Argyll and Bute Council

Community Services: Education

Education Provision

PROPOSAL DOCUMENT: April 2011

Review of Education Provision
Ashfield Primary School to Tayvallich Primary School

Argyll and Bute Council
Proposal for the amalgamation of
Ashfield and Tayvallich Primary Schools

SUMMARY PROPOSAL

It is proposed that:

Education provision at Ashfield Primary School will be discontinued with effect from 22 December 2011.

Pupils of Ashfield Primary School continue their education at Tayvallich Primary School from 6 January 2012.

The catchment area of Ashfield Primary School will be extended to include the current catchment area of Tayvallich Primary School.

Argyll and Bute Council has issued this document in regard to a proposal in terms of the Schools (Consultation) (Scotland) Act 2010. The Council’s Education Service with input from other Council Services has prepared this document.

DISTRIBUTION

A copy of this document is available on the Argyll and Bute Council website:
https://www.education.ea.argyll-bute.sch.uk/schoolconsultations or www.argyll-bute.gov.uk

A summary of this document will be provided to:
- Argyll and Bute Councillors
- the Parent Councils of the affected schools
- the parents of the pupils and children at the affected schools
- parents of children expected to attend an affected school within 2 years of the date of publication of this Proposal Document
- the pupils at the affected schools
- the teaching and ancillary staff, at the affected schools
- the trade unions representatives of the above staff
- the Community Councils
- relevant users of the affected schools
- the constituency MSP
- List MSPs for the area
- the Constituency MP
- Sub-Divisional Commander, Strathclyde Police
- Chief Executive, NHS Highland
- Chief Executive Strathclyde Partnership for Transport (SPT)
- Area Commander, Strathclyde Fire and Rescue
- HMIE
- Highlands and Islands Transport Partnership (Hitrans)
- Argyll Rural Schools Network.
A copy of this document is also available from:

- the Executive Director of Community Services, Argyll and Bute Council, Kilmory, Lochgilphead, Argyll, PA31 8RT
- Education Offices, Argyll House, Dunoon, Argyll, PA23 8AJ
- public libraries in the vicinities of the schools affected
- local area offices in the vicinities of the schools affected
- the schools affected by the proposal.

This document is available in alternative formats or in translated form for readers whose first language is not English.

If you would like this document in another language or format, or if you require the services of an interpreter, please apply to the Executive Director of Community Services, Argyll and Bute Council Headquarters, Kilmory, Lochgilphead, Argyll, PA31 8RT.

Jezeli chcieliby Państwo otrzymać ten dokument w innym języku lub w innym formacie albo jeeli potrzebna jest pomoc Uumacza, to prosimy o kontakt z nami.

Ma tha sibh ag iarraidh an sgriobhainn seo ann an cànan no rìochd eile, no ma tha sibh a’ feumachdainn seirbheis eadar, feuch gun leig sibh fios thugainn.

यह दर्शनवेत्र यदि आपको किसी अन्य भाषा या अन्य स्थान में चाहिए, या आपको आनुबंध सेवाओं की आवश्यकता हो तो हमसे संपर्क करें

本文件可以翻译为另一语文版本，或製作成另一格式，如有此需要，或需要傳譯員的協助，請與我們聯絡。

मे फिटा समाजदेख उड़ाने बिमे टेट्र ग्राम बिख तॅ बिख टेट्र बिख चर्चीने, तॅ समे उड़ाने वॉक्सवेज सहकात्रे लघु बिमे फिटफिटदी तॅ खेंडे, तॅ उम्मी बाँध बनामे।

Jezeli chcieliby Państwo otrzymać ten dokument w innym języku lub w innym formacie albo jeeli potrzebna jest pomoc Uumacza, to prosimy o kontakt z nami.
1 INTRODUCTION

1.1 Argyll and Bute Council aims to allocate its resources in a way that ensures best value and the quality of all of its services. It attaches particular importance to providing the best possible educational experience for all of the children and young people in its schools. Performance in most national assessment and national qualification measures is generally above the national average.

1.2 The Council’s overall vision for the education service has the following aims:

- to strive continuously to improve the quality of education for all in Argyll and Bute
- to become a learning organisation that is outward looking and values creativity and shared reflection
- to promote partnership working and equality of opportunity
- to ensure that resources are managed effectively and that best value is secured
- to equip our children and young people with the skills and knowledge they require in order to become:
  - Successful Learners
  - Confident Individuals
  - Responsible Citizens
  - Effective Contributors.

That vision is supported by the Council’s educational aspirations, which are to:

- provide the highest quality of educational opportunity and experience for all the children and young people in Argyll and Bute
- meet the individual needs of children and young people in as appropriate a manner as possible
- ensure that standards of education continue to rise
- carry through programmes of educational improvement and modernisation such as the introduction of Curriculum for Excellence.

1.3 In order to fulfil the visions and aspirations it is necessary to adapt to changing circumstances. The need for change has been increased by the requirement to respond to changes in demographics, migration and financial problems created by global economic circumstances.

1.4 Ashfield Primary is a small rural school situated in the village of Achnamara on the shores of Loch Sween. Built in 1956 the school covers Primary 1 to Primary 7 in two classrooms and has the benefit of a general-purpose room for PE, drama etc.

Tayvallich Primary is built on a hill overlooking a secluded bay round which lies the picturesque and peaceful village of Tayvallich. The school comprises the main stone-built classroom and a portacabin. According to pupil roll, the children have their class in one or other of the buildings, but move between both for lessons such as music.
2 REASON FOR THE PROPOSAL

2.1 The main issues underpinning the Council’s decision to consult on the proposal contained in this document are as follows:

- there are now too many schools within the Council’s area for the size of the pupil population
- there is no realistic possibility at present of the Council being able to bring its whole school estate up to a satisfactory condition
- many schools are not designed to meet the requirements of education in the early twenty-first century the costs per pupil in under occupied schools are excessively high
- schools in the Council area are expensive to maintain and operate
- retaining unnecessary accommodation and staffing is a serious drain on the educational resources of the Council and diverts spending from areas that directly affect the educational attainment of pupils.

2.2 These issues will all become more pressing as a result of the economic circumstances facing the Council and, indeed, all public bodies over the next few years.

2.3 The Council has previously received comments from external audit and inspection bodies that have identified the ongoing under-occupancy of the school estate as a matter that the Council requires to address.

In June 2005 Her Majesty’s Inspectorate of Education published a report on their inspection of the education functions of Argyll and Bute Council. This report commented on the under occupancy in many schools across the council area. This report identified four points for action. One of the action points stated that the service should:

"Address the issues of capacity and the physical environment in schools."

In particular the report highlighted that:

"... there remained important decisions to be taken about the management of the school estate and a pressing need to respond to delays in achieving an improved environment for learning in some schools."

The full report can be accessed at:

http://www.hmie.gov.uk/documents/inspection/Argyll&ButeINEA.html

2.4 In June 2007 Her Majesty’s Inspectorate of Education published a follow through report on the progress made towards the main points for action identified in their report of June 2005. This report again highlighted the importance of addressing the school estate:

"It remained vitally important that the Council approved and implemented a solution to the remaining school estate problem to ensure that all learners will have access to high quality learning environments."
2.5 In February 2006, following an audit of Argyll and Bute Council in relation to best value and community planning, Audit Scotland published a report, prepared for the Accounts Commission. Throughout this report issues relating to the school estate were highlighted:

“... There are significant problems with the school estate. ... Options for the remaining rural primary schools still need to be fully considered. These are expensive to run and in need of significant repair.”

“... its school estate is in a poor state of repair and many schools are under occupied.”

“... Under occupation and the poor state of repair of the buildings contribute to the high running costs of the council’s primary schools.”

“If the council is to provide education in a good environment for all its pupils it will have to make some difficult decisions, weighing the costs and benefits of operating under occupied rural schools. These decisions are made harder by the likely impact of school closures on small isolated communities. However, it is essential that the council bases its decisions on good quality information about the costs, benefits and drawbacks of the available options.”


Demand Changes

2.6 School rolls have fallen steadily over many years. When local government in Scotland was reorganised in 1975 the total number of primary school pupils in Argyll and Bute was 8,093. At the time of the next reorganisation in 1996, this figure had fallen to 7,809. In the school session 2010/11 the school roll fell below 6,000 to 5,808 with a total number of primary schools of 80 (this includes St. Kieran’s and Ardchonnel). Overall this represents a decline of 28% over 35 years.

2.7 The total primary school aged population in the Council area is, according to the General Register Office for Scotland (GROS) figures, expected to drop by 14.07% between 2008 and 2020.

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2010</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>% reduction (on 2008)</td>
<td>Number</td>
</tr>
<tr>
<td>GROS Primary Population (5-11)</td>
<td>6,473</td>
<td>6,048</td>
<td>6.57%</td>
</tr>
<tr>
<td>Argyll and Bute School Actual Roll</td>
<td>6,116</td>
<td>5,808</td>
<td>5.04%</td>
</tr>
</tbody>
</table>

2.8 GROS is the department of the Scottish Government responsible for, amongst other things, the Census of Population in Scotland which they use, with other sources of information, to produce population and household statistics. The GROS figures continue to provide estimates to 2033. The primary age population begins to show a sustained recovery from 2022 onwards. However, by 2033 this population is only expected to rise to 5,838, which remains some 3%
under the 2010 primary school aged population figure. Further information is available at the weblink below:


2.9 The table in 2.7 appears to demonstrate that the Council’s figures for primary school rolls have declined at a slower rate than that projected by GROS. However both measures confirm a decline in school population.

