

REPORT TO: East Lothian Council

MEETING DATE: 15 December 2020

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Update on the East Lothian Learning Estate Review

1 PURPOSE

- 1.1 To provide an update to Council on the progress of the Learning Estate Review (LER) and the timeline for the pre-consultation activity planned for 2021.

2 RECOMMENDATIONS

- 2.1 Council is asked to note the update provided in this report and the timeline associated with the pre-consultation activity.

3 BACKGROUND

- 3.1 East Lothian Council's vision is to develop a modern, safe, sustainable learning estate that enhances and supports communities whilst improving the lives of families in an equitable manner. This investment underpins a skills based, dynamic, prosperous and thriving economy, which enables our region to flourish.
- 3.2 In order to fully realise the Council's vision and ambitions, an up-to-date and ongoing strategic review of the condition, suitability and sufficiency is required as part of the LER (Appendix 3). These Core Facts are submitted to Scottish Government, as a statutory return and provide a snapshot of the current condition of our estate. In addition, following the launch of a new Scottish Government Learning Estate Strategy, in September 2019, there is now a requirement on all local authorities to review their learning estate, in order to develop a Learning Estate Investment Plan.

- 3.3 At a meeting of East Lothian Council on the 27 August 2019, the Education Service was granted permission to undertake a full public pre-consultation exercise on East Lothian's learning estate.

Progress Update

- 3.4 Since September 2019, the Education Service has put in place a Learning Estate Team. The focus of this team is to plan and undertake a pre-consultation exercise, in preparation for a full LER. In addition, a Learning Estate Project Board and Senior Manager Oversight Group has been formed.
- 3.5 The COVID-19 pandemic, closure of schools and the subsequent restrictions on access to school buildings, has had a significant impact on the progress of planning for the pre-consultation exercise. As a result, the timeline for this work has been reviewed and will now take place in the first half of 2021, providing that it is safe to do so.
- 3.6 Pupils, parents and wider stakeholders will have the opportunity to provide their views through an online questionnaire. This has been developed and is provided in Appendix 1. The information collected in the pre-consultation process will form part of the final Learning Estate Investment Plan. The questionnaire will be posted online in February 2021.
- 3.7 In addition to seeking feedback from the online questionnaire, a series of online Community Engagement Workshops will take place in May 2021 and will be organised (online) by school catchment area. These sessions will provide key information to all stakeholders regarding key themes and data sets. We would welcome feedback from as wide a range of stakeholders as possible; including the wider community, Area Partnerships, Community Councils, the Third Sector and local community groups. This feedback will also provide vital information as part of the evidence gathering process.
- 3.8 As part of the online Community Engagement Workshops, a wide range of information will be provided. This will include school catchment areas, asset maps, school rolls, future roll projections, school capacities, condition and suitability information; as well as an indication of the current community use of school buildings.
- 3.9 Any proposed changes to the learning estate are subject to the School (Consultation) (Scotland) Act 2010 (the Act). The Act lays down specific protocols and requirements in relation to the consultation process and engagement with local communities. The statutory guidance for the Act confirms that pre-consultation engagement forms an important part of the wider consultation process. Whilst the pre-consultation process is not prescribed in the Act, it requires that councils determine the approach they wish to adopt and consider carefully how to engage constructively with communities, in advance of a statutory consultation.
- 3.10 The pre-consultation process has been designed to be transparent, robust and fair. It is therefore essential that each community is given the same

engagement opportunities and that all information is assessed on the same basis. Best practice dictates that the Council should provide all the information and evidence that is required to inform the community throughout this pre-consultation process, to ensure equitable access and the integrity of all information.

