

# EAST AYRSHIRE COUNCIL

## DEPARTMENT OF EDUCATIONAL AND SOCIAL SERVICES

### A PROPOSAL DOCUMENT

#### **Auchinleck Academy and Cumnock Academy and Supported Learning Centre**

In November 2014, preliminary informal consultations were opened with the Parent Councils of both Auchinleck Academy and Cumnock Academy and Supported Learning Centre. This was additional to discussions which took place with the Parent Councils, staff and young people of Greenmill Primary School and Early Childhood Centre, Barshare Primary School, Supported Learning Centre and Early Childhood Centre and Hillside School.

#### **Proposal:**

That subject to the outcome of this consultation exercise:

- Education provision at Auchinleck Academy be discontinued with effect from June 2019 or as soon as possible thereafter.
- Education provision at Cumnock Academy and Supported Learning Centre be discontinued with effect from June 2019 or as soon as possible thereafter.
- The children and young people attending these establishments transfer to a new merged secondary school with effect from August 2019 or as soon as possible thereafter;
- The site of that school will be in the area of Cumnock presently occupied by Broomfield Playing Fields.
- That the delineated area of the new secondary school be created from August 2019 or as soon as possible thereafter, from the amalgamation of the delineated areas of the present Auchinleck Academy and Cumnock Academy and Supported Learning Centre.
- Views are also sought that the newly merged Secondary School and Supported Learning Centre should be co-located with a newly merged Primary School, Early Childhood Centre and Supported Learning Centre resulting from the amalgamation of Greenmill Primary School and Early Childhood Centre and Barshare Primary School, Supported Learning Centre and Early Childhood Centre, and a new build Hillside School on the Broomfield site.

This proposal also has implications for:

- Hillside School
- Greenmill Primary School and Early Childhood Centre
- Barshare Primary School and Supported Learning Centre and Early Childhood Centre

**This document has been issued by East Ayrshire Council for Proposal in terms of the Schools (Consultation)(Scotland) Act 2010.**

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## DISTRIBUTION

A copy of this document, and its summary version, are available on the East Ayrshire Council web-site:

[www.east-ayrshire.gov.uk](http://www.east-ayrshire.gov.uk)

A summary copy of this document will be provided to:

- The Parent Councils of the affected schools
- The parents of the pupils at the affected schools
- Parents of children expected to attend the affected schools 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
- Relevant Community Associations
- The constituency MSP
- List MSPs for the area
- The Constituency MP
- Sub-Divisional Commander, Police Scotland
- Chief Executive, NHS Ayrshire and Arran
- Chief Executive Strathclyde Partnership for Transport (SPT)
- Area Commander, Scottish Fire and Rescue Service
- Executive Director of Neighbourhood Services, East Ayrshire Council
- Executive Director of Finance and Corporate Support, East Ayrshire Council
- South Ayrshire Council
- North Ayrshire Council
- Skills Development Scotland
- Community Planning Partnership Board
- Principal of Ayrshire College

A copy of this document is also available from:

- Council Headquarters, London Road, Kilmarnock, KA3 7BU
- Public libraries in the vicinity of the schools affected
- Local area offices in the vicinity of the schools affected
- The schools affected by the proposal

This document is also available in alternative formats or in translated form for readers whose first language is not English. Please apply in writing to the Department of Educational and Social Services, Council Headquarters, London Road, Kilmarnock, KA3 7BU, by telephone on 01563-576585; or by e-mail at [education.consultation@east-ayrshire.gov.uk](mailto:education.consultation@east-ayrshire.gov.uk)

## SUMMARY OF PROCESS FOR THIS PROPOSAL DOCUMENT

### Consideration by the Cabinet (Education)

1. This Proposal Document has been issued as a result of a decision by the Cabinet (Education) of East Ayrshire Council. This document has been developed with reference to East Ayrshire Council's vision for education within the Transformation Strategy and additionally has been shaped with reference to views expressed by the relevant Parent Councils in the context of pre-consultation discussions held in December 2014.

### Proposal Document issued to consultees and published on Council Web-site

2. A summary copy of this document will be issued free of charge to the consultees listed on the preceding page. Advice on where the complete Proposal Document can be obtained will be included and both the full version and summarised version will be published on the Council website: [www.east-ayrshire.gov.uk](http://www.east-ayrshire.gov.uk). If requested, copies of both the full and summary versions will also be made available in alternative formats or in translated form for readers whose first language is not English. Although not a statutory requirement, officers of the Council conducted a pre-consultation on the proposals contained in this document. This was done in November and December 2014 as a supplement to consultations already undertaken throughout 2014 and before. The pre-consultation involved discussion with heads of establishment, parent councils, staff and young people in addition to certain community groups. The comments resulting from this pre-consultation together with the Council response to them are given on the Council web-site at [www.east-ayrshire.gov.uk](http://www.east-ayrshire.gov.uk) and may be found through the "Consultations" section of the home page. A "Frequently Asked Questions" document has also been prepared which is also available at the same location on the Council web-site.

### Publication of advertisement in local newspapers

3. An advertisement will be placed in the relevant local newspapers and if necessary any national newspaper. In addition, there may be announcements related to the Proposal process on the local radio station, West Sound / West FM.

### Length of Consultation period

4. An advertisement will be placed in local newspapers on **Thursday 5 February, 2015**. The consultation period will commence on **12 February, 2015** until close of business on **Friday 27 March, 2015**, lasting for a period of more than six weeks, which also includes more than the minimum 30 school days.

### Format of Public meetings

5. Public meetings will be held, the details of which are set out below in paragraphs 11-13.

**Auchinleck Academy**

**on:**

**5 March, 2015 at 7.00 p.m.**

**and in:**

**Cumnock Academy**

**on:**

**4 March, 2015 at 7.00 p.m.**

### **Involvement of Education Scotland**

6. When the Proposal Document is published, a copy will also be sent to Education Scotland by East Ayrshire Council. Education Scotland will also receive a copy of any relevant written representations that are received by the Council from any person during the consultation period or, if Education Scotland agree, a summary of them. Education Scotland will further receive a summary of any oral representations made to the Council at the public meeting that will be held and, as available (and so far as is otherwise practicable), a copy of any other relevant documentation. Education Scotland will then prepare a report on the educational aspects of the proposal not later than 3 weeks after the Council has sent them all representations and documents mentioned above. The 3-week period will not start until after the consultation period has ended. In preparing their report, Education Scotland may enter the affected school and make such reasonable enquiries of such people there as they consider appropriate and may make such reasonable enquiries of such other people as they consider appropriate.

### **Preparation of Consultation Report**

7. The Council will review the proposal having regard to the Education Scotland 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 Consultation Report. This report will be published in electronic and printed formats and will be advertised in local newspapers and, if necessary, any national newspaper. It will be available on the Council web-site and from Council Headquarters, public libraries in the vicinity of the affected schools, local offices in the vicinity of the affected schools as well as the affected schools, free of charge. Anyone who made written representations during the consultation period will also be informed about the report. 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 made at the public meeting, the Authority's response to the Education Scotland Report as well as any written or oral representations it has received, together with a copy of the Education Scotland Report and any other relevant information, including details of any alleged inaccuracies and how these have been handled. The Report will also contain a statement explaining how it complied with the requirement to review the proposal in light of the Education Scotland Report and representations

(both written and oral) that it received. The final Consultation Report will be published and be available for further consideration for a period of 3 weeks.

### **Decision**

8. This report together with any other relevant documentation will be considered after the end of the 3-week period, by the Cabinet (Education) who will come to a decision. This decision is then subject to the Council's call-in procedures.

### **Scottish Ministers Call-in**

9. In the event that the proposal is approved, the Council is required in terms of the Schools (Consultation)(Scotland) Act 2010 to notify the Scottish Ministers of that decision, in so far as it relates to the closure of any affected school, and provide them with a copy of the Proposal Document and Consultation Report. The Scottish Ministers have an 8-week period from the date of that final decision to decide if they will call-in the proposal. Within the first 3 weeks of that 8 week period, the Scottish Ministers will take account of any relevant representations made to them by any person. Until the outcome of the 8 week call-in process has been notified to the Council, they will not proceed to implement the proposal if approved by cabinet. If the Scottish Ministers call-in the proposal they may refuse to consent to the proposal or may grant their consent to the proposal either subject to conditions or unconditionally. Until the outcome of the call-in has been notified to the Council, they are unable to proceed to implement the proposal if approved at cabinet.

### **Note on Corrections**

10. If any inaccuracy or omission is discovered in this Proposal Document either by the Council or any person, the Council will determine if relevant information has been omitted or, there has been an inaccuracy. It may 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 Education Scotland will be advised. The person, or persons, who have raised concerns will receive an individual response to their submission

### **Public Meetings**

11. Formal public meetings will be held to discuss these proposals. Anyone wishing to attend the public meetings is invited to do so. The meetings, which will be convened by East Ayrshire Council in consultation with the Parent Councils of:-

Auchinleck Academy

Cumnock Academy

and will be addressed by the Executive Director of Educational and Social Services, and other senior officers of the Council.

12. The meeting will be an opportunity to:
- Hear more about the proposal
  - Ask questions about the proposal
  - Have your views recorded so that they can be taken into account as part of the Proposal process.

13. The meetings will be held in:  
**Auchinleck Academy**  
on:  
**5 March, 2015 at 7.00 p.m.**

**and in:**  
**Cumnock Academy**  
on:  
**4 March, 2015 at 7.00 p.m.**

Further to the above, meetings will be held in all of the schools associated with Auchinleck and Cumnock Academies. Those are:

Auchinleck PS, Catrine PS, Drongan PS, Mauchline PS, Muirkirk PS, Ochiltree PS, Sorn PS, Barshare PS/SLC/ECC, Greenmill PS/ECC, Logan PS, Netherthird PS, New Cumnock PS

14. A note will be taken at all meetings of comments, questions and officer responses. A summary of the points raised will be published on the Council website, and a copy will be made available on request. These notes will also be forwarded to Education Scotland along with all other submissions and comments that are received by the Council during the consultation process.
15. In the light of the information gathered in the preparation of this document, officers put forward the following proposal to cabinet with agreement being then reached by elected members to issue the following proposal for consultation.

**EAST AYRSHIRE COUNCIL  
DEPARTMENT OF EDUCATIONAL & SOCIAL SERVICES**

**THIS IS A PROPOSAL DOCUMENT**

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## **BACKGROUND**

### **16. East Ayrshire Council Vision for Education**

Community Planning is about a range of partners in the public and voluntary sectors working together to better plan, resource and deliver quality services that meet the needs of people who live and work in East Ayrshire.

The Community Plan is recognised by all partners as the sovereign strategic planning document for the delivery of public services in East Ayrshire over the 12 years from 2003 to 2015 and sets out the overall vision for the local area.

