Appendix 1

ARGYLL & BUTE

LEARNING ESTATE STRATEGY 2020-2030

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2. Foreword

The aspiration of the Education Service within Argyll and Bute Council is to ensure that Argyll and Bute is the best place in Scotland for our children to grow up. Our vision is that **together we will realise ambition, excellence and equality for all**.

These are ambitious statements which require supporting strategies in order to help achieve these outcomes.

This Learning Estate Strategy will support the Education Service to the ambitions of equity and excellence for all by supporting the physical conditions for wellbeing and learning across learning estates to support sustainable and inclusive economic growth. The Strategy will set out the principles and priorities to drive the development of the learning estates across Argyll and Bute which aligns with the National Learning Estate Agenda.

3. National Outcomes

Scotland's Learning Estate Strategy: Connecting People, Places and Learning.

The Scottish Government and COSLA have shown their commitment to invest in the learning estate through their strategy *'Scotland's Learning Estate Strategy: Connecting People, Places and Learning'*. The National strategy recognises the importance of the learning estate in supporting outcomes that are necessary for a more successful Scotland. This vision is for: **'A learning estate which supports excellence and equity for all'**.

The National Learning Estate Strategy is aligned to the education policy aims set out in the National Improvement Framework (NIF) of achieving excellence and equity for all children and young people and closing the poverty related attainment gap.

The specific National outcomes to which the strategy primarily relates are:

- We grow up loved, safe and respected;
- We are well educated, skilled and able to contribute to society;
- We are healthy and active;
- We live in communities that are inclusive, empowered resilient and safe;
- We have thriving and innovative businesses with quality jobs and fair work for everyone; and
- We have a globally competitive, entrepreneurial, inclusive and sustainable economy.

Our learning estate should support the three key national education and skills priorities:

- Getting it Right for Every Child (GIRFEC)
- Curriculum for Excellence
- Developing the Young Workforce (DYW)

The National strategy sets out ten guiding principles as outlined below:

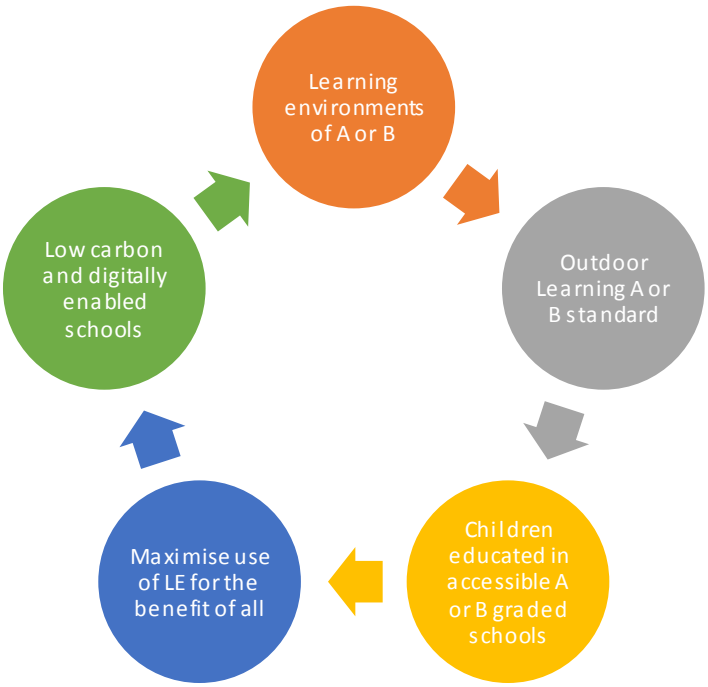
1. Learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners;
2. Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners;
3. The learning estate should be well-managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value;
4. The condition and suitability of learning environments should support and enhance their function;
5. Learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle;
6. Learning environments should be greener, more sustainable, allow safe and accessible routes and be digitally enabled;

7. Outdoor learning and the use of outdoor learning environments should be maximised;
8. Good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all;
9. Collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential;

10. Investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.

These National outcomes form the basis of the Learning Estate Strategy for Argyll and Bute Council and will remain at the core of all decisions that are made in relation to our Learning Estate.

4. Argyll and Bute – Guiding Principles



Following workshops held with Senior Leaders from a cross sector of partners within Argyll and Bute Council in 2019 (Property Services, Legal Services, Education, Customer Services and Directorate) the following guiding principles have been agreed for the Argyll and Bute Learning Estate Strategy:

- Learning environments in all schools should have a suitability grading of A or B
- High Quality Outdoor learning for 2-18 to be A or B standard for suitability
- Young People within Argyll and Bute are educated within a fully accessible learning establishment of A or B Grading for suitability
- Argyll and Bute will maximise the use of the learning estate to benefit the wider community
- Future developments within our learning estate will create low carbon and digitally enabled schools and campuses

5. Argyll and Bute School Estate - Current Position

Background

Development of a clear learning estate strategy has been identified as a priority for Argyll and Bute Council to ensure that our learning estate support 'excellence and equity for all' as per the National vision.

Argyll and Bute is geographically the second largest authority in Scotland. Education is delivered in a range of settings, including:

- Childminding
- Early Learning and Childcare
- Primary Schools
- Gaelic Units
- 3-18 Schools
- Joint Campus
- Secondary Schools
- Special School
- Youth Services
- Partnerships with local colleges and Esgoil

As at census 2020 the school population of Argyll and Bute consists of: 5621 Primary Pupils, 4597 Secondary Pupils and 25 pupils educated with our Special School. There are currently 73 Primary Schools (7 of these with Gaelic Units), 10 Secondary Schools and 1 Special School. 54 of our Primary Schools have an Early Learning and Childcare setting attached to them with a population of 907 pupils. The make-up of these schools are as follows:

- Stand-alone primary schools: 68
- Stand-alone secondary Schools: 5
- 3-18 schools – 4
- Joint Campus – 1
- Gaelic Units – 7
- Early Year and Childcare establishments – 54
- Stand-alone nurseries - 2
- Special Schools – 1

5.1 School Rolls

49% of Primary schools within Argyll and Bute have a roll of under 30 and 17% have a roll of 10 or less. A full breakdown of the current school rolls can be found at Appendix 1.

5.2 School Occupancy

59% of Primary schools within Argyll and Bute have an occupancy of less than 50%. There are 2 primary schools that have an occupancy greater than 80%. There are 2 secondary schools

with an occupancy of 50% or less and 1 with an occupancy greater than 80%. A full breakdown of the current school occupancy rates can be found at Appendix 2.

5.3 School Condition Surveys

Condition is the measure of the state of the fabric of the school along with safety and security.

