disturbing and damaging for these individuals; they will suffer unnecessarily and become even more isolated. Care and facilities are supposed to be holistic; for these poor individuals there simply will not be the facilities or right environment for development or the opportunity to realise their full potential. This is against everything care and community is supposed to be about.</p> <p>If the merger must go ahead then the site of Auchenhavrie Academy in Stevenston is really the only viable option; there is plenty of space, a whole playing field to develop and build sports facilities and it is within reasonable distance for those living in Saltcoats and Stevenston.</p> <p>There will be St Matthews for those who really do not want to attend Stevenston but above all it is the SAFEST and most reasonable option when you consider all factors. I expect local councillors elected by constituents, to act on behalf of those constituents; listen to their views and opinions and act accordingly. As seen in local newspapers, through meetings and the results of consultations- the local community appear to be saying 'NO' to the merger and proposed locations very loudly and clearly.</p>
16.	<p>Having read the report online I wish to make it clear I do not feel the Ardrossan site is suitable for this school to be built on. I live in Ardrossan but my children attend a primary school in Stevenston as we moved her once they were settled at this school. I have major concerns about having two super schools close together. The traffic at home time will be terrible and first thing in the morning. The school will also not be on a main bus route and children travelling from Stevenston will have to get a bus to the shore front and walk up to the school. This will mean leaving their homes earlier in the morning and in the winter months it will be dark when they go to school and return home if they attend any after school clubs. I am disappointed that parents were not consulted first as to if they wanted the schools to merge. This should have all been discussed before seeking funding to build the super school and maybe funds could have been seeked to repair the building and keep the two school separate. This reportl shows that no consideration have been given to the view of the parents and children who will be attending the school as a large 77% do not want this school at Ardrossan as businesses in stevenston will suffer. If the school went ahead in stevenston the children would have assess to the swimming pool and skate park which will provide facilities that support CFE and offer children the change to learn life skills .</p>
17	See Item 17.



**Item 8**

7Hello, my name is Peter Larsen, I am 12 years old and go to Haysholm School. In my picture, I look no different to any other 12 year old, however, my picture does not tell the full story of who I am. My smile. . you can see. . my happiness. . you can see. . but what you can't see, is my Autism...and that can make it difficult for some people to understand me and my world.

Dear Councillors

My name is Christina Larsen, mum to this handsome boy in the photograph above. I am writing to you as a very concerned parent and constituent regarding North Ayrshire's proposal to amalgamate Ardrossan Academy, Auchenhavrie Academy, Haysholm School and James McFarlane School. As you will be aware, Haysholm and James McFarlane are both special schools with children aged between 5-18, all with Severe and Complex additional support needs.

I have 2 different reasons for being against North Ayrshire's proposal. I feel that the preferred site of Ardrossan is not a suitable site. I can't understand why Education & Skills would want to build a new super school, with a projected school roll of 1500 pupils a mere 600m from another existing super school that already has a school roll of around 1500 pupils? If an amalgamation of the 2 secondary schools was to go ahead, it surely would make sense that Auchenhavrie's grounds seem much more suitable as a preferred site? Removing a secondary school from the heart of Stevenston would have a detrimental impact on the whole community. Another important issue is the safety aspect for Auchenhavrie pupils travelling to and from Ardrossan every day on foot/bus and the massive travel congestion a new campus so close to an existing campus would cause commuters, parents dropping off/picking up children from both campuses and local residents trying to go about their day and getting to and from work at peak times.

I was also shocked to find out that should the proposal go ahead, Ardrossan Academy pupils will have all their travelling expenses paid for 2 years, even if they live under the free travel entitlement cut off of 2.8 miles, while they de-cant to Auchenhavrie during the build, but when the new proposed school opens in Ardrossan, Auchenhavrie pupils will not have any of their travelling expenses paid for them unless they live over 2.8 miles away from the new school. The parents of Auchenhavrie pupils who currently do not pay for any travel costs to send their children to school, would be expected to find travel cost money to ensure that their children get to school, if they feel that walking would be unsafe for them. In the economic climate we live in, expecting a single mother/father with maybe 2 children at secondary school to find this extra money, would be unreasonable and unfair, as parents of Ardrossan pupils, will not be financially affected by the new build. If Ardrossan Academy pupils are having their expenses paid for them as they are being disrupted, surely Auchenhavrie pupils going to the new proposed campus deserve the same respect, as they too would be disrupted by the new build?

I think it's important to mention that in North Ayrshire Council's "Consultation Outcome Report" 6.1.1, it states that Auchenhavrie pupils would have one change of bus, when travelling from Stevenston to Ardrossan. On the surface, this statement does not look like it will cause much disruption for pupils, however, the reality is that public transport bus drivers are very reluctant to travel with large groups of teenagers on board as they can be disruptive on the bus and can cause upset to other passengers. The knock on effect of this would be that pupils would have to leave home even earlier in the morning to get to school on time, as they will be in the same predicament as hundreds of other teenagers and members of the public, all wanting to travel by bus. This will cause major congestion at bus stops, throughout the full 3 towns, with a possibility of pupils spilling onto the road, which would be dangerous to both pupils and commuters. Pedestrians would also be affected by this congestion and it can be very intimidating for the public, to be surrounded by so

many young people. I don't think the true importance of this situation is being addressed by Education & Skills. Glasgow Royal Concert Hall's main auditorium's capacity is 2475, so we are talking about 500 or so more teenagers, trying to make their way to school and home every day. We would also be looking at major congestion throughout the day, at break times when pupils are able to leave school grounds.

While the situation with transport is very important, another issue which seems to not have been mentioned, is the rivalry between the pupils of both campuses. I think it's no secret that there is and has been ongoing rivalry between Ardrossan Academy and St Matthews pupils for many years, even when it was originally St Andrews and Ardrossan. This is absolutely set to continue, however, we will now have more pupils involved and possibly many innocent pupils becoming injured due to the close proximity of the campuses and the roads. In addition to the major travel congestion that I have already highlighted at different times during the day, we will now be faced with fueds also being settled at these times too. I would be very interested to know if Education & Skills have been in negotiations with Police Scotland, as to how they propose to control and manage a high risk situation involving 3000 young people on a daily basis and if they have issued an Outcome Report following any negotiations, outlining their intentions?

I'm sure the parents of both mainstream secondary's involved have many more reasons as to why they do not want the amalgamation to go ahead, but these were just a few of the points that I wanted to share with you.

As Peter is a Haysholm pupil, my reasons for not wanting this amalgamation to go ahead are far more serious and I feel it's important for me to try and explain to you why integrating children with severe and complex additional support needs into this campus, would be a huge mistake.

The photograph above, is of Peter and his younger brother Elliott. At the time of this picture being taken, Peter was 12yrs 6mnths and Elliott was 3yrs 9mnths. As you can see, Peter towers over his younger brother, which I suppose would be expected, considering there is nearly 9yrs between them. The truth behind this picture and the hundreds of others that we have taken of our 2 boys, is that Elliott can already make more sense of the world than his brother can. Peter looks very much like the older brother in photos and chronologically he is and always will be, but the reality is, he functions at just 3yrs and 1mnth. Would you want to put your 3yr old child or grandchild into a large mainstream secondary school everyday?

Peter's needs are severe and complex, a summary of these needs are as follows:

**AUTISM:** Autism is a serious and lifelong developmental disability. It is classed as a spectrum condition as it is made up of 2 sub-types. **1. Asperger Syndrome (High functioning Autism)** - People with Asperger have fewer problems with speaking and are often of average or above average intelligence. They are very often not diagnosed until they become teenagers or later and do not usually have the accompanying learning disabilities associated with Autism, however, they usually find it difficult to interact with others which can lead to high levels of anxiety and confusion. **2. Classic Autism (Low functioning Autism)** - The main criteria for Classic Autism include a range of difficulties listed in the **Triad of Impairments** below, with a requirement that difficulties must cause disruption of everyday functioning and at least one of these difficulties must be evident below three years of age. People with Classic Autism have poor long-term outcomes, restricted activities and interests and show marked delays in language development, including vocabulary, grammer and some have no functional language use at all. Both sub-types and people who fall

between the sub-types, are all recognised as being on the Autism Spectrum. It varies considerably in what way, the people who fall within the sub-types are affected by The Triad of Impairments. This means that while all people with Autism share certain difficulties within the 'Triad of Impairments', the condition affects them all differently. Individuals with Aspergers Syndrome (High functioning Autism) may cope in mainstream, however, this would be impossible for individuals with Classic Autism (Low functioning Autism). Individuals falling between the sub-types coping in mainstream, would very much depend on each individual case, as it would depend on many factors, e.g, if they have a learning disability etc.

**The Triad of Impairments** consist of '**Social Interaction**' - Difficulty with friendships, recognising and understanding people's feelings and managing their own feelings, prefer to be alone and may behave inappropriately. '**Language and Social Communication**' - Difficulty processing and retaining verbal information, difficulty understanding tone of voice, jokes, sarcasm, social use of language, literal interpretation, body language, facial expressions and gesture. '**Social Imagination**' - Difficulty in understanding and predicting other people's intentions and managing their own feelings, difficulty coping with changes of routine, empathy and generalisation. Autism can have a profound and devastating effect on individuals. Everyday life for people with Autism can be confusing, frightening and lack meaning.

Peter was diagnosed with Severe Autism (Classic Autism) on 3rd June 2003 at 2 and a half years of age. In the 10 years that Peter has been diagnosed, my husband and I have dedicated our lives to encouraging and helping Peter reach his full potential and we are extremely proud of him. We are very aware and accept however, that Peter's life is extremely restricted, with regards to his long-term future outcome, as we know that even when he is 20, 25, 30 years of age, he will always function at 3yrs and 1mth.

**SENSORY PROCESSING DISORDER:** Sensory processing disorder is a neurological disorder that causes difficulties in processing information from the 7 senses. The 7 senses are sight, sound, touch, taste, smell, balance (vestibular) and body awareness (proprioception). Our central nervous system processes all the sensory information we receive and helps us to organise, prioritise and understand that information. Most people, process sensory information automatically, without even needing to think about it. Due to Peter having Sensory Processing Disorder, he has difficulty in coping with any sensory information received, through receptors all over the body, that is sent to the brain to be processed. People who struggle to deal with this information are likely to become stressed or anxious and possibly feel physical pain. This can result in challenging behaviour. As our life is full of sensory experiences, Peter finds everyday life extremely difficult and it's a psychological battle for him to just get out of bed every morning, and face a world that his whole body struggles to make sense of. Peter having SPD has to be a priority for us when planning a day out as a family, as we have to take into consideration where we go and at what time of the day we go. Peter's SPD very much dictates his life, as his behaviour can be unpredictable and challenging and he can have violent outbursts without warning.