*East Ayrshire will be a place with strong, safe and vibrant communities where everyone has a good quality of life and access to opportunities, choices and high quality services which are sustainable, accessible and meet people's needs*

### **Promoting Life Long Learning**

17. Recognising the importance of education to children, young people and adult learners, Lifelong Learning is threaded through the three Community Plan themes of:

- Economy and skills
- Community Safety
- Wellbeing

Key strategic objectives for the Education Service of East Ayrshire Council are:

- Improved literacy and numeracy skills for children, young people and adults;
- Positive and sustained destinations for learners; and
- Improved community capacity, spirit and cohesion is developed.

The provision of education is fundamental to economic regeneration of East Ayrshire and raising individual aspirations. East Ayrshire Council strives to ensure that all its citizens are equipped with the appropriate skills for life and the work place and to achieve these objectives the Council has raising educational attainment and equipping young people for the world of work as one of its strategic priorities.



## **Delivery of Curriculum for Excellence in East Ayrshire**

18. Curriculum for Excellence is well embedded within all East Ayrshire schools and seeks to achieve a transformation in education by providing a coherent, more flexible and enriched curriculum from 2 to 18 years. The curriculum includes the totality of experiences that are planned for children and young people through their education, wherever they are being educated.

Curriculum for Excellence aims to ensure that all young people develop knowledge, skills and attributes for learning, life and work, which are encapsulated in the four capacities:

- successful learners;
- confident individuals;
- responsible citizens; and
- effective contributors.

19. At its meeting of 4 May 2011, the Cabinet of East Ayrshire agreed the priorities for the development of Curriculum for Excellence in East Ayrshire between 2011 and 2015. In summary, these are:

- Learning and Teaching (Pedagogy)
- Assessment and Moderation, Recording and Reporting
- Experiences and Outcomes
- Literacy, Numeracy and Health and Wellbeing
- Curriculum Structure
- Senior Phase

## **National and Local Influences**

20. **Scottish Government Commitment for the National School Estate**

The Scottish Government commitment and vision for the national school estate was expressed jointly with COSLA, and resulted in the development of a new school estate strategy that was published in 2009.

This document, *Building Better Schools: Investing in Scotland's Future*, sets out national and local government's shared vision, aspirations and principles for the efficient and effective management of the school estate and the key aspirations for the school estate state:

- "All children and young people will be educated in, and community users will use, schools that are 'fit for purpose' in terms of condition, suitability and sufficiency;
- Schools are well-designed, accessible, inclusive learning environments that inspire and drive new thinking and change and which support the delivery of high quality educational experiences through *Curriculum for Excellence*;

- Schools are integral parts of the communities they serve, with pupils making use of community facilities and communities accessing school facilities;
- Schools accommodate and provide a range of services, activities and facilities that make a difference to people's health and wellbeing, to sustaining economic growth and to the strength and vibrancy of communities;
- A sustainable school estate whose design, construction and operation is environmentally and energy efficient; contributes directly to delivering the year-on-year reductions in greenhouse gas emissions introduced by the Climate Change (Scotland) Act 2009, which is resilient to the impact of climate change and which leads by example in matters of environmental performance;
- A school estate that is efficiently run and that delivers maximum value for money;
- A school estate which is flexible and responsive - both to changes in demand for school places and to learners' and teachers' requirements and wishes, and where the beneficial impact of change is maximised by thorough engagement with users and stakeholders."

This document has been framed taking account of these Scottish Government aspirations and amendments to the Schools (Scotland) (Consultation) Act 2010 as required by the implementation of the Children and Young People (Scotland) Act, 2014.

## Local Factors

### 21. Pupil Rolls

The primary and secondary pupil roll within East Ayrshire has fallen by 2,404 i.e. 13.00% in the last decade. According to the General Registrar's Office the number of children, aged 0-15 in East Ayrshire is projected to fall by 4.8% between 2010 and 2035. It is recognised that this reduction is not evenly spread across the Council area, with significant housing developments increasing rolls in nearby schools, however it clear that the overall trend in projected pupil rolls is downwards.

Taking the most recent information available Table 1 (below) highlights the number of surplus spaces in the primary school and secondary school estates.

**Table 1: Primary and Secondary Pupil Rolls and School Capacities as at September 2014**

	(A) Working capacity/ Usable Spaces	(B) Pupil Roll	(C) = (A)- (B) Surplus Capacity	% Occupancy
<b>Primary</b>	13,331	8,942	4,389	67%
<b>Secondary</b>	10,327	6,779	3,548	66%

<b>Total</b>	<b>23,658</b>	<b>15,721</b>	<b>7,937</b>	<b>66.5%</b>
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The table highlights that there are 7,937 surplus spaces in the school estate and this approximates to approximately 10 two-stream primary schools, and 3 large secondary schools. In order to improve building efficiency and reduce un-necessary expenditure therefore, the number of surplus spaces must continue to be reduced.

### **Rural Schools / Small Schools**

22. East Ayrshire Council has a number of primary schools and secondary schools considered as rural schools under the Scottish Government's classification. This means that special factors must be taken into account when the education authority considers the future of these schools under Section 12 of the Schools (Consultation) (Scotland) Act 2010. These factors include:

- Any viable alternative to the school closure proposal;
- The impact on the local community should the school be closed; and
- The likely effect of travelling arrangements that may arise as a consequence of the school closing.

The Scottish Government allocates funding to local authorities for any school identified as being a "small school". A small school is one that has a pupil roll below 70 pupils. Any proposal to close a small school would therefore have a consequential impact on the level of central Government funding made available to the Council and this would require to be identified in the financial impact of a closure decision being implemented.

Neither of the schools considered within this Proposal Document are identified as being rural/small however the Council has considered alternatives to closure and the impacts of closure on particular communities.

### **School Estate Suitability and Condition**

23. The Cabinet of East Ayrshire Council approved the established vision for its school estate on 27 June 2012. This vision will ensure the delivery of Curriculum for Excellence in school buildings, which are suitable for that purpose. This vision further states:

***East Ayrshire Council's Department of Educational and Social Services : committed to providing choice, maximising opportunity for all, developing the potential of individuals and meeting needs through inclusion"***

This statement covers every aspect of the Department's work including the management and development of educational establishments. The Council's

School Estate Management Plan states that development and improvement in the fabric of school buildings is a key component in the facilitation of the learning and teaching process. Paragraph 16 of the document also sets out a summary of the Council's vision for our school estate as follows.:

*“To not only provide facilities that meet the practicalities of good buildings but also to create a positive impact on the learning experience and the value to the community through:*

- *Developing the ethos of inclusion;*
- *Creating welcoming places for both students and staff;*
- *Facilitating a modern curriculum and learning experience;*
- *Encouraging enhanced community use; and*
- *Inspiring pride and ownership by communities*

*However, in meeting these principles and aims the practicalities of the estate and determining investment strategies in line with the Council's Asset Management Plan the Council also requires to:*

- *Achieve an average occupancy level of 85% of capacity;*
- *Address maintenance issues and condition;*
- *Meet statutory requirements including DDA legislation;*
- *Consider security implications; and*
- *Improve property flexibility and extended use.”*

The continued upgrading of the school estate is seen as being essential in meeting the key strategic theme of raising educational attainment and preparing our young people for the world of work.

East Ayrshire Council is proud of the ongoing work undertaken to ensure that young people are educated in excellent school buildings, however there is more which needs to be done to further improve our school estate and ensure all young people are given the opportunity to learn in a building which meets the Council's objectives.

### **Impact of the Children and Young People's Act**

24. The Children and Young People's Act has introduced a new concept of early learning and childcare and seeks to remove the artificial divide between pre-school education for 2, 3 and 4 year old, childcare for 0-3 year olds and wrap around care for 3 and 4 year olds.

From August 2014, local authorities have had a statutory duty to provide 600 hours of early learning and childcare for all eligible children. High quality early learning and childcare provision better suited to families' needs, aims to make a significant impact on these critical years of a child's development; to promote longer term health and wellbeing in children and young people; to remove the barriers to work; and to improve the economic outcomes for families and wider economic growth.

This change has introduced more holistic and integrated provision which supports learning and development in caring and nurturing environments for all children and which can encompass further expansion.

### **East Ayrshire Council's Transformation Strategy**

25. The Council of East Ayrshire agreed the Transformation Strategy at its meeting of 28 June 2012. Paragraph 19 of the covering report set out the 10 key strategic imperatives and included:

*“ ix **Asset Management** – A significant element of the cost of council services relates to the use of physical assets. These need to be employed to maximum effect and surplus and underperforming assets disposed of. The Asset Management Strategy needs to be reviewed to ensure that it is appropriately re-aligned to reflect changes to strategic priorities. Target occupancy, usage, accessibility levels and unit costs should be established for each category of building and the Transformation Strategy should thereafter include actions to achieve these targets.*

*The Schools Estate Management Plan has already set an average school occupancy target of 85%. The Scottish Futures Trust is working on an initial target reduction of 25% of the national estate. These targets should be adopted by the Council and pursued with regular reports to Cabinet on their achievement. New capital projects should be expected to demonstrate net revenue savings over the lifetime of the asset.”*

The proposal contained within this document meets the stated objectives in relation to the Council's Transformation Strategy as it relates to buildings.

26. The extensive public engagement exercise that followed the launch of the Transformation Plan was reported to Cabinet on 5 December 2012. Specifically in relation to the management of the school estate it was reported that school rationalisation could contribute £2.246 million towards the overall savings target of £34.1 million. Additionally, the report noted on page 47 that 86.6% of the respondents agreed that school buildings should be available for community use outside of school hours and during school holidays, compared to 6.2% who disagreed. Further, although 29.2% of respondents disagreed that the Council should improve school occupancy levels to ensure the effective and efficient delivery of education by reducing the number of educational buildings, 50.1% agreed with this strategy. The total number of respondents was 1,558, which is thought to be a representative sample. Therefore, on balance more East Ayrshire residents support school rationalisation than oppose it, and a significant majority wish to see school buildings available for community use.

## PROPOSAL

27. Taking the context set out in previous sections it is therefore proposed that:

### **Auchinleck Academy and Cumnock Academy and Supported Learning Centre**

In November 2014, preliminary informal consultations were opened with the Parent Councils of both Auchinleck Academy and Cumnock Academy and Supported Learning Centre. This was additional to discussions which took place with the Parent Councils, staff and young people of Greenmill Primary School and Early Childhood Centre, Barshare Primary School, Supported Learning Centre and Early Childhood Centre and Hillside School.