It is recognised that Learning Facilities in good condition can support wellbeing and signals the following to all users (pupils, teachers, staff and the community):

- That learning is a valued activity; and
- That the learning environment is a priority.

Condition has a direct impact on what goes on in the Learning Facility and is concerned with, the current state of its fabric, its safety, and its security.

Condition is assessed using The Condition Core Fact methodology as set out by the Scottish Government. Assessments are undertaken on a cyclical basis on a frequency of 1 in 5 years and additionally following significant investment. The assessment requires the gross internal floor area (GIFA) of the facility to be reported along with its condition rating. Where the facility comprises more than one building or block there is a requirement to report the GIFA and the condition rating for each of the buildings or blocks. The results from the building or block surveys are consolidated and reported on the overall area in each of the condition ratings A to D of the buildings or blocks along with the overall condition rating for the facility.

The condition rating for the learning facility 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

The benefits of adopting this approach is that it:

- provides consistent data;
- allows improvements to be focused on areas of greatest need;
- enables the provision of safe buildings;
- informs spending and investment decisions;
- encourages best practice; and
- measures progress in delivering the vision and aspirations of this strategy.

The current overall condition rating of our learning facilities is shown in Appendix 3

5.4 School Suitability Surveys

It is recognised that Learning Facilities that have flexible and adaptable spaces, including outdoor spaces, which can be used to engage and inspire learners in different ways, assist with delivering the national focus of:

- Enhancing opportunities for learners and supporting their growth and development; and

- Closing the attainment gap and raising attainment.

Suitability therefore has a direct impact on what can be achieved in the Learning Facility and is concerned with whether or not a learning facility is fit for the purpose of delivering its educational curriculum.

Suitability is assessed using The Suitability Core Fact methodology as set out by the Scottish Government. Assessments are undertaken on a cyclical basis on a frequency of 1 in 5 years and additionally:

- following significant investment; or
- if there is significant change in the pupil roll; or
- if the Council considers it appropriate.

The process requires the following six areas of the facility to be assessed:

- Learning and Teaching Spaces (General)
- Internal Social Spaces
- Internal Facilities
- External Social Spaces
- External Facilities
- Learning and Teaching Spaces (Practical) – applies to secondary schools

Each of these "areas" is then rated as:

A: Good – Performing well and operating effectively (the buildings and grounds of the facility support the delivery of services to children and communities)

B: Satisfactory – Performing well but with minor problems (the buildings and grounds of the facility generally support the delivery of services to children and communities)

C: Poor – Showing major problems and/or not operating optimally (the buildings and grounds of the facility 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 buildings and grounds of the facility seriously impede the delivery of activities that are needed for children and communities in the facility)

To ensure that the ratings are consistent and comparable, they should be assessed against five key 'factors', which have equal weighting. These are:

- Functionality e.g. shape, size, adaptability, lighting;
- Accessibility e.g. ease of access for all users,
- Environmental Conditions e.g. temperature, acoustics, ventilation, natural light, controllability,
- Safety and Security e.g. heat sources, windows, fire doors,
- Fixed Furniture and Fittings e.g. ICT infrastructure, storage, display boards, power points.

Each of the "areas" has been allocated a "weighting" so that the overall calculation for the facility should reflect the relative importance of each of the "areas". The findings are entered into a workbook provided by the Scottish Government which calculates the overall category for the facility using both 'major' and 'intermediate' weightings.

The benefits of adopting this approach is that it:

- provides consistent data;
- allows improvements to be focused on areas of greatest need;
- enables the provision of safe buildings;
- informs spending and investment decisions;
- encourages best practice; and
- measures progress in delivering the vision and aspirations of this strategy.

Baseline suitability surveys were carried out by the School Services Support Manager and an Education Manager during 2019/20 to ensure equality in all surveys across the school estate. All schools (except 3 island schools) have been completed to date and a summary of suitability rating is shown in Appendix 4.

5.5 Outdoor learning

Every young person in Argyll and Bute should have regular opportunities to learn, play and be outdoors, both as part of their school curriculum and wider life. Our schools should make best use of the natural world around them to personalise and make the best of their curricula.

Our aims

- To ensure that all children and young people enjoy and benefit from regular outdoor learning opportunities and that these opportunities comprise of a mix of formal, informal and non-formal activities.
- To ensure that all children and young people have opportunities to take advantage of the unique environments of their communities and of the skills and interests of community members.
- That outdoor learning activities will enhance attainment in curricular areas, impact on well-being outcomes, and help children and young people develop specific outdoor and adventurous skills and attitudes as they become environmentally aware citizens and confident learners.

5.6 Digital Learning

The implementation of Digital Learning in Argyll and Bute must remain current with constant technological evolution in order to continuously be effective in providing our learners with a flexible, modern education experience that provides them with positive opportunities and outcomes both in education and for their future. An important consideration for this, therefore, is that schools should incorporate technology appropriate for a modern education establishment and the infrastructure needed to support this.

This would include: a flexible network infrastructure paired with a fast, reliable Internet connection that also offers Wi-Fi coverage across the entire school; a Skype for Business telephony system; network-capable interactive panels for classrooms and other learning spaces; and the means to support virtual learning environments ("VLEs") in order to virtually remove the walls of a classroom and provide "anytime, anywhere" learning.

A digital learning strategy for Education is being prepared and will be available from October 2021.

5.7 Catering

School catering in Argyll and Bute provides a high-quality service to Argyll and Bute's schools and pupils, with an average of upwards of 6,000 meals served daily across the estate. The provision of a catering service throughout Argyll and Bute is challenging with a wide range of

school size and rural geography to accommodate. As such there are a combination of different facilities across the estate.

In Argyll and Bute there are 65 kitchens which can produce and serve meals from scratch. Within this number, there are an increasing number of production kitchens which are set up to produce meals for more than one location. There are 15 dining centres in schools which are designed to offer meals which are delivered to the school on a daily basis. The food is transported from the designated production kitchen.

The service provided must comply with Nutritional Requirements for Food and Drinks in Schools (Scotland) Regulations 2020. The provision of a hot school meal is a vital part to the school day as laid out by the Scottish Government in the Education Act and the HPN (Health, Promotion and Nutrition) Act. This is not only important for the health and nutrition for the pupils, but the social aspect of school meals is a fundamental part of the school day. The Primary school meals service holds the Soil Association Food for Life Served Here Award at bronze level, which demonstrates the service's commitment to providing good quality, local, sustainable and higher welfare meals for children and young people, with a significant proportion of suppliers used being based in Argyll and Bute. The service operates within a quality framework, and holds ISO9001:2015 accreditation.