**LEARNING DISABILITIES:** People with Autism can have different 'degrees' of learning disability ranging from 'mild', 'moderate' or 'severe', which can affect all aspects of their life. The development in language and social skills in children with severe learning disabilities slows down and the gap between themselves and their age peers increases over time. A learning disability is not the same as a learning difficulty and should not be confused with each other. Some people with a mild/moderate learning disability will be able to live fairly independent - although they may need a degree of support to achieve this. People with severe learning disabilities will require significant lifelong, specialist support with everyday tasks, such as washing or getting dressed. A learning difficulty describes people who have conditions like dyslexia and A.D.H.D. As I have previously

stated, Peter functions at the age of 3yrs and 1mnth. This inevitably means that his learning disability is 'severe', as he requires intensive specialist support in all areas of his life, including personal care, dressing, bathing, eating...cutting up his food for him. He has no sense of danger, so has to be escorted when he is out in the community and needs prompted to carry out very simple every day tasks. Peter will continue to require 24hr specialist support for the rest of his life, due to the severity of his needs.

**LANGUAGE & COMMUNICATION DISORDER:** Most people with Autism, will have difficulty in interacting with others. Due to the triad of impairments, explained above, many will have difficulties with both expressive language and the understanding of language. Peter was non verbal until he was around 6yrs old. Although Peter can repeat words, 90% of his language is not functional language, so e.g, he will repeat what he has heard on tv, or a song, or a section of a conversation between 2 people, but is unable to use these words in a functional way of conversing with others. The term used for repeating words with little meaning is echolalia and repetitive chanting of a phrase is not uncommon for Peter, when he is stressed or anxious. We communicate with Peter by giving him instructions, e.g, Peter dinnertime, Peter bathtime etc, rather than having conversations, as he is unable to cope with a high level of language due to his very low level of understanding. When Peter is asked a closed question, he will automatically answer 'yes', in the hope that this satisfies the person asking the question and shuts down the interaction between them.

In addition to the above list of Additional Support Needs Peter has, he also struggles with his environment daily and has a pattern of:

**Suffering from high levels of stress and anxiety**

**Episodes of self harming**

**Fear of people and their unpredictability**

**Challenging behaviour**

**Develops severe obsessions that can last for months**

I felt it was important for me to give you a true, personal description of Peter's Autism and how it affects his everyday life, before I could give you my reasons as to why I am against the proposal for the new campus. I am aware that many children with Autism Spectrum already attend mainstream schools, some with support, but children with the severity of Autism that Peter has, are ill equipped to cope with a mainstream environment, even if it is special provision that is integrated into a mainstream school. There will always be a percentage of children that require stand alone special provision, in order for them to flourish and reach their full potential....a campus with 1500 secondary pupils, 600m from another campus with 1500 pupils, will not afford Haysholm and James Mcfarlane pupils that luxury. Haysholm school currently has 22 pupils aged 5-18 and 2/3 of the children suffer from Classic Autism and it's around 60% of children at James Mcfarlane School. Many of the children at Haysholm are non-verbal, many of them need help with their personal care, with feeding and none of the pupils function higher than nursery or P1 level.

I think it's unbelievable that Education & Skills would propose children with such complex needs, be subjected to an environment that is going to cause them high levels of stress and anxiety. As I explained above, Autism is a Spectrum Disorder and just because there are already children with Autism in mainstream secondary, this by no means suggests that children from Haysholm or James Mcfarlane could cope. Placing children with Complex Needs in an unsuitable environment, will lead to them becoming very distressed and displaying severe challenging behaviour. Staff at Haysholm are regularly hit punched, kicked, slapped, bit and nipped, all in the line of duty when trying to cope with the childrens behaviour and that is in a small environment of 22 pupils. You can imagine how

this would escalate to an unmanageable scale, should these children be placed in a huge campus. When Peter goes to school in the morning, I have to transport him myself, as he is unable to cope with the school transport. He also has to go into school 2 minutes before any other pupil, as he is unable to cope with staff members lined up against the wall, waiting to greet and escort the other pupils off the school transport. He only feels comfortable when the corridor is empty and this is obviously connected to his Sensory Processing Disorder. There is no conceivable way that Peter would cope in the new campus.

The children at Haysholm depend heavily on their outside areas as a lot of their learning comes from being outside. They have a sensory garden, which they created themselves, where they plant bulbs and flowers, to sell to the local community at their annual garden party. They also have a cycle track, where they ride specially adapted trikes and bikes. They also have a separate playground area, where they have a slide and swings and other toys to play with. Pupils access these 3 areas regularly during the day, at staggered times, as they would not be able to cope all being out there at the same time. The outside area also plays an important role for children who display challenging behaviour and violent outbursts, as they can go outside and let out their aggression, rather than taking it out on a staff member in the class. The outside area also plays a huge role on the pupils' emotional and psychological health and well-being and meets many of the children's sensory needs.

80% of people with Autism are at greater risk of developing conditions like depression and mental health problems due to stress and anxiety. One of the main contributors to stress and anxiety for someone with Autism, is their environment. Allowing this proposal to go ahead with Haysholm and James McFarlane included, would be a huge mistake. Placing these vulnerable children in this environment, will have a serious knock-on effect to other services, such as Rainbow House, respite services, it will also have a detrimental effect on families and marriages, as challenging behaviour will escalate if a child with Autism is unable to cope and they will then take that out on their family members.

In the recent "Consultation Outcome Report", 6.1.3, Education & Skills indicated that "where appropriate, pupils with additional needs would have new and enhanced opportunities to be taught by a wider group of teachers in subjects such as technical, home economics, science, music, drama and physical education". I was shocked when I read this and then I was filled with dread. My first concern is that the "wider group of teachers" mentioned in this statement, would not be trained to teach children with severe and complex needs, as there is no legal requirement for them to do so. My second concern is that Education & Skills are naive to think that children with the severity of needs Haysholm have, would benefit from accessing these subjects, when none of the pupils function above P1 level. I admit that it does state in the report "where appropriate" pupils would be able to access these subjects. Surely, if Education & Skills believed that any of our additional support needs pupils could access these subjects, they would be accessing them now in another mainstream secondary so that they could be benefiting from the "enhanced opportunities to be taught by a wider group of teachers"? No pupil at Haysholm could participate in a mainstream subject with mainstream pupils, no matter what support was put in place. Haysholm has a mainstream link with Irvine Royal fitness suite, but the children have no contact with any mainstream pupils and access the fitness suite through a side door, to minimise stress and anxiety. The new proposal is completely contradictory to the inclusion link Haysholm have in place at the moment, as it's suggesting shared entrance, shared dining facilities and shared use of the new sports facility, that would be accessed by not only the pupils at the new campus, but also the pupils of St Matthews campus and members of the public, wishing to access the facility. I think it's clear that Education & Skills are painting a very pretty picture and in a perfect world, it sounds fantastic. The reality is, that this is all a cost-cutting exercise, that will have a long-term detrimental impact on many individuals and their families. Pupils with severe and complex needs, require a distinct,



specialised learning environment. If parents of special schools feel the new proposed campus is not a suitable learning environment for their child, what will the alternatives be as they may consider looking at residential schools like Daldorch House School. With the high number of pupils with Classic Autism in both special schools, parents may feel this would be the only option available to them. By getting rid of 2 stand alone special schools, Education & Skills are taking away choice and in order for every child's individual needs to be met, choice has to be available to them.

The National Autistic Society recently wrote:

Inclusion is about the quality of a child's experience; how a child develops his or her skills, participates in the life of the school and learns and plays with children from a range of backgrounds. Many children with autism can be supported to play a full role in mainstream schools; however, some children will be able to have a more inclusive experience in a specialist setting. The principle of inclusion should not be confused with the terms 'integration' or 'mainstreaming' which describe a situation where the child is placed in mainstream education and expected to adapt to the curriculum and classroom environment. For inclusion to take place, educational provision must be adapted according to the pupil's individual needs. The child's needs should be the starting point for identifying what type of school they should attend and the support they need in that setting.

The National Autistic Society believes that special schools contain a wealth of skills and expertise, and that they continue to have an important role to play. Special schools play a key role in educating children with more complex needs, and working in partnership with mainstream schools to support greater inclusion. The Government's policy of inclusion should never be used as a rationale for cutting specialist provision, as long as that provision continues to be necessary for any child with autism.

Finally, I think the most important piece of information in section 6.1.3 of the Consultation Outcome Report, is that Education & Skills describe Haysholm and James Mcfarlane pupils as "our most vulnerable pupils". This confirms that Education & Skills recognise and agree that the children from the 2 special schools are not the same and can't be compared to children with additional support needs that are already in mainstream school, although they have consistently made comparisons at consultation meetings. Why would Education & Skills place North Ayrshire's "most vulnerable pupils" in an environment that would put them at greater risk of bullying, cause them untold psychological damage and high levels of stress and anxiety.

I beg you to please protect North Ayrshire's "most vulnerable pupils" and vote against the amalgamation proposal. Our children need a stand alone, nurtured, safe, environment, where they can continue to flourish, with access to plenty of quiet outdoor space to allow them to cope with their school day. Willowbank School in Kilmarnock is a brand new state of the art stand alone special school, that recently opened its doors to 50 severe and complex needs pupils. No campus has ever had severe and complex children aged 5-18 integrated into a mainstream secondary campus. Please don't allow our children to be guinea pigs in a proposal, where Education & Skills have described our children as "our most vulnerable pupils". If this proposal goes ahead, I can assure you that the knock on effect will be catastrophic and that in a very short period of time, it would be evident what a huge mistake had been made.

Thank you for taking the time to read my email, I know I have bombarded you with a lot of information, however, I wanted you to have a clear picture of the facts and why this would not work for Haysholm and James Mcfarlane pupils. After reading this, I would like to ask you again.....**Would you want to put your 3yr old child or grandchild into a large mainstream secondary every day??**

Please do not hesitate to contact me, if you would like to discuss anything that I have written, I would be more than happy to speak to you.

**Item 11**

Response to the report re Three Towns school campus consultation

After carefully considered the report to the consultation with specific interest to the “muddy” answers given by Council Officials to some of the concerns raised by Education Scotland, we feel the duty and the need to clarify a few points.

1. We find very concerning that some Council Officials when meeting with parents from other schools involved, are stating that “Haysholm Parent Council” is in favour of the proposal. **We are not, we have never been and we will never be in favour** of any amalgamation of Haysholm School within the Three Towns Campus. We are in favour of enhanced facilities within the current environment or a merge with James McFarlane. It has been said that one of the criteria that must be met in order to get the Scottish Government funds is that the four Schools must be “merged” under the same roof. If this is the case, why the following table originally appeared in a report to the Council's ruling SNP Cabinet, dated June 19 2012?

**Table 1**

Proposal	Indicative Project cost £M	Indicative SG Support £M	Indicative NAC Share £M
Campus incorporating James McFarlane school, Haysholm school, Auchenhavie Academy and Ardrossan Academy.	42.5	22.445 2/3 Revenue support for secondary school only	20.055
Campus incorporating James McFarlane school, Haysholm school, Auchenhavie Academy and Ardrossan Academy.	42.5	28.475 2/3 Revenue support for full campus including special schools	14.025
Replace Auchenhavie and Ardrossan Academy	33.5	22.445 2/3 Revenue support for secondary only	11.055
Replace James McFarlane and Haysholm school	9	4.5 ½ capital support for special school only	4.5

The table was included in papers disclosed in October 2012, which were in response to a Freedom of Information request to North Ayrshire Council regarding its schools merger proposal. As you will see, one option - subsequently ruled out by the cabinet - was for a new school to replace Haysholm and James McFarlane. The total estimated cost is listed as £9m - which broke down as £4.5m each from the Scottish Government and North Ayrshire Council.