#### **Proposal :**

That subject to the outcome of this consultation exercise:

- Education provision at Auchinleck Academy be discontinued with effect from June 2019 or as soon as possible thereafter.
- Education provision at Cumnock Academy and Supported Learning Centre be discontinued with effect from June 2019 or as soon as possible thereafter.
- The children and young people attending these establishments transfer to a new merged secondary school with effect from August 2019 or as soon as possible thereafter;
- The site of that school will be in the area of Cumnock presently occupied by Broomfield Playing Fields.
- That the delineated area of the new secondary school be created from August 2019 or as soon as possible thereafter, from the amalgamation of the delineated areas of the present Auchinleck Academy and Cumnock Academy and Supported Learning Centre.
- Views are also sought that the newly merged Secondary School and Supported Learning Centre should be co-located with a newly merged Primary School, Early Childhood Centre and Supported Learning Centre resulting from the amalgamation of Greenmill Primary School and Early Childhood Centre and Barshare Primary School, Supported Learning Centre and Early Childhood Centre, and a new build Hillside School on the Broomfield site.

This proposal also has implications for:

- Hillside School
- Greenmill Primary School and Early Childhood Centre
- Barshare Primary School and Supported Learning Centre and Early Childhood Centre

28. This proposal document is therefore issued with the intention of seeking views on two issues:

- The concept of merging Auchinleck Academy and Cumnock Academy and Supported Learning Centre.
  - The site of the newly merged academy, co-located with a newly merged Primary School, Early Childhood Centre and Supported Learning Centre resulting from the amalgamation of Greenmill Primary School and Early Childhood Centre and Barshare Primary School, Supported Learning Centre and Early Childhood Centre, and a new build Hillside School on the same Broomfield site .
29. In preparing this Proposal Document consideration was also given to the future of education provision at Logan Primary School and Early Childhood Centre and Netherthird Primary School and Early Childhood Centre.
30. The future of Logan Primary School and Early Childhood Centre was considered by officers as part of the preparation for this process. In this review, the relatively small roll of the establishment was recognised, there currently being 68 children enrolled in the primary school as of September 2014. The size of this roll means that there would be educational advantages in seeking a merger with another establishment arising from improved access to resources and higher levels of staffing. However, the pre consultation events held in May 2013 with the community revealed concerns over the impact of the loss of the school and Early Childhood Centre on the Logan community and this situation has not changed.
31. Logan Primary School will remain a small, and a remote rural school under the Scottish Government's classification since the roll is projected to drop and therefore under the mechanism for awarding Councils' funding the diseconomies of scale from the size of establishment are off-set by the additional revenue allocated by the government. Therefore, on balance, the view of officers was that Logan Primary School and Early Childhood Centre should not be included in these rationalisation proposals.
32. The place of Netherthird Primary School and Early Childhood Centre was also considered by officers as part of the process. Again the pre consultation events held in May 2013 with the community revealed a wish by the local community to remain within the existing community and this view was supported by officers. Netherthird has continued to benefit from the capital works programme and will benefit in the future from further refurbishment.
33. The issue of possible site locations was also revisited by officers to ensure that the widest possible options for public consultation were considered. However, following review of the available options for what is now being proposed there are no suitable sites which are large enough to take the scale of development, with its inter-dependent proposals, other than the Broomfield site. A desk-top exercise has been conducted to ascertain suitability of the site for this stage of the proposals and has been approved. It should be noted that £1M has been set aside in the capital programme to undertake any works required to address matters such as safe walking routes.

## PRESENT POSITION

### An Overview of Secondary Education For Auchinleck And Cumnock Areas

34. The future of educational provision at the following schools will be considered in this Proposal Document:
- Auchinleck Academy; and  
Cumnock Academy and Supported Learning Centre
35. The factors which have been considered in the development of this Proposal Document are:
- The condition and suitability of the establishments to facilitate learning and teaching processes in the 21<sup>st</sup> Century;
  - The need to develop inspirational learning environments which raise the aspirations of children and young people, staff and the wider community;
  - The falling population in the area and reducing pupil rolls;
  - The need to address significant under occupancy in the school estate and create a sustainable school estate for future generations;
  - The need to reduce the Council's carbon footprint; and
  - The need to reduce expenditure on Council properties and achieve the objectives of the Transformation Strategy and School Estate Management Plan.

### Building Suitability and Condition

36. The table below details the condition and suitability of the schools included within this Proposal Document, as presented to Cabinet on 5 February 2014. The ratings are based on Scottish Government criteria and are measured on an A-D scale, representing:

A : Good	Performing well and operating efficiently
B : Satisfactory	Performing adequately but showing minor deterioration
C : Poor	Showing major defects and/or not operating adequately
D : Bad	Economic life expired and/or risk of failure

**Table 2:**

ESTABLISHMENT	SUITABILITY	CONDITION
Auchinleck Academy	B	B
Cumnock Academy and Supported Learning Centre	B	B

### General Population Data and School Pupil Rolls - Historical

37. Population estimates for the Auchinleck and Cumnock areas are estimated to have reduced between 2001 and 2014 by approximately 6%. The table below



provides data on the pupil roll in each school from 2004 to 2014 (taken at the census date in September each year).

**Table 3**

YEAR	Auchinleck Academy	Cumnock Academy and SLC	TOTAL
2004	1109	1075	2184
2005	1096	1101	2197
2006	1058	1051	2109
2007	1061	1006	2067
2008	1016	977	1993
2009	1001	965	1966
2010	983	917	1900
2011	964	883	1847
2012	939	887	1826
2013	905	832	1737
2014	867	825	1692

The above table highlights that the pupil rolls in schools within this Proposal Document have fallen by 22.50% since 2004. The individual school rolls have changed as follows:

- Auchinleck Academy -21.80%
- Cumnock Academy and SLC -23.20%

### **Projected Population Data and School Pupil Rolls**

38. The Council takes a number of factors into account when projecting pupil rolls, gathering information from Community Planning Partners such as NHS Ayrshire and Arran, the Planning Service, Ayrshire Joint Planning Unit, General Registers of Scotland and information held on the Education Service Management Information System. The main factors included in pupil roll projections include:

- The birth rate for the East Ayrshire area;
- The number of children living in a school catchment area aged 0-1, 1-2, 2-3, 3-4 and 4-5 years;
- The number of houses planned to be built in a school's catchment area; and
- The number of placing requests into and out of a school.

The Council's approach to calculating school roll projections is therefore based on best current practice in Scotland and takes account of the most recent available information.

39. The projected pupil rolls for the two establishments to 2019 are shown in the table below<sup>1</sup>.

**Table 4**

YEAR	Auchinleck Academy	Cumnock Academy and SLC	TOTAL
2014	867	825	1692
2015	882	803	1685
2016	876	762	1638
2017	862	753	1615
2018	908	735	1643
2019	910	762	1672

The data available shows that the combined school rolls for the two schools are projected to decline against the 2014 levels, with the cumulative roll by 2019 being projected at 1672 pupils and given the projected trends for overall population this figure will decline in the years beyond. It should be noted that as stated earlier there is an agreed methodology for establishing roll projections it is not an exact science and therefore the annual SEMP will be used to monitor and manage school occupancy levels.

#### **Building Data – Capacity**

40. The planning capacity of a secondary school is calculated by dividing the total area of teaching rooms by the space allocation per student. The space allocation varies depending on the subject concerned, for example, the space per student for a general classroom to teach English or Mathematics is 1.5 square metres per student, while for an Art room it is 3.0 square metres per student. As not all rooms can be used at the same time, the planning capacity is reduced to take account of constraints such as timetabling. This creates the functional capacity (or Usable Spaces) which is calculated by multiplying the planning capacity by 76% and deducting a further 150.

**Table 5**

ESTABLISHMENT	USABLE SPACES <sup>2</sup>	PUPIL ROLL (SEPT 2014)	SURPLUS CAPACITY	OCCUPANCY LEVEL
Auchinleck Academy	1604	867	737	54.10%
Cumnock Academy and Supported Learning Centre	1385	825	560	59.56%
	2989	1692	1297	56.60%

<sup>1</sup> The projected pupil rolls are a best estimate that take account of all of the information presently available and population trends. The Council acknowledges that it is difficult to accurately predict school rolls over a long timespan.

The table demonstrates that there is significant under-occupancy within each of the schools and that the occupancy rates, both individually and collectively, are below the estate-wide, average occupancy level target of 85% set within the Council's School Estate Management Plan and Transformation Strategy. It should be understood that there is not an expectation that every school will reach the 85% threshold and, additionally, that schools should have some percentage of capacity available for contingency. The goal for the entire School Estate would be to achieve the average occupancy of 85% or better through closures, mergers or catchment area re-alignment.

### **Building Running Costs**

41. The 2014/15 budgeted property costs for each establishment are shown in the table below:

**Table 6**

<b>ESTABLISHMENT</b>	<b>2014/15 BUDGETED PROPERTY COSTS (£)</b>
Auchinleck Academy	437,169
Cumnock Academy and SLC	433,122
<b>TOTAL</b>	<b>870,291</b>

See financial template at paragraph 135, Table 12, for projected costs.

### **Auchinleck Academy**

42. **Delineated Area and Building Description**

Auchinleck Academy provides non-denominational secondary education to pupils from villages of Auchinleck, Catrine, Muirkirk, Mauchline, Ochiltree, Drongan, Sorn and surrounding farms and small communities.

Auchinleck Academy is situated on Sorn Road, Auchinleck and was opened in 1971. It is a large campus consisting of a main teaching block, practical block and separate Technical, PE and Music departments. There is a 3G floodlit Astro turf pitch opened in 2012 and extensive grounds around the school. The catchment area for Auchinleck Academy is attached as Appendix 7. A site plan is included as Appendix 8.

At September 2014 census, Auchinleck Academy had a pupil roll of 867.

### **School Structure: Classification**

43. Auchinleck Academy has the following numbers of class groups at each respective stage;  
S1 X 5, S2 X 6, S3 X 6, S4 X 7, S5 X 7, S6 X 4

## Education Scotland HMI Inspection May 2007

44. At its most recent inspection the following key strengths were identified;

*The inspirational leadership of the head teacher in gaining the commitment of staff to implement a clear vision for the school.*

*Development of leadership for learning throughout the school, and the effective work being done by staff at all levels to implement innovative approaches.*

*The success of staff in establishing a very purposeful environment for learning, in setting high expectations and in promoting achievement.*

*Well-behaved pupils who showed pride in their school and motivation in their learning.*

*Pupils' attainment at S3 to S6.*

*The quality of pastoral care, and the priority given to meeting the needs of all pupils.*

### **Main point for action**

*The school should continue to provide high quality and improving education. In doing so, it should take account of the need to:*

*continue to share good practice within the school to ensure more consistently high quality in pupils' learning.*

### **Community Use of Auchinleck Academy**

45. East Ayrshire Leisure Trust took over the management of the Sports Facilities from 5.30 pm in January 2013. Attendances in the Sports Facilities since then are as follows:

**Table 7: Attendances 2013**

Wetside	3,494
Dryside	12,846
Fitness	25
Total	16,365

**Table 8: Attendances 2014**

Wetside	7,897
Dryside	26,787
Fitness	153
Total	34,837

The main school buildings are used for school functions all year round such as parents' evenings, school shows, parent council meetings and other events.