- 3.11 Officers are working closely with colleagues in Communications to ensure that all planned online events are well publicised, to ensure full engagement with the community. A Communications Strategy will be developed to ensure that there is internal and external clarity as we progress through the pre-consultation. There will be ongoing elected member updates and briefings provided throughout this process.
- 3.12 The Scottish Government has recently invited all local authorities to bid for funding in Phase 2 of the Learning Estate Improvement Plan. East Lothian Council was successful in securing support for both Whitecraig Primary School and the new Wallyford Learning Facility, as part of Phase 1.
- 3.13 Following consultation with Group Leaders, East Lothian Council has submitted a number of new provisional bids for new or replacement schools, based on the core facts. It is a condition of the Government's scheme that these augment, not replace, Local Authorities' own investment plans and we are now awaiting notification from Scottish Government on the outcomes of our bids. An announcement by the Depute First Minister is anticipated in December 2020.
- 3.14 Post pre-consultation, a report will be constructed to present the findings and conclusions of the engagement events and this will be presented to full Council (see timeline, Appendix 2). Consideration will also be given to the outcome of the bids. The East Lothian Learning Estate Investment Plan will be brought forward to Full Council, later in 2021, for approval.

4 POLICY IMPLICATIONS

- 4.1 A strategic approach to the Learning Estate is required to ensure that there is scope for improving educational outcomes for all children and young people across East Lothian. We must ensure we have a sustainable estates plan, which maximises educational benefits for all children and young people. Developing a programme to maintain an excellent learning estate, removes associated risks, such as poor condition school buildings and backlogs in building maintenance and lifecycle. This approach also better informs the capital plan and the budget setting process.

5 INTEGRATED IMPACT ASSESSMENT

- 5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 RESOURCE IMPLICATIONS

- 6.1 Financial - The costs associated with preparing the Learning Estate Investment Plan, including the pre-consultation, have already been provided for. The Review of the School Estate will almost certainly have very significant financial implications and will therefore heavily influence the Council's Capital Investment Plan and long term Revenue Financial Planning. It will also inform the next Local Development Plan and related supplementary guidance, with enabling developer contributions being of considerable importance.
- 6.2 Personnel – as outlined in Section 3.4, a Learning Estate Team is now in place, which will plan and undertake a pre-consultation exercise in preparation for a full LER. In addition, a Learning Estate Project Board and Senior Manager Oversight Group has been formed.
- 6.3 Other – none

7 BACKGROUND PAPERS

- 7.1 Building our Future: Scotland's School Estate
<https://www2.gov.scot/Publications/2003/02/16251/17422>
- 7.2 Building better schools: investing in Scotland's future
<https://www.gov.scot/publications/building-better-schools-investing-scotlands-future/>
- 7.3 Scottish Government Learning Estate Strategy 2019
<https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2019/09/scotlands-learning-estate-strategy-connecting-people-places-learning/documents/scotlands-learning-estate-strategy-connecting-people-places-learning/scotlands-learning-estate-strategy-connecting-people-places-learning/govscot%3Adocument/scotlands-learning-estate-strategy-connecting-people-places-learning.pdf?forceDownload=true>
- 7.4 Report to East Lothian Council, 27 August 2019 – School Learning Estate Strategy: [Agendas, reports and minutes | East Lothian Council](#)

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DATE	7 December 2020

East Lothian Council Pre-Consultation Questionnaire

INTRODUCTION

This questionnaire is part of a public pre-consultation exercise that was approved at a full Council meeting on 27 August 2019. This questionnaire will help inform a comprehensive review of our educational buildings within the East Lothian Learning Estate. The information collected here will help to inform the long-term strategic approach to the development and design of the learning estate. This will ensure that it is fit for the future and delivers the maximum educational benefits for children in East Lothian.

"I wish my response to be considered as confidential with access restricted to elected members and council officers of East Lothian Council. My comments will not be made available to the public"

1. Are you responding to this questionnaire as an individual or on behalf of an organisation?

Individual

Group / organisation (please give details in the box below)

2. Which category best describes you? (Parents – please tick more than one box if you have children at different schools)

	Primary School	Secondary School	Other Facility
Parent of current pupil(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent of future pupil(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Member of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please give details in the box below, for example, 'local resident')

3. Which school(s) are you responding about?

Drop down (Primary) Drop down (Secondary) – online

4. Your school(s)

As a Council we review the Condition of our buildings within a 5 year rolling cycle ***'Condition is concerned with the current state of the fabric of the school building and with safety and security'***.