It is clear to us that the initial proposal approved by the Cabinet doesn't take into consideration the needs of our children but only some cunning plan from Council Officials to create a controversial new super school under the banners of "inclusion".

During the Public Meeting held at Haysholm School on 7<sup>th</sup> May 2013, when asked: "Agreeing that amalgamating Haysholm and James McFarlane School is a good idea, does the new building have to be part of the new campus?"

The Council Officials response was: The Scottish Government funding has provided the Council with an opportunity to include Haysholm and James McFarlane schools in the proposed new school campus. Without this the Council could not afford to invest the same money into either the secondary or special schools.

Looking at the above table, we fail to understand how this is the case! We leave to you to add the numbers up and make your own conclusions!

Furthermore from The Scottish Government website "More schools, built faster 26/09/2012" you can read: "The Scottish Government's £1.2 billion will see the construction of 67 new schools by March 2018. Included in this planned investment are – Falkirk Council - Carrongate ASN School (capital financed). Renfrewshire Council - New ASN School (Capital Financed). North Ayrshire Council - new secondary to replace Ardrossan and Auchenharvie Academies (NPD revenue Financed)." No mention of Haysholm or James McFarlane again but shows there is still a need for ASN Schools.

And again, North Ayrshire Council Education & Skills School Estate Management Plan Update - August 2012 re NAC Website states:

"The Council submitted a Round 3 funding bid to the Scottish Government in 2012. Round 3 will further consolidate the secondary estate and also allow an opportunity to significantly invest in the Special School Estate to deliver a modern fit for purpose provision for our children, young people, staff and community. "

It does not say this is a Nest within a secondary mainstream school which would cost less and help with their cost cutting exercise rather than create a standalone modern building that would be fit for purpose and provide a safe, suitable and comfortable learning environment for children and young people with severe and complex additional support needs.

2. Inclusion is about the quality of a child's experience; how a child develops his or her skills, participates in the life of the school and learns and plays with children from a range of backgrounds.

Many children with autism can be supported to play a full role in mainstream schools; however, some children will be able to have a more inclusive experience in a specialist setting. The principle of inclusion should not be confused with the terms 'integration' or 'mainstreaming' which describe a situation where the child is placed in mainstream education and expected to adapt to the curriculum and classroom environment. For inclusion to take place, educational provision must be adapted according to the pupil's individual needs. The child's needs should be the starting point for identifying what type of school they should attend and the support they need in that setting.

Special schools contain a wealth of skills and expertise, and they continue to have an important role to play. Special schools play a key role in educating children with more

complex needs, and working in partnership with mainstream schools to support greater inclusion.

The Government's policy of inclusion should never be used as a rationale for cutting specialist provision, as long as that provision continues to be necessary for any child with autism.

3. It is not clear what kind of outdoor facilities will be available for the children with ASN. These facilities play an important role in the educational life of children with autism. They are not "Play areas": they facilitate interactions between the children away from classrooms settings, they enhance the Social environment and more important create opportunities for natural friendships.
4. Imagine if you cuddled a teddy bear and, instead of feeling it soft, it was as sharp as needles? Or you turned on a light and found its buzz unbearably loud and painful? You'd probably be driven to extreme anxiety. Everyday life is like this for many children with autism. They can experience over (or under) sensitivity to sight, sound, smell, taste and touch. But through sensory therapy and modification of the environment, their lives can be made more bearable. Our children get this in the present environment.  
In the proposed campus, our children would not only have to adjust to a new environment, but also new children, staff, travel times, smells, noise (even without a bell ringing every 55minutes, 1500 children do make noise anyway!), visual stimulation.
5. It has been suggested that "working closely with the head teachers, staff in school and parents the Council would introduce the changes gradually. Pictures, videos and site visits are all options been considered, taking account of each young person's needs. A phased entry into the new building would also be an option for those young people who required this."  
Those who have a better understanding and knowledge of Autistic Spectrum Disorder will gladly tell you that an empty building means nothing and it will no help children with Autism understand what is happening as they cannot visualize 1500 kids in that building.
6. It is not clear if Police Scotland has been consulted at all. We have serious concerns in relation to the existing frictions between Ardrossan and St Matthews Academies pupils which are bound to escalate with the amalgamation. Also internal frictions between Auchenhavie and Ardrossan pupils coming together.
7. We have serious concerns that disruptive children from the Secondary School will drip feed into the ASN side of the Campus, as it is happening with the ASN base at Greenwood Academy. This will increase the risk of bullying towards children with ASN.  
We would like to invite you to look at our next door Council to the East. A few years ago this new Super, state or the art, School, the Grange Campus was unveiled. It has a number of mainstream educational settings plus a school for ASN –Park School. One of the first and worrying things that came to light was that challenging behaviour, both verbal and physical, had greatly increased and it was even present among children who had never displayed it in

the past. In that same environment, bullying towards children attending the ASN side of the Campus is a multiple daily occurrence.

8. Council Officials will talk about successful stories of autistic children who are coping well within a mainstream school, but they forget that the “one size fits all” doesn’t apply to children on the autistic spectrum. Each individual has specific characteristics that are different from the next one: NO TWO AUTISTIC CHILDREN ARE ALIKE!

9. Our autistic children enjoy and rely on routines to help make sense of their daily life and the world around them. When things change – perhaps the minibus they always travel on has been diverted or is stuck in the traffic – this can lead to serious panic attacks. Think how often things can change around you. For a child with autism, even the smallest changes can be extremely distressing and confusing.

Within the new Campus there are various “Stress Factors”: wrong environment, over stimulation, high level of anxiety. Let’s not forget the knock on effect that this increase of stress levels will have on other services - Rainbow House, Respite Services – or families with serious consequences for marriages.

80% of children and young people with Autism are at greater risk of developing depression and mental health condition. Merging them into the new setting is not going to reduce this risk at all!

10. In replying to one of the issues raised by Education Scotland (6.1.3 of the Consultation Report) - The Council should provide clear information on the benefits of the additional support needs facility being located within the campus – the Council answer is that “Pupils currently attending James McFarlane and Haysholm schools will get significant and much needed benefit from being located within the new community campus..... The current proposal provides a unique opportunity to build a new attractive school, highly resourced and fit for the 21<sup>st</sup> century; a modern, spacious community environment that would have at its heart a place for **our most vulnerable pupils.**”

Unfortunately we have failed to find the benefits promoted within the statement.

We would like to point out something that Council Officials are not going to admit publicly: if the Scottish Government will give the funds only if our Schools with ASN will merge with the 2 Academies, why, again, in East Ayrshire a new facility for Children with ASN has been unveiled? Are these funds not coming from the same Scottish Government to fund new educational facilities? Within “Education Scotland website you can find a report about the new School in Kilmarnock, which we have here summarised:

“Willowbank, the new, state-of-the-art special school in Grassyards Road, Kilmarnock, (was) open in August 2013. Willowbank houses pupils of the former Woodstock and Witchhill schools in a modern learning environment built on the site of the former Park School. It provides education for up to 50 primary and secondary pupils with complex additional support needs. There are ten classrooms, plus special activity rooms for art, music and life skills, as well as a therapy pool and medical suite.

Head of Community Support Kay Gilmour said: “The new purpose built state-of-the-art school will enrich the lives of our most vulnerable children in East Ayrshire. The planning and design of Willowbank has been done in partnership with parents and importantly children and young people have been involved in key decisions about the school.

“We want the school to be part of the community and I have every confidence that this will happen”.

The cost of this new facility was £11.5mls

East Ayrshire Council is providing their **most vulnerable pupils** with a state of the art modern learning environment, while North Ayrshire Council for **our most vulnerable pupils** is suggesting a mix match masked by “inclusion” jargons and fund’s needs.

And if building Super Schools was a Scottish Government policy, how it is that East Ayrshire Council has taken a different route and they are now planning to merge two mainstream Academies with no schools with ASN within? Is “Inclusion” not a National agenda and if so why does it have a different interpretation within Local Authorities?

Councillor Douglas Reid, SNP, Leader of the Council has supported with all the other SNP councillors the building of this new facility for Children with ASN, yet the SNP counterparts in North Ayrshire are backing a Council Officials proposal that would cause our most vulnerable children untold trauma, anxiety and stress. Are SNP local policies different from the National ones?

11. When asked “What health services would be provided as part of the new campus?” The response from Council Officials was: We have an agreement in principle to move forward in partnership with NHS. Working with parents we hope to review how NHS services are currently provided, think about how we can improve services and what other services could be offered as part of the campus.”

Some of the children attending Haysholm have complex health needs and at times they have to be hospitalised from school and it is crucial that this needs to be done as quick as possible. We have serious concerns that with the relocation in Ardrossan, the ambulance will have difficulties in reaching the Campus at peak times and this ultimately could amount to a life or death situation.

12. North Ayrshire Council is proud and rightly so to be at the forefront in promoting GIRFEC. Where are the values and principles of GIRFEC within the proposed amalgamation?

The “Doran Review” commissioned by the Scottish Government in 2011 to look into Learning Provision for Children and Young People with complex Additional Support Needs, states: “The GIRFEC principles emphasise the centrality of the child or young person in providing services and the importance of taking a holistic approach to his or her growth and development. These principles are of immense importance for children and young people with complex additional support needs. The demands on families of these children are very great. Parents and carers should be central to the processes of decision making in determining the outcomes for their child and, indeed, often for themselves and any siblings.”

GIRFEC is about getting it **right** for **every** child, not some or the majority!

The getting it right for every child approach is based on solid foundations and has Ten Core Components and a set of Values and Principles which bring meaning and relevance at a practice level to single-agency, multi-agency and inter-agency working across the whole of

children's services. They can be applied in any setting and circumstances where people are working with children and young people (The Scottish Government).

A few points among many that are important for our children:

Core Component - A focus on improving outcomes for children, young people and their families based on a shared understanding of wellbeing.

A Co-ordinated and unified approach to identifying concerns, assessing needs, and agreeing actions and outcomes, based on the *Wellbeing Indicators*.

Values & Principles - Keeping children and young people safe. Emotional and physical safety is fundamental and is wider than child protection.

Parents would be within their rights to ask for a "Risk Assessment" to be carried out for each Individual child with severe complex needs if the new Ardrossan School got the go ahead and their school space was within the "Nest" of a large mainstream school building. This could be considered a greater risk factor from a health and safety point of view; this risk could arise from a physical, mental and/or emotional risk if the new School was going to be the wrong environment for our children.