2.10 GROS Pre-5 aged population (i.e. children aged 3 and 4) provided below.

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2010</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>% reduction (on 2008)</td>
<td>Number</td>
</tr>
<tr>
<td>GROS Pre-5 Population (Age 3 &amp; 4)</td>
<td>1,679</td>
<td>1,557</td>
<td>7.27%</td>
</tr>
<tr>
<td>Argyll and Bute Actual Pre-5 roll</td>
<td>1,481</td>
<td>1,471</td>
<td>0.68%</td>
</tr>
</tbody>
</table>

Whilst the above statistics indicate that the Pre-5 numbers will recover somewhat by 2020 the GROS figures show that by 2033 they anticipate a Pre-5 aged roll of 1,551 which is a 7.62% reduction on the 2008 figure.

2.11 Information held by Scottish Neighborhood Statistics on birth rates over a 9 year period from 2002 to 2010 shows that, although, birth rates vary significantly from year to year and from area to area, over this period, the levels have remained broadly static.

2.12 In general, across Argyll and Bute the subsequent Primary 1 intake is on average around 6% higher than the birth rate 5 years prior. GROS figures indicate that this has been, to a large extent, a result of inward migration of families with young children into the area which contributes to slowing the population decline. The GROS statistics show that between 1981/82 and 2006/07 there was an average net inward of around 200 people per year across all age groups.

2.13 However, in 2007/08 and 2008/09 this trend was reversed with net outward migration of 64 and 146 in each year, constituting only the second two year consecutive period of outward migration since 1981. In particular the rate of inward migration of 0-4 year olds to the area has dropped from a high of 93 in 2001/02 to 2 in 2007/08 and 4 in 2008/09. Should the current trend of outward migration from the area continue it will speed up population decline as it has been net inward migration that has been a stabilising influence on Argyll and Bute’s population in the recent past.

2.14 None of the population projections put forward are certain. However, the general consensus in the statistics is that both the population of Argyll and Bute generally, and the primary school aged population in particular, are expected to fall in the short to medium term.
Effect on School Occupancies

2.15 If the above reduction in the primary school-aged population, as predicted by GROS, was to be applied to the Council’s 2008 primary school population of 6,116 we would expect a reduction in the primary school roll of 860 pupils between 2008 and 2020. If the actual reduction in the school roll experienced by the Council between 2008 and 2010 was to continue then the decline would be a shallower decline than that projected by GROS. The alternative possibility is that birth rates, and consequently Primary 1 intake, could remain, in general, static over the short term.

2.16 The table below shows the capacity that would be available in the Council’s primary schools should the reductions in primary aged pupils above be reflected in the school rolls, and illustrates the changing primary school rolls’ impact on the occupancy of the schools overall.

<table>
<thead>
<tr>
<th>School</th>
<th>Capacity (no amalgamation)</th>
<th>Spare Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 School Roll</td>
<td>6,116</td>
<td>11,361</td>
</tr>
<tr>
<td>2010 School Roll</td>
<td>5,808</td>
<td>11,361</td>
</tr>
</tbody>
</table>

2.17 Although this decline will affect different parts of the Council area to differing extents, the current problem of under-occupancy of schools will remain, and could increase, unless the school estate is reduced.

2.18 None of these projections are certain. However, the overall effect is that it is likely there will either be a reduction in the number of primary aged pupils across the authority, meaning a likely increase in under occupancy in the Council’s schools, or the current population will be maintained thereby maintaining the current levels of under occupancy in the schools.

2.19 The reduction in the school age population means that the Council has too many schools for its requirements. Retention of all of these schools means that the Council does not achieve Best Value in the delivery of its education services. The result of this is that young people across Argyll and Bute receive fewer educational resources than could otherwise be available.

2.20 The Council’s short-term forecasts of Primary 1 intakes are based on the numbers of children accessing Pre-5 education in the year before. Of the pupils who enrolled in Primary 1 in school session 2010/11 data recorded indicates that 98.14% of those pupils had accessed pre-school provision across the Council area. The 7-year trend from 2004 displays that over 90% of 4 year olds in our Pre-5 establishments enrol in Argyll and Bute schools which indicates this is a strong measure by which the Council can project short-term school rolls.
2.21 The rolls of the schools included in this proposal have seen an overall decline in each school over recent years as the following table demonstrates:

<table>
<thead>
<tr>
<th></th>
<th>Ashfield</th>
<th></th>
<th>Tayvallich</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Roll</td>
<td>Occ%</td>
<td>Roll</td>
</tr>
<tr>
<td>2005-06</td>
<td>9</td>
<td>24</td>
<td>27</td>
</tr>
<tr>
<td>2006-07</td>
<td>10</td>
<td>26</td>
<td>21</td>
</tr>
<tr>
<td>2007-08</td>
<td>8</td>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>2008-09</td>
<td>6</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>2009-10</td>
<td>4</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>2010-11</td>
<td>8</td>
<td>21</td>
<td>28</td>
</tr>
<tr>
<td>2011-12</td>
<td>10</td>
<td>26</td>
<td>29</td>
</tr>
</tbody>
</table>

2.22 Over the period 2005 – 2010 the occupancy level of Ashfield Primary School has never been greater than 26%.

2.23 The Council measures the occupancy of its schools by assessing the roll against a calculation of capacity. School capacity is recorded on a standard basis across the Council area in line with Council guidance which is consistent with that issued by the Scottish Government. (Circular 3/2004). Capacity is calculated by reference to the following criteria:

1. The number of available classrooms or class bases in the school.
2. The number of children who can be accommodated in these spaces based on a standard space allocation for each child, See Appendix 3.
3. The terms of any national agreements on class size (teacher:pupil ratios).

The maximum number of children in a class with one teacher is as follows:

- P1: 25 pupils
- P2-3: 30 pupils
- P4-7: 33 pupils
- Composite class: 25 pupils

In very exceptional circumstances, these class sizes can be exceeded if additional teachers are deployed.

**The Scope of the School Estate**

2.24 For Argyll and Bute Council a sparse and widely scattered rural population makes the cost-effective delivery of service difficult to achieve. In the case of the education service, maintaining schools with very small numbers of pupils entails very high costs.

2.25 In some cases, the local geography means that there is no practical alternative to keeping a school open. There are, however, a number of cases where schools which have small rolls have been retained although there are places available at other more cost-effective schools within acceptable travelling distances.
2.26 The Council is concerned about the condition of its school estate and the financial burden that it imposes on the education budget which impacts on education for all children in Argyll and Bute. There is significant inefficiency in the use of the estate.

2.27 An investment of £61.72m would be required to bring the whole estate up to the Scottish Government’s Grade A condition. £25m would be needed to bring the condition up to a sustainable condition in which routine maintenance would prevent further decline. The Council’s current capital budget is around £4.49m per annum and in the current economic climate there is a possibility that this may be reduced.

2.28 The school estate is unsustainable in its current form. If action is not taken, unavoidable maintenance work will consume a steadily rising proportion of the education budget without bringing the condition of buildings to a satisfactory standard. This will impact on the delivery of the curriculum for all young people and children in Argyll and Bute.

Financial Background

2.29 The public sector is facing an unprecedented financial challenge and reduction in grant which impacts on every service area in the Council.

Further information is available at the web link below:

2.30 The Council’s intention is to provide best value and to ensure a consistent quality of service provision for all pupils within Argyll and Bute.

2.31 In June 2010, the Council held a series of consultation meetings regarding the implications of the economic situation for future spending on education. These meetings involved members of parent councils, head teachers, other staff, trade unions, local councillors, senior pupils from secondary schools and the press. A range of options was discussed but every meeting suggested that a reduction in the size of the school estate through the amalgamation of schools should be implemented to deliver the service within the available budget.

2.32 In addition to a review of the school estate the Council carried out a review of every part of the Education Service’s budget concluding in December 2010. This review identified five areas from which savings were to be made. These were Secondary Staffing; Administrative and Finance Assistants (AFA); the Quality Improvement Team; Classroom and Pupil Support Assistants and Arts, Culture and Music in schools.

The savings arising from these work streams in year 1 (2011/2012) total £1,177,000. These produce a full year saving of £1,892,000 in financial year 2012/2013.

2.33 In addition to these savings further options were also identified. Further management and services changes will produce a 2011/2012 saving of £985,000, rising to a full year saving of £1,505,000 in 2012/2013.

Further information is available at the web link below:
http://www.argyll-bute.gov.uk/education-budget-decisions
The education service will see an actual reduction of £2,162,000 million in the overall budget for 2011/2012. Savings options will produce a recurring saving of £3,397,000 in 2012/2013 and 2013/2014.

The effect of this work was to subject every part of the education budget to review as part of the consideration of viable alternatives to school amalgamations.

3 **FEASIBILITY OF THE PROPOSAL**

3.1 The Council proposes that education provision at Ashfield Primary School will be discontinued with effect from 22 December 2011 and that pupils at Ashfield Primary School continue their education at Tayvallich Primary School from 6 January 2012.

3.2 As a result of this proposal the catchment area of Tayvallich Primary School would thereafter include the current catchment area of Ashfield Primary School as shown in Appendix 2.

3.3 The following criteria were used to establish the building efficiency resulting from any proposed change to the school estate:

- occupancy levels – 2011/12 projected school roll (projected at 1 March 2011) as a percentage of the school capacity
- cost per pupil – The 2011/12 projected school budget (forecast at 16 March 2011) divided by the 2011/12 school roll (projected at 1 March 2011)
- sufficiency of provision – The internal area of the school divided by the 2011/12 projected school roll (projected at 1 March 2011)
- building condition – A grading from A (excellent) to D (bad) assessed during 2010 and 2011 of the condition of each building in line with Scottish Government Guidance
- energy use per pupil - The most recent energy consumption figure for the school (2009/10) divided by the 2011/12 projected school roll (projected at 1 March 2011).