A review of Argyll and Bute's catering provision is underway to ensure that the service can continue to efficiently meet its obligations and requirements to deliver a high-quality service, fit for the future. This review will cover all aspects of service delivery, including resources, equipment, design brief and staffing.

The Scottish Government have committed to a free school meal being available to all primary pupils by August 2022 on a phased basis from August 2021. In addition, there is also a commitment for the provision of a free breakfast for all pupils and free breakfast and lunch during holiday periods. Work to implement this in schools across the Council is underway as it will have implications for dining and kitchen space across all Primary schools.

5.8 Carbon Footprint and Targets

The Scottish Government have set targets through The Climate Change (Emissions Reduction Targets) (Scotland) Act 2019 to reduce Scotland's emissions of all greenhouse gases to net-zero by 2045 at the latest, with interim targets of at least 75% by 2030 and 90% by 2040. These are ambitious targets that require all sectors to contribute and it is recognised that the public sector will play a key leadership and 'leading by example' role. Argyll and Bute Council published its first 'Decarbonisation Plan' in 2020, in which it was confirmed that the Councils emissions reduction efforts would align with national targets initially. As this and future plans develop and resource is matched to specific activities then timelines for delivery of targets will be reviewed.

Schools and other educational establishments form a significant proportion of the Council's estate and emissions arising therefrom, through use of electricity, gas, heating oil etc, contribute to the Councils overall carbon footprint. The Climate Change (Scotland) Act places a duty on public bodies to submit an annual climate change report (by the end of November for the preceding reporting year).

The Learning Estates Investment Programme contains set parameters to adhere to in relation to energy efficiency as criteria of the funding programme based on the principles of the National Learning Estate Strategy; Connecting People, Places and Learning.

The Council will also consider the way in which products are designed and procured to ensure that, where practically possible, these items can be in use for as long as possible and then re-used, repaired and recycled thus reducing the impact on our environment.

The Eco Schools Programme is an internationally recognised achievement for schools and nurseries committed to Learning for Sustainability. In Argyll and Bute all learning establishments are registered with the Eco-Schools programme.

5.9 Asset Disposal

Education management will determine the suitability of the asset and identify its requirement for current and future service delivery. Where a detailed review and analysis has taken place on the Learning Estate, the long term requirement for a particular asset is considered. Assets that are identified as surplus to the needs of the Education are passed to the Estates & Property Development Section to be disposed of in accordance with the associated disposal of surplus Council assets procedure and any other appropriate legislation that must be considered prior to disposal.

5.10 Community Use of Schools

Ensuring high quality partnership working and community engagement is at the heart of the Education Service and is one of the 6 key objectives laid out in the 'Our Children Their Future' Education strategy document. All establishments within the learning estate should be first and foremost civic and community hubs. The estate should be multifunctional and facilitate both the delivery of education and the aspirations of the wider community.

The focus of Community Learning and Development in Scotland is:

1. Improved life chances for people of all ages, through learning, personal development and active citizenship
2. Stronger, more resilient, supportive, influential and inclusive communities

Currently our schools are let by a number of community groups for a variety of activities at weekends and after school. As outlined in section 1 above, one of the guiding principles is that Argyll and Bute will maximise the use of the learning estate to benefit the wider community in any future developments.

5.11 Partnerships

When considering any new builds or adaptations, it is our priority to look at wider partnership working and how other partners could be included in the development including: local companies, other Council departments, other Public Services including Health & Social Care Partnership, Police Scotland etc. Consideration should also be given as to how the project could involve local community groups and this should involve a wider community engagement.

5.12 Engagement

As a council we have a statutory duty to consult and engage on a range of issues; the council's approach to these recognises that with our geography, one size does not fit all, and that steps taken to engage should reflect topic, audiences and resources.

We have examples of good practice in engaging with key stakeholders in the design and build of our school estate. In the case of the new school builds in Oban and Campbeltown this included:

- Creation of "Champions Groups" consisting of pupils and staff tasked to make key decisions on the educational provision of the school and certain of the design elements.
- Regular updates to Councillors as the project progressed and a dedicated website and regular newsletters to inform staff, pupils and the public of progress on the project.

Schools demonstrate quality engagement in its everyday operations with schools regularly using digital and face to face where appropriate to engage pupils, parents and guardians and local communities.

We will also use information from engagement undertaken by the CPP to inform our schools estate.

6. School Roll Projections and Methodology

Argyll and Bute established a methodology for projecting school rolls following collaboration with the Northern Alliance during 2019. Projections are in place for all Argyll and Bute schools until 2029 which allows strategic planning to take place by Education Management Team. Some of these plans may include:

- Use of under occupied building for another purpose
- Rezoning (community services committee 11 September 2014)
- Mothballing
- Replacement/Merger of schools
- Closure

All of the above options would require extensive engagement as they may result in a statutory consultation process through the Schools (Consultation) (Scotland) Act 2010 here

7. Early Years – 1140hrs

The Scottish Government announced as a policy commitment the expansion of the provision of funded ELC from 600 hours to 1140 hours by 2020. However, it should be noted that due to the impact of COVID-19, the Scottish Government have of April 2020 removed the statutory duty to complete the implementation of 1140 hours of ELC available to each eligible child from 1 August 2020. Education and Property Services have progressed the expansion plans which have included improving ELC environments. A number of refurbishments are delayed until summer 2021 however the statutory obligation to deliver 1140 hrs from August 2021 has been met.

The priority for the expansion to 1140 hours is to improve children's outcomes and close the poverty-related attainment gap. In addition, the expansion aims to support parents into work, study or training. The Scottish Government's four principles of the ELC expansion are: quality, flexibility, affordability, and accessibility.

The theory of change for the expansion is that, by delivering ELC that is high-quality, flexible, affordable and accessible, parents will be encouraged to take up their child's entitlement to funded ELC, especially those from the least advantaged backgrounds. In turn, children's development will improve, the poverty-related attainment gap will narrow and more parents will be able to work, study or train.

The 1140 hours of ELC is offered by a range of providers across Argyll and Bute, including Local Authority, Private, Voluntary, Independent and Childminders

8. Equality & Inclusion

Our aspiration is to ensure that Argyll and Bute is the best place in Scotland for our children to grow up. Our vision is that together we will realise ambition, excellence and equality for all.

The Education strategy document developed in 2016 ‘Our Children, Their Future’ lays out a clear message that we want young people and families to remain in the area and be attractiv to live here.

To realise that ambition we have produced a coherent set of policies that deliver an equality of education opportunity and improvement for all.