The condition rating for the school is based on the following criteria:

A: Good – Performing well and operating effectively (physical element carries out function totally as new including consideration of the transverse elements)

B: Satisfactory – Performing adequately but showing minor deterioration (physical element carries out function satisfactorily, may show signs of age and including consideration of some transverse elements)

C: Poor – Showing major defects and/or not operating adequately (physical element does not carry out function effectively without continuous repair, shows signs of age and does not consider most of the transverse elements)

D: Bad – Economic life expired and/or risk of failure

a) How would you rate the overall condition of your school building- e.g. excellent, good, fair, or poor?

	Primary School	Secondary School
Good	<input type="checkbox"/>	<input type="checkbox"/>
Satisfactory	<input type="checkbox"/>	<input type="checkbox"/>
Poor	<input type="checkbox"/>	<input type="checkbox"/>
Satisfactory Bad	<input type="checkbox"/>	<input type="checkbox"/>

b) Please explain your answer based on the above rating

c) Do you have any particular views on school catchment areas that you would like to share with us? Please explain.

d) What do we need to consider when planning for future education provision in your local area?

e) How accessible is your school for all users or are there any restrictions?

5. School and Community

Schools can provide useful space for a variety of extra-curricular pupil activities, for community groups and for other activities

a) In what ways do you use your school building as a member of the community?

b) Do you have any suggestions on how it could be made better?

c) What purposes would you like to see your school building used for?

d) Do you or your family use any other council or community places in the local area? (e.g. church halls, sports halls etc). If so, please list the places which you access and what you use them for?

e) If you do use other community places in the local area, please explain what works well for you about using those places (e.g. transport, good access, good facilities). Please also list any difficulties or challenges about using those places.

f) How would you describe the transport options which are available in your community? (for example how do you find using or parking a car, using bus or rail services, safe cycle routes to school, taxi services or other options?)

6. How the school works for you and your family?

'Suitability is a measure of whether a school is fit for purpose in delivering an effective modern curriculum'.

The suitability rating for the school is based on the following criteria:

A: Good – Performing well and operating effectively (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).

a) How would you rate the overall condition of your school building- e.g. excellent, good, fair, or poor?

	Primary School	Secondary School
Good	<input type="checkbox"/>	<input type="checkbox"/>
Satisfactory	<input type="checkbox"/>	<input type="checkbox"/>
Poor	<input type="checkbox"/>	<input type="checkbox"/>
Bad	<input type="checkbox"/>	<input type="checkbox"/>

b) What is your view of the suitability of your children's school?

c) To what extent, if at all, do you consider that the school building enhances opportunities to develop the skills required for employment?

d) To what extent, if at all, do you consider that there are opportunities at your school to learn and play outside?

7. General Questions

a) To what extent do you feel that East Lothian residents have access to training opportunities within the region?

b) To what extent do you feel that East Lothian is digitally connected?

c) Is there anything else we need to consider in reviewing the learning estate?

d) Is there any further information you would like shared about our learning estate?

Appendix 2 – Learning Estate Review Key Timelines

Task	Detail	Timescale
Further to Scottish Government Learning Estate Strategy- Phase 2 funding- latest announcement of successful bids		DEC 2020
Develop Communication Strategy:	<ul style="list-style-type: none"> • Develop Communications Strategy • Develop Consultation materials • Produce draft outline questionnaire 	Autumn 2020/ DEC 2020
Final Condition survey data	<ul style="list-style-type: none"> • Report to be produced. 	Dec 2020- March 2021
Prepare and brief Head Teachers for consultations	<ul style="list-style-type: none"> • Meetings to be arranged 	February 2021
Online pre-consultation questionnaire to go live		February 2021
Gather all relevant data for community based pre-consultation:	<ul style="list-style-type: none"> • Data Boards for Community Consultations to be produced • Learning Estate Data to be presented in the context of wider Assets • All Data to be legally checked and verified 	April 2021
Learning Estate Review consultations– six sessions, one in each cluster		May 2021
Interpret information received from public consultations – 1 month		June 2021
Submit paper with summary of consultations to Council Management Team		September 2021
Develop the Learning Estate Investment Plan and manage implementation		2021-2023

Appendix 3 – Associated School Group Information

Definitions

Roll

The total number of pupils in the school.