3.4 The building criteria results for the schools included in this proposal, which are based on the school rolls and building information for 2011/12, are shown in the table below. The cost per pupil figures are based on 2010/2011 budget. These figures may be updated once the 2011/2012 budget figures are available.

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Occupancy</th>
<th>Cost per Pupil</th>
<th>Sufficiency</th>
<th>Condition</th>
<th>Energy Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>£/pupil</td>
<td>m2/pupil</td>
<td>Grade</td>
<td>KWh/yr/pupil</td>
</tr>
<tr>
<td>Tayvallich</td>
<td>46.0</td>
<td>5,228</td>
<td>6</td>
<td>A</td>
<td>1,021</td>
</tr>
<tr>
<td>Ashfield</td>
<td>26.3</td>
<td>12,114</td>
<td>26</td>
<td>B</td>
<td>9,242</td>
</tr>
<tr>
<td>Pre Amalgamation Average</td>
<td>36.2</td>
<td>8,671</td>
<td>16</td>
<td>N/A</td>
<td>5,132</td>
</tr>
<tr>
<td>Post Amalgamation</td>
<td>61.9</td>
<td>5,320</td>
<td>5</td>
<td>A</td>
<td>759</td>
</tr>
</tbody>
</table>
3.5 The review of the building efficiency criteria identifies the comparative level of the efficiency/inefficiency in the current scope of the school estate. This provides a baseline of information to assess the relevant improvement in overall efficiency of any particular proposal to alter the current scope of the school estate. This does not, of itself, determine whether any school is included in a proposal. That is something that requires to be considered in the context of local school clusters and the feasibility of the proposal.

Feasibility Considerations

3.6 In order to determine the feasibility of any proposals consideration was given to the following:

- Was there a positive educational case to be made for the proposal?
- Would the proposed receiving school have sufficient capacity to accommodate the pupils from the amalgamating school?
- Was there a financial saving to the Council?
- Were there any travel issues that would preclude the proposal from being implemented?
- Was there any viable alternative that produced equivalent benefits for all to the proposed amalgamation?

3.7 In looking at all considerations above and taking into account information provided by the pre-consultation exercise, the Council considers that Ashfield Primary School should be amalgamated with Tayvallich Primary School.

3.8 The capacity for Tayvallich Primary School is 63 and the number of children to come from Ashfield Primary School is 10 (based on expected 2011/12 rolls).

3.9 The class grouping within Tayvallich Primary School is based on school rolls projected for the start of the school year 2011/12 and would be as follows:

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Class composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1-3</td>
<td>6+7+7=20</td>
</tr>
<tr>
<td>P4-7</td>
<td>3+7+5+4 = 19</td>
</tr>
<tr>
<td>TOTAL</td>
<td>39</td>
</tr>
<tr>
<td>Total Number of classes</td>
<td>2</td>
</tr>
</tbody>
</table>

This class structure complies with statutory and all other requirements.

4 EDUCATIONAL BENEFIT STATEMENT

4.1 The current level of under-occupancy in our schools combined with the high maintenance costs and poor condition of many of the school buildings is a significant drain on shared educational resources. The Council continues to be committed to providing a high quality education for all children and young people. This is dependent on financial sustainability. The Council considers that the reduction of its school estate through a programme of amalgamation would have educational benefits for all pupils in Argyll and Bute. This educational benefit statement has been prepared in accordance with the Schools (Consultation) (Scotland) Act 2010.
4.2 The Schools (Consultation) (Scotland) Act 2010 requires local authorities, in preparing an educational benefit statement, to take account of a number of factors and evidence how it has done this.

These are:
- current and future pupils of the affected schools
- current and future users of the facilities of the affected schools
- how the local authority will minimise any adverse impacts arising from the proposal
- the likely effects on other pupils in the local authority.

4.3 The following legislation sets out the Council’s statutory duties in relation to the delivery of school education:

- Education (Scotland) Act 1980
- Standards in Scotland’s Schools etc Act 2000
- Education (Additional Support for Learning) (Scotland) Act 2004


4.4 Educational Benefits

- Ashfield Primary School consists of two classrooms, which can be opened into one large room by means of a sliding partition. There is a sizeable dining room/general purpose room with adjoining kitchen.

- Tayvallich Primary School comprises of two buildings; the main, stone built building and a portacabin. There is a small dining area within the main building. Tayvallich Primary School has an open plan space subdivided into teaching and learning areas. There is also a library area. This offers the same facilities for a flexible working environment as in Ashfield Primary and the space would effectively support the delivery of Curriculum for Excellence, specifically the implementation of key teaching methodologies such as active and cooperative learning.

- Tayvallich Primary School Pre-5 unit is located in the village hall. Ashfield Primary School no longer has Pre-5 provision. This proposal would ensure that all pre-school children would be transferring with their friends and/or peers to the same school and allow greater opportunity for extended transition as recommended in Curriculum for Excellence.

- The outside facilities at Tayvallich are smaller than that of Ashfield but have well-developed school grounds, hard standing and grassed areas and access to the local community hall and the large open area beside it. Pupils in both schools have built up an expertise in the development of their outdoor facilities as a learning zone. The use of the local environment to promote children’s learning was noted as a strength in the recent HMIE report on Tayvallich Primary School.
If Ashfield and Tayvallich Primary Schools were to be amalgamated teachers would be able to better utilise teaching approaches such as cooperative and active learning with larger age and stage groups. Larger age and stage groups will also offer pupils the opportunity to participate more fully in learning activities designed to develop those cooperative and collaborative skills.

Ashfield Primary School has collaborated with another local primary school to provide the pupils from both schools with a wider range of shared activities in larger peer groups. This proposal would allow this to take place as a normal part of their daily work.

Staff would have greater opportunities to share effective practice and access to continuous professional development within a wider professional group of staff.

Both schools are participants in the Eco Schools programme. Tayvallich Primary School having achieved a Green Flag. Ashfield Primary School has gained its silver award and is working towards a Green Flag. The combined expertise of the pupils of the amalgamated school will ensure that this high level of sustainable education is maintained.

There are no after school activities offered at present by the two schools. An amalgamated school with more children would provide more opportunities for after school clubs.

Both schools meet the recommendation of 2 hours a week PE. Pupils at Ashfield receive one-hour input from a specialist PE teacher as well as activities led by the class teacher. Tayvallich Primary has developed a range of approaches within the curriculum to ensure that the pupils receive their quota of physical activity. On Fridays the school uses the hall and its outdoor area for PE. The education authority pays for this facility.

4.5 As part of a national sample and focussing on key aspects of the work of the school at all stages Her Majesty's Inspectorate of Education (HMIE) published a report on Ashfield Primary School in August 2003. Following the HMIE inspection cycle it is anticipated that Ashfield will be due an inspection within the next two school sessions. A follow through report on the school’s progress since the inspection was published in September 2005. These reports can be accessed using the links below:

This report can be accessed using the link below:


4.6 As part of a national sample and focussing on key aspects of the work of the school at all stages Her Majesty's Inspectorate of Education (HMIE) published a report on Tayvallich Primary School in March 2009.

This report can be accessed using the link below:


Copies of these reports are available on request, from the relevant schools.
4.7 In the event of the amalgamation of Ashfield Primary with Tayvallich Primary School and in order to support pupils through a potentially unsettling period a transition programme will be developed across the schools. This programme will be led by the Head Teachers and coordinated by a member of the Quality Improvement Team. Staff will work with pupils, parents, carers and both Parent Councils to ensure that the transfer of pupils to the receiving school is carefully planned and children are appropriately supported through the transition. Pupils will be engaged in planning of the transition activities.

Details of arrangements for transition may include:

- the effective transfer and sharing of appropriate information relating to attainment, educational, learning and pastoral needs
- consideration will be given to the needs of individual pupils where applicable and appropriate support identified
- planned transition activities for staff, pupils and parents prior to amalgamation
- advice and guidance with regard to safe travel and appropriate behaviour on school transport
- a buddy system will be established to support pupils, especially younger pupils to benefit from the opportunities to socialise and interact with others during their journey to and from school. This will minimise the impact of the travel time on younger pupils
- regular updates to parents
- the Head Teacher and a member of the Quality Improvement Team will monitor the process and will submit a report to the Head of Education and the Parent Council of the receiving school approximately six months after amalgamation
- a report will be submitted to the Executive Director within one year of the amalgamation.

**Current and future users**

**Pre-school users**

4.8 Local authorities have a duty to secure free, part time pre-school education places for all eligible children, should their parents wish one.

4.9 Argyll and Bute Council meet their duty by securing sufficient pre-school education places within local authority units and commissioned providers. The breakdown of provision at August 2010 was 50 local authority units (this includes the Gaelic units at Bowmore, Rockfield, Salen and Tiree) and 26 commissioned providers.

4.10 Parents have the right to access pre-school provision where it is most convenient. Many parents do not utilise local provision due to work patterns and instead they access provision closer to their place of work.

4.11 There is pre-school provision currently available only in Tayvallich Primary School and provision would continue through the current arrangements in the local area.
Gaelic Medium Education

4.12 There is no Gaelic Medium Education (GME) provision in Mid-Argyll. The nearest GME provision is in Rockfield Primary School in Oban.

Placing Requests

4.13 This proposal would not affect the right of parents to request that their child attend a school of their choice other than the designated school in whose catchment area the family lives as provided by the Education (Scotland) Act 1980.