One of Argyll and Bute's guiding principles which form the base of our Learning Estate Strategy is that Young People within Argyll and Bute are educated within a fully accessible learning establishment of A or B Grading for suitability. This means that all young people are able to attend a school within their local area that is fully accessible for their bespoke needs.

9. Statutory Processes

9.1 Closing a School

Schools (Consultation)(Scotland) Act 2010

The Act establishes a consultation process in respect of school closures and other major changes that effect schools. The 2010 Act was amended by the Children and Young People (Scotland) Act 2014, and the final part of those amendments, relating to the School Closure Review Panels, came into force on 30 March 2015.

It provides for Scottish Ministers to 'call in' a local authority decision, special safeguards for rural schools and sets out a five stage consultation process, including the preparation of an Educational Benefit Statement.

Scottish Government has provided further guidance for Local Authorities on the Act.

The guidance sets out the requirement to thoroughly prepare before undertaking any consultation exercise. Local Authorities will need to undertake significant preparation, have robust information and ensure any proposal demonstrates educational benefits before consulting on any changes. For example, in the case of rural schools if the reason for a proposal to close a school is a falling roll, the authority should demonstrate what it has done to tackle this within any proposals. The authority must also identify other reasonable alternatives, and full consideration should be given to maintaining the current school. The authority is required to invite representations on these alternatives, as well as requesting suggestions regarding other reasonable alternatives.

The 2010 Act makes special arrangements in regard to rural schools, establishing a procedural presumption against the closure of rural schools. Appendix 5 details the geographical classification of all Argyll and Bute Schools as adopted by the Scottish Government.

Education Scotland have developed complementary guidance which provides details on the role of HMIe.

Educational Benefits

The Schools (Consultation) Scotland Act 2010 Act requires that educational benefits should be at the heart of any proposal to make a significant change to schools. It specifies that the local authority must, for all consultations, prepare an Educational Benefits Statement and publish it within the proposal paper. The statement must consider current and future pupils of any affected school, current users of its facilities, and the pupils of other schools in the authority's area; and also to explain how the authority intends to minimise or avoid any adverse effects of the proposal.

It is also important to consider the effect upon educational benefit of those schools exceeding 100% capacity.

The full guidance can be found here Schools (Consultation)(Scotland) Act 2010 as amended (education.gov.scot).

9.2 Mothballing a school

In considering alternatives to closure, authorities may choose to consider "mothballing" a school (or a stage of education or a nursery class at a school). This is a temporary closure which does not necessarily lead to a consultation under the 2010 Act. It is only appropriate in very restricted circumstances. When a school roll falls very low, the authority and/or community may consider that the school is not presently viable but do not wish to close it immediately because there is a reasonable prospect that the number of pupils in the area will increase such that it should be re-opened in the future.

It is vital that this flexibility to close a school for a temporary period is not used to undermine the requirements under the 2010 Act to consult on all school closure proposals. Mothballing is only appropriate for a temporary period and should be subject to regular review, at least annually, against the same requirements which led to the original decision to mothball the school (or stage of education). The maximum length of its duration is likely to depend on the location of the school and the desirability of maintaining capacity to re-open a school there, but it is unlikely that it should exceed 3 years in areas that are not very remote. The condition of the school building and cost of maintaining the mothballed provision will also be relevant.

A school can be mothballed where the school roll has fallen to zero and continues to be zero. It may also be appropriate where the roll or potential roll is very low and the authority considers the only other option to be closure. However, in circumstances where a school is mothballed rather than closed and some children and young people remain in the catchment area, this decision should be taken in consultation with the parents involved, and the possibility should be raised as early as possible, in order to ensure that families can understand the options open to them. Mothballing should not be a way of denying parents access to the statutory consultation process required under the 2010 Act and if the majority of parents oppose mothballing, it would be appropriate to move to statutory consultation on closure as soon as possible.

An official paper will be presented for approval at Community Services Committee for each mothballing situation.

9.3 Re-zoning a school catchment zone

From time to time it may be necessary to re-zone a school catchment zone. These may include a new housing development or following a school closure.

Any change of school catchment zone has to follow the guidance outlined within the Schools (Consultation) Scotland Act 2010 Act in relation to the consultation process.

The council must publish a proposal paper containing the following:

- Details of the proposal
- Proposed date for implementation
- The educational benefits statement
- Other appropriate supporting evidence or information and
- A summary of the consultation process

To enable elected members to consider a request to change any catchment area, a report requires to be prepared containing details of the request together with an assessment of the effects of the proposal. The report would be presented in the first instance to the appropriate Area Committee and in turn to the Full Council for a final decision on progressing with a public

consultation. There would then follow the consultation process before a report is compiled for Education Scotland. The paper would be updated and returned to Full Council for final decision. The full process can be found here Schools (Consultation)(Scotland) Act 2010 as amended (education.gov.scot)

10. Capital Investment 2021-24

The Education Service prepares a Strategic Asset Management Plan (SAMP) identifying the priorities for capital investment which is approved as part of the Council's annual budget setting process. The SAMP for 2021-2024 sets out the requirements for the delivery of improvements to the education service's capital assets and the delivery of safe, efficient fit-for purpose education establishments and buildings which support learning. The projects identified within the SAMP are funded by the general capital grant received from the Scottish Government and follows the process laid out in the Council's Corporate Asset Management Strategy. The Asset Management Strategy classifies capital projects under three particular headings namely:

'Asset sustainability' – with a focus on maintaining or investing in the physical fabric of the building. These projects ensure existing assets are fit for purpose/continue to be fit for purpose based on existing use.

'Service development' – with a focus on enhancing the current asset to improve its fitness for purpose or its efficiency and effectiveness. Service development covers construction/acquisition of new assets to replace existing assets on a like for like basis or investment in assets to enhance service delivery based on existing use. The requirement for this investment would be driven by service, area and corporate priorities.

'Strategic change' – with a focus on a significant investment across the service asset portfolio to support fundamental service development. Projects classified as Strategic Change would be where the new asset replaces a number of different existing assets including bringing a range of different services in to the same asset or a structurally significant investment in terms of the corporate plan. The requirement for this investment would be driven by corporate priorities.