An adult Art Group has had a regular weekly let for the last 10 years however there are no other regular users of the main school buildings.

## **Cumnock Academy and Supported Learning Centre**

### **Delineated Area and Building Description**

46. Cumnock Academy provides non-denominational secondary education to pupils from the Cumnock, New Cumnock, Logan, Lugar, Barshare, Netherthird, Craigens and surrounding areas.

The catchment area and school site for Cumnock Academy are attached as Appendices 1 and 2.

Cumnock Academy was originally located on the site of the current Greenmill Primary school, relocating to the current site in Ayr Road in 1969. There are six main teaching blocks, which comprise of 1 building with 3 storeys, 2 buildings which are two storeys in height and the remaining 3 buildings being single storey.

### **School Structure**

47. Cumnock Academy has the following numbers of class groups at each respective stage;  
S1 X 5, S2 X 6, S3 X 6, S4 X 5, S5 X 6, S6 X 6

### **Education Scotland**

48. *Cumnock Academy was last inspected in September 2008. Education Scotland (then HMIE) found the following strengths within the school:*
- *The strong lead given by the Headteacher and senior managers to improving the school.*
  - *The excellent school improvement procedures.*
  - *Members of staff are strongly committed to the school and fully involved in its life and work.*
  - *Friendly and confident young people who are actively involved in the school and community.*
  - *Very positive relationships and mutual respect between adults in the school and learners.*
  - *The very effective work of the multi-agency team to support young people and their families.*

*The following examples of good practice were reported:*

- *Approaches to improving literacy skills across the school.*

- *The contribution and commitment of young people as leaders in the school community.*
- *The way the staff support school leavers into further education and employment.*
- *Meeting learning needs in the supported learning centre.*

The following areas for improvement were identified:

- *Continue to develop the curriculum in line with Curriculum for Excellence and to ensure young people transferring from primary can build well on their earlier learning.*
- *The school should review provision in S5 and S6 to ensure that all pupils have access to high quality physical education.*

### **Community Use of School Buildings – Cumnock Academy**

49. Historic community use of Cumnock Academy campus buildings, is detailed in Table 5 below. This table shows the number of lets each year since 2011/13.

**Table 9: Community Use of Cumnock Academy**

<b>Let taken by</b>	<b>2012/13</b>	<b>2013/14</b>
5-a Side Football	72	65
Adult Rugby	23	
YMI – Education Service (P Wood)	30	32
Badminton	73	32
BOS Premier Night Leagues	39	
Boys Football	5	
Highland Games – Car Park	1	1
Child & Youth Rugby	45	
Children’s Football	25	38
Cumnock Academy Head Teacher	95	90
Children’s Disability Easter Club	2	
Circuit Training	2	
Disco Divas	42	40
Dads and Kids Cooking Class - SOFA	20	9
CAMPS	112	111
Football	719	108
Gents Keep Fit	8	
Gymnastics and Acrobatics	27	6
SFA Football Coaching	6	
Camera Club	27	28
Mini Rugby Coaching	32	75
Mobile Skate Park	19	24
EAC – Leisure Development/Vibrant Communities	38	104
Premier Night Leagues	24	
Greenmill PS	2	3
Scottish Country Dancing	25	25
P Wood ( String after school programme)	32	24

Tennis Class	17	
Cumnock Juniors FC	16	63
Auchinleck Talbot FC	24	
Glenafton 19's	25	22
Brass Band		3
Born to Perform Dance Academy	-	2
Cumnock School of Dance	-	2
Cumnock Highland Dance School	-	4
East Ayrshire – Educational Services	-	10
Glaisnock Thistle	-	75
Jim Sillars – YES Scotland	-	3
Glaisnock Colts	-	39
Cumnock Juniors Under 8's	-	18
Fusion School of Dance	-	6
<b>TOTAL</b>	<b>1,627</b>	<b>1,062</b>

The above table shows that a wide range of community groups and leisure clubs make frequent use of the Cumnock Academy buildings. It is the Council's intention that the specification of facilities in the new building and grounds will further enhance its use by these and other groups.

## **OPTIONS FOR CONSULTATION**

### **50. Introduction**

Taking all of the information contained within Paragraphs 42-50 of this report it can be evidenced that:

- The physical environments of both establishments can be improved, along with their suitability for learning and teaching in the 21<sup>st</sup> Century;
- There is considerable surplus capacity within both schools;
- There has been a significant reduction in the number of school aged pupils and this overall decline in secondary school aged pupils at the combined schools is projected to continue into the future; and
- The 2014/15 budgeted property costs associated with the establishments amounts to £870,291 and taking account of the under occupancy this does not represent maximum value for money.

### **51. Within this Proposal Document, the Council is therefore seeking public comment and response on the following options, relating to:**

- Auchinleck Academy;  
and
- Cumnock Academy and Supported Learning Centre

## **OPTION 1**

52. To retain the status quo and maintain the educational establishments of:

- Auchinleck Academy;  
and
- Cumnock Academy and Supported Learning Centre

Included within the status quo would be the retention of both establishments' delineated areas and their continued presence in their current locations.

This is included as the base line, as for comparison of the options it is essential to have the "status quo" option. Consequently, Option 1 shows the baseline position and would result in the following benefits:

- Continuation of the existing establishments with no disruption to existing learning and teaching; and
- Maintenance of existing school delineated areas;

## **OPTION 2**

The creation of a new, non-denominational academy, including a Supported Learning Centre involving:

- The proposed merger of Auchinleck Academy and Cumnock Academy and Supported Learning Centre.

This option would result in a new, purpose-built facility for secondary age young people in the Auchinleck and Cumnock areas to be co-located with a new, merged primary school and early childhood centre, Hillside School and additionally with Ayrshire College and Business Enterprise facilities on the same campus providing an unprecedented 2-18 + facility to support education and business development in a coherent way.

The Council is therefore keen to receive comment on the proposed merger of Auchinleck Academy and Cumnock Academy and Supported Learning Centre. It should be noted that the other establishments mentioned in the previous paragraph will be subject to specific Public Consultation processes in their own right.

53. Officers have reviewed the available land within the catchment areas of both existing establishments and have come to a view that the only suitable site available is within the Broomfield site. Pre-consultation has been undertaken with all interest groups and the subsequent, positive responses received by the council have helped shape these proposals. It should be noted that officers have also conducted site appraisals, initial traffic impact assessments and transport/travel/walking route assessments in coming to decisions about these proposals.



54. Consideration was also given by officers to the inclusion of other schools in the area and the impact of building a new establishment such as the one outlined above. Logan Primary School would not be closed under current rural school arrangements and the Netherthird Learning Community indicated that their preferred option would be to remain in situ. Further consideration has been agreed for the upgrading of schools not included in the new school programme (including Logan and Netherthird) through the capital works programme.

### **Preferred Option**

55. Having taken account of the comments included in the options above and the single site location indicated for a new-build, the preferred option for the purposes of consultation, is that a new, merged, non-denominational secondary school (with Supported Learning Centre) be created and built on the Broomfield site. The new establishment would be co-located with a new merged primary school, early childhood centre, supported learning centre and Hillside school in an integrated campus. Appropriate arrangements will be agreed with current users of the site in its current format to facilitate continued use at agreed times.

### **Educational Benefits**

56. The Educational Benefits Statement, for each of the proposed options, has been prepared having regard to the Guidance and Explanatory Notes published by the Scottish Government in association with the Schools (Consultation) (Scotland) Act, 2010 and which are available for reference at the following websites, respectively:

[www.scotland.gov.uk/Resource/Doc/91982/0097130.doc](http://www.scotland.gov.uk/Resource/Doc/91982/0097130.doc)

[www.oqps.gov.uk/legislation/acts2010/en/aspen\\_20100002\\_en.pdf](http://www.oqps.gov.uk/legislation/acts2010/en/aspen_20100002_en.pdf)

*“An education authority shall endeavour to secure improvement in the quality of school education which is provided in the schools managed by them; and they shall exercise their functions in relation to such provision with a view to raising Standards of education.”*

As required by the Schools (Consultation) (Scotland) Act, 2010, this Educational Benefits Statement is written from the perspective of benefits, should the merger proposal (Option 2) be implemented. Additionally the self-evaluation tool provided by Education Scotland was used to ensure compliance with the amended procedures now in place from the Act.

On 06 January 2015 a meeting took place involving the headteachers of the schools affected by this proposal. At that meeting it was agreed that this development offered a significant opportunity for all of the establishments to develop a shared philosophy that would guide the development of the project if agreed, giving an enhanced educational experience for all learners through the principles of:

- progression in learning,

- inclusion,
- child-centred approaches, and
- getting it right for every child.

The development of these principles, and what they should mean in practice, would be secured by the active involvement of parents, staff, young people and the community. This philosophy, its values and principles will then be applied to the campus design in order to develop an innovative, forward looking provision adapted to the learning needs of learners of all ages and needs into the future and providing the educational benefits indicated below.

### **OPTION 1 – MAINTAIN THE EXISTING ESTABLISHMENTS IN THEIR CURRENT LOCATIONS**

57. Maintaining the status quo would ensure that there is no disruption to the learning and teaching process as all children would continue to attend their existing establishments, which would remain in their current locations.