4.14 Projected placing requests for August 2011 based on applications received by the 1st March 2011 for Ashfield Primary School are 4 requests out of the school and 5 requests into the school. Projected placing requests for August 2011 based on applications received by the 1st March 2011 for Tayvallich Primary School are nil requests out of the school and 1 request into the school.

Community Use

4.15 There has been no lets of either Ashfield or Tayvallich Primary Schools since 2005. The current levels of community use does not indicate that the schools fulfil a particular need within the community. Regardless of this, the communities covered by the catchment areas of the schools included in the proposal would continue to have access to other facilities in the area should the proposed amalgamation take place.

4.16 The Council considers that there is sufficient capacity within Tayvallich Primary School to accommodate any increase in use which would occur as a result of this proposal.

Financial impact

4.17 The Council strives continuously to improve the quality of education for all in Argyll and Bute. This proposal has identified financial savings, which can be made to the education budget and these will contribute to increasing the education service’s long-term sustainability and to the benefit of all pupils within Argyll and Bute.
4.18 It is expected that the specific proposal would reduce the aggregate costs of operating the schools as described in the table below:

<table>
<thead>
<tr>
<th></th>
<th>Tayvallich</th>
<th>Ashfield</th>
<th>Total (Pre-Amalgamation)</th>
<th>Post Amalgamation</th>
<th>Saving/ (Cost)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff Costs</strong></td>
<td>£135,611</td>
<td>£84,630</td>
<td>£220,241</td>
<td>£153,556</td>
<td>£66,685</td>
</tr>
<tr>
<td><strong>Property Costs</strong></td>
<td>£6,779</td>
<td>£12,398</td>
<td>£19,177</td>
<td>£6,779</td>
<td>£12,398</td>
</tr>
<tr>
<td><strong>Supplies, Services and Travel</strong></td>
<td>£12,588</td>
<td>£25,282</td>
<td>£37,870</td>
<td>£37,687</td>
<td>£183</td>
</tr>
<tr>
<td><strong>Income</strong></td>
<td>£-3,372</td>
<td>£-1,171</td>
<td>£-4,543</td>
<td>£-4,543</td>
<td>£0</td>
</tr>
<tr>
<td><strong>Additional Transport</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>£14,000</td>
</tr>
<tr>
<td><strong>Reduction in small schools grant</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>£-14,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>£151,606</td>
<td>£121,139</td>
<td>£272,745</td>
<td>£207,479</td>
<td>£65,266</td>
</tr>
</tbody>
</table>

4.19 The anticipated saving shown above represents some 53.9% of the total annual budget for operating Ashfield Primary School at present.

5 SPECIFIC PROVISIONS FOR RURAL SCHOOLS

The Schools Consultation (Scotland) Act 2010, has a provision which requires the Council to have special regard to certain factors in respect of any proposals which affect rural schools. These factors are:

- any viable alternative to the closure proposal
- the likely effect on the local community in consequence of the proposal (if implemented)
- the likely effect caused by any different travelling arrangements that may be required in consequence of the proposal (if implemented).

The Scottish Government maintain a list of rural Schools to which this provision of the Act applies. This list may be found through the following link:

http://www.scotland.gov.uk/Topics/Education/Schools/Buildings/changestoschoolestate/Ruralschoollist

The Council had special regard to these factors when considering this proposal.
5.1 The Council’s proposals for rationalising its school estate (including the proposal in this paper) are intended to:

- ensure a high quality education
- address the educational issues that face schools with a small roll
- create a more sustainable estate
- achieve significant savings.

It is against these criteria that any alternative proposals must be judged.

5.2 The Council has considered a range of alternative options but does not consider that any of them deliver the same level of outcome. These include:

- maintaining both schools as individual establishments. However this option would not deliver the same level of benefits against these criteria
- altered organisational arrangements such as the establishment of one or more joint headships would not meet any of the four criteria indicated above
- the only possibility of increasing the pupil roll of Ashfield Primary School in the foreseeable future is by closing another school and transferring the pupils to Ashfield Primary School. However, there is little scope for doing this given the limited capacity of Ashfield. Such an approach would not achieve worthwhile savings and would do little to improve the viability of the school estate
- there are no opportunities for moving any other public services into the premises. No significant private sector use could be accommodated within part of the school building. The only option for increasing usage would be to seek to extend community use of the premises outside school hours. This would be likely to increase the Council’s costs and would not meet any of the other criteria.

The review of the budget areas as detailed in paragraph 2.32 however does not address any aspect of the first three criteria as detailed in paragraph 5.1.

At the pre-consultation meeting at Rafters Restaurant, Castle Sween on 30th March 2011, alternative options were presented by members of the community. These were:

**Shared/Joint Headship with other school**

- Currently a joint head teacher pilot project is taking place in Argyll and Bute. A full evaluation of the project will not be available until the end of the current school session.
- The associated savings do not indicate that joint headships will achieve significant savings and do not provide the same level of contribution to the assessment criteria as the proposal.

**Parent Council and community take on grounds maintenance**

- This would not achieve significant savings nor address any of the other criteria as set out in 5.1.

**Allocation of % school meals costs to Tayvallich**

- This would not any deliver any significant savings nor address any of the other criteria as set out in 5.1.
Increase uptake of school meals in Tayvallich

- Whilst always to be welcomed this would not achieve significant income nor address any of the other criteria as set out in 5.1.

Money saving across all schools:

- Review expenditure on educational supplies for 3 years – most schools have stockpile of basic resources
- Review all school meals
- Review all transport costs
- Increase uptake of school meals by promoting healthy eating. The service is only viable if all kids take them

The above four options have already been pursued by the Council through its service review programme and anticipated savings have been factored in to the council budget. These would not however contribute to the other criteria as set out in section 5.1.

Solar panels feeding back into the grid

- Renewable energy options are of interest to the Council and would be considered however these would not contribute significantly to the assessment criteria at 5.1.

How to increase the school roll:

Extend the catchment area to include Creag Ghlas/Cairnbaan – GAE currently lost to Lochgilphead

- Changing the catchment area would potentially detrimentally impact on the viability of another school and the current school arrangements for pupils in that area. No representation has been received from parents from that area seeking to rezone them to the Ashfield catchment area. This would also not provide the same level of contribution to the assessment criteria as the proposal.

Attract GAE placing requests

- Current placing requests reflecting parental choice has resulted in five additional children to the school, while four children in Ashfield’s catchment area attend other schools. This demonstrates that additional small school grant income cannot be guaranteed on an annual basis. The suggestion of providing free transport to placing requests to Ashfield sets a policy precedent that could have significant cost implications across Argyll and Bute.

Build affordable housing in the area – outdoor centre should have been developed – what can be done about this?

- The Council has a local plan that promotes housing development however the lack of housing completions, the types of house completions that are achieved, who resides in new completions and the locations are all market factors that the Council is not in direct control of. The aspiration for new family groups to move into communities is long standing however in actuality school rolls have continued to decline.
How to promote Ashfield, attract more families to the area and GAE placing requests:

- Return of Pre 5
- After School Clubs – Art + Garden
- Eco School
- Beaver Club
- Playgroup and Afternoon Cake Club
- Meals on Wheels
- Weekly sports clubs

The above do not address all of the criteria set out in 5.1.

5.3 As part of the consultation process the Council would welcome creative proposals from communities regarding ways of retaining schools on a cost effective basis and that produce educational benefits. Such proposals would require to demonstrate community support and would also require to meet all of the criteria as set out in paragraph 5.1 above.

5.4 The Council will engage with the community to discuss the future use of the school building, if appropriate.

5.5 The Council has considered the results of two studies of the sustainability of rural communities in the preparation of the proposal documents. These are Factors Influencing Rural Migration Decisions in Scotland: An Analysis of the Evidence issued by the Scottish Government in 2010 and the Outer Hebrides Migration Study prepared by Hall Aitken Consulting. These reports indicate that high quality schooling was one of a wide range of factors including private sector led economic diversity, community care for the elderly, access to health services, rural housing, rural employment and training which were explored in significant detail. The Council concurs with the statement regarding high quality schooling and considers that the proposals potentially allow the Council to deploy limited resources better to fewer more efficient and sustainable schools providing a high standard of education.

5.6 As further evidence of this, there have been 20 completions of new residential buildings in the catchment areas affected by this proposal over the last 5 years averaging 4 per year. During this period the roll at Ashfield has declined and recovered, however the occupancy level has never increased above 26%. The Council is not aware of any major residential developments, which are due to take place in the Ashfield and Tayvallich catchment areas. Regardless of this the evidence of previous developments in the area would indicate that any future residential buildings is unlikely to materially impact on the schools’ rolls.

<table>
<thead>
<tr>
<th>Planning Permissions Granted for Housing Development</th>
<th>01/06/2005 – 30/06/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashfield</td>
<td>Tayvallich</td>
</tr>
<tr>
<td>No of completions in last 5 years</td>
<td>No of Permissions granted in last 5 years</td>
</tr>
<tr>
<td>7</td>
<td>21</td>
</tr>
</tbody>
</table>

This data includes all permissions eg outline, detailed, change of use etc. There may be more than one application per site. Holiday homes are excluded. Units assigned to Primary School catchments based on central point data.
5.7 Within the village of Achnamara there is a hall which is available for community use. The school does not use this facility on a regular basis. The Tayvallich village hall is used daily by Tayvallich Primary School as a Pre-5 facility and on a Friday for PE for which a fee is paid by the education authority.

5.8 A Pre Consultation meeting took place on Wednesday 30 March 2011 with community representation. The report of this meeting can be found in Appendix 4.