The Education SAMP typically details 'Asset sustainability' projects. Limited capital funding in recent years has meant that the level of capital investment available enables only the completion of the very highest priority asset sustainability projects. These projects have been identified from condition surveys to ensure the school estate meets statutory and regulatory requirements and our education establishments are suitable to meet the needs of 21st century learning. Projects identified have been aligned to the works to expand the provision of Early Learning and Childcare in a number of settings and ensures the service provides a whole school solution to enhance the capital works where required. Projects will address health and safety issues and those that will have an impact on the learning and teaching environment for the largest number of pupils. Completing this work should ensure the education service maintains the current condition scores for these properties and improves suitability scores. However there is a risk that failure to invest in planned capitalised maintenance in a timeous manner across such a large estate will see a reduction in the scores of other properties and / or could result in component failure and building closure across the school estate. There is a significant backlog of maintenance work which includes roof repairs, rewiring, damp repairs, heating upgrades and suitability works.

11. Future Priorities

Significant and transformative investment has been made to the majority of our mainland secondary schools and campuses over the past 10 years, however, there has not been a strategic review of our learning estate on our islands for some significant time.

The Scottish Government indicated that 2021 is likely to be the last year of the Learning Estate Investment Programme (LEIP) which has already earmarked around £1bn of financial support to new build schools or significant refurbishments since 2018. To date, our Council has not made a bid to either of the previous 2 rounds of LEIP and this 3rd phase (likely to seek expressions of interest by September / October 2021) may be the last round of support until 2026. There is also indication that the Government wish to see a spread of LEIP funding going to all local authorities and we note that there has only been 1 other island bid since 2018 so our priorities may sit well on a geographic and island equality basis too.

The information collated within the LES has identified priorities for future strategic investment should be focused mainly on our islands with Mull then Islay demonstrating the greatest need along with the maximum community impact. If population growth and investment continue in the Dunbeg area then this will also require investment.

Mull

Over the last 5 year there has been a total of £384k of revenue and capital expended on sustaining the Tobermory School asset. There is a trend of increasing reactive or maintenance spend and a sizable sum of investment (£383,000) on degrading fabric at the high school over the past 5 years (ref. DMT report June 2021). There remains a total of £600k to be expended on Tobermory school from asset sustainability block allocations up to and including 2022/23. This is now fully committed.

There are no proposed works planned from 1140 or asset sustainability budgets with regard to the other Mull/Iona schools, however the extension of free school meals may result in a change/further works.

Islay

There has been £356,848.79 of revenue spent over the last 5 years and £5,235,942.93 capital expended during the last 10 years on sustaining the Islay and Jura school estate. A significant proportion of this expenditure relates to maintenance and investment in the fabric of Islay High School. There remains a total of £1.310M to be expended on Islay schools from asset sustainability block allocations up to and including 2023/24: Islay High £662,000, Bowmore PS £240,000, Keils PS £80,000, Port Charlotte £328,000

In line with the Islands (Scotland) Act 2018 and the National Islands Plan, the provision of improved school infrastructure on Mull and/or Islay would contribute to a number of strategic objectives, which would meaningfully improve outcomes for island communities. For example:-

- Education – promote and improve education for all throughout life
- Population levels - addressing potential population decline and ensuring a healthy and balanced population profile,
- Climate change and energy - contribution to climate change mitigation – specific energy targets built into any new build as part of the Learning Estate Investment Programme (LEIP)
- Improved digital connectivity – under the LEIP, need to provide evidence that new facility infrastructure is capable of supporting at least 1GBps.
- Empowered island communities and strong local partnership
- Improve and promote sustainable economic development via improved infrastructure
- Supports the effective implementation of the National Islands Plan

A report has been taken to DMT/SMT in relation to a feasibility study for Mull and Islay to assess the scope and affordability of a new development on one or both of these islands. This study will in turn inform whether a bid will be made for Learning Estate Investment Programme (LEIP) funding later in the year.

Working up more detailed feasibility studies would be done by independent consultants to establish the strategic business case and also affordability of both the Islay and Mull projects. This would provide the Council with sufficient detail to base a decision on whether or not to apply for LEIP3 funding later in 2021. The Council have previously utilised the support of SFT and Hub North to undertake this work. Hub North are also supporting the other Northern Alliance Education Authorities who are also considering LEIP3 bids.

12. Appendix 1 – School Rolls

PRIMARY SCHOOL	P1	P2	P3	P4	P5	P6	P7
Achahoish Primary School	0	0	1	0	2	1	2
Achaleven Primary School	0	0	2	0	1	1	3
Ardrishaig Primary School	17	10	14	12	14	14	13
Arinagour Primary School	0	1	0	0	4	1	0
Arrochar Primary School	9	6	10	5	9	10	11
Barcaldine Primary School	0	1	2	0	4	1	2
Bowmore Primary School	6	6	12	6	7	6	8
Bowmore Primary School Gaelic Unit	2	3	3	1	1	2	2
Bunessan Primary Gaelic Unit	0	0	1	2	0	0	0
Bunessan Primary School	1	1	1		4	2	12
Cardross Primary School	25	25	27	19	26	24	16
Carradale Primary School	1		3	4	3	1	4
Castlehill Primary School	30	24	32	23	29	35	30
Clachan Primary School	0	2	1	2	0	0	1
Colgrain Primary School	31	46	41	42	49	49	44
Craignish Primary School	5		3	3	4	1	3
Dalintober Primary School	22	33	33	39	30	45	38
Dalmally Primary School	5	3	3	8	3	3	6
Dervaig Primary School	3		5	4	2	6	2
Drumlemble Primary School	5	4	5	4	5	2	6
Dunbeg Primary School	9	16	16	16	7	11	15
Dunoon Primary School	20	26	29	26	25	24	41
Easdale Primary School	1	5	2	3	2	3	1
Furnace Primary School	0	2	4	2	0	1	3
Garelochhead Primary School	8	9	19	21	21	23	11
Gigha Primary School	0	2	3	1	2	1	1
Glassary Primary School	2	3	4	3	5	5	1
Glenbarr Primary School	0	2	2	0	0	4	2
Hermitage Primary School	45	55	49	60	45	59	61
Innellan Primary School	3	1	6	6	8	4	1
Inveraray Primary School	4	10	14	6	11	11	13
Iona Primary School	4	2	3	2	4		2
John Logie Baird Primary School	13	21	11	21	13	18	19
Keills Primary School	7	2	7	4	4	2	4
Kilchattan Primary School	1			3		1	3
Kilchrenan Primary School	2	1	3		1	3	2
Kilcreggan Primary School	11	14	10	11	9	14	12
Kilmartin Primary School	6	7	6	5	4	5	5
Kilmodan Primary School	2	2	2	2	2	3	4
Kilninver Primary School	7	1	4	4	2	4	7
Kirn Primary School	36	38	36	43	34	36	50
Lismore Primary School	0	2	2	2	3	1	1
Lochdonhead Primary School	2	4	1			1	2
Lochgilphead Primary School	30	28	22	32	31	39	25
Lochgoilhead Primary School	5	4	5	4	3	2	6
Lochnell Primary School	17	15	11	20	15	15	19
Luing Primary School	In mothballing process						