### **OPTION 2: THE CREATION OF A NEW NON DENOMINATIONAL ESTABLISHMENT ARISING FROM:**

58. The proposed merger of Auchinleck Academy and Cumnock Academy and Supported Learning Centre. Included in the proposed campus would also be the new primary school, early childhood centre and supported learning centre arising from the merger between Barshare Primary School, Early Childhood Centre and Greenmill Primary School and Early Childhood Centre on ground within the Broomfield Playing Fields site in Cumnock

The Educational Benefits Statement sets out the likely effects, if this option is implemented by East Ayrshire Council. These are as follows:

### **THE EDUCATIONAL BENEFITS OF A MERGED AUCHINLECK ACADEMY, CUMNOCK ACADEMY and CUMNOCK ACADEMY SUPPORTED LEARNING CENTRE**

59. i. As an authority, East Ayrshire Council has the highest aspirations for all its children and young people. We strive to build school communities in which everyone is valued and learning is motivating and enjoyable. The joining together of these two secondary schools provides us with opportunity to build on the strengths of both secondary schools to develop a new vibrant learning community in East Ayrshire.
- ii. The implementation of this proposal will help deliver the Council's commitment to making East Ayrshire a positive place to live and work, and for our young people, to learn and develop by the creation of state-of-the-art learning facilities. It will contribute to the realisation of the vision set out in the Council's Transformational Strategy, which seeks to improve the life chances of all young people.
- iii. Purpose –designed facilities for dining, games, sports and recreation, information communication technology, drama and the arts will support health

and well-being in addition to the skills for learning, life and work agenda. The ICT infrastructure will provide a platform for emerging and new technologies to be used to support learning and enable the full potential of the use of GLOW to be realised to the benefit of young people.

iv. A merger between Cumnock and Auchinleck Academy will enable all young people, those from both mainstream and the Supported Learning Centre (SLC), to have the opportunity of engaging in a broader range of curricular and pastoral activities. Schools strive to meet the differing needs of a wide range of learners in terms of attainment, ability and academic interests, and a larger school is more equipped to meet these needs. Both for learners following a mainly academic route in pursuit of national qualifications and for those taking advantage of vocational programmes or a mixture of the two it is clear that this breadth of choice is easier to facilitate in a larger school, giving young people more extensive opportunities for personalisation and choice in their learning.

v. Flexibility within the curriculum can be problematic for smaller schools while larger secondary schools of over 1,000 learners can call on a wider range of possibilities in forming class groups. Tailored to the area of the curriculum or the pupil cohort, there is flexibility in the larger school setting to organise learners in different ways - according to their skill in a subject, or to place them in broader ability levels, or in mixed ability classes as required.

vi. At advanced levels of study, smaller secondary schools can find it difficult to offer an extensive range of options to learners. This means that to progress their study of a subject to an advanced level, pupils sometimes have to travel to a larger school where it is being delivered. In these circumstances, school timetabling has to take account of travel time, and young people's learning can be disrupted. With a greater number of pupils in a larger school, young people can choose from a range of curricular programmes at many levels minimising the need to travel elsewhere in S5 and S6 to undertake study of a subject which their own school does not deliver. A larger school delivering an increased range of courses leading to accreditation (both academic and vocational) would benefit both pupils within the school itself, but also potentially alleviate capacity issues for advanced level courses in other East Ayrshire academies.

vii. As well as increasing opportunities for greater personalisation and choice through an expanded range of in-school provision, learners will also be able to access a wider range of learning pathways through links with partners such as Ayrshire College, the Vibrant Communities Service, Skills Development Scotland, the Ayrshire Chamber of Commerce, Industry and other partners.

viii. In light of the experience of how the new-build facilities of both Grange Academy and St. Joseph's Academy have had a positive impact in ensuring current best practice in learning and teaching, including the effective use of Information and Communications Technology (ICT), it is apparent that the new merged academy would ultimately benefit from high quality, purpose built accommodation and facilities appropriate to the demands of learning in the 21<sup>st</sup> Century.

ix. The modern school design specification allows layouts for classrooms to be both more flexible and more easily enable co-operation and collaboration in learning, encouraging approaches more closely aligned to Curriculum for Excellence, such as active or interdisciplinary learning. Classrooms become a resource which can be transformed and tailored to the needs of lessons or pupil grouping. The provision of integrated ICT with interactive whiteboards and overhead projectors allow teachers to move freely around the classroom and better facilitate the learning of students.

x. In Cumnock Academy's inspection report of 2008, the meeting of learners' needs in the Supported Learning Centre (SLC) was cited as an example of good practice in the school. The integration of the new SLC within the merged larger school will continue to ensure effective support from teachers and support staff within the SLC where needed, but the improved learning environment and increased opportunities to learn alongside peers from the mainstream school will also have an impact on these young people and help them to achieve independence and develop social skills.

xi. Furthermore, there will be enhanced choice available to young people within the Supported Learning Centre (SLC) via the broader choice of subjects available within the new, larger merged academy. The progression of young people within the SLC can be enhanced through the greater opportunities provided within the larger establishment: for example, learners will have the opportunity to change class if requiring extra support, additional challenge, or an alternative learning environment. Such flexibility is often not so directly available within smaller establishments.

xii. The larger staff team with their wider range of skills makes the larger school better placed to help young people meet the four capacities of Curriculum for Excellence as successful learners, effective contributors, responsible citizens and confident individuals. The larger pupil body means scope for increased participation through a wider range of committees and consultative groups. Moreover, at present both Cumnock Academy and Auchinleck Academy offer a range of varied extra-curricular opportunities to pupils and the prospect of a merged school would mean that these would not only be continued but may actually be enhanced and increased because of the extra capacity a larger staff team would bring.

xiii. A larger staff team would also lead to greater capacity for staff planning together to join-up their different expertise in the planning and delivery of the curriculum, in joint approaches to assessment and moderation, and in the shared evaluation of the learning experiences offered in the merged school. A wider staff team means more opportunity to share practice and to work together to design new courses and programmes of study to meet the demands of the Curriculum for Excellence. For interdisciplinary learning which helps young people to learn in a more connected way, within meaningful contexts related to real life, a larger staff group has a more extensive skills base on which to draw.

xiv. A new merged secondary school will minimise revenue costs in relation to the two present separate establishments. These economies will arise from reduced management costs, there being a single unified management structure, reduced administrative costs, reduced property costs (for example energy and non-domestic rates) and reduced facilities management costs with single catering, cleaning and janitation teams. These revenue savings will free resources for the pupils of the new merged school, but equally children at all East Ayrshire schools will benefit as it will reduce pressure on the overall Council and Departmental budget allowing more to be spent on staffing and resources for everyone.

xv. Modern design specifications will be used to reduce revenue costs, for example through energy efficiency. This will also free resources for the general benefit of children and young people in the Authority area.

xvi. Similarly, the new school will eradicate the present anticipated maintenance costs for the existing buildings in terms of component renewal to keep them wind and water tight. This will free resources for the general improvement of the school estate, again benefiting all children and young people. Because of its new construction, modern design principles will be applied further releasing resources in terms of efficient energy usage and maintenance. This will again alleviate pressure on the Education Service budget.

xvii. Working in a well-equipped, state of the art, comfortable environment will have a positive impact on both staff motivation and morale and lead to an atmosphere that is more conducive to collaboration in teaching and learning, internal moderation and sharing the standard across the two schools. Furthermore an environment that is fresh, modern and welcoming will enhance learners' pride in their school and have a positive impact on school ethos.

xviii. The merger of the schools will benefit the whole community through campus facilities which will provide a vibrant hub for lifelong learning, leisure and fitness within the wider community, building capacity for the future.

xix. The statements in this section of the document are based on the Authority's experience of campuses where there is co-location of educational establishments. These campuses include:

- Grange Campus : Grange Academy, Park School, Annanhill Primary School
- St Joseph's Campus: St Joseph's Academy, St Andrew's Primary School and Early Childhood Centre
- James Hamilton Campus: James Hamilton Academy, New Farm Primary School and Early Childhood Centre
- Doon Campus: Doon Academy, Dalmellington Primary School and Early Childhood Centre, (with a College presence on Campus)
- Cumnock Academy and Supported Learning Centre
- Barshare Primary School and Supported Learning Centre

Additionally, there are establishments which although not on a shared campus are very near to one another:

- Kilmarnock Academy which is situated near Ayrshire College
- Barshare Primary School which is adjacent to Hillside School

In all of these cases the arrangements are working very well to the advantage of all children as indicated in the statements below:

### **Co-Location with Supported Learning Centres**

#### **For Supported Learning Centre children and young people**

- Children are educated as members of an inclusive educational community, with their peers, avoiding stigmatisation and offering them self-respect and confidence.
- All children will have access to mainstream resources, offering the widest learning opportunities through a range of approaches suited to individual learning styles. In particular there is open access to specialist curricular resources in the primary sector in support of basic skills and in the secondary sector in areas such as Science and Technology
- The larger campus offers a maximum range of experiences contributing to the social and personal development of young people.
- Young people with particular talents – notably in art, dance or music – will have significant opportunities to develop these to fullest potential.

#### **For mainstream children and young people**

- Mainstream children will be able to access learning support resources in the supported learning centre if they encounter a particular or temporary difficulty.
- Access to specialist and skilled support staff will be available particularly for children with a moderate learning difficulty, or who are going through a life challenge such as bereavement or change in family circumstance.
- All children and young people will be mixing with widest group of peers, reflecting a tolerant and open society in which all are valued, contributing to their social development
- Particularly for older students there will be leadership opportunities as mentors and buddies.

### **Co-location with Hillside**

#### **For Hillside children and young people**

The advantages for Hillside children and young people are similar to those for children from the supported learning centre. There is, however, the added advantage of also having access to the facilities and staff in the SLC, which enhances the opportunities for better integration into the life of a wider community with all of the opportunities that brings for self-esteem and wider learning.

#### **For Supported Learning Centre children and young people**

Children in the supported learning centre will have access to Hillside specialist resources, should they have a deeper additional support need. Similarly there will be access to specialist staff expertise from Hillside School.

### **For Mainstream children and young People**

Similarly children in mainstream school will have access to learning support resources, specialist equipment and facilities in Hillside School should they require them. This may be important for children with particular conditions. For the same reason access to specialist and skilled support staff could be important for such children giving them added security and additional opportunities. As with the supported learning centre, children and young people will be mixing with widest group of peers, fostering personal and social development through increased understanding and tolerance. Mainstream children and young people will have increased Leadership opportunities as mentors and buddies for Hillside children

There will be direct, accessible opportunities for young people to undertake work experience in Hillside if they interested in entering the caring professions.

### **Co-location with Primary Schools**

#### **For primary children**

Primary aged children will have access to secondary school facilities and resources, particularly in specialist subject areas, but also including gymnasias, sports facilities and learning resources such as ICT and libraries. Similarly they will also have access to specialist subject teaching, particularly in Science but also in areas such as PE and technology. Taken together this means that they will have access to a wider range of opportunities giving a broader and deeper learning experience. There is an increased range of learning support resources and staff expertise at one location. Secondary pupils will be able to act as mentors and assist with basic literacy and numeracy skills, and will also be able to present as good role models of behaviour and achievement. For these reasons, in turn, transition to secondary school is easier because of familiarity with the buildings and staff, but much more importantly because of joint curricular planning. Where needed, support is available in times of distress for younger siblings, such as if there is household emergency or illness.

#### **For secondary children and young people**

The advantages for secondary school pupils are equivalent to those for primary aged children. Transition to secondary school is easier because of familiarity with the building and staff and opportunities for shared curricular planning are increased, facilitating a smooth transition in terms of learning and teaching. As indicated above, there are leadership opportunities readily available through mentoring and or supporting younger children. As with primary children, there is an increased range of learning support resources and staff expertise at one location

### **Co-location with Early Childhood Centres**

#### **For early years children**

For early years children the principal advantages lie in transition. Like their older peers they are able to access a wider range of resources and have access to particular staff skills from the other co-located establishments. Very young children are adaptable and are not daunted by the size of a building or establishment. As they grow older they are therefore able to get used to their

environment as a prelude to changing the bigger and more structured environment of the primary school. Curriculum for Excellence is a 2-18 provision. Being part of a wider establishment allows this to become a reality with close planning of progression as children move forward in their learning journey. Staff from early years and primary sectors are able to work together to transfer information both on the curriculum but also on individual children's progress.