6 PROPOSED TRAVEL IMPLICATIONS

6.1 The Council has considered the travel implications for pupils, which would arise in the event of amalgamation:

- The Council assessed the relevant journey time by undertaking and timing the journey to ascertain the travel time for a child attending the receiving school
- The route was plotted on an Ordnance Survey map, including each pick up point of existing entitled pupils and Pre-5 children due to commence school next session. The route was driven with satellite tracked vehicles and a stop of 30 seconds was made at each pupil pick up point. The reports identify the routes, the speed of vehicles (maximum and average) and other data on the journey. These can be accessed via:
- The maximum travel time for a child attending Tayvallich Primary School as a result of this proposal would be around 35 minutes. The Council has completed a travel risk assessment and this assessment can be accessed at:
- The time it takes for pupils to travel to and from school is clearly important in any assessment of the requirement to make relevant and appropriate provision. Distances themselves have to be set in the context of road conditions and the time that such travelling takes
- The Council has recently instigated planning for a rolling programme of assessment of the suitability of pick up and drop off (PUDO) points along school bus routes. Any new pick up and drop off points that may be required as a result of this proposal will be assessed prior to the new routes commencing.

6.2 It is anticipated that the effect on the travel arrangements of staff and other users of the facility would not differ materially from that of the pupils accessing the school. Pupils would be required to be transported from the Ashfield catchment area to Tayvallich Primary School.

All Ashfield pupils are transported to school by bus or car. There are no children who walk or cycle to school. Therefore no pupils are negatively impacted by this aspect of the proposal.

6.3 The Council has taken into consideration the safety of the proposed new school transportation routes that would result from the proposal. The Council has reviewed the number of accidents that have occurred on the proposed routes included in this proposal. In the last five years on all
of the roads in the catchment areas covered by this proposal there have been 3 reported road traffic accidents. None of these occurred during school morning or afternoon travel periods. The Council and its partners currently operate service buses along all of the major roads covered by this proposal. The Council does not consider that there is any inherent reason that would render any proposed route as unsafe or inappropriate for school transport.

### Accident Statistics
(accidents reported to Strathclyde Police and provided to Argyll and Bute Council)

<table>
<thead>
<tr>
<th>(in last 5 years)</th>
<th>Ashfield – Tayvallich</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of accidents</td>
<td>3</td>
</tr>
<tr>
<td>During School pick up drop off</td>
<td>0</td>
</tr>
<tr>
<td>Fatal</td>
<td>0 (0 – PUDO)</td>
</tr>
<tr>
<td>Serious</td>
<td>1 (0 - PUDO)</td>
</tr>
<tr>
<td>Involving School Buses</td>
<td>0</td>
</tr>
</tbody>
</table>

### Environmental Impact

6.4 The Council has also considered the environmental impact of its proposal by comparing the carbon output of the schools prior to the proposed amalgamation to the likely output afterwards when additional transportation is taken into account.

6.5 Having taken these factors into account the Council has made a conservative calculation as to the impact on the carbon dioxide (CO2) emissions from the schools included in the proposal. This assessment indicates that the carbon footprint of the schools included in the proposal would be materially reduced as detailed in the table below:

<table>
<thead>
<tr>
<th></th>
<th>Pre Amalgamation</th>
<th>Post Amalgamation</th>
<th>Additional Transport</th>
<th>CO2 Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>(kg of CO2)</td>
<td>(kg of CO2)</td>
<td>(kg of CO2)</td>
<td>kg</td>
<td>%</td>
</tr>
<tr>
<td>Ashfield</td>
<td>30,371</td>
<td>0</td>
<td>2,965</td>
<td>27,406, 90</td>
</tr>
<tr>
<td>Tayvallich</td>
<td>16,108</td>
<td>16,108</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>46,479</strong></td>
<td><strong>16,108</strong></td>
<td><strong>2,965</strong></td>
<td><strong>27,406, 59</strong></td>
</tr>
</tbody>
</table>

### 7 EQUAL OPPORTUNITIES

7.1 An Equality Impact Assessment (EIA) is a statutory requirement on the Council to assess the policies and practices necessary to meet the requirements of anti-discrimination and equalities legislation. The aim of an Equality Impact Assessment is to examine policies and practice in a structured way to make sure that adverse effects on equality target groups are avoided.

The equality target groups are:
- Disability
- Gender
- Sexual orientation LGBT (lesbian, gay, bisexual and transgender)
- Belief
- Age
- BME (black and minority ethnic community).
7.2  Under The Disability Discrimination Act (DDA) as amended by The Special Educational Needs and Disability Act (2001) education providers must not treat disabled pupils less favourably and should take reasonable steps to avoid putting disabled pupils at a substantial disadvantage - this is the “reasonable adjustments duty”. The Council is committed to providing a fully accessible service to all children within the Argyll and Bute Council area.

7.3  EIAs enable the Council to assess what positive steps it can take to promote equality of opportunity and measure the results of the actions that have been taken.

7.4  As part of the consultation process the Council will consult with full range of stakeholders, including staff, parents/carers, young people, community representatives and will address comments about equality during this consultation.

Conclusion

Following a detailed EIA, it is considered that this proposal will not have a negative impact on any child who has a disability and who attends Ashfield Primary School. See Appendix 5.

8  OTHER IMPACTS

Asset management

8.1  The reduction in the number of buildings that would result from this proposal would mean that the Council’s current revenue maintenance and capital works budget would be shared amongst fewer properties. This would enable the Council to better maintain those properties and achieve the objectives of its asset management plans and strategies.

Implications for staff

8.2  Should these proposals be accepted, all schools in Argyll and Bute will continue to be staffed in accordance with current staffing standards.

8.3  In the event of the schools amalgamating, the following action will be taken in relation to staff.

   All teachers are appointed to the service of the Education Authority and not to a particular school. As such, they may be transferred between schools in Argyll and Bute. The Council’s Transfer and Redeployment Policy outlines the appropriate process regarding such circumstances, and teachers affected by the review of the Council’s School Estate will be treated in accordance with Argyll and Bute Council’s Transfer Policy and Guidance for Teachers.

8.4  A redeployment process is available for non-teaching staff which can be invoked in all circumstances where employees may require to be redeployed, which can include displacement. Local Government Employees (LGE) will, therefore, be treated in accordance with the principles and processes relating to this procedure.

8.5  The Council’s Human Resource team (Modernisation) has developed a consultation process for all staff. This details the process for consultation with staff and representatives for employees affected in these and similar circumstances. This will be followed in regard to management of displaced staff.
8.6 Statutory timescales will be followed. As far as possible timescales outlined in the documents will also be followed. The timing of the review may require that agreement be reached on alternative timescales where it is not possible to adhere to those detailed in the document(s).

8.7 The staffing allocation for Classroom and Pupil Support Assistants may vary due to the outcome of the Education (Non Estates) Service Review.

9 CONSULTATION ARRANGEMENTS

Omissions and Inaccuracies
Within the Schools (Consultation) (Scotland) Act 2010, there is guidance on how errors or omissions should be addressed. Should any inaccuracy or omission be discovered in this proposal document either by the Council or any person, the Council will determine if relevant information has been omitted or, if there has been an inaccuracy. The Council will then take appropriate action, which may include the issue of a correction or the reissuing of the proposal paper or the revision of the timescale for the consultation period if appropriate. In that event, relevant consultees and HMIE will be advised.

9.1 The Council will consider this document on 19 April 2011. It may then be agreed that this paper could be issued as a basis for consultation. The Council will take no decision on the proposal contained in this paper until after the end of the consultation period. The Council will then receive a report on the consultation and will reach a view on this proposal.

9.2 A summary of this document will be issued free of charge to all of the consultees listed on page 2 of this document and it will also be published on the Council's website: https://www.education.ea.argyll-bute.sch.uk/schoolconsultations and www.argyll-bute.gov.uk

9.3 The period for consultation will extend from 3 May 2011, when an advertisement will appear in local newspapers until the close of business on 30 June 2011, which covers a period in excess of 30 school days.

9.4 Staff views on this proposal will be collected using a variety of approaches including a dedicated meeting and will form part of the final consultation report.

9.5 An independent consultant will facilitate a consultation process specifically for pupils, subject to individual parental approval. Pupils views will be collected using a variety of approaches and will form part of the final consultation report.

9.6 A public meeting will be held at a time and venue to be notified. Anyone wishing to attend the meeting is free to do so. The Council will convene a meeting and will present the reasons for bringing forward the proposal. There will be an opportunity for questions and comment. A note will be taken so that comments can later be summarised and considered.

9.7 The Council will also take into account written comments which should be sent to Head of Education, Argyll and Bute Council Education Offices, Argyll House, Dunoon, Argyll, PA23 8AJ. These comments should be received no later than 30 June 2011.
9.8 When the proposal document is published, a copy will also be sent to Her Majesty’s Inspectorate of Education (HMIE). HMIE will also receive a copy of any relevant written representations that are received by the Council during the consultation period or, if HMIE agree, a summary of them. HMIE will further receive a summary of any oral representation made at the public meeting and a copy of any other relevant documentation. HMIE will then prepare a report on the educational aspects of the proposal. In preparing their report, HMIE may visit the affected schools and make such reasonable enquiries, as they consider appropriate.

9.9 The Council will review the proposal having regard to the HMIE Report, written representations that it has received and oral representations made to it by any person at the public meeting. It will then prepare a report on the consultation.

9.10 This report will be published in electronic and printed formats and will be advertised in local newspapers. It will be available on the Council website and from Council Headquarters, as well as at the affected schools, free of charge. Anyone who has made written representations during the consultation period will also be informed about the report.

9.11 The report will include a record of the total number of written representations made during the consultation period; a summary of the written representations; a summary of the oral representations; the Authority’s response to the HMIE Report as well as any written or oral representations it has received, together with a copy of the HMIE Report and any other relevant information, including details of any alleged inaccuracies and how these have been handled.