Councillor Tony Gurney, Cabinet Member for Education Attainment and Achievement, commenting on the consultation, said: "The consultation has been extremely valuable and we considered all of the feedback from everyone who responded. This has allowed us to clarify a number of issues raised about the proposed campus. "We will, of course, continue to speak to everyone involved as we seek to find the best possible arrangement for our children."

That's not good enough! The Three Town Campus does not meet the needs of Children and Young adult with complex additional support needs!

13. If we, as parents of children with complex additional support needs, feel that the new campus is not a suitable learning environment for our children, what are our alternatives? Have Senior Managers considered that, in essence, they are taking away the right of choice since our only alternative would be to look at residential schools like Daldorch? Is the Council aware that it would cost more in the long term if parents choose to find more suitable learning environments out with North Ayrshire for their children?
14. What expertise does Senior Management and Council Officials have in Severe and Complex Needs?  
Would you be prepared to spend a week in the Schools for Children with ASN to see first-hand the dynamic working environment as you are quick to assure that the "designers" will be doing?

**The Majority of Haysholm’s Children and Parents are against the proposed amalgamation into the Three Towns School Campus!**

*For and on behalf of “Haysholm Parents Council”*

*Antonio Cocozza – Vice Chair;*

*Christina Larsen – Chair;*

*Mary McCombe – Treasurer;*

*Kim Burns – Member;*

*Zylke McNeil – Member;*

*Karine Brown – Co-Opted Member*

**Item 17****Consultation on new Campus - Ardrossan Academy/Auchenharvie Academy/James McFarlane School/Haysholm School**

Having read the report from the Corporate Director (Education and Skills) North Ayrshire Council, the committee of Saltcoats Community Council would like to respond in the following terms:

Firstly, Paragraph 1.1 .states quite clearly .....**“ a single campus on the site of the Current Ardrossan Academy”**.

**Ardrossan Memorial Field:** Exactly when was this site brought into the equation? Two members of Saltcoats Community Council attended the Meeting in Ardrossan Academy on Thursday 9<sup>th</sup> May 2013. I refer you to Paragraph 4.5.6 of the Report ....“This is in line with a request made at the public meeting at Ardrossan Academy on 9<sup>th</sup> May 2013”. The final question at that meeting was asked by a man sitting immediately in front of them. It is their recollection that the question asked was “ Why don’t you build on the playing fields”. There was no specific playing field mentioned. Councillor Gurney immediately responded by saying he thought building on the Ardrossan War Memorial Fields could be a consideration. In his introduction at the beginning of the meeting Councillor Gurney intimated that his preference was Ardrossan. The two committee members took this as meaning the demolition of Ardrossan Academy. The Education Department of North Ayrshire Council led the audience to believe this to be so and had posted plans around the hall of Modular Accommodation to be sited at Auchenharvie Academy. At the close of the meeting an approach was made to the person who had asked the final question and he was asked to clarify his question. **He clearly intimated he meant building on the Laighdykes Playing Fields.**

At the meeting in Auchenharvie Academy on Tuesday 14<sup>th</sup> May 2013 Councillor Gurney reiterated his preference for Ardrossan. The Consultation question should have been less specific and given STAKEHOLDERS A CHOICE OF PREFERENCE. I refer you to the Minutes of both these meetings in particular the Final Page of the meeting in Ardrossan Academy -Enquiry and Response “Yes, the council will contact the Trustees and open discussion around using their site to build on and developing the existing Ardrossan Academy site as the new memorial playing fields” and the first page, first question and Response of the meeting in Auchenharvie Academy “ No. The council has not agreed to buy land from any existing users. We are consulting on a proposal at the moment, with decisions yet to be made on building the new campus”. These consultation meetings were initially about two sites selected by the council yet within three working days of the meeting in Ardrossan Academy it would appear a third site was put on the table and being consulted upon. Are the council tax payers of North Ayrshire thought to be gullible? An online newspaper reported that Officers of North Ayrshire Council had met with the Trustees of the War Memorial Field some weeks before the public meetings. Saltcoats Community Council is unaware that this statement has been refuted by either North Ayrshire Council or The War Memorial Field Trustees.



The budget of £42 million for this project includes £20 million to be borrowed by North Ayrshire Council, the remainder to be allocated by the Scottish Government. At present, it is believed that there is in place within the Education Budget monies for the ongoing maintenance of all the related schools. It was said at a meeting, by a Haysholm parent, that there is £9 million set aside for a new Special Needs School. It is also believed that the largest immediate expenditure, outwith the day to day school maintenance is the installation of a lift at the two secondary schools. The overall fabric of the two secondary schools is far from the point of demolition. Part of the rationale for this amalgamation was that the new campus be built on council owned land. Consideration must be given to keeping Ardrossan Academy and Auchenharvie Academy open. With a budget of £9 million a new school including a hydro-therapy pool could be purpose built for the pupils of JamesMcFarlane School and Haysholm School.

**Case 1) Decanting pupils to Auchenharvie Academy:** What impact will decanting have on the pupils of both schools especially those sitting examinations in years 4-6. What are the projected Total costs of Modular Classrooms including Construction costs – Removal of equipment to Auchenharvie Academy – Busing pupils for two years – Demolishing Ardrossan Academy – Rebuild costs – Planning costs – Decanting pupils back to Ardrossan Academy –Demolition of Modular Classrooms and Auchenharvie Academy - Clearance and reseeded of Auchenharvie Academy site

**Case 2) New Build on Auchenharvie Playing Field:** Firstly, the ground is owned by North Ayrshire Council and there would be no requirement to decant pupils to Ardrossan Academy as there is sufficient land for construction of a new campus whilst Auchenharvie Academy continues to operate without disturbance. It has been mentioned that £2 million or thereby will be required to Underpin the Auchenharvie ground before construction can begin. What would be the cost to Underpin the selected Ardrossan site? There would be no busing costs. There would be no disruption to pupils learning.

**Case 3) Costs to build on the Memorial Playing Fields:** Acquiring the Memorial Field – Planning and Construction –Underpinning – Demolition of Ardrossan Academy /Site clearance – laying out the land at Ardrossan Academy to make it suitable for sports pitches/purchasing and installation costs of all-weather pitches – construction of a new pavilion to accommodate shower and changing facilities – Compensation to the Memorial Field Trustees.

**Saltcoats Community Council** has carried out a short traffic survey as follows:

30<sup>th</sup> August 2013 – Jacks Road – 0815-0915 508 vehicles were recorded of which there were 32 buses.

October 2013 – Caledonia Road 0820-0905 628 vehicles of which there were 22 taxis, 10 buses, 2 motor cycles, 2 heavy goods lorries,38 vans and 1 pedal cyclist. Between 0850 and 0905 there were 222 vehicles using Caledonia Road in very close proximity to Caledonia Primary School. Before it is decided where or if a new campus is to be built, account must be taken of the extra buses, parent's cars, staff cars and ancillary traffic which will add to these figures.

**Pupil Numbers:** The projected School Roll for a new Campus in 2018 is 1732. Presently the approximate school rolls are: Ardrossan Academy 1000 St. Matthew's Academy 1400 Auchenharvie Academy 700 and Caledonia Primary School 428. Taking the figures of a joint



campus with the rolls of St. Matthew's Academy and Caledonia Primary School there is **a projected figure of 3,528 pupils within a half mile radius of each school.**

Paragraph 2.2 of the Report states....."issuing a total of 5900 copies of the Consultation Document to interested parties" – it was learned at a meeting in Auchenhavie Academy on Thursday 10<sup>th</sup> October 2013 that many households received three copies of the Consultation Document but only one response was admissible. 77% of responses disagreed with the question posed. It is to be hoped that the 14% of the total number of responses issued is accepted as was the 15% of those qualified to vote in the 2011 Local Election which gave the current political party Leadership of North Ayrshire Council.

Very few people have a great knowledge of caring for a child with autism and/or severe complex disability. They have no great understanding of how noise, change of routine, time keeping, change of staff and other daily practices affect these children. Putting them in a "nest" seems to be a step too far. The parent from Haysholm School puts forward good understanding of the needs of her child and of the other children with learning needs and the advice of these parents should be listened to and taken on board. Consideration must also be given to these children the effects of a bell/tannoy going off every 50 minutes at the change of classes on a daily basis. Also, can you totally eliminate the chatter of 1732 children in the playground or going about the campus?

Saltcoats Community Council are of the opinion that this consultation should go back to the drawing board. Discuss the merits of a proposal, the needs of communities, social factors but most importantly consider the education of our children.



---

## NORTH AYRSHIRE COUNCIL

### Agenda Item 3.1

29 October 2013

#### Cabinet

---

**Subject:** Supporting Small Schools in North Ayrshire:  
Corrie, Brodick and Pirnmill Primary Schools

---

**Purpose:** To seek approval for the creation of a permanent shared headship between Corrie, Brodick and Pirnmill Primary Schools.

---

**Recommendation:** That the Cabinet approves the management arrangement for a shared headship between Corrie, Brodick and Pirnmill Primary Schools.

---

#### 1. Introduction

- 1.1 In August 2010, the Education Executive approved a report recommending shared headship arrangements for small schools as and when opportunities arose.
- 1.2 Prior to April 2010, each of the seven primary schools on Arran had a headteacher. The largest primary school has a roll of approximately 60 pupils.

##### Arran School Rolls

Brodick Primary School	62	62	
Corrie Primary School	11	11	
Kilmory Primary School	32		32
Lamlash Primary School	60		
Pirnill Primary School	14	14	
Shiskine Primary School	32		32
Whiting Bay Primary School	61		
	272 + nursery	87	64

- 1.3 The headteacher of Brodick Primary School retired in April 2010. From April 2010 to March 2011, a shared headship arrangement was piloted between Corrie Primary School and Brodick Primary School.
- 1.4 Following this successful pilot of a shared headship arrangement between Corrie and Brodick Primary Schools, the Education Executive in March 2011 agreed to make this a permanent arrangement.

## **2. Current Position**

- 2.1 The headteacher of Pirnmill Primary School demitted her post as headteacher in April 2012.
- 2.2 The headteacher of Corrie and Brodick Primary Schools was asked to take interim responsibility for Pirnmill Primary School in April 2012, in addition to the shared headship with Corrie and Brodick Primary Schools.
- 2.3 A principal teacher was appointed across all three schools to support the leadership and management of the three schools.
- 2.4 The pilot of a shared headship for the existing Corrie and Brodick Primary Schools and the addition of Pirnmill Primary School has been successful. A number of factors have contributed to the success of the shared headship. These include, crucially, the commitment of the headteacher, staff and parents of the three primary schools to making the arrangement work.

## **3. Proposals**

- 3.1 Following the success of the pilot shared headship for Corrie, Brodick and Pirnmill Primary Schools, it is proposed that the Cabinet agrees to make this a permanent arrangement.
- 3.2 The shared headteacher would be expected to maintain planned contact with the three communities, including pupils, staff and parents, and to promote shared activities where appropriate.
- 3.3 The headteacher would be responsible for the management of the extended campus with overall responsibility for daily operations, budgets and resources including policy development, deployment of staff and organisation of joint collegiate activities.
- 3.4 Within a shared headship arrangement, where the roll of a school falls below the threshold for a principal teacher, a deputising teacher would be nominated on an annual basis by the headteacher in each of the three schools.
- 3.5 The headteacher would be the main point of contact for any parents who wished to raise concerns or complaints with regard to a particular school.