### **For primary and secondary children**

As at other stages transition, in this case to P1 should be easier for children due to ease of transfer of information and joint planning. For older children and young people, right up to College age, there are advantages as they will have ready opportunities to develop leadership skills working with very young children, or if they wish to enter the caring professions there will be real, accessible work experience opportunities.

### **For children with additional support needs**

These advantages will be particularly important for children with additional support needs where joint curricular planning, shared assessment, the transfer of information and individual planning are particularly important. These aspects will be facilitated by co-location. Juxtaposition to specialist resources and expertise in the rest of the campus will facilitate this.

### **Co-Location with Ayrshire College**

#### **For children and young people of school age and in the early childhood centre**

The presence of the Ayrshire College on campus has the potential to bring a completely new and expanded range of resources, facilities, student and staff expertise to add to conventional provision. Experience with College involvement in schools dating back to the Technical and Vocational Education Initiative (TVEI), but more recently in locations such as Doon Academy has shown the clear potential to provide a more varied and relevant experience to young people. Learners are better motivated as a result, assisting the securing of better outcomes. Most importantly the College presence will create directly relevant opportunities in vocational education and will act as an important stepping stone for a sizeable group of children who might not directly progress otherwise from school to University. It will, of course also assist many children in securing apprenticeships and direct employment.

There are particular opportunities for certain subject areas notably in the science, technology, engineering and mathematics (STEM) and business areas to work together on joint planning and provision.

### **For College Students**

The joint campus could provide substantial learning opportunities for this group. These would include, for example, the possibility of working in the campus catering facilities or in the PE and sports areas. The presence of an early childhood centre and specialist additional support needs facilities will also provide opportunities for work experience.

### **Business Incubation Units**



It is envisaged that business incubation units will be included in the campus design. Young people may therefore be able to progress directly from school or via the College or independently to these facilities. In this way their path will be eased towards employment and establishing their own business. The economies of scale available through the campus, together with access to a wide range of facilities and expertise nearby will be invaluable in this process.

### **For Other Children and young people in the area**

It is envisaged that all children and young people in the area will benefit from the development of this campus. This will come from ensuring that there is availability of access to its facilities out-of-hours and through formal liaison programmes at times of transition. The campus will become a centre of excellence, but that learning and expertise will be made available to all associated establishments. Most importantly, the common approaches to planning, transfer of information and transition -developed on campus - will be disseminated to other partner establishments and services. Important examples of this will be in the areas of modern languages and the STEM subjects, but also in development of approaches in additional support needs.

### **Disadvantages of Co-location**

xx. Set out above are some of the key points in terms of the advantages of co-location. But, there are disadvantages. Often of key concern to parents/carers and the community are the issues created by the size and diversity of such a campus. Either at the general level, or in relation to an individual child or young person, parents and carers are often anxious about how they will cope in such a large enterprise. That perception, which is critical to the confidence of parents and carers, and through them to their child, is a disadvantage in its own right.

Any campus development is also accompanied by anxieties from parents and carers about bullying which they perceive as being associated as arising from the interface between primary and secondary schools, mainstream and additional support needs provision, or through community rivalries being imported into the campus. Such concerns can also be undermining to confidence

At the pre-consultation stage for this, and the allied proposals, the issue was raised about the relationship between this proposed campus development and other associated establishments, which would not have the advantages of co-location. This point is specifically addressed above.

In the Authority's experience one of the significant challenges in a campus development is in the management of different co-located establishments and how they relate to one another. For the campus to work effectively there requires to be a harmonisation of policies and approaches and shared values and sometimes this may be challenging for senior staff. This is particularly the case in ensuring equitable access to shared resources.

In simplest and most practical terms one of the most significant challenges is created by the large numbers of children and young people on the campus. This can create logistical problems at particular times of day – at start and

finish, but also at lunch and morning intervals. Again this can create challenges by requiring that the different establishments are flexible in timings and setting up their daily routine to avoid choke points.

### **Summary - Balancing Educational Benefits against Disadvantages**

xxi. In considering how educational benefits weigh against the disadvantages reference should be made to the proposal documents for the other establishments potentially involved in the campus development.

In achieving a balanced view here, it is important to understand that the Authority acknowledges that this is not a matter of absolute arguments, so much as degree. All of the establishments involved in this set of proposals currently provide an effective education for their children and young people. If there is no change, they will continue to deliver effective education and plan for improvement. The issue here therefore is about the opportunity offered by these proposals to enhance that learning opportunity and to deliver a project that is of benefit to the community and at a greater rate.

The list of educational benefits which is based on the Authority's experience is comprehensive. But, there are disadvantages which arise from the size of the campus and the interrelationship between establishments and which is acknowledged. The Authority's experience, based on its existing developments is that children on a campus do have a rich and varied experience and the advantages significantly outweigh the disadvantages. Any issues arising from size and the number of establishments involved can be managed by setting up a joint campus user's group at the implementation stage. It is also critical that all key stakeholders – headteachers, staff, parents, children, and the community – are involved in the campus design, particularly where shared facilities are envisaged. The Authority is committed to both stakeholder involvement in the design and the establishment of a joint user group. Already, a meeting has taken place between the headteachers involved at which the idea of a common and shared vision and set of values was agreed with their own freely given personal commitment to work together. It is therefore the view that this set of issues can be overcome to the direct advantage of the children involved.

Parental perceptions of how their children may be affected by the size and complexity of the development can also be addressed. Again the Authority's experience is that the perceived difficulties caused by the size and complexity of the development rarely, if ever, manifest themselves. Similarly, the experience is that children coming to such a campus are excited by the prospect of new experiences and making new friends. Instances of bullying and inter community rivalries rarely occur and are dealt with in the normal way. In contrast many children and young people do relish the opportunity to adopt a caring role for younger pupils and the more vulnerable. This has been seen as part of normal practice in our existing campuses.

The issue about schools not on the campus exists already in the sense that the Authority has joint campuses and so is neither new nor a reason not to proceed. The Authority already has strong cluster group and hub

arrangements which will be developed further as indicated above in response to this and other developments in facilities and the curriculum.

Therefore, in summary, the Authority's view is that the advantages substantially outweigh any disadvantages. Whilst acknowledging there will be challenges, the experience is that these can be overcome, and that they should not stand in the way of what has the prospect of being a unique and overwhelming opportunity for the children, young people and community that it will serve.

## OPTIONS APPRAISAL

60. The unique set of circumstances surrounding this proposal means that status quo or zero option is the only alternative consideration. As such the traditional format for options appraisal, utilising financial and non-financial measures, would not be appropriate. The paragraphs below set out in detail a revised format suitable to this set of proposals. Appendix 1 of this document tables the financial comparison between maintaining and refurbishing existing schools and a new build option.

### Consultation Report – Knockroon Learning and Enterprise Campus

#### Section 1 – Status Quo

61. **Condition and Suitability – Existing Schools**  
The table below outlines the data from the latest School Estate Management Plan, presented to Cabinet in 5 February 2014, which classifies the school's physical condition and suitability for delivering a modern curriculum as follows:

**Table 10**

<b>Cumnock Secondary School</b>	<b>Condition (A – D)</b>
Physical Condition	B
Suitability for delivering a modern education	B
<b>Auchinleck Secondary School</b>	<b>Condition (A – D)</b>
Physical Condition	B
Suitability for delivering a modern education	B

The condition and suitability ratings are based on those devised by the Scottish Government using the following criteria:

#### Condition

- A. Good Performing well and operating efficiently
- B. Satisfactory Performing adequately but showing minor deterioration
- C. Poor Showing major defects and/or not operating adequately

- D. Bad Economic life expired and/or risk of failure

### **Suitability**

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

### **Capital Investment – Existing Schools**

- 62. The capital investment requirement for the existing schools has been calculated using existing Gross Internal Floor Areas (GIFA) times an estimated cost per square metre based on the Published SPON'S 2015 Building Cost Model for School Refurbishment; adjusted for Professional Fees and an appropriate allowance for indexation based on the BCIS "All In" TPI.
- 63. The refurbishment model is based on updating Victorian and 1960's school buildings, including allowances for repairs to existing fabric, replacement glazing, comprehensive updating of finishes and a complete overhaul of building services, external works and new FF&E / ICT; and reflects the assumed investment to improve properties to a current day standard in terms of condition, suitability and accessibility.
- 64. It should be noted that refurbishment works to existing facilities of the extent proposed are likely to cause major disruption to the schools and may require some decant of all or part of the current establishments.
- 65. For details of estimated Capital Investment requirement for refurbished properties see Appendix 1.

### **Section 2 – New Build**

#### **Capital Investment – New Build**

- 66. The capital investment requirement for all new build facilities have been calculated on a basis consistent with the Scottish Government's Scottish Futures Trust (SFT) model using the appropriate published cost and area metrics.
- 67. The total capital investment cost is calculated taking account of projected pupil rolls for each new establishment, an area allocation per pupil, an "all in" construction cost per square meter, adjusted for the appropriate forecast British Chartered Institute of Surveyors (BCIS) indexation factor and adding in any further allowances for additional accommodation or enhanced features. It should be noted that the capital investment requirement takes no cognisance

of possible capital receipts that could be realised from the sale of existing sites.

68. For details of estimated Capital Investment required for the new build see Appendix 1.

#### **Theoretical Lifecycle Maintenance / Hard Facilities Management Costs**

69. Theoretical Lifecycle Maintenance and Hard Facilities Management (FM) costs have been calculated on a basis consistent with the SFT model for DBFM models using the GIFA for each property times an estimated cost per square metre. The costs per square metre used (£17 and £15 respectively) are based on the works to replace or renew components and annual servicing of those components for a new build facility from the point that the construction works are completed. Arguably this figure would be higher for a refurbished building, however, for consistency the same rate has been applied to both.

70. For details of estimated Lifecycle Maintenance / Hard FM costs for each new build see Appendix 1 for details.

#### **Location**

71. The land at Broomfield is currently used for recreation and sporting activities and is used by the Cumnock Rugby Club. Facilities includes two rugby and three football pitches along with a synthetic running track.

72. The site is 0.5 miles from Cumnock Town Centre and 1.5 miles from Auchinleck Town Centre. A copy of the proposed development site has been attached at Appendix 2.

#### **Area**

73. The northern part of site is on two levels. The higher level to the north east, which is adjacent to the B7083 Auchinleck Road, extends to approximately 7.31 hectares. The lower level to the south west, which is adjacent to Lugar Water, extends to approximately 4.47 hectares. The existing Cumnock Academy site to the south of Lugar Water extends to approximately 4.72 hectares.