9.12 The report will also contain a statement explaining how the Council has complied with the requirement to review the proposal in light of the HMIE Report and representations (both written and oral) that it received. The Consultation Report will be published at least 3 weeks prior to the Council making a decision.

9.13 In the event that the Council decides to amalgamate the schools, it is required to notify Scottish Ministers within 6 working days of that decision and provide them with a copy of the proposal document and Consultation Report in accordance with The Schools (Consultation) (Scotland) Act 2010. Scottish Ministers have a 6-week period from the date of that final decision to decide if they will call-in the proposal. If Scottish Ministers call-in the proposal they may refuse or grant their consent to it subject to conditions or unconditionally. Within the first 3 weeks of the 6-week period, Scottish Ministers will take account of any relevant representations made to them. Until the outcome of the 6-week call-in process has been notified to the Council, no action will be taken to implement the proposal.

10 CONCLUSION

10.1 The Council’s overall school rolls have decreased significantly in the past few years and are expected to continue to do so. This is the case across the authority area but also specifically in the schools covered by this proposal. The continuing maintenance of these schools draws funding away from areas of spending which have a direct benefit to the continuing education of the children of Argyll and Bute.
10.2 The Council believes that the measures proposed in this document will improve the sustainability both of local education in this area but also across the authority area. Argyll and Bute Council has a reputation for the provision of high quality education and considers that this can be continued through the delivery of the educational benefits to the users of our schools from implementing this proposal.

Cleland Sneddon
Executive Director
April 2011

For further information contact: Head of Education, Argyll and Bute Council Education Offices, Argyll House, Dunoon, Argyll, PA23 8AJ. Telephone: 01369 708508.
LIST OF APPENDICES:

APPENDIX 1  Proposal Response Form
APPENDIX 2  Catchment Area Map
APPENDIX 3  Capacity Table
APPENDIX 4  Report of Pre-Consultation Meeting
APPENDIX 5  Equality Impact Assessment
APPENDIX 1

Argyll and Bute Council
Community Services: Education

I wish my response to be considered as confidential with access restricted to Elected Members and Council Officers of Argyll and Bute Council.

Proposal

It is proposed that:

Education provision at Ashfield Primary School will be discontinued with effect from 22nd December 2011. Pupils of Ashfield Primary School continue their education at Tayvallich Primary School from 6th January 2012. The catchment area of Tayvallich Primary School shall be extended to include the current catchment area of Ashfield Primary School.

This part of the form must be completed for a valid response:

Name: (please print)
Address:
Post Code:
I agree/do not agree (delete which does not apply) that my response can be made publicly available
Signature: Date:

YOUR INTEREST: (please tick)

Parent [ ] Child / Young Person [ ] Staff [ ] Other * [ ]
Elected Member / MSP / MP [ ] Member of Community Council [ ]

*Other: (please specify)

Please state your views on the proposal (continue overleaf if necessary)
APPENDIX 2
Proposed extension to the catchment area of Tayvallich Primary School
APPENDIX 3

The table below details the capacity within Tayvallich Primary School. The information provided is based on projected figures for 2011-2012.

<table>
<thead>
<tr>
<th>Teaching Space</th>
<th>Room Type</th>
<th>Area</th>
<th>Per Pupil</th>
<th>Max Capacity</th>
<th>Planning Capacity</th>
<th>Class</th>
<th>P1</th>
<th>P2</th>
<th>P3</th>
<th>P4</th>
<th>P5</th>
<th>P6</th>
<th>P7</th>
<th>Total</th>
<th>Working Capacity</th>
<th>Spaces Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class</td>
<td>59.1</td>
<td>1.7</td>
<td>34</td>
<td>33</td>
<td>P1-3</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
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<td>20</td>
<td>24</td>
<td>4</td>
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<tr>
<td>2</td>
<td>Class</td>
<td>51.8</td>
<td>1.7</td>
<td>30</td>
<td>30</td>
<td>P4-7</td>
<td>3</td>
<td>7</td>
<td>5</td>
<td>4</td>
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<td></td>
<td>19</td>
<td>24</td>
<td>5</td>
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<tr>
<td>Total</td>
<td></td>
<td>64</td>
<td>63</td>
<td>6</td>
<td>7</td>
<td>3</td>
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<td></td>
<td></td>
<td>39</td>
<td>48</td>
<td>9</td>
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</tr>
</tbody>
</table>

Facility Services have provided information, but under a previous administration (07.10.98) a decision had been taken that the capacity of Tayvallich Primary School should be reduced from 63 to 48.

Planning Capacity – physical capacity based on the maximum statutory class sizes.

Working Capacity – based on class composition and the relevant maximum pupil numbers as required by either statute or the concordat agreement. This may change on an annual basis according to changes in pupil population and class sizes requirements.
APPENDIX 4

Report of the Pre Consultation Meeting
Rafters Restaurant, Castle Sween
30 March 2011
Ashfield Primary School

These are the views as expressed by those invited representatives present at the Pre Consultation Meeting.
1. Introduction/overview

In January 2011, the Council advised it was halting its school estate consultation programme to allow for it to be reconsidered by the Council. This has allowed further discussion to take place with the Scottish Government, the Scottish and Argyll Rural Schools Networks and HMIE. From these discussions, a protocol governing the conduct of a pre-consultation stage has been developed. This process goes beyond the requirements of the current Act and associated guidance. The pre-consultation phase, which is being carried out with communities, will help the Council to understand and assess the impact of a proposal on the local community, to identify and assess key issues and potential alternatives to amalgamation. The pre consultation report has been agreed jointly with the affected community so that their input is reflected in the report to Council on whether to commence formal, statutory consultation in compliance with the Act.

Present at meeting

Bob McIlwraith Parent Council
Elena Adair Parent Council
Douglas W.Bell Former Chaplain
Alka Foster Parent Council Chair
Sian MacQueen Parent Council
Alison Hay Councillor
Hazel Manson Teacher
Deborah Munro Head Teacher
Cliff Acklam Minister
Donnie MacMillan Councillor
Douglas Philand Councillor
Fergus Murray Development Policy Manager (A&B Council)
Ailsa Raeburn Community (Chair)
Chris Shirley Quality Standards Manager (A&B Council)
John McPhee Quality Improvement Officer (A&B Council)
Morevain Martin Community Learning and Development Officer
Helen Thornton Minute Taker (A&B Council)

2. Community presentation

The Joint Chair made a presentation on behalf of the community, describing the area of Achnamara, the history of school and the previous consultation activity.

Ashfield is a school where the catchment area is spread far and wide and incorporates farming communities, coastal communities, a forestry village and many other individual properties in between.

Ashfield catchment area also features Kilmory Knap, Castle Sween, Scottish Beaver Trials, National Nature Reserves and Crinal Canal.

Ashfield became the receiving school for Crinan and Bellanoch when Bellanoch School was closed in 1970’s

It also became the receiving school for Tayvallich at that time but after a couple of years Tayvallich quite rightly fought and had their school re-opened when they purchased the now infamous "portacabin".

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Ashfield School building and facilities are the best and most flexible in the cluster of the four schools of Tayvallich, Kilmartin and Glassary – this is undeniable.

Ashfield is closest to being fit for education in the 21st Century.

Ashfield school grounds offer more in educational experience than the acres of tarmac and astro-turf at Lochgilphead.

She then explained the community had asked for a number of documents prior to this meeting which they didn’t receive. They did however decide to attend even though they don’t feel suitably informed with regard to information pertaining to the school so they did not feel they are in a position to make any viable alternative suggestions until they received more information.

3. Perceived educational benefits of proposal

Copies of Pre-Consultation information had been distributed prior to the meeting as part of the pre-consultation document. Within that paper, the community had included a response to the Education Benefits Statement, which is provided below.

EDUCATIONAL BENEFIT

3.1 TRAVEL

Timetables, journey routes, pick up points, vehicle procurement plans, safety audits and cost details requested for both routes. Including pick of existing Tayvallich and LJC pupils on route.

Including consideration for future pupils – to edge of community – beyond Kilmory Knap at Balliemore.

Can you provide further details to the section of road where the noted accidents occurred and the type of vehicles involved?

Furthest current High School pupil picked up for LJC at 7.35am 19.8miles on single track road - 10 miles beyond Achnamara Furthest current pupil already travels 8 miles to school closure requires this to be extended by an additional 10 miles.

3.2 SCHOOL ROLL & Capacity

Ashfield School roll is currently rising it is not in terminal decline.

5-10 year roll predictions requested for Ashfield, Tayvallich and LJC.

Evidence of efforts made by the Council to increase the roll at Ashfield and maximise GAE in recent years requested.

We request the number of planning permission’s granted for LJC and Tayvallich catchments in the last 5 years and analysis of the impact these have had on the school rolls.

We request specifically details of the number of houses granted planning permission and completed in Cairnbaan and Creag Ghlas in the last 5 years and the number of school aged children resident in this accommodation.
Can you please provide detailed evidence of the effect of the closure of both Minard and Ashfield on capacity at LJC including details of class structure, size and available spaces. Also details in relation to future school roll predictions.

Ashfield currently has 4 placing request out of catchment and 5 into catchment.

3.3 BUILDING AND FACILITIES

We request evidence to explain “overall equal” and “same facilities”. Tayvallich P4-7 “hut” has no disabled access, no toilets, no security door and the entire school has no GP room, no kitchen, no playing fields or indoor PE facilities. Tayvallich access to Hall and sports facilities cannot by the very nature that they do not belong to the school and are not located in school grounds be as flexible as at Ashfield.