Condition

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Suitability

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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).

Sufficiency

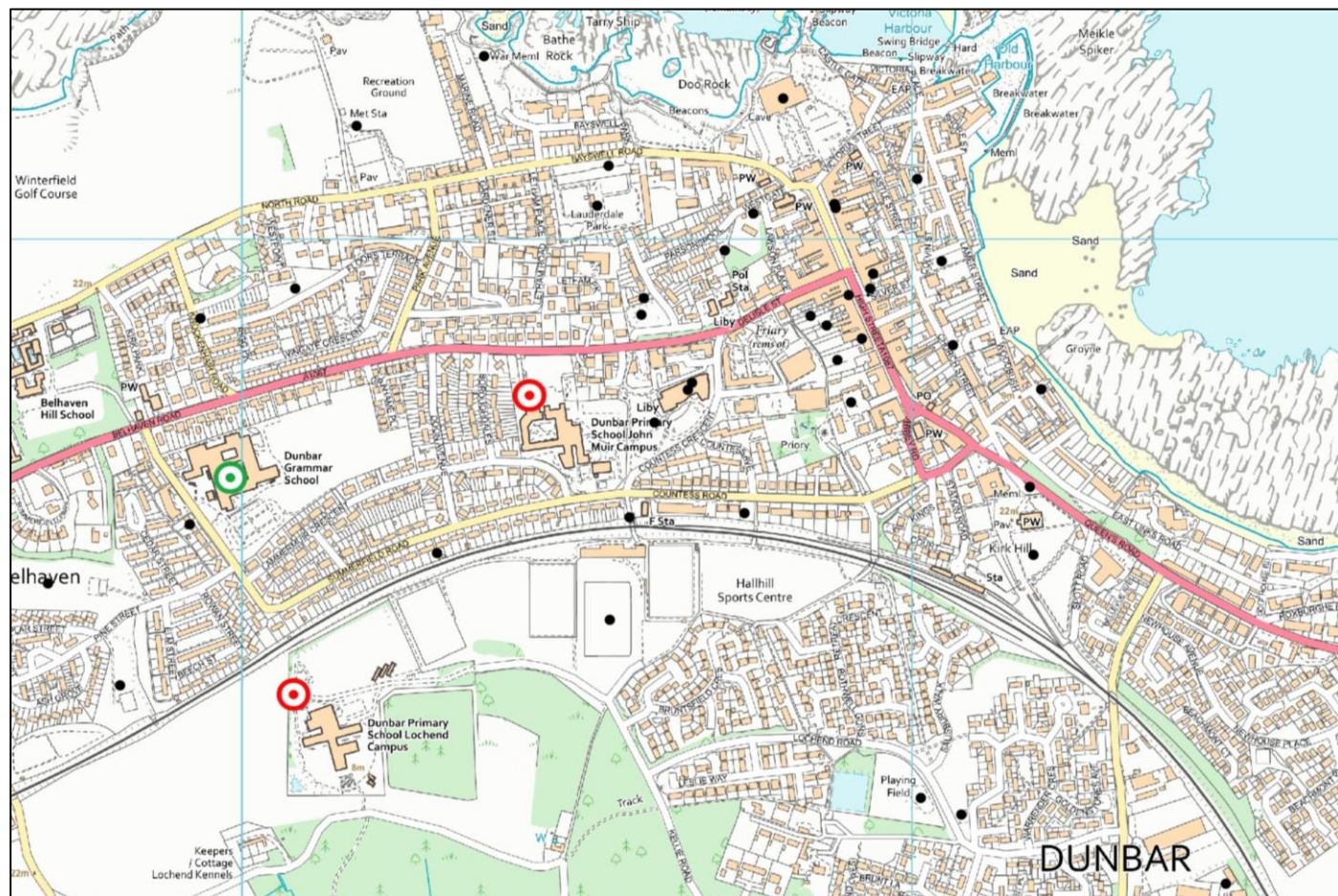
The school roll analysed against the capacity of each school and shown as a percentage of the capacity.