Luss Primary School	0	1	2	1	4	2	0
Minard Primary School	In mothballing process						
North Bute Primary School	6	6	4	7	8	6	1
Park Primary School	34	28	31	33	32	48	34
Port Charlotte Primary School	4	2	5	4	4	3	9
Port Ellen Primary School	14	11	8	6	7	5	7
Rhu Primary School	21	23	28	37	31	33	27
Rhunahaorine Primary School	2	2		2		3	1
Rockfield Gaelic Primary School	8	13	7	3	12	7	11
Rockfield Primary School	33	41	42	30	47	39	44
Rosneath Primary School	10	12	11	7	13	18	10
Rothesay Primary School	33	22	33	44	41	34	42
Salen Primary School	2	4	7	4	3	4	5
Salen Primary School Gaelic Unit	4	4	9	6	5	10	7
Sandbank Primary School	8	11	8	10	8	6	11
Sandbank Primary School Gaelic Unit	11	7	10	4	7	8	5
Skipness Primary School	In mothballing process						
Small Isles Primary School	3	1	2	4	6	1	2
Southend Primary School	In mothballing process						
St Andrew's Primary School - Argyll	14	4	1	11	8	6	14
St Columba's Primary School - Argyll	25	17	19	18	21	16	16
St Joseph's Primary School - Helensburgh	25	20	23	22	21	30	20
St Mun's Primary School	5	4	11	19	13	18	17
Strachur Primary School	1	3	3	5	4	8	3
Strath of Appin Primary School	3	3	1	2	2	3	3
Strath of Appin Primary School Gaelic Unit	5		3			3	
Strone Primary School	2	2	5	4	4	5	1
Tarbert Primary School	13	15	15	19	19	14	14
Taynuilt Primary School	10	8	9	9	10	9	12
Tayvallich Primary School	5	3	3	4	3	3	4
Tighnabruaich Primary School	7	7	5	8	8	6	4
Tiree Primary School	1	3	3	7	1	6	6
Tiree Primary School Gaelic Unit	2	6	4	10	2	10	2
Tobermory Primary School	6	16	8	6	7	12	7
Toward Primary School	2	2	4	3	2	2	6
Ulva Primary School	1		3		2	2	
Grand Total	**721**	**739**	**802**	**830**	**815**	**883**	**866**

SECONDARY SCHOOL	S1	S2	S3	S4	S5	S6	TOTAL
Campbeltown Grammar School	76	62	65	69	62	44	378
Dunoon Grammar School	128	137	129	112	129	81	716
Hermitage Academy	239	219	211	212	218	155	1254
Islay High School	41	37	36	30	39	28	211
Lochgilphead High School	79	77	79	89	85	43	452
Oban High School	189	170	186	157	147	96	945
Rothesay Academy	50	49	58	51	55	44	307
Tarbert Academy	16	19	15	19	16	14	99
Tiree High School	5	9	7	7	4	5	37

Tobermory High School	32	28	18	26	19	13	136
Grand Total	855	807	804	772	774	523	**4535**

	P1	P2	P3	P4	P5	P6	P7	S1	S2	S3	S4	S5	S6	Total
Parklands Special School	4	0	4	9	11	8	6	8	3	4	0	3	2	**62**

13. Appendix 2 – School Occupancy rates (Sept 2020)

SCHOOL	Planning Capacity	Working Capacity	OCCUPANCY %	ROLL
ACHAHOISH	62	50	10	6
ACHALEVEN	41	41	17	7
ARDRISHAIG	227	125	41	94
ARINAGOUR	33	25	18	6
ARROCHAR	97	82	62	60
BARCALDINE	25	25	40	10
BOWMORE & GMU	179	142	36	65
BUNESSAN	46	46	52	24
CARDROSS	236	233	69	162
CARRADALE	64	50	25	16
CASTLEHILL	459	229	44	202
CLACHAN	66	34	9	6
COLGRAIN	396	342	77	304
CRAIGNISH	35		54	19
DALINTOBER	359	313	67	241
DALMALLY	99	50	29	29
DERVAIG	57	50	39	22
DRUMLEMBLE	66	50	48	32
DUNBEG	149	128	60	90
DUNOON PRIMARY	287	227	67	192
EASDALE	92	50	18	17
FURNACE	50	50	24	12
GARELOCHHEAD	322	158	35	113
GIGHA	48	25	21	10
GLASSARY	64	63	36	23
GLENBARR	50	48	20	10
HERMITAGE	494	490	77	382
INNELLAN	150	146	19	29
INVERARAY	91		77	70
IONA	44	44	39	17
JOHN LOGIE BAIRD	394	209	30	118
KEILLS	44	44	68	30
KILCHATTAN	21	21	38	8
KILCHRENAN	41	41	29	12
KILCREGGAN	128	108	66	85
KILMARTIN	72	72	53	38
KILMODAN	25	25	68	17
KILNINVER	50	46	58	29
KIRN	378	308	72	271
LISMORE	25	25	44	11
LOCHDONHEAD	50	50	20	10
LOCHGILPHEAD	283	249	73	207
LOCHGOILHEAD	48	48	60	29
LOCHNELL	147	133	76	111
LUING	38	In mothballing process		
LUSS	50	25	20	10
MINARD	33	In mothballing process		
NORTH BUTE	133	133	29	38
PARK	330	284	73	241

PORT CHARLOTTE	99		31	31
PORT ELLEN	165		35	58
RHU	253	250	81	204
RHUNAHAORINE	33		30	10
ROCKFIELD & GMU	430		79	338
ROSNEATH	141	100	56	79
ROTHESAY	419		59	246
SALEN & GMU	122	122	61	74
SANDBANK & GMU	195	171	58	114
SKIPNESS	26	In mothballing process		
SMALL ISLES	48		40	19
SOUTHEND	64	In mothballing process		
ST ANDREW'S	217	75	27	58
ST COLUMBA'S	182	133	73	132
ST JOSEPH'S	338	337	49	164
ST MUN'S	248	172	35	87
STRACHUR	74	74	36	27
STRATH OF APPIN & GMU	66		42	28
STRONE	118	50	19	23
TARBERT	154	130	71	110
TAYNUILT	163	145	42	68
TAYVALLICH	41	33	61	25
TIGHNABRUAICH	57	50	81	46
TIREE & GMU	169		38	65
TOBERMORY	136		46	62
TOWARD	64	50	36	23
ULVA	33		24	8