Active and cooperative learning require flexible and available space which only Ashfield has on a daily basis.

Ashfield school building is fully upgraded and accessible to wheelchair users and has standard security entry systems in place on all doors.

Can the council provide evidence that the “enhanced facilities” at LJC would significantly enhance the children’s overall educational experience.

Please explain and evidence the educational benefit of exchanging the grass and natural environment of Ashfields grounds for “substantial tarmac playground and outdoor all-weather and floodlit sports fields”?

Floodlighting would be an appropriate advantage to after school clubs which Ashfield pupils currently have access to but please explain any advantage to use during school time.

Please include a detailed list of the difficulties that Ashfield currently experiences in implementing active and cooperative learning and any advice or recommendations offered to support implementation currently by the council.

Please note that of the four schools in Ashfields immediate cluster it is the most modern and only purpose built facility.

An independent expert survey is requested to compare the facilities at both Tayvallich and Ashfield schools.

3.4 EDUCATION

Which teaching approaches cannot be implemented at Ashfield at present?

What has been done to date to help implement these approaches? Explain “age and stage” groups – “stage” suggests not peers but educational level – therefore variable at most schools depending on the individual children.

Please provide evidence that CfE is difficult to implement in smaller peer groupings and specifically at Ashfield.
Please provide evidence to suggest that the ability to learn in very large, same age groups has any educational benefit.

CfE was designed for all schools it is not size specific. For example Minard, Tayvallich and Arrochar have successfully had very good and excellent HMIE reports.

Collaboration for projects and trips has always been with Glassary and has reduced due to increased roll at both schools the - with parental help this can be continued. Education at Ashfield currently provides many group learning experiences.

Ashfield has no recent HMIE report to compare. The last Ashfield report was very good and found no significant areas of concern.

Input from specialist PE teacher is an educational benefit for Ashfield pupils.

Full time flexible access to indoor and outdoor PE facilities is also an educational benefit for Ashfield pupils and desirable for CfE and 21C education. Ashfield pupils also benefit from a weekly volunteer parent Art specialist.

There are many educational benefits to Ashfield School being within its own community and the access to the expertise and knowledge offered from this community and its many residents.

Including (there are many more):

- Visit and explanation of the workings of Ashfield hydro electric scheme.
- Visit from the coastguard and instruction on “Safety at sea”
- Creation of lanterns for Lochgilphead Lantern parade.
- Trip to Mid Argyll community Pool to learn about biomass
- Seafield to do willow crafts
- Forest school
- Voluntary help with reading-Janet at school
- Gardening help from community to maintain school garden
- Project work- Alka indian culture
- Mrs Cockburn world war two
- Trips to castle Sween.
- Easter service
- Xmas concert & Xmas carol service at school

Ashfield school benefits also include the use of the catchment area for Scottish Beaver Trials, British Waterways and National Nature Reserves.
3.5 SCHOOL MEALS

Please provide details and full costings for School Meals provision at Tayvallich.
How will school meals be provided at Tayvallich?

Full costs for production of school meals are currently allocated to Ashfield.
Please explain why a wider choice of meals at LJC will be of Educational benefit.

Currently the children at Ashfield have a very comforting and caring relationship with the Kitchen staff and this has an educational benefit that would be lost on closure.

3.6 STAFFING

Please provide evidence that staff at small schools lack staff development practice and that this has a detrimental effect on the children’s education.

Please evidence any existing difficulties Ashfield headteacher experiences in her “time to develop and support school policies and ongoing curricular developments and to meet parents” and suggest how this could be improved. Including any educational benefit related to this.

3.7 PRE-5

Ashfield had Pre-5 unit until recently which was closed without community consultation – a review of the removal of this provision is requested.

Ashfield Pre-5 was the natural lead into school. Ashfield pre-5 being in the school building and part of the school had advantages for CFE and interaction over Tayvallich due to Tayvallich Pre-5 being in the Village Hall. No extra hire costs were involved with Ashfield Pre-5.

3.8 FROM PROFESSOR ANDREW TOLMIE

Comments on statements of educational benefits relating to amalgamation of Ashfield Primary School with a) Lochgilphead Joint Campus (Primary Department) and b) Tayvallich Primary School

Both statements are very brief (1.5 pages for the Lochgilphead amalgamation, 1 page for the Tayvallich amalgamation), and neither is laid out in any systematic fashion. Given the central importance of a demonstration of educational benefits to any case for school closure, one would expect such statements to contain detailed analyses of the perceived benefits (including some indication of the indices used to assess them), organised in coherent manner under a series of key headings:

• governance and management
• access to physical facilities
• teaching provision
• teaching methods
• school and classroom work relationships
• school and classroom social relationships
• parental involvement
• wider community support

Some aspects of these points are touched on in the statements, but in largely cursory
fashion. Above all there is virtually no actual comparative analysis of the way in which either amalgamation would produce improved educational conditions relative to those which already exist at Ashfield. Such comparisons are fundamental if educational benefit is to be established.

So, for instance, in the Lochgilphead statement:

1) Claims are made about enhanced facilities that would result for Ashfield pupils, but there is no comparison with those to which they currently have access, nor any detail on how this would impact on individual pupils’ experience, bearing in mind the limitations that would necessarily result from being part of a much larger pupil cohort. Similarly, no indication is given of how these facilities would actually support improved delivery of the Curriculum for Excellence or active and cooperative learning.

2) There is no analysis of whether and how the Lochgilphead management structure would actually result in greater time being devoted to curricular development and meeting with parents in such a way as to produce tangible benefits to Ashfield pupils.

3) There is no comparison between Lochgilphead’s and Ashfield’s management of the transition process, so it is unclear whether this produces real benefits.

4) There is no assessment of the extent of Ashfield pupils’ requirement for access to dedicated facilities for those with additional needs, nor any consideration of how such needs are addressed within Ashfield.

5) There is no assessment of whether Ashfield and Lochgilphead teachers actually differ in their access to CPD and wider staff contact.

6) The claimed benefits of being able to apply cooperative and active learning with larger age and stage groups are not examined, and in fact available research evidence indicates that they may not be real. Effective cooperative learning depends on good work relationships between pupils, and these have been found to be better in a) mixed age classes, b) classes made up of children with more developed out of school relationships, and c) classes that are smaller – all of which are more strongly associated with smaller rural schools than larger schools in more urban settings.

7) Similar points apply to having an extended peer group. No evidence on the benefits of this are presented, and in fact peer relationships tend to be less good in larger schools, which generate greater anonymity, especially where the pupil population comes from geographically dispersed home environments.

8) There is no analysis of whether the larger school does support a wider range of extracurricular activities. Lochgilphead may have greater formal organisation of such activities, but these may be in many instances equally available to Ashfield pupils via less formal community involvement. Moreover, as the statement tacitly acknowledges, the availability of opportunities within Lochgilphead is not the same thing as their take-up, which may be restricted by transportation issues for Ashfield pupils.

9) There is no demonstration that offering a wider choice of meals is actually a benefit, especially in educational terms; the quality of the food provided is much more likely to be the significant consideration.

10) On the one point where some detailed comparative analysis is presented, PE provision,
Ashfield pupils currently do at least as well as Lochgilphead pupils, and in some instances Better.

11) The relevance of greater out of school care facilities within Lochgilphead is unclear, especially for parents who live some distance from the town.

Similar points apply to the Tayvallich statement:

1) There is again no analysis of how amalgamation would actually support improved delivery of the Curriculum for Excellence or active and cooperative learning – this appears by dint of its duplication from the Lochgilphead statement to simply be a formulaic claim.

2) The benefits of larger age and stage groups and of larger peer groups are questionable, as already noted above.

3) The relevance of the Tayvallich pre-5 unit is unclear in the absence of any analysis of need for Ashfield pupils.

4) The acknowledged parity of Tayvallich and Ashfield in terms of outside facilities (and also after-school activity) means there is no benefit to amalgamation on this count – and note the loss implied to Ashfield children regarding outside facilities that would follow from amalgamation with Lochgilphead.

5) Whilst the language is unclear, it again appears that Ashfield pupils fare better than Tayvallich ones in terms of PE provision.

Andrew Tolmie
Professor of Psychology and Human Development
Institute of Education, University of London
28th March 2011

4. Current interaction between communities/schools
The representatives from the community/parent council did not wish to discuss the interaction between the community and the school or the community impact assessment.

5. Impact on community should school amalgamate
The Chair of the Parent Council read the following statement:

“At this point in the meeting, we would like to make it clear that the representatives here tonight do not consider any discussion about the closure of Ashfield School, and its effects on the community as constituting a valid ‘Community Impact Assessment’.

No one here from our community or parent council is qualified to review, identify or assess the items contained within the terms of the paper or this pre-consultation meeting. Any opinions expressed here are only those of the individual attendees at this meeting and not those of the wider community or parent council.

Therefore we hope that the members here agree that in order to satisfactorily assess the full impact of closing Ashfield school on the community and to investigate fully the subsequent effects on social relations, economy, businesses, tourism and future growth, it is necessary that we jointly, with the
council commission a full ‘Community Impact Assessment’. In order to have faith in any findings from this, it is clearly necessary for this to be undertaken by an independent, expert body. The community and parent council here present do not believe that it is possible to effectively measure and assess the full impact of school closure using the methodology suggested ie sticky notes. Clearly ‘community’ is inherently a very complex concept where each and every aspect is necessarily linked to or is co-dependent on another”.

The representatives of the Community/Parent Council presented a statement concerning the Community Impact Assessment and that opinions expressed at the meeting were not those of the full community but the personal opinions of those attending the meeting. They declined to discuss the community impact at this time and asked that an independent investigation is commissioned to include contact and dialogue with businesses in the community, not just those at the meeting.