#### **Topography**

74. As previously noted, part of the site is on two levels. The lower level of the site is generally flat and the higher level slopes slightly from south to north. The lower level is also within the 1:200 year flood plain, which will be discussed in more detail later, consideration will be given to locating the school accommodation at the higher level subject to detailed survey and design works.

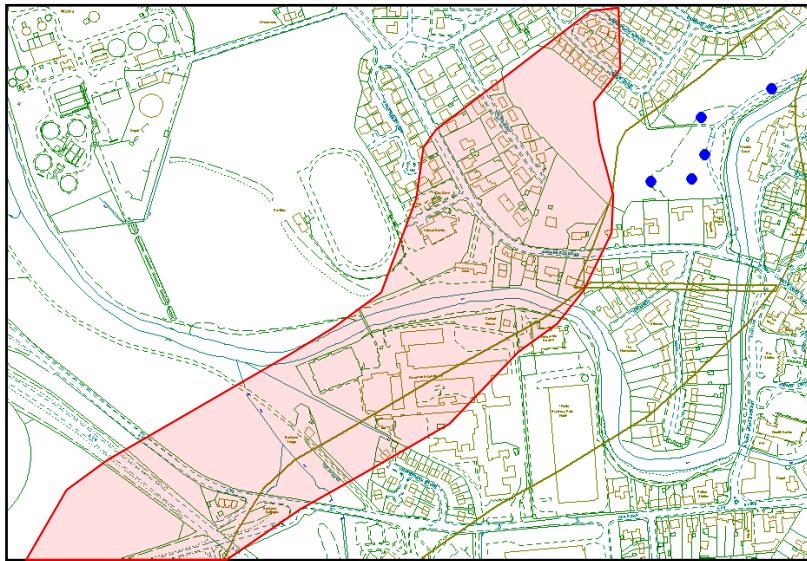
#### **External and Adjacent Facilities**

75. The site is extremely spacious and would offer direct access to playing fields. It is proposed that following development facilities would be available for the local community. Consideration would be given to locating some of these external facilities at the lower level of the northern part of the development site.

76. In relation to parking and drop of facilities consideration could be given to the use of part of the existing Cumnock Academy site pending a detailed traffic impact assessment in relation the existing roads infrastructure in the surrounding area.

### **Ground Conditions Contamination / Mine Workings**

77. Information contained in this section is based on available data obtained through the Council's GGP system in addition to Coal Authority and minerals reports which records known mineral workings. Identification of any mine workings does not in itself infer any ground condition issues but is merely provided to give stakeholders the fullest possible information.



78. The site is over the Scottish Upper Coal Measures to the north and Middle Coal Measures to the south. The current information does not record any mine entries within the site area, the nearest being over 300m away. Unrecorded shallow workings are not suspected north of Lugar Water however they may be present south of Lugar Water. GGP indicates underground workings from both Barrhill and Sharlston underlying the site of the existing Cumnock Academy, Stepends is north of the site. There are also spine roadways indicated at depths of between 30-100m. Intrusive site investigation works are recommended prior to development of either area.
79. As the site was historically farmland it is assumed that any contamination will be at a minimum however more detailed investigations will require to be undertaken to determine this fully.

### **Utility Services**

80. An initial assessment of the of the provision of utility services has been undertaken and allowances have been included for the potential upgrade of utility services infrastructure associated with the supply of gas, water, electricity, telephone and I.T. pending more detailed consultation with suppliers.

81. Officers are aware that there is a culverted water course and sewer running through the north of the potential development site. An application has been made to Scottish Water to determine the feasibility and likely cost of diverting the culvert. Funding has been included in the overall costings to address any requirement to redirect the culvert.

### **Flood Risk**

82. The lower part of the proposed site is within the 1:200 year flood plain. School accommodation would therefore be required to be located on the higher part of the site. Notwithstanding this, a detailed Flood Risk Assessment will be required for the whole site which considers the fluvial (river) and pluvial (surface water) flooding identified by the SEPA indicative maps, and which identifies any mitigating measures required. Appendix 13 describes the fluvial flood plain and Appendix 14 describes the pluvial flood plain.
83. A Drainage Impact Assessment, including SUDS, will be required. The DIA will also consider the surface water flood route to ensure that water gets to the agreed discharge point without putting any properties at increased risk of flooding.

### **Traffic Management Plan**

84. An outline Transport Assessment (TA) has been undertaken in order to determine an appropriate access solution for the proposed site. The TA will continue to be developed and will be a key supporting document to any future planning application for the proposal.
85. A number of AM and PM peak junction traffic surveys have been undertaken at key junctions in the surrounding area of the proposed site to establish base traffic conditions and to inform the optimal access solution for the site with the additional and redistributed vehicle trips on the road network.
86. The predicted number of car trips has been determined by analysis of:
- School rolls and catchment areas
  - Existing and predicted school transport entitlement
  - Analysis of existing travel to school data (Hands Up Scotland Surveys) and School Travel Plans
87. For the merged secondary school, the analysis indicates a potential 214 pupil car trips and 218 staff car trips, giving a total of 432 daily car trips.
88. For the merged primary school, Supported Learning Centre, Early Childhood Centre, and Hillside School, the analysis indicates a potential 328 car trips and 59 staff car trips, giving a total of 387 car trips.
89. It is assumed that there will be a reduction in the number of walking trips to school for primary and ECC pupils at the Broomfield site compared with the current locations, particularly for the Barshare catchment area.
90. As well as accommodating drop-off and pick-up pupil parking areas/points, the school campus access arrangements must also be able to satisfactorily

deal with contracted School Transport bus and taxi services. This is likely to require suitable facilities to accommodate the following:

- Secondary – 33 buses
- Primary – 1 bus
- Assisted Special Needs, Secondary – 11 contracts
- Assisted Special Needs, Primary – 6 contracts
- Hillside School – 8 contract

91. The proposed vehicular access to the new campus is from an improved junction on the B7083 Auchinleck Road at Underwood Road. However, the Transport Assessment indicates that it would not be feasible for all staff, pupil drop-off and pick-up, and school transport to take access from this single access point. To lessen the traffic impact on Auchinleck Road it is proposed that all secondary school transport buses and secondary parental drop-off and pick-up use a parking facility at the current Cumnock Academy site with pupils then accessing the school by foot across (a new) (covered) pedestrian bridge across the Lugar Water.
92. This proposal significantly reduces the traffic impact on Auchinleck Road by ensuring buses use the bypass and Ayr Road rather than Auchinleck Road, thus spreading the traffic impact and relieving pressure on the main traffic junctions.
93. The Transport Assessment has identified that junction improvements will be required at the Auchinleck Road/Underwood Road junction and at the Ayr Road. These junctions are likely to require to be signalised. The precise layouts will be developed as part of the planning process and will form part of the full Transport Assessment included within any subsequent planning application.

#### **Safe Routes to School**

94. It is important that there are fully accessible walking routes to the school campus. The availability of safe walking routes encourages active travel and reduces the number of car trips on the road network in the vicinity of the school.
95. The Council's current school transport policy states that transport will be provided to children to primary school that live more than 1.5 miles from the school or where there is no suitable walking route. Initial analysis indicates that there would be no children in the Cumnock urban area in either Barshare or Greenmill catchment that would be over 1.5 miles from the new school.
96. In terms of the secondary school, transport arrangements for children currently attending Cumnock will remain unchanged, with the urban area being within 1.5 miles, with Logan and Craighens within 1.5 to 3 miles and therefore entitled to subsidised transport.
97. The Council has a policy which requires the assessment of routes where there is a concern in relation to the safety and suitability of the walking route. This assessment is carried out by the Council's Road Safety Officer and takes into account availability of pavements, lighting, traffic speeds, and crossing



points, although it does retain a level of parental responsibility as the assessment (which is carried out in accordance with national guidelines) is based on a child accompanied by an adult taking reasonable care.

98. An initial analysis of walking routes to school has been undertaken and the anticipated walking routes from the main residential areas to the new Campus are shown in the attached plan.
99. As well as the key walking routes (Appendix 12) the plan identifies the following existing pedestrian facilities:
  - Traffic signals with a pedestrian phase (shown in red) at:
    - Auchinleck Road/Barrhill Road/Lugar Street/Tanyard
    - Ayr Road/Glaisnock Street
    - Glaisnock Street/Greenholm Road
  - Pedestrian crossings (shown in green) at:
    - Lugar Street at The Square
    - Townhead Street at The Strand
    - Barrhill Road at Greenmill Primary
    - Ayr Road at Cumnock Academy
    - New Bridge Street near to Ayr Road
  - School Crossing Patrols (shown in blue) at:
    - Townhead Street at Glaisnock Street
    - Glaisnock Street at Skerrington Place
    - Barrhill Road at the pedestrian crossing (Greenmill Primary)
    - Auchinleck Road/Barrhill Road/Lugar Street/Tanyard traffic signals
100. Generally, all areas of Cumnock are well served by footways, footpaths and road crossing facilities. In residential areas, where traffic volumes are lower and there are no formal crossing facilities, pedestrians should be able to cross residential and side roads without significant problems when exercising reasonable care.
101. The key walking routes are as follows:

North/North West: via residential footways/footpaths to Barrhill Road, crossing to Auchinleck Road with the School Crossing Patroller at the Tanyard / Auchinleck Rd traffic signals; then B7083 Auchinleck Rd to school entrances.

North East (Holmhead): via residential footways/footpaths to Auchinleck Road, crossing to school site at a new pedestrian crossing point.

West (Barshare): via residential footways/footpaths to Townhead Street, crossing to Townhead Street either at the Puffin crossing at The Strand or via the School Crossing Patroller at the junction with Glaisnock Street; cross with Puffin crossing at The Square; cross Tanyard with School Crossing Patrol at Tanyard/Auchinleck Rd traffic signals; then B7083 Auchinleck Rd to school entrances.

South: via residential footways/footpaths to Glaisnock Street, crossing Glaisnock Street where necessary at the Glaisnock Street SCP at Skerrington Place, Greenholm Road traffic signals, or Ayr Road traffic signals; cross

Tanyard with pedestrian green man at Tanyard/Auchinleck Rd traffic signals; then B7083 Auchinleck Rd to school entrances.

South East: via residential footways/footpaths to Ayr Road, crossing Ayr Road at Puffin Crossing, and utilising pedestrian footbridge across Lugar Water to school site (alternatively via existing pedestrian routes via New Bridge Street and Auchinleck Road).

East (Auchinleck): from traffic signals at Church Hill/Coal Road via an improved footway link from Auchinleck to Cumnock along the B7083.