- 3.6 One of the challenges for small schools is that a small team is responsible for the same range of curriculum developments as in larger schools. The shared headship model gives access to a wider team, a broader range of specialisms and educational opportunities. Workload is potentially reduced, there is a sharing of good practice, shared CPD activities and improved cluster working. There would be opportunities to enhance the quality of learning and teaching and to improve performance and policy development within the context of Curriculum for Excellence.

#### **4. Implications**

##### Financial Implications

- 4.1 The proposed shared headteacher model would generate savings, which will be quantified in the course of the budget process.

##### Human Resource Implications

- 4.2 This proposal will lead to a reduction in the number of headteachers.

##### Legal Implications

- 4.3 In the case of the appointment of a headteacher to a group of schools, members of the Parent Council of the school concerned should be involved in the recruitment and selection process.

##### Equality Implications

- 4.4 There are no equality implications arising directly from this paper.

##### Environmental Implications

- 4.5 There are no environmental implications arising from this paper.

##### Implications for Key Priorities

- 4.6 This proposal would support Single Outcome Agreement 15c, "public services are more efficient and effective".

#### **5. Consultations**

- 5.1 A shared headship protocol has been developed and involved relevant trade unions, staff and parents.
- 5.2 Consultation has taken place with staff and parents on a shared headship model for Corrie, Brodick and Pirnmill Primary Schools.

## **6. Conclusion**

- 6.1 This paper seeks to confirm the existing Corrie and Brodick Primary Schools shared headship arrangement, with the inclusion of Pirnmill Primary School.



CAROL KIRK  
Corporate Director (Education and Skills)

Reference : MD

For further information please contact Mary Docherty, Head of Service (Education 3-18), on 01294 324416.

## **Background Papers**

-

---

## NORTH AYRSHIRE COUNCIL

### Agenda Item 3.2

29 October 2013

#### Cabinet

---

**Subject:** Supporting Small Schools in North Ayrshire:  
Shared Headship: Shiskine and Kilmory Primary  
Schools

---

**Purpose:** To seek approval for the creation of a permanent shared headship between Shiskine and Kilmory Primary Schools.

---

**Recommendation:** That the Cabinet approves the management arrangements for a shared headship between Shiskine and Kilmory Primary Schools.

---

#### 1. Introduction

- 1.1 In August 2010, the Education Executive approved a report recommending shared headship arrangements for small schools as and when opportunities arose.
- 1.2 The headteacher of Kilmory Primary School retired in August 2012.

#### 2. Current Position

- 2.1 Since August 2012, a shared headship arrangement has been piloted between Shiskine and Kilmory Primary Schools. This model has worked well. Timetables of both schools have been aligned to facilitate parents' rights, festivals and events. Travelling time between the two schools is twenty minutes or less. Both schools are rural with a similar pupil population and a stable and experienced staff group.

#### Arran School Rolls

Brodick Primary School	62	62	
Corrie Primary School	11	11	
Kilmory Primary School	32		32
Lamlash Primary School	60		
Pirnill Primary School	14	14	
Shiskine Primary School	32		32
Whiting Bay Primary School	61		
	272 + nursery	87	64

- 2.2 A number of factors have contributed to the success of the shared headship. These include, crucially, the commitment of the headteacher, staff and parents of both schools to making the arrangement work.
- 2.3 Benefits of shared headship include for the headteacher an increased level of challenge and the opportunity to work across a wider context. For staff there are clear benefits in terms of wider opportunities for collegiate working. For pupils there is more flexibility in providing relevant learning opportunities.

### **3. Proposals**

- 3.1 Following the successful pilot of a shared headship arrangement between Shiskine and Kilmory Primary Schools, the proposal is that Cabinet agrees to make this a permanent arrangement.
- 3.2 The shared headteacher would be expected to maintain planned contact with both communities, including pupils, staff and parents, and to promote shared activities where appropriate.
- 3.3 The headteacher would be responsible for the management of the extended campus with overall responsibility for daily operations, budgets and resources, including policy development, deployment of staff and organisation of joint collegiate activities.
- 3.4 Within a shared headship arrangement, where the roll of a school falls below the threshold for a principal teacher, a deputising teacher would be nominated on an annual basis by the headteacher.
- 3.5 The headteacher would be the main point of contact for any parents who wished to raise concerns or complaints with regard to a particular school.
- 3.6 One of the challenges for small schools is that a small team is responsible for the same range of curriculum developments as in larger schools. The shared headship model gives access to a wider team, a broader range of specialisms and educational opportunities. Workload is potentially reduced, there is a sharing of good practice, shared CPD activities and improved cluster working. There would be opportunities to enhance the quality of learning and teaching and to improve performance and policy development within the context of Curriculum of Excellence.



#### **4. Implications**

##### Financial Implications

- 4.1 The proposed shared headteacher model would generate savings as outlined in the budget process.

##### Human Resource Implications

- 4.2 This proposal will lead to a reduction in the number of headteachers.

##### Legal Implications

- 4.3 In the case of the appointment of a headteacher from outwith the school grouping to a group of schools, members of the Parent Council of the schools concerned should be involved in the recruitment and selection process.

##### Equality Implications

- 4.4 There are no equality implications arising directly from this paper.

##### Environmental Implications

- 4.5 There are no environmental implications arising from this paper.

##### Implications for Key Priorities

- 4.6 The proposal would support the Single Outcome Agreement 15c, "public services are more efficient and effective".

#### **5. Consultations**

- 5.1 A shared headship protocol has been developed and involved relevant trade unions, staff and parents.

- 5.2 Consultation has taken place with staff and parents on a shared headship model for Shiskine and Kilmory Primary Schools.

## **6. Conclusion**

- 6.1 This paper seeks to confirm the Shiskine and Kilmory Primary Schools current shared headship arrangement as permanent.

A handwritten signature in black ink that reads "Carol Kirk". The signature is written in a cursive, flowing style.

CAROL KIRK  
Corporate Director (Education and Skills)

Reference : MD

For further information please contact Mary Docherty, Head of Service (Education 3-18), on 01294 324416.

## **Background Papers**

-

---

## **NORTH AYRSHIRE COUNCIL**

### **Agenda Item 4**

**29 October 2013**

#### **Cabinet**

---

**Subject:** **Delivering 600 hours of Early Learning and  
Childcare: Review of staffing deployment**

---

**Purpose:** To inform Cabinet of the proposed changes to early years staffing within primary and pre-school establishments in response to the Children and Young People's Bill.

---

**Recommendation:** That Cabinet agrees to (a) re-focus the teaching input for young children aged 3 to 6 by creating an early years support team consisting of the experienced early years teachers who work in early years centres and classes; and (b) re-locate the early intervention practitioners from the primary schools into early years establishments to ensure a fully qualified workforce is in place to deliver the increased provision of 600 hours of early learning and childcare by August 2014.

---

#### **1. Introduction**

- 1.1 North Ayrshire Council is committed to providing high quality early learning to all children to ensure they have the best start in life.
- 1.2 The Children and Young People's Bill is likely to place a duty on local authorities to increase the provision of early learning and childcare from the current 475 hours to a minimum of 600 hours delivered in a more flexible model from August 2014.
- 1.3 Work is currently being carried out in North Ayrshire to ensure the Council is able to fulfil this duty by August 2014.
- 1.4 One of the main challenges arising from this exercise is maintaining appropriate levels of qualified staff to cope with the increase in hours and flexibility, while allowing staff time to carry out the other necessary duties associated with quality provision, such as observation, planning and assessment.
- 1.5 There will be substantial additional costs associated with achieving the delivery of 600 hours. This will include the recruitment of additional staff into the early years classes and centres, possible increase in weekly working arrangements for staff and increased payment to partner providers. The costs will be met from the additional funding received from Scottish Government specifically for this purpose.

- 1.6 It has been necessary to explore a variety of staffing options to ensure best use is made of staff skills in order to provide this new model of early learning and childcare.
- 1.7 We are in the early stages of putting together possible staffing models to effectively cope with the increased hours and this paper describes one of the strategies we will use to capitalise on the existing trained early years practitioners working within primary schools while incorporating a change of role for the early years teachers currently working in our early years provision.

## **2. Current Position**

- 2.1 In North Ayrshire, early learning and childcare for pre-school children is currently provided by 4 early years centres, 38 early years classes and 22 partner providers.
- 2.2 The staff provided in our local authority early years provisions comprise trained teachers and qualified early years practitioners. The ratio is one adult to ten children.
- 2.3 Teachers are contracted to have 22.5 hours contact with children in a week. Currently in our early years provision, children attend for 2.5 hour sessions morning and afternoon. This is a total of 25 hours per week. Teachers have to be provided with 2.5 hours non-contact time each week as part of their working time arrangements.
- 2.4 This arrangement is an additional challenge when organising staffing ratios to meet the demands created by the provision of 600 hours and the Scottish Government's intention that this provision should be increasingly flexible to meet parents' needs.
- 2.5 Education and Skills are currently hosting focus groups with parents to allow them to give their views and identify the needs and challenges of the increased provision. A Survey Monkey questionnaire has been set up to reach all interested parents and give them the opportunity to give their views.
- 2.6 Results from previous consultations indicate that parents have a variety of needs for childcare and one model does not fit all parents.
- 2.7 Currently, 28 of our 52 primary schools have an additional allocation of an early years practitioner who provides support to children in the early stages of primary school. This support focuses on literacy and numeracy. Whilst this is a valuable addition to the teaching complement of schools, there are 24 schools which do not have this additional resource. This support was also put into schools before all children were entitled to 2 years of pre-school education. It is now proposed that we explore a fairer distribution of more targeted support aimed at early intervention.

- 2.8 The early intervention staff are all qualified early years practitioners.

### **3. Proposals**

- 3.1 The proposal is to re-focus the teaching input for young children aged 3 to 6 who currently attend pre-school centres and primary school. This will be achieved by creating an early years support team consisting of the experienced early years teachers who work in early years centres and classes.
- 3.2 This early years teaching support will be provided on a locality basis and, in primary schools, will focus on targeted interventions for identified children who require support to ensure they make progress with language and literacy. The team will also support effective transition from pre-school into primary one. The early years support team will liaise closely with other locality focussed professionals to support the holistic development of young children and their families.
- 3.3 In order to deliver the increased provision of 600 hours of early learning and childcare by August 2014, it is proposed to re-locate the early intervention practitioners from the primary schools into early years establishments to ensure a fully qualified workforce are in place.
- 3.4 In summary, the Cabinet is invited to agree to (a) re-focus the teaching input for young children aged 3 to 6 by creating an early years support team consisting of the experienced early years teachers who work in early years centres and classes; and (b) re-locate the early intervention practitioners from the primary schools into early years establishments to ensure a fully qualified workforce is in place to deliver the increased provision of 600 hours of early learning and childcare by August 2014.