There was concern stated about the purpose of the pre-consultation meeting and a feeling expressed that reasons given were vague answers. A unanimous decision had been taken not to take part in any discussion about community impact. However, it was agreed to discuss viable alternatives.

7. Viable alternatives to amalgamation

Money saving/making options at Ashfield:

Shared/Joint Headship with other school
Parent Council and community take on grounds maintenance
Allocation of % school meals costs to Tayvallich
Increase uptake of school meals in Tayvallich

Money saving across all schools:

Review expenditure on educational supplies for 3 years – most schools have stockpile of basic resources
Review all school meals
Review all transport costs
Increase uptake of school meals by promoting healthy eating. The service is only viable if all kids take them
Solar panels feeding back into the grid

How to increase the school roll:

Extend the catchment area to include Creag Ghlas/Cairnbaan – GAE currently lost to Lochgilphead
Attract GAE placing requests
Build affordable housing in the area – outdoor centre should have been developed – what can be done about this?
How to promote Ashfield, attract more families to the area and GAE placing requests:

- Return of Pre 5
- After School Clubs – Art + Garden
- Eco School
- Beaver Club
- Playgroup and Afternoon Cake Club
- Meals on Wheels
- Weekly sports clubs

Things to offer the community:

Free Pre-5 childcare one or two afternoons a week (Parent council)
Community garden and veg plot/allotments
Offer a new improved school meals to Tayvallich – what would they want?
Summer forest/art/language/outdoor activity schools – Castle Sween residents/holidaymakers – what do they want?
Kids could run a milk, bread and newspapers delivery service or wee shop

Viable alternative including closure:

Amalgamation of Tayvallich, Ashfield and Cairnbaan catchment area in new building at centrally accessible location
North Knapdale Community
New build school plans drawn up by Council but shelved and requested:

- At a central location – Bellanoch/Barnluasgan/Dunardry
- Good point of contact for all communities
- Achnamara, Crinan, Bellanoch, Cairnbaan and Tayvallich
- Kitchen and Playing fields
- Shorter travel times
- Combined School & Community Bus Service
- Grounds and Hall for Community use
- Pre-5 Facility

8. Parking Bay

This methodology was not used at the meeting so no issues were recorded under ‘Parking Bay’

9. Any other issues

None
APPENDIX 5

The Equality Impact Assessment Form

Essential Information
1. Name of function or policy: Amalgamation of Ashfield Primary School with Tayvallich Primary School
2. Is this function or policy: ☑ New  □ Reviewed
3. Name of Officers completing this form: David Bain
4. Designation(s): Quality Improvement Officer
5. Date of Impact Assessment: March 2011

6. Lead Council Department(s) involved in the delivery of this function or policy
   Community Services: Education

7(a). Who else is involved in the delivery of this function or policy? (e.g. other Council departments or partner agencies)
   Argyll and Bute Council – other departments as follows:
   Chief Executive’s (Strategic Finance, Improvement and HR)
   Community Services (Community and Culture)
   Development and Infrastructure (Roads and Amenity Services, Planning and Regulatory Services)
   Customer Services (Customer and Support Services, Facility Services, Special Projects Team)
   Strathclyde Police
   NHS Highland

7(b). How have they been involved in the Equality Impact Assessment process?
   Providing information and data

Aims of the function or policy
8. What are the main aims of the function or policy? Please list
   Education provision at Ashfield Primary School will be discontinued from 22 December 2011.
   Pupils and pre-five children from Ashfield Primary School continue their education at Tayvallich Primary School from 6 January, 2012.
   The catchment area of Tayvallich Primary School will be extended to include the current catchment area of Ashfield Primary School.

9. Who are the main beneficiaries of the function or policy? Please list
   Pupils
   Staff
   Parents/Carers

10. Is the function or policy intended to increase equality of opportunity by permitting positive action or action to redress disadvantage?
    ☑ Yes  □ No
    This proposal will increase the size of peer group for pupils in Ashfield and Tayvallich Primary Schools and will help to ensure a more equitable provision for all pupils in Argyll and Bute.
11. What evidence will you use to identify any potential positive or negative impacts? (Evidence could include: consultations, surveys, focus groups, interviews, pilot projects, user feedback (inc complaints made), officer knowledge and experience, equalities monitoring data, academic publications, consultants’ reports, Citizens’ Panel etc)

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Details</th>
</tr>
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</table>
| Consultation                                  | A Pre Consultation Meeting has been held involving parents and key members of the local communities on 30th March, 2011. A period of statutory consultation from 3/5/11 – 30/6/11 will involve the following:  
  • pupils will be consulted (subject to individual parental approval) facilitated by an independent consultant  
  • staff will be provided a separate event within which they can comment on proposals  
  • views of members of the local communities will be sought |
| Research                                      | Research has been carried out with regard to school occupancy models, populations projections, energy use, community impacts, viable alternatives, travel implications. |
| Officer knowledge and experience (inc feedback from frontline staff) | A school of 39 pupils will provide greater opportunities for peer interaction and learning for all and is more sustainable than schools with smaller rolls. |
| Equalities monitoring data                    | N/A                                                                                                                                 |
| User feedback (inc complaints)                | See 15. The Council has a complaints procedure in place.                                                                                          |
| Other                                         | N/A                                                                                                                                 |

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Impacts

12. What, if any, Equality Target Groups could be affected by this function or policy? Place the symbol in the relevant box. Consider also the relationship between belonging to an Equality Target Group and the effect of wider cross-cutting issues. *E.g. a gay homeless person*

<table>
<thead>
<tr>
<th>Equality Target Group</th>
<th>Positive Impact (+)</th>
<th>Neutral Impact (0)</th>
<th>Negative Impact (-)</th>
<th>Cross cutting Issue? (please specify the issue)</th>
</tr>
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<tbody>
<tr>
<td>BME*</td>
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<tr>
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<td>Gender</td>
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<tr>
<td>LGBT**</td>
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<td>Belief</td>
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<td>Younger</td>
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<td>Older</td>
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*BME: Black and Minority Ethnic Community
**LGBT: Lesbian, Gay, Bisexual and Transgender

13. From the Equality Target Groups you have highlighted above, what positive and negative impacts, do you think the function or policy might have? Detail the impacts and describe the groups affected.

<table>
<thead>
<tr>
<th>Positive impacts (describe groups affected)</th>
<th>Negative impacts (describe groups affected)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This proposal would increase the size of peer group for pupils and Pre-5. Staff would also benefit by working with more colleagues sharing experience and knowledge.</strong></td>
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</tbody>
</table>

If you have **NOT** identified any potential negative impacts go to question 15 and detail your monitoring, reviewing and publishing arrangements.

1 The cross cutting issues you should consider for the purpose of this Equality Impact Assessment are: employees, **health, access** (including rural isolation), low income, unemployed, **homeless and carers** or any other relevant issue(s).
14. **If you have identified any negative impacts** use the matrix below to identify the level of the negative impact and the number of people potentially affected by the negative impact.

<table>
<thead>
<tr>
<th>Level of Negative Impact</th>
<th>Number of People Affected</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LOW</strong></td>
<td><strong>HIGH</strong></td>
</tr>
<tr>
<td>Consider ways in which you can minimise or remove any low level negative impact that affects a small number of people.</td>
<td>Your function or policy is likely to be directly discriminatory. You must reject or substantially modify your function or policy.</td>
</tr>
<tr>
<td>Your function or policy is likely to be unlawfully discriminatory. Refer to the EIA Guidance on how to modify your function or policy.</td>
<td>Your function or policy is likely to be unlawfully discriminatory. Refer to the EIA Guidance on how to modify your function or policy.</td>
</tr>
</tbody>
</table>

**Level of Negative Impact**
Monitoring and Reviewing

15. How will the implementation of the function or policy be monitored? (e.g. customer satisfaction questionnaires)

The Head Teacher and member of the Quality Improvement Team would monitor the process using questionnaires, focus groups and would submit a report to the Head of Education and the Parent Council of the receiving school approximately six months after amalgamation.

A report would be submitted to the Executive Director within one year of the amalgamation.

The Education Authority has a system for continuous improvement in place which includes monitoring progress, improvement planning.

16. How will the results of the monitoring be used to develop the function or policy?

The results of the monitoring process would help to shape the school’s future developments.

17. When is the function or policy due to be reviewed?

Within six months then twelve months after amalgamation.

Public Reporting of Results

18. Summarise the results of the Equality Impact Assessment. Include any action which has been taken as a result of the Equality Impact Assessment. You must note if you have modified or consulted on your function or policy.

An Equality Impact Assessment has been carried out and no negative impacts on Equality Target Groups have been identified.

This summary will be published with the proposal to amalgamate Ashfield and Tayvallich Primary Schools on Argyll and Bute Council’s website.

Notepad (optional)

Please use the space below to detail any matters arising from the Impact Assessment process and feed this back to the contact below.

Please send feedback on ways to improve this process to:
Stephen Colligan, Improvement and Organisational Development,
Chief Executive’s Unit, Kilmory, Lochgilphead    PA31 8RT
Email: stephen.colligan@argyll-bute.gov.uk
Acknowledgements

Argyll and Bute Council’s Equality Impact Assessment Toolkit has been informed by the following sources:

- Duty to Promote Disability Equality - Statutory Code of Practice (Scotland), Disability Rights Commission, 2006
- Gender Equality Duty Draft Code of Practice Scotland, Equal Opportunities Commission, 2006
- Guidance Note Three, Commission for Racial Equality in Scotland, 2004