Dunbar Associated School Group

School	Roll	Condition	Suitability	Sufficiency
Dunbar Grammar School	1,081	B	B	90%
Dunbar Primary School: John Muir Campus	378	C	B	76%
Dunbar Primary School: Lochend Campus	627	A	B	94%
East Linton Primary School	165	C	C	81%
Innerwick Primary School	51	B	B	68%
Stenton Primary School	22	B	B	44%
West Barns Primary School	83	B	C	83%

Dunbar Town Centre

●	Non School Asset
🎯	Primary School Asset
🎯	Secondary School Asset



Haddington Associated Schools Group

School	Roll	Condition	Suitability	Sufficiency
Knox Academy	796	B	B	80%
Haddington Primary School: Lower Campus	313	A	B	80%
Haddington Primary School: Upper Campus	442	C	C	88%
Letham Mains Primary School	24	n/a	n/a	6%
St Mary's RC Primary School	115	A	B	92%
Yester Primary School	155	B	C	89%

Haddington Town Centre

●	Non School Asset
⊙	Primary School Asset
⊙	Secondary School Asset

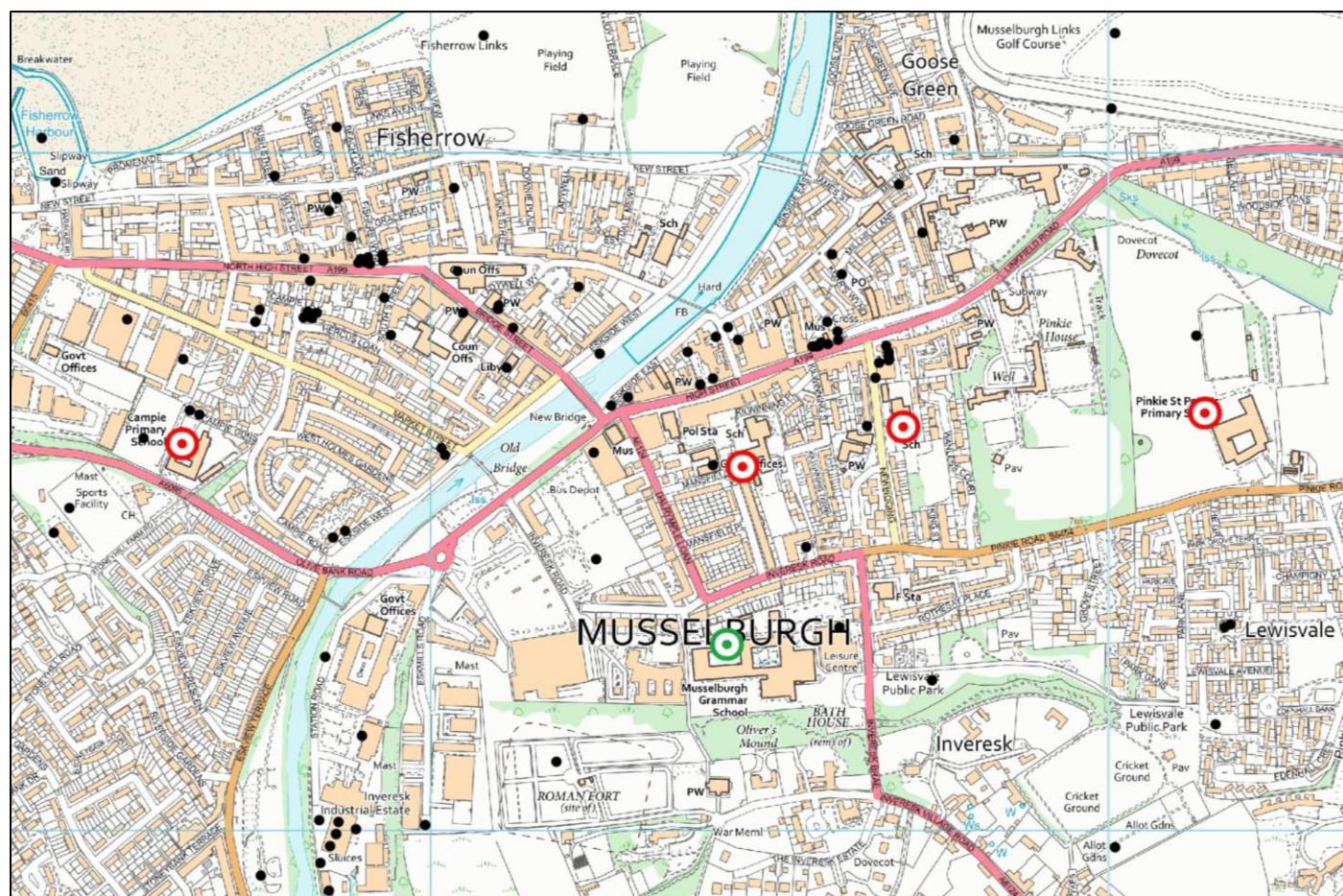


Musselburgh Associated School Group

School	Roll	Condition	Suitability	Sufficiency
Musselburgh Grammar School	1,215	B	B	90%
Campie Primary School	410	C	B	92%
Loretto RC Primary School	167	B	C	82%
Musselburgh Burgh Primary School	318	C	C	95%
Pinkie St Peter's Primary School	408	B	B	69%
Stoneyhill Primary School	191	B	B	62%
Wallyford Primary School	379	A	A	93%
Whitecraig Primary School	89	C	C	71%

Musselburgh Town Centre




●	Non School Asset
🎯	Primary School Asset