### **4. Implications**

#### Financial Implications

- 4.1 The relocation of early intervention staff from primary schools into early years establishments will result in a saving of £351,633 from August 2014 to March 2015 with a total saving of £571,453 2014/15. This saving has already been identified for 2013/14.
- 4.2 The cost for increased staffing in early years establishments will be met by additional funding linked to the delivery of increased hours of early learning and childcare.

#### Human Resource Implications

- 4.3 Early intervention staff will transfer into early years establishments. They will receive additional training, if required, to ensure they are fully cognisant with current early years practice.

#### Legal Implications

- 4.4 This will put the Council in the position of meeting the increased expectations proposed by the Children and Young People's Bill.

#### Equality Implications

- 4.5 There are no equality implications arising from this report.

#### Environmental Implications

- 4.6 There are no environmental implications arising from this report.

#### Implications for Key Priorities

- 4.7 This proposal supports the SOA:

A Healthier North Ayrshire.

and supports the following objectives from the service plan:

- a) Levels of Educational attainment and achievement have improved so that more young people are leaving school for positive destinations.
- b) Increase the opportunities to support vulnerable children and families.

### **5. Consultations**

- 5.1 All headteachers and early years staff have been consulted. Ongoing discussions will continue to take place between now and the end of June 2014.

## **6. Conclusion**

- 6.1 The proposals detailed in this paper will enable the Council to make the first steps toward achieving the recommendation of an increase to 600 hours of free early learning and childcare for all children after their third birthday. It will also support effective early intervention with children aged 3 to 6 and contribute to raising attainment in language and literacy.



CAROL KIRK  
Corporate Director (Education and Skills)

Reference :

For further information please contact Frances Rodman on 01294 324459

## **Background Papers**

-





---

## **NORTH AYRSHIRE COUNCIL**

### **Agenda Item 5**

**29 October 2013**

#### **Cabinet**

---

**Subject:** **Introduction of Scottish Statutory Instrument:  
Community Learning and Development 2013**

---

**Purpose:** To bring to the attention of the Cabinet the proposed Scottish Statutory Instrument for CLD (“The Requirements of Community Learning and Development (Scotland) Regulations 2013”) and outline the responsibilities that will fall to the Education Authority as a result of the pending legislation. The purpose of the SSI is to strengthen the legislative basis of CLD.

---

**Recommendation:** That the Cabinet agrees to (a) note the requirements that this legislation will make on North Ayrshire Council, its Community Planning partners and other CLD providers across North Ayrshire, including with respect to Curriculum for Excellence; and (b) receive a further report once the legislation has been implemented in North Ayrshire.

---

#### **1. Introduction**

- 1.1 The new legislation will have implications for the Council in its role as “Education Authority” and lead partner, within the Community Planning Partnership, and will strengthen the strategic guidance on CLD for community planning partners, issued in June 2012.
- 1.2 Local authorities provide community education as part of the exercise of their duty under section 1 of the Education (Scotland) Act 1980 to secure “the adequate and efficient provision of further education.” The 1980 Act provides a legislative basis for CLD in the provision of learning out with statutory schooling. Other legislation including the Local Government in Scotland Act 2003 (power of well-being) and legislation relating to equalities and human rights has important implications for the provision of CLD.
- 1.3 The Scottish Government published Strategic Guidance for Community Planning Partnerships Community Learning and Development in June 2012 as an integral part of the wider programme of public service reform.

- 1.4 The Strategic Guidance identifies the purpose of Community Learning and Development (CLD) as being to “empower people, individually and collectively, to make positive changes in their lives and in their communities, through learning”, and indicates that, within the national performance framework, CLD’s specific focus should be on:
- improved life chances for people of all ages, through learning, personal development and active citizenship; and
  - stronger, more resilient, supportive, influential and inclusive communities.
- 1.5 The Strategic Guidance also makes clear that the Scottish Government wishes to see CLD delivered as a core part of public services across Scotland:
- "The implementation of this guidance provides the impetus for CLD to be delivered as a consistent, central element of public services in Scotland and will be based on a continuing dialogue with key stakeholders”.

## **2. Current Position**

- 2.1 In 2004, the Scottish Executive published guidance on CLD, ‘Working and learning together to build stronger communities; (WALT). It provided a definition of CLD which is widely accepted by all major stakeholders in Scotland:

“Community learning and development (CLD) is learning and social development work with individuals and groups in their communities using a range of formal and informal methods.

A common defining feature is that programmes and activities are developed in dialogue with communities and participants. [CLD's] main aim is to help individuals and communities tackle real issues in their lives through community action and community-based learning.”

- 2.2 WALT also set the three priorities for CLD:

- Achievement through learning for adults
- Achievement through learning for young people
- Achievement through building community capacity.

- 2.3 The current guidance to Community Planning Partnerships draws special attention to the focus of CLD on prevention.

“CLD practitioners prioritise preventative measures, work to reduce inequality and target the underlying causes of inter-generational deprivation and low aspiration.”

- 2.4 The guidance is developed around the Christie Commission four pillars of reform and the National Performance Framework and seeks to achieve early and effective intervention and prevention in pursuit of improving services to communities. The principles of Curriculum for Excellence should also be central to the guidance and practice.
- 2.5 The Community Learning and Development team sits within the overall responsibility of the Head of Service, Community and Culture and has recently been reviewed to form part of an integrated service (Community and Culture) which is based on a capacity building model and addresses the following outcomes:
- Children, young people and families
  - Learning and digital participation
  - Sports and cultural participation; and
  - Community empowerment.

### **3. Proposals**

- 3.1 A proposed Scottish Statutory Instrument (SSI) has now been published which is subordinate legislation. Subordinate legislation is normally made under powers granted by primary legislation (statute); in this instance, powers granted by the Education (Scotland) Act 1980. The enactment was scheduled to take place in September 2013.
- 3.2 In summary, the (Requirements for Community Learning and Development (Scotland) Regulations 2013) impose specific obligations on the "Education Authority":-
- to initiate, maintain and facilitate a process by which community learning and development within the area of the education authority is secured;
  - to identify target individuals and groups for receipt of community learning and development;
  - to have regard to the needs of those target individuals and groups who will be in receipt of community learning and development;
  - to assess the degree to which those needs are already being met;
  - to identify barriers to the adequate and efficient provision of that community learning and development and in exercise of those requirements the Education Authority must:
    - consult with persons appearing to the education authority to be representative of the target individuals and groups;

- consult with persons appearing to the education authority to be representative of bodies providing community learning and development within the area of the education authority; and
- publish a three year plan for CLD.

- 3.3 The Cabinet is invited to (a) note the requirements that this legislation will make on North Ayrshire Council, its Community Planning partners and other CLD providers across North Ayrshire, including with respect to Curriculum for Excellence; and (b) receive a further report once the legislation has been implemented in North Ayrshire.

#### **4. Implications**

##### Financial Implications

- 4.1 The needs based element of the CLD plan may require the Council to place priority for work within areas of need as identified within the Scottish Index of Multiple Deprivation. This will be undertaken within the current resource allocation.

##### Human Resource Implications

- 4.2 A greater emphasis will be placed upon joint working and partnership through the integration of services providing CLD activity.

##### Legal Implications

- 4.3 The Council will have a duty to provide a three year plan for CLD set within a number of specific requirements.

##### Equality Implications

- 4.4 The Scottish Government attaches great importance to its work to promote equality and tackle inequality, and to improve the life chances and outcomes of individuals and communities. The SSI and pending Community Empowerment and Renewal Bill requires the identification and removal of barriers, the promotion of good practice and a consistent approach to enable communities to achieve their own goals.

##### Environmental Implications

- 4.5 There are no environmental implications arising from this report.

##### Implications for Key Priorities

- 4.6 The S.S.I. legislation has been written to complement and enhance an integrated approach to the delivery of Scottish Government policy and guidance.

## **5. Consultations**

- 5.1 The Scottish Government undertook consultation in March 2013 and the SSI was then signed by the Minister for Children and Young People and laid before the Parliament on 31 May 2013.

## **6. Conclusion**

- 6.1 Cabinet should note the progress and requirements that this legislation will make on North Ayrshire Council, its Community Planning partners and other CLD providers across North Ayrshire and agree to receive a further report once the legislation has been enacted and the three year plan has been drafted.



CAROL KIRK  
Corporate Director (Education and Skills)

Reference : AS/JMcH/JN

For further information please contact Audrey Sutton, Head of Community and Culture (Education and Skills) on telephone number 01294 324414

## **Background Papers**

-



---

## NORTH AYRSHIRE COUNCIL

### Agenda Item 6.1

29 October 2013

#### Cabinet

---

**Subject:** Curriculum for Excellence

---

**Purpose:** To inform Cabinet of the progress made in implementing Curriculum for Excellence.

---

**Recommendation:** That Cabinet notes the information presented and agrees to receive progress reports at future meetings.

---

#### 1. Introduction

1.1 Curriculum for Excellence aims to achieve a transformation in Education in Scotland by providing a coherent, more flexible and enriched curriculum from 3-18. Every learner is helped to develop knowledge, skills and attributes for learning, life and work which are encapsulated in the four capacities: successful learners, effective contributors, responsible citizens and confident individuals.

1.2 The four contexts for learning are:

- The ethos and life of the school as a community
- Curricular areas and subjects
- Inter-disciplinary projects and studies
- Opportunities for personal achievement

1.3 In order to fulfil these four contexts for learning, all schools/establishments are required to provide a curriculum using the following design principles:

- Challenge and enjoyment
- Depth
- Personalisation and choice
- Relevance
- Breadth
- Progression and coherence

1.4 In providing this 3-18 experience, Education Authorities, through their schools and through joint working with partner agencies, must ensure that the six entitlements are provided for all young people:

- Coherent Curriculum
- Broad General Education up to S3

- Senior Phase
- Skills for Learning, Life and Work
- Personal Support
- Positive and Sustained Destinations

1.5 The nature of the experiences provided by staff, therefore, in delivering these entitlements must be achieved through:

- Pedagogy which supports Active Learning, 3-18.
- Assessment processes which are an integral part of daily class work and which further improve learning.
- Strategies to integrate Literacy, Numeracy and Health and Wellbeing as responsibilities for all.
- Awareness that learning does not just happen in the classroom or with teachers and that a range of partnership working is necessary to fully deliver Curriculum for Excellence.
- An understanding of the difference between attainment and achievement and an awareness for the need to integrate both into the pupil experience.
- Inter-disciplinary learning which encourages and motivates pupils and which provides a bridge in methodology from Early Years through to Senior Phase and post 16.

## **2. Current Position**

2.1 The curriculum is defined as the totality of learning experienced irrespective of where learning takes place. This includes learning in and out of school and that delivered through partnerships. This holistic definition provides a platform on which to recognise parents as one of the most important partners in children's education.