SECONDARY	*CAPACITY*		*OCCUPANCY %*	*ROLL*
CAMPBELTOWN	500		77	386
DUNOON	1000		73	729
HERMITAGE	1700		75	1268
ISLAY	377		56	211
LOCHGILPHEAD	580		81	470
OBAN	1300		74	962
ROTHESAY	410		75	308
TARBERT	201		50	101
TIREE	301		12	37
TOBERMORY	222		61	136

SPECIAL	*CAPACITY*		*OCCUPANCY %*	*ROLL*
PARKLANDS	36		72.2	26

14. Appendix 3 – Condition Surveys

Condition Scores @ April 2021

SchoolName	OverallCondition	ConditionSurveyDate
Achahoish Primary School	A	2019-03-06
Achaleven Primary School	B	2016-11-29
Ardrishaig Primary School	B	2016-11-26
Arinagour Primary School	B	2017-11-14
Arrochar Primary School	A	2020-03-30
Barcaldine Primary School	B	2017-12-19
Bowmore Primary Gaelic Unit	B	2017-11-14
Bowmore Primary School	B	2017-11-14
Bunessan Primary School	B	2016-04-21
Bunessan Primary School Gaelic Unit	B	2016-04-21
Campbeltown Grammar School	A	2019-03-05
Cardross Primary School	B	2018-11-08
Carradale Primary School	B	2016-11-24
Castlehill Primary School	B	2016-04-21
Clachan Primary School	B	2016-04-21
Colgrain Primary School	B	2016-04-21
Craignish Primary School	B	2017-12-22
Dalintober Primary School	B	2016-04-21
Dalmally Primary School	B	2016-04-20
Dervaig Primary School	B	2017-12-20
Drumlemble Primary School	B	2016-04-21
Dunbeg Primary School	A	2016-04-20
Dunoon Grammar School	A	2020-02-05
Dunoon Primary School	A	2012-10-08
Easdale Primary School	B	2019-02-28
Furnace Primary School	A	2020-03-30
Garelochhead Primary School	B	2020-03-30
Gigha Primary School	B	2017-05-26
Glassary Primary School	B	2016-04-21
Glenbarr Primary School	B	2016-04-20
Hermitage Academy	A	2018-02-15

Hermitage Primary School	A	2020-03-31
Innellan Primary School	B	2019-03-07
Inveraray Primary School	B	2020-03-31
Iona Primary School	B	2016-04-20
Islay High School	B	2019-08-14
John Logie Baird Primary School	B	2016-04-25
Keills Primary School	B	2017-11-14
Kilchattan Primary School	B	2019-09-25
Kilchrenan Primary School	B	2016-04-25
Kilcreggan Primary School	B	2016-04-25
Kilmartin Primary School	B	2016-04-26
Kilmodan Primary School	B	2019-03-11
Kilninver Primary School	B	2017-12-19
Kirn Primary School	A	2020-03-31
Lismore Primary School	B	2016-04-19
Lochdonhead Primary School	B	2018-01-09
Lochgilphead High School	A	2020-02-14
Lochgilphead Primary School	A	2020-02-14
Lochgoilhead Primary School	B	2019-03-11
Lochnell Primary School	B	2019-02-27
Luing Primary School	In mothballing process	2019-02-28
Luss Primary School	B	2020-03-31
Minard Primary School	In mothballing process	2019-03-12
North Bute Primary School	B	2019-03-07
Oban High School	A	2019-03-20
Park Primary School	B	2019-02-27
Parklands School	B	2017-05-25
Port Charlotte Primary School	B	2019-01-22
Port Ellen Primary School	B	2019-01-22
Rhu Primary School	B	2017-10-16
Rhunahaorine Primary School	B	2019-03-05
Rockfield Gaelic Unit	A	2018-01-16
Rockfield Primary School	A	2018-01-16
Rosneath Primary School	A	2017-08-02
Rothesay Academy	A	2020-02-05

Rothesay Primary School	A	2020-02-05
Salen Primary Gaelic Unit	A	2018-03-09
Salen Primary School	B	2017-12-20
Sandbank Primary Gaelic Unit	B	2019-03-06
Sandbank Primary School	B	2019-03-06
Skipness Primary School	In mothballing process	2012-10-08
Small Isles Primary School	B	2016-04-26
Southend Primary School	In mothballing process	2020-03-31
St Andrew's Primary School	B	2019-03-11
St Columba's Primary School	A	2018-01-16
St Joseph's Primary School	A	2020-03-30
St Mun's Primary School	B	2019-08-29
Strachur Primary School	B	2019-03-11
Strath of Appin Primary	A	2015-04-24
Strath of Appin Primary School Gaelic Medium	A	2015-04-24
Strone Primary School	B	2019-03-11
Tarbert Academy	B	2016-04-26
Tarbert Primary	B	2016-04-26
Taynuilt Primary School	B	2016-01-26
Tayvallich Primary School	B	2019-03-07
Tighnabruaich Primary School	B	2019-03-11
Tiree High School	B	2017-01-31
Tiree High School Primary	B	2017-01-31
Tiree Primary Gaelic Unit	B	2017-01-31
Tobermory High School	B	2016-04-26
Tobermory High School Primary	B	2016-04-26
Toward Primary School	B	2019-03-11
Ulva Primary School	B	2018-01-09

15. Appendix 4 – Suitability Surveys

School	Date	Cluster	Overall Suitability Rating	%score
Achahoish	25.10.19	MAKI	A	96.6
Achaleven	11.12.19	OLI	B	81.33
Ardrishaig	2.9.19	MAKI	B	78.74
Arinagour	12.5.21	OLI	B	80.35
Arrochar	29.7.19	H&L	A	85.57
Barcaldine	11.12.19	OLI	B	66.04
Bowmore + GMU	26.6.19	MAKI	B	82.34
Bunessan	25.6.19	OLI	B	84.93
Cardross	29.7.19	H&L	A	91.52
Carradale	24.10.19	MAKI	A	91.11
Castlehill	24.10.19	MAKI	B	76.01
Clachan	24.10.19	MAKI	A	89.75
Colgrain	29.7.19	H&L	A	93.03
Craignish	6.11.20	MAKI	B	77.65
Dalintober	25.10.19	MAKI	B	78.26
Dalmally	11.12.19	OLI	A	88.83
Dervaig	26.8.19	OLI	B	73.67
Drumlemble	24.10.19	MAKI	A	94.62
Dunbeg	11.12.19	OLI	B	82.54
Dunoon Primary	18.10.19	B&C	A	87.74
Dunoon Grammar		B&C	A	
Easdale	4.2.20	OLI	A	95.48
Furnace	2.9.19	MAKI	A	92.66
Garelochhead	5.8.19	H&L	B	72.82
Gigha	25.10.19	MAKI	B	84.73
Glassary	2.9.19	MAKI	B	83.64
Glenbarr	25.10.19	MAKI	A	94.51
Hermitage Academy		H&L	A	
Hermitage Primary	5.8.19	H&L	A	93.63
Innellan	18.7.19	B&C	A	92.55
Inveraray	3.7.19	MAKI	A	86.46
Iona	26.8.19	OLI	B	79.43
John Logie Baird	29.7.19	H&L	B	78.05
Keills	26.6.19	MAKI	B	84.19
Kilchattan	13.5.21	OLI	B	66.85
Kilchrenan	16.12.19	OLI	B	71.24
Kilcreggan	5.8.19	H&L	A	85.68
Kilmartin	2.9.19	MAKI	A	86.36