🌿	Secondary School Asset



North Berwick Associated School Group

School	Roll	Condition	Suitability	Sufficiency
North Berwick High School	1,009	B	B	101%
Aberlady Primary School	130	B	C	87%
Athelstaneford Primary School	57	B	B	76%
Dirleton Primary School	67	B	B	67%
Gullane Primary School	215	B	C	90%
Law Primary School	640	B	B	72%

North Berwick Town Centre

	Non School Asset
	Primary School Asset
	Secondary School Asset



Prestonpans Associated School Group

School	Roll	Condition	Suitability	Sufficiency
Preston Lodge High School	966	B	B	88%
Cockenzie Primary School	375	B	C	82%
Longniddry Primary School	192	B	B	71%
Preston Tower Primary School: Lower Campus	339	C	B	82%
Preston Tower Primary School: Upper Campus	420	B	B	83%
St Gabriel's RC Primary School	168	B	B	96%

Prestonpans Town Centre

●	Non School Asset
⊙	Primary School Asset
⊙	Secondary School Asset



Tranent Associated School Group

School	Roll	Condition	Suitability	Sufficiency
Ross High School	1,263	B	B	110%
Elphinstone Primary School	64	C	B	85%
Humbie Primary School	17	B	B	34%
Macmerry Primary School	103	C	C	59%
Ormiston Primary School	155	C	C	76%
Pencaitland Primary School	168	B	B	82%
Saltoun Primary School	26	B	C	35%
Sanderson's Wynd Primary School	325	B	B	77%
St Martin's RC Primary School	152	B	C	74%
Windygoul Primary School	607	A	B	80%

Tranent Town Centre

●	Non School Asset
⊙	Primary School Asset
⊙	Secondary School Asset