2.2 Significant work has been undertaken in working with parents to develop crucial parenting skills and to build their confidence and resilience. North Ayrshire Council, along with Health, have trained staff working with young children and families in the Solihull Approach. This means that staff working in the Early Years, along with colleagues in Social Services and Health, use similar vocabulary and language when working with parents. Already, this universal approach is improving the skill base and confidence of parents. Staff in Early Years are highly proactive when working with families and this tailored approach to meeting the needs of families has been widely recognised.

2.3 The emphasis on Health and Wellbeing as well as Literacy and Numeracy integrated across the curriculum means that all teams, including Senior Managers, Pupil Support, Early Years, Community Development and Psychological Services have pivotal roles in ensuring the effective implementation of Curriculum for Excellence.



- 2.4 In line with national advice and authority guidelines, schools have developed approaches to assessing progress and achievement. These approaches ensure that formative assessment is embedded in everyday practice and that a variety of forms of assessment is an integral part of the planning for learning and teaching process.
- 2.5 Teachers are engaging with the exemplification of a level material on the National Assessment Resource and there is also a growing emphasis on verification/moderation in schools. The capacity and confidence of secondary teachers to manage assessment of the sciences is increasing and will be assisted with their growing understanding of the standard required for National 4 and 5.
- 2.6 The progress made by North Ayrshire Council in implementing Curriculum for Excellence has been recognised nationally through:
- The identification of innovative and sector leading practice, in closing the gap between attainment and deprivation. Education Scotland visited St Bridget's Primary School, Kilbirnie, and Auchenharvie Academy in Stevenston; and
  - Supporting all Scotland's young people to participate in lifelong learning post-16 by Extended Outreach, in engaging with businesses as partners in delivering important pathways into employment.
  - The Validated Self-Evaluation Report published March 2013, highlighted a number of areas of very effective practice including work on Early Years and in meeting the learning needs of all children and young people.
  - Recent Education Scotland Reports: Dalry Primary School; Brisbane Primary School; Kilwinning Early Years Centre; and Abbey Primary School.
  - Work on Moderation of Assessment has been specifically recognised and has achieved kite-marked status.
- 2.7 The Senior Phase Strategy and Action Plan which includes college partnerships, employer engagement, vocational educational and employability skills correlates well with the recommendations contained in Sir Ian Wood's Interim Report on the Commission for Developing Scotland's Young Workforce.
- 2.8 The introduction of the 33 period week has allowed schools to focus on the development of a wider range of opportunities and skills for young people as part of Curriculum for Excellence.

2.9 A number of working groups of practitioners, some of which are led by practitioners, have focussed on:

- Assessment and Moderation
- Numeracy across Learning
- Senior Phase
- Tracking and Monitoring
- Learning and Teaching
- Literacy across Learning
- Outdoor Learning
- STEM
- Employability Steering Group
- Parenting and Family Support Steering Group
- Donaldson Report - Teaching Scotland's Future, the GTCS initiative on professional update as well as leadership developments
- Virtual Learning Environment
- School Based Teacher Learning Communities and Critical Thinking Skills Groups
- Subject Networks

2.10 There are a number of ways to measure the impact of successful implementation of Curriculum for Excellence. These include, internally:

- Questionnaires to parents and pupils
- School Reviews
- Pupil Profiles
- Attendance Data
- Informal feedback from parents, staff and pupils

Externally, this includes:

- Education Scotland inspections of Early Years and Schools and Learning Communities
- STACS Results
- Leaver Destinations

2.11 The Senior Phase Benchmarking Tool will be available from August 2014 to provide comparative data on secondary school performance. Some of the comparative data includes benchmarking with other schools and the use of SIMD to capture the added value that a school can demonstrate.

### **3. Proposals**

3.1 That the Cabinet agrees to (a) note the progress made in North Ayrshire in the implementation of Curriculum for Excellence; and (b) receive progress reports at future meetings.

#### **4. Implications**

Financial Implications

- 4.1 None have been identified.

Human Resource Implications

- 4.2 None have been identified.

Legal Implications

- 4.3 None have been identified.

Equality Implications

- 4.4 None have been identified.

Environmental Implications

- 4.5 None have been identified.

Implications for Key Priorities

- 4.6 This report has direct relevance to the achievement of the following measures in the Single Outcome Agreement: National Outcome 3 and Local Outcome 3b "People are better skilled to get into work", National Outcome 4 and Local Outcome 4a "Levels of educational attainment and achievement have improved" and Local Outcome 4b "More young people are leaving schools for positive destinations".

#### **5. Consultations**

- 5.1 A number of staff have been involved in the production of this paper.

## **6. Conclusion**

- 6.1 The full implementation of Curriculum for Excellence will be successful, when we have robust engagement, not just involvement with parents, community development, businesses and a wide range of other agencies. As we move forward, continued engagement with professionals beyond the walls of the school will be essential to our success.



CAROL KIRK  
Corporate Director (Education and Skills)

Reference : MD

For further information please contact Mary Docherty, Head of Service (Education 3-18), on 01294 324416.

## **Background Papers**

-

---

## NORTH AYRSHIRE COUNCIL

### Agenda Item 6.2

29 October 2013

#### Cabinet

---

**Subject:** Curriculum for Excellence: Political Literacy

---

**Purpose:** To inform Cabinet of the publication of the paper, Curriculum for Excellence: Political Literacy.

---

**Recommendation:** That the Cabinet agrees to note (a) the progress being made in developing young people as responsible citizens and the steps taken to promote political literacy; and (b) the Advice Note for Schools on Political Literacy and the Referendum on Independence for Scotland.

---

#### 1. Introduction

- 1.1 The briefing paper, Curriculum for Excellence: Political Literacy, has been published to provide advice for practitioners and to inform partners, learners and their parents of the place of political literacy within Curriculum for Excellence.
- 1.2 The four capacities of Curriculum for Excellence, Successful Learners, Effective Contributors, Confident Individuals, and Responsible Citizens, are the cornerstones of Curriculum for Excellence and reflect the holistic aspirations of a successful and relevant Education system.
- 1.3 Within Curriculum for Excellence, political literacy is central to citizenship education and developing in our children and young people the attributes and skills of a responsible citizen. These skills include higher order thinking skills, knowledge and understanding to help learners to participate in society's decision making processes.
- 1.4 Political literacy is one of the foundations of modern democracy and the means by which citizens make informed choices about the kind of society they want to live in.

#### 2. Current Position

- 2.1 A Referendum on Independence for Scotland will take place on 18 September 2014. Legislation has been passed to lower the voting age from 18 to 16 and 17 year olds to vote in the Referendum if the young people are on the electoral roll.

- 2.2 Anyone who will be sixteen on 18 September 2014 can register to vote in next year's Independence Referendum. Household residents will receive a young voter form. This will allow Electoral Registration Officers to confirm details of everyone who will be 16 or 17 years on 18 September 2014. Schools should, therefore, be aware that 15-17 year olds will have a raised awareness of the Referendum through the active campaigning between now and September 2014.
- 2.3 Schools and services use a variety of approaches to developing young people as responsible citizens and helping them understand democratic processes. These include:
- Debates - an organised context for testing issues and opposing views;
  - Voting - learners may vote for charities they wish the school to support, in elections for school captain, and mock elections held in tandem with national elections.
  - Discussion - using contrasting perspectives and evidence;
  - Personal research and reflection - contrasting ideas and contexts; and
  - Capturing learner voice by providing opportunities to bring about change and influence experience.
- 2.4 An Advice Note for Schools on Political literacy and the Referendum on Independence for Scotland has been prepared in consultation with school staff (Appendix 1). This will supplement previous guidance on expectations of schools during the run up to elections.

### **3. Proposals**

- 3.1 The proposal is that the Cabinet notes (a) the progress made in developing young people as responsible citizens including the steps taken to promote political literacy; and (b) the Advice Note for Schools on Political Literacy and the Referendum on Independence for Scotland.

### **4. Implications**

#### Financial Implications

- 4.1 None have been identified.

#### Human Resource Implications

- 4.2 None have been identified.

#### Legal Implications

- 4.3 None have been identified.

#### Equality Implications

- 4.4 None have been identified.

#### Environmental Implications

- 4.5 None have been identified.

#### Implications for Key Priorities

- 4.6 This report has direct relevance to the achievement of the following measure in the Single Outcome Agreement: National Outcome 4 "Our young people are responsible citizens".

### 5. Consultations

- 5.1 School staff were involved in developing the Advice Note for Schools. The Head of Democratic and Administration Services has also been consulted.

### 6. Conclusion

- 6.1 Council staff, including school staff, at all levels of the organisation must take great care to act in a politically neutral manner.



CAROL KIRK  
Corporate Director (Education and Skills)

Reference : MD

For further information please contact Mary Docherty, Head of Service (Education 3-18), on 01294 324416.

#### Background Papers

-





## **Advice Note for Schools**

### **Political Literacy and the Referendum on Independence for Scotland**

#### **Purpose**

- The purpose of this briefing is to provide information on sources of information and guidance for all staff with a responsibility for young people's education including teachers, headteachers, Education Authorities and community learning practitioners. This advice has been taken from Education Scotland (CFE Briefing 14: Political Literacy) and from the Electoral Commission (Political Literacy and Education June 2013).

#### **Background**

- A referendum on independence for Scotland is planned to take place on 18 September 2014. It is the Scottish Government's intention to allow 16 and 17 year olds to vote in the referendum.

#### **Introduction**

- In Curriculum for Excellence, political literacy is central to citizenship. It is the combination of attributes, capabilities and skills as well as knowledge and understanding that helps learners to become responsible citizens and to participate in society's decision-making processes. Political literacy is one of the foundations of modern democracy and its guardian.
- The most effective approaches to learning and teaching practice for political literacy is as follows :-
  - Discussion - using contrasting perspectives and evidence.
  - Debates - an organised context for testing issues and opposing views.
  - Voting, elections and mock elections – younger learners may be voting for charities children wish to support, older learners may elect representatives for roles in establishments or communities. Mock elections are often held in tandem with national elections. This is also likely to be the case with the referendum.
  - Topic work and interdisciplinary studies - good contexts for exploring the knowledge and understanding of political literacy.
  - Personal research and reflection - contrasting ideas and contexts helping youngsters to ground their own views and values.

- Partnerships - may include visits and/or visitors to support youngsters with broadening perspectives and real life experience.
- Learner voice - the opportunity to bring about change and influence experience e.g. pupil councils using surveys to find out what people think and then to act upon the views expressed.

### **Using contemporary events to promote political literacy**

- The run up to the Referendum in 2014 will heighten the topic of political literacy in the curriculum. Practitioners in schools will find significant learning opportunities as the referendum topic will be a high profile subject of widespread news coverage and debate.

### **Challenging the views of the teacher**

- The delivery of political literacy in schools may lead to staff finding that their own personal views being reinforced, challenged or changed. Teachers may need to broker opinion or be asked about their own personal views. In a politically literate community this is only to be expected, but as professionals, care should be taken not to promote any political view at the expense of others. Staff should continue to ensure a blend of learning experiences which is impartial.