Kilmodan	22.7.19	B&C	A	92.99
Kilninver	6.11.20	OLI	C	55.06
Kirn	18.7.19	B&C	A	99.63
Lismore	11.12.19	OLI	A	91.29
Lochdonhead	26.6.19	MAKI	B	79.83
Lochgilphead		MAKI	A	
Lochgoilhead	5.8.19	B&C	B	84.4
Lochnell	10.12.19	OLI	A	92.36
Luing	4.2.20	OLI	In mothballing process	
Luss	29.7.19	H&L	B	78.83
Minard	2.9.19	MAKI	In mothballing process	
North Bute	18.10.19	B&C	C	56.24
Oban High		OLI	A	
Park	10.12.19	OLI	A	92.85
Parklands	29.7.19	H&L	A	96.32
Port Charlotte	26.6.19	MAKI	A	93.46
Port Ellen	26.6.19	MAKI	A	92.74
Rhu	5.8.19	H&L	B	83.13
Rhunahaorine	25.10.19	MAKI	A	85.53
Rockfield +GMU	10.12.19	OLI	A	94.52
Rosneath	5.8.19	H&L	A	95.21
Rothesay		B&C	A	
Salen + GMU	25.6.19	OLI	B	70.92
Sandbank + GMU	3.9.19	B&C	A	93.91
Skipness		MAKI	In mothballing process	
Small Isles		MAKI	A	85.35
Southend	24.10.19	MAKI	In mothballing process	
St Andrews	18.10.19	B&C	A	85.21
St Columba's	10.12.19	OLI	A	94.52
St Joseph's	29.7.19	H&L	A	93.46
St Mun's	18.10.19	B&C	B	84.82
Strachur	22.7.19	B&C	A	87.1
Strath of Appin + GMU	10.12.19	OLI	A	86.24
Strone	22.7.19	B&C	A	88.02
Tarbert 3-18	2.9.19	MAKI	B	84.16
Taynuilt	11.12.19	OLI	A	89.28
Tayvallich	2.9.19	MAKI	B	76.04
Tighnabruaich	18.10.19	B&C	A	89.9
Tiree + GMU	18.6.21	OLI	A	98.97
Tobermory 3-18	25.6.19	OLI	C	56.16
Toward	18.7.19	B&C	B	84.56
Ulva	26.8.19	OLI	B	84.69

16. Appendix 5 – Rural School List

Rural Schools List	
Maintained and published by the Scottish Government under section 14 of the Schools	
(Consultation) (Scotland) Act 2010	
*** Schools are mothballed or in the process of being mothballed**	
School	**Classification**
Achahoish Primary School	Very remote rural areas
Achaleven Primary School	Very remote rural areas
Ardchattan Primary School*	Very remote rural areas
Ardrishaig Primary School	Very remote rural areas
Arinagour Primary School	Very remote rural areas
Arrochar Primary School	Accessible rural areas
Ashfield Primary School*	Very remote rural areas
Barcaldine Primary School	Remote rural areas
Bowmore Primary Gaelic Unit	Very remote rural areas
Bowmore Primary School	Very remote rural areas
Bunessan Primary School	Very remote rural areas
Cardross Primary School	Accessible rural areas
Carradale Primary School	Very remote rural areas
Clachan Primary School	Very remote rural areas
Craignish Primary School	Very remote rural areas
Dalmally Primary School	Very remote rural areas
Dervaig Primary School	Very remote rural areas
Drumlemble Primary School	Very remote rural areas
Dunbeg Primary School	Very remote rural areas
Easdale Primary School	Very remote rural areas
Furnace Primary School	Very remote rural areas
Garelochhead Primary School	Accessible rural areas
Gigha Primary School	Very remote rural areas
Glassary Primary School	Very remote rural areas
Glenbarr Primary School	Very remote rural areas
Innellan Primary School	Very remote rural areas
Inveraray Primary School	Very remote rural areas
Iona Primary School	Very remote rural areas
Islay High School	Very remote rural areas
Keills Primary School	Very remote rural areas
Kilchattan Primary School	Very remote rural areas
Kilchrenan Primary School	Very remote rural areas
Kilcreggan Primary School	Remote rural areas
Kilmartin Primary School	Very remote rural areas
Kilmodan Primary School	Very remote rural areas
Kilninver Primary School	Very remote rural areas

Lismore Primary School	Very remote rural areas
Lochdonhead Primary School	Very remote rural areas
Lochgilphead High School	Very remote rural areas
Lochgilphead Learning Centre	Very remote rural areas
Lochgoilhead Primary School	Remote rural areas
Lochnell Primary School	Very remote rural areas
Luing Primary School*	Very remote rural areas
Luss Primary School	Accessible rural areas
Minard Primary School*	Very remote rural areas
North Bute Primary School	Very remote rural areas
Port Charlotte Primary School	Very remote rural areas
Port Ellen Primary School	Very remote rural areas
Rhunahaorine Primary School	Very remote rural areas
Rosneath Primary School	Remote rural areas
Salen Primary Gaelic Unit	Very remote rural areas
Salen Primary School	Very remote rural areas
Skipness Primary School*	Very remote rural areas
Small Isles Primary School	Very remote rural areas
Southend Primary School*	Very remote rural areas
Strachur Primary School	Very remote rural areas
Strath of Appin Primary	Remote rural areas
Strone Primary School	Very remote rural areas
Tarbert Academy	Very remote rural areas
Taynuilt Primary School	Very remote rural areas
Tayvallich Primary School	Very remote rural areas
Tighnabruaich Primary School	Very remote rural areas
Tiree High School	Very remote rural areas
Tiree Primary Gaelic Unit	Very remote rural areas
Tobermory High School	Very remote rural areas