### **Points to consider**

- Staff should be familiar with the electoral commission advice related to political literacy.
- Staff should have access to a wide range of evidence and perspectives related to political literacy.
- Pupils, parents and carers should be made aware of the ways in which political literacy is delivered within the school and the ways in which the staff ensure impartiality.

### **Supporting young people to learn about the referendum**

- Education Scotland is responsible for providing nationally available teaching resources and case studies to support the development of political literacy around the referendum.
- North Ayrshire Council and the School itself are responsible for ensuring that materials being used, and the learning and teaching approaches are of a high quality and balanced nature.

## **Providing guidance to all staff in North Ayrshire Council**

- Council staff must by law act in a politically neutral way at all times
- Prior to each electoral event staff should adopt great care to maintain a politically neutral stance.
- Even though there is parental approval for the taking of photographs, this approval cannot be assumed when children and young people are likely to be photographed with MSPs/MPs or candidates in the context of a school visit. Heads of establishment should seek further approval from parents in these cases.
- Care should be taken regarding invitations to elected members or campaign representatives being involved in any learning opportunities within the school. Heads of establishment should always be contacted in advance of any proposed visit to a school or other establishment by an MSP/MP, especially during an election period.
- Particular care needs to be taken to ensure that any events, publicity or other communications are politically neutral during a pre-election or pre-referendum period. Campaign publicity materials from any individual political party and promoted as a school pack should also be viewed as campaign materials.
- Council facilities and resources must not be used, or appear to be used, in support of a political party, an election candidate or a particular campaign in a referendum.
- If in any doubt, headteachers should contact the Senior Manager for their locality for further advice.



---

## **NORTH AYRSHIRE COUNCIL**

### **Agenda Item 7**

**29 October 2013**

#### **Cabinet**

---

**Subject:** **Developing Scotland's Young Workforce**

---

**Purpose:** To brief Cabinet on the Interim Report produced by the Wood Commission.

---

**Recommendation:** That the Cabinet agrees to note (a) the key recommendations contained in the Report; and (b) the Council's responses as outlined in Section 2 below.

---

#### **1. Introduction**

- 1.1 The Wood Commission was set up by the Scottish Government with the task of making recommendations to ensure Scotland produces better qualified, work ready and motivated young people with skills relevant to modern employment opportunities both as the employees and entrepreneurs of the future.
- 1.2 After extensive consultation, the Commission has produced an Interim Report which contains 12 key recommendations. This Report has focussed on the education and training side of its remit and a further report on the role of businesses and industry is expected by the year end.
- 1.3 The report notes that whilst unemployment amongst the young population (16-24 year olds) is actually showing reductions, unemployment among young people is still substantially higher than among the working age population as a whole.

#### **2. Current Position**

- 2.1 The report outlines 12 key recommendations which are noted below along with our responses and recommendations.

## 2.2 Schools

**Recommendation 1: Pathways should start in the senior phase which lead to the delivery of industry recognised vocational qualifications alongside academic qualifications. These pathways should be developed and delivered in partnership with colleges and, where necessary, other providers. Their delivery should be explicitly measured and published alongside other school performance indicators.**

**Response:** Our senior phase strategy recognises the need to broaden the curricular offer to senior pupils to include work related training qualifications in partnership with the Ayrshire College (and other colleges & providers where appropriate). Examples include a range of Skills for Work qualifications (including SQA employability units). We are proactive in developing our links with locally located businesses and allowing their voice to be heard in the development of these initiatives. The next steps which might include the shared delivery of NC and HNC will require detailed discussion with our FE partners to understand who, for individual young people, is best placed to deliver these qualifications.

Our early discussions with representatives from the business community have at times given conflicting advice on the desirability of schools delivering learning experiences currently being delivered by employers in their own settings and tailored to meet their particular demands as an employer. We do however understand that schools do need to contribute more to preparing young people to progress into the range of post school vocational destinations.

We note and would support the recommendations that the new Senior Phase Benchmarking Tool should report on schools' success in vocational education, school leaver destinations and the quality and relevance of senior pupils' experience of work.

**Recommendation 2: A focus on preparing all young people for employment should form a core element of the implementation of Curriculum for Excellence with appropriate resource dedicated to achieve this.**

**Response:-** This recommendation is congruent with many of the themes detailed in our CfE Senior Phase Strategy and Action Plan.

We believe that the existing provision in our secondary schools of 16+ Coordinators and Experience of Work Coordinators already demonstrate a commitment to developing links with business and preparing pupils for successful post school transitions. However, maintaining and developing this provision continues to be a challenge in the prevailing economic climate.

This session we have further developed our school/ employer links, partnerships between schools and industry and responded to the voice of employers in the development and delivery of new educational experiences for learning, life and work. Increasingly, teachers are routinely promoting to their pupils the relevance of their school experiences to the development of the skills, knowledge, attitudes and ambitions required by the world of work.

## 2.3 Colleges

**Recommendation 3: Colleges' key role in the development of Scotland's young workforce should be recognised and managed through Regional Outcome Agreements.**

**Response:** We agree. It is important that all relevant partners feed into this process.

**Recommendation 4: The new regional colleges should have a primary focus on employment outcomes and supporting local economic development. This should be underpinned by meaningful and wide ranging partnerships with industry and should be at the forefront of Regional Outcome Agreements and their measurement.**

**Response:** We agree. The new Ayrshire College has been proactive in making links with local partners and engaging with local business. This approach is supported by the Council.

## 2.4 Schools and Colleges Working in Partnership

**Recommendation 5: A commitment to supporting the development of Scotland's young workforce through the enhancement of vocational education pathways should feature prominently in the National Performance Framework, Community Plans and College Regional Outcome Agreements.**

**Response:** This recommendation is welcomed and is reflected in our CfE Senior Phase Strategy and Action Plan. This work needs to take account of the outcomes of Recommendations 3 & 4 to ensure that the vocational education pathways on offer to school pupils are relevant to labour market opportunities. Clarity is required around the funding of this model.

## 2.5 Modern Apprenticeships

**Recommendation 6: Modern Apprenticeships should be aligned with the skills required to support economic growth.**

**Response:** We agree that nationally and regionally further consideration must be given to using labour market projections to target apprenticeships in sectors where skills gaps are likely to occur.

The range and variety of modern apprentice experiences on offer continues to expand. As a result our Council modern apprenticeships are being effectively supported to develop the skills needed to build their careers and contribute to the economic life of their communities.

**Recommendation 7: Development of Modern Apprenticeship access processes and progression pathways should be prioritised.**

**Response:** We agree. A re-branding and development of processes and pathways is necessary, however this needs to be clear, concise and should avoid complicated structures that neither youngsters nor employers understand.

The Council has shown real commitment to leading the development of modern apprentices. The provision of modern apprentices and/or good quality training opportunities for local people are routinely included as a requirement of our contracts with the private sector. The Council has also sought to showcase to our private sector employers the advantages of the modern apprentice programme and encourage them to consider modern apprentices as a part of their recruitment processes.

**Recommendation 8: An industry-led quality improvement regime should be introduced to oversee the development and promotion of Modern Apprenticeships**

**Response:** We agree. This recommendation is likely to be further developed in the 2<sup>nd</sup> interim report which will address the views of employers and business.

**Recommendation 9: If employers can be encouraged to offer significantly more good quality apprenticeships, the Government should consider a carefully managed expansion of the annual number of Modern Apprenticeship starts.**

**Response:** We agree. This expansion must take into account Recommendation 8 above, together with labour market projections to ensure that the industries identifying the largest skills gaps are targeted.



## 2.6 More Choices, More Chances

**Recommendation 10: Support for young people at risk of disengaging from education and for those who have already done so should focus on early intervention and wide ranging, sustained support. This should relate to labour market demand and should be focussed on helping young people engage on the labour market relevant pathways that we have highlighted.**

**Response:** The Council can rightly claim to have had a long term commitment to meeting the challenges inherent in this recommendation. From early years provision through to the senior stage of secondary schools there is evidence of significant and sustained efforts to identifying and effectively supporting these young people. As a result there has been year on year improvements in their attainment and achievement and in their post school destinations.

Partnerships with colleagues across Social Services, Health, Economic Development, the 3rd sector and increasingly with some of our well established local employers are a commendable feature of this provision.

## 2.7 STEM (Science Technology Engineering Maths)

**Recommendation 11: A focus on STEM should sit at the heart of the development of Scotland's Young Workforce.**

**Response:** We agree. We have a focus on STEM in Education and Skills' Service Plan and our Senior Phase Strategy. Activities are being promoted in all of our sectors, and we are tackling gender specific perception issues around STEM subjects. This focus should again take account of the most up to date labour market projections and identified skills gaps.

## 2.8 Quality Improvement

**Recommendation 12: Employability must be a key focus within Education Scotland's work to support and quality assure the delivery of education. To support this, Education Scotland, must work more closely with business organisations and their members to ensure that their work is underpinned by and understanding of industry's needs and expectations.**

**Response:** We agree. The new Senior Phase Benchmarking Tool will go some way to highlighting employability as an important focus for schools. Schools' successes with wider achievement and employability related activity need to be acknowledged. Areas for development and improvement also need to be identified and addressed.

### **3. Proposals**

- 3.1 Many of the key points contained within the Interim Report are being addressed and developed as part of the actions relating to our Senior Phase Strategy.
- 3.2 It is proposed that Cabinet notes the recommendations detailed in the report produced by the Wood Commission and Education and Skills early response to these.

### **4. Implications**

#### Financial Implications

- 4.1 At this stage, there are no financial implications although we have highlighted areas requiring clarification in the final report.

#### Human Resource Implications

- 4.2 At this stage, there are no human resource implications although we have highlighted areas requiring clarification in the final report.

#### Legal Implications

- 4.3 We do not anticipate any legal implications.

#### Equality Implications

- 4.4 We do not anticipate any equality implications.

#### Environmental Implications

- 4.5 We do not anticipate any environmental implications.

#### Implications for Key Priorities

- 4.6 Work related to this will contribute to SOA 4a "Levels of educational attainment and achieved have improved", and 4b "More young people are leaving schools for positive destinations".

## **5. Consultations**

- 5.1 We have consulted headteachers, 16+ Learning Coordinators in schools, Chamber of Commerce and Economic Development.

## **6. Conclusion**

- 6.1 The Interim Report is well judged in the importance it attaches to developing a stronger partnership between education and business at both local and national levels.
- 6.2 Its recommendations are timely in their contribution to the debates around Senior Phase of Curriculum for Excellence and employability, the promotion of STEM subjects to learners throughout their educational journey and to the impact of college regionalisation.
- 6.3 Its promotion of Modern Apprenticeships as a robust pathway for young people into employment, is encouraging for the Council given our commitment to developing this as a major theme within our Youth Employment Strategy. Further support for the development of Modern Apprenticeships at Scottish Government and national and local employer levels would be welcome.



CAROL KIRK  
Corporate Director (Education and Skills)

Reference : CK/DC

For further information please contact David Carracher, Senior Manager (Inclusion), on 01294 324497.

## **Background Papers**

-