102. As noted above, the Walking Route Analysis has identified certain areas where additional facilities and/or mitigation measures have been identified for further investigation. These are:

1. Footway on B7083 from Auchinleck Road to Cumnock

ISSUE: The existing footway on the south side of the B7083 is relatively narrow and the road is unlit:

PROPOSAL: widen footway where possible to accommodate shared use by pedestrians and cyclists and install street lighting to provide continuous lighting between Auchinleck and Cumnock. Proposals are subject to detailed design.

2. Auchinleck Road at Holmhead

ISSUE: There are no pedestrian crossing facilities between the Holmhead area and the proposed school site at Broomfield.

PROPOSAL: install formal pedestrian crossing facility or School Crossing Patrol at an appropriate location. Proposals are subject to detailed design.

3. Auchinleck Road at Lugar Bridge

ISSUE: the width of the footway on the south side of Auchinleck Road at the Lugar Bridge is relatively narrow.

PROPOSAL: widen footway on south side of Auchinleck Road to provide a safer and more pleasant pedestrian environment. Proposals are subject to detailed design.

4. Townhead Street at corner with Glaisnock Street

ISSUE: footway on north side of Townhead Street is relatively narrow on this busy corner

PROPOSAL: consider widening of footway to provide a more pleasant pedestrian environment. Proposals are subject to detailed design.

### **Travel Plans**

103. All the existing schools involved in the new combined campus (with the exception of Hillside School) have School Travel Plans. The aim of the school travel plan is to encourage the use of active travel modes for the school journey.

104. The preparation of up to date School Travel Plans provides an excellent opportunity to encourage the take up of sustainable travel for those moving to

the site. It will be a requirement of planning consent that new draft School Travel Plans are prepared prior to the opening of the new school and that the plans are developed after the school opening and thereafter updated on an annual basis. As primary and secondary pupils have different needs due to age, separate travel plans will be required for each.

105. A staff member for each school will be identified as travel plan co-ordinator and will be tasked with preparing the plan in consultation with the Council's Travel Plan co-ordinator and road safety team.
106. The travel plans will set objectives and targets for the school, which may include the following:
  - Increased cycling, walking and scooting to schools by pupils, staff and parents
  - Improved safety around the school entrance
  - Increased awareness amongst pupils, staff and parents of the health, safety, environmental and social consequences of their travel choices
  - Make pupils, staff and parents aware of public transport alternatives.
107. To support sustainable transport to school, the school will be required to provide an appropriate number of secure cycle and scooter parking facilities for all pupils.
108. The plan will include the relevant details such as staff and pupil numbers, school transport arrangements, and information and plans describing catchment areas and recommended routes to school. The plan will also identify what initiatives are in place to promote road safety and walking to school.
109. The travel plan will include survey details of how pupils, parents and staff travel to school and to identify particular difficulties or barriers to travel by sustainable modes, perceived or otherwise. The consultation then forms the basis for a school travel action plan of SMART targets with the timescales and responsible parties identified and will be reviewed on an annual basis. The Journey to School should be included in the school handbook.

#### **School Transport: Additional Support Needs**

110. There are currently 94 children attending the five establishments who receive transport as part of their additional support needs for education. 22 at Hillside, 23 at Barshare Primary SLC, 43 at Cumnock Academy SLC, 5 at Auchinleck Academy and 1 at Greenmill Primary.  
Transport provision is based on an individual assessment of needs and not geographic location therefore young people currently being transported to these locations would continue to be provided with transport.

#### **School Transport: Secondary Schools**

111. Auchinleck Academy takes in a wide rural catchment including the towns and villages of Auchinleck, Mauchline, Catrine, Sorn, Ochiltree, Muirkirk & Drongan. There are currently 732 young people using free transport based on distance attending Auchinleck Academy. All areas outwith the Auchinleck

urban boundary are entitled to transport. There are currently no subsidised services.

Cumnock Academy takes in the urban area of Cumnock, extending to include Logan and Lugar to the east and a wide rural area to the west and south of Cumnock extending to include New Cumnock and the surrounding rural areas. There are currently 223 young people using school transport, 179 based on distance criteria over 3 miles from the school and 35 as part of the subsidised service living between 1.5 miles and 3 miles from the school, with 9 on safety grounds. The subsidised service is available from Logan and Craigens areas. All other children within the urban environment of Cumnock are not entitled to transport.

With the proposed new campus at the Broomfield site those areas currently entitled to transport including all towns and villages outwith Cumnock and Auchinleck will retain their entitlement to transport as currently. Within the Cumnock urban area subsidised transport will continue to be available for children that live more than 1.5 miles from the school site which will continue to include Logan to the east and Craigens to the South.

The town of Auchinleck is between 1 mile and 2 miles from the proposed site. Properties beyond the railway line to the north and part of the Barony Road area are more than 1.5 miles from the site and therefore would be entitled to subsidised transport. 145 of the 165 young people living in Auchinleck are over 1.5 miles and would be entitled to subsidised transport.

#### **Other Catchment Schools to Cumnock Academy**

112. Netherthird Primary has a school roll of 195, which is the urban area of Cumnock, south of the Caponacre Bridge. Netherthird's catchment also includes the Craigens estate and an extended rural area towards New Cumnock. New Cumnock Primary has a roll of 198 and the catchment takes in the town of New Cumnock and surrounding rural area, which is south of Cumnock. Logan Primary has a roll of 67 and takes in the settlement and the rural area to the east of Cumnock.

The current level of subsidised services in Logan and Craigens would be continued and the existing free transport from rural areas and New Cumnock would also continue. There are currently 18 contracts with 19 vehicles transporting 223 children to Cumnock Academy. This would continue.

#### **Catchment Schools to Auchinleck Academy**

113. Auchinleck Primary has a school roll 214 of and takes in the settlement of Auchinleck and a small surrounding rural area.  
Catrine Primary has a school roll of 129 and takes in the settlement of Catrine and a small surrounding rural area.  
Sorn Primary has a school roll of 52 and takes in the settlement of Sorn and a large surrounding rural area.  
Mauchline Primary has a school roll of 288 and takes in the settlement of Mauchline and a large surrounding rural area.  
Ochiltree Primary has a school roll of 116 and takes in the settlement of Ochiltree and a large surrounding rural area.

Muirkirk Primary has a school roll of 95 and takes in the settlement of Muirkirk and a significant rural area to the Council boundary.

Drongan Primary has a school roll of 291 and takes in the settlement of Drongan and a small surrounding rural area.

All children currently attending Auchinleck Academy would be entitled to free school transport to the new campus based on the existing school transport criteria. There are currently 20 contracts with 25 vehicles transporting 732 children to Auchinleck Academy; this would remain plus additional transport for Auchinleck of 3 vehicles.

### **Planning**

114. There are no planning imperatives or restrictions which would prevent the consultation process from being initiated. The proposals will be included in the forthcoming review of the local plan.

### **Construction Period**

115. There would be no decant required for either of the existing establishments during the construction of the new secondary school on this site. This is a substantial advantage of this site

## **SCHOOLS (CONSULTATION (SCOTLAND) ACT 2010**

### **Scottish Government's Classification of Schools**

116. Both Auchinleck Academy and Cumnock Academy and Supported Learning Centre and Early Childhood Centre have been classified by the Scottish Government as schools in an accessible small town i.e. "Settlements of between 3,000 and 10,000 people and within 30 minutes drive of a settlement of 10,000 or more". They are therefore considered to be classified as rural schools.
117. Although the provisions contained within sections 12 and 13 of the Schools (Consultation) (Scotland) Act 2010 do not apply to those establishments listed in paragraph (a) above, it has always been the practice of East Ayrshire Council to assess any school rationalisation proposals against the special factors which must be considered when consulting on the future of a rural school. These factors are detailed below:
- Alternatives to the closure proposal;
  - Likely effect on the local community; and
  - Likely effect caused by different travelling arrangements.

### **Alternatives to the Closure Proposal**

118. Consideration of maintaining the status quo and keeping all the establishments operating can be considered the most obvious alternative to closure and has been included in the Options appraisal.
119. The Council has frequently reviewed the surplus capacity in its schools and has a proven record of accomplishment of utilising such space to locate Early Childhood Centres, Supported Learning Centres and bases for peripatetic

staff employed in education functions. In the case of these establishments Cumnock Academy has a Supported Learning Centre.

120. During the preparation of the proposals contained within this document, consideration has been given to refurbishment as an alternative to closure. The full costs are provided in Appendix 1 which lays out costs based on refurbishment versus new basis for capital cost and lifecycle costs. In this instance a summary of the figures shows that for the full programme involving all proposals there is an additional difference in capital costs of £7.365M between new build at £63.565M as opposed to refurbishment at £56.200M. However revenue costs for lifecycle indicate a disparity of £281.3K with Refurbishment's annual costs being £667,301 and new build lifecycle costs being £385,985. This is before consideration of educational benefit is taken into account.

## **Likely Effect on the Local Community**

### **Auchinleck**

121. **Access to Community Facilities:** From the historic letting pattern provided in Para 3.2 for Auchinleck Academy there is a clear pattern of regular and frequent use of the facilities on a community basis. Should the academy merge and re-locate to Cumnock it has been assessed that there would not be any significant deterioration of community access to Council premises since the community facilities would be retained on the Auchinleck site.
122. **Economic Impact:** In the Auchinleck community are local shops which serve the community. These are accessed by pupils during the school lunch break and it has therefore been assessed that closure of the existing school and its relocation would have some, but not undue, impact on the economic viability of the local shops.
123. **Community identity:** For Auchinleck the closure of the local school and its possible relocation to a site which borders Auchinleck would not have a detrimental impact on community identity. The town has sufficient infrastructure to withstand the relocation and merger process especially with a council facility being retained on the original site. The primary schools and the community centre are close-by which would also mitigate against any sense of loss or depreciation in community assets.

### **Cumnock**

124. **Access to Community Facilities:** From the historic letting pattern provided in Para 3.3 for Cumnock Academy there is a clear pattern of regular and frequent use of the facilities on a community basis. Should the academy

merge with Auchinleck Academy it has been assessed that there would not be any significant deterioration of community access to Council premises since the community facilities would be retained on the Cumnock site and enhanced.

125. **Economic Impact:** Should Cumnock Academy and Supported Learning Centre be closed and relocated to the Broomfield site as part of a large campus it is the view of officers that this would not have a detrimental impact on the financial viability of business activity as none is fully reliant on the school as a significant source of income and overall numbers of pupils, parents/carers would increase local footfall.
126. **Community identity:** Cumnock Academy attracts pupils from across number of areas within Cumnock and into the surrounding areas. It is the view of officers that the closure of the school and its subsequent relocation to another site close-by within Cumnock would not have an adverse effect on the communities the school serves. A new educational establishment in Cumnock, as envisaged in the proposals would enhance the provision in the wider Cumnock community.

#### **Likely effect caused by different travelling arrangements**

127. It is current Council policy to provide free transport to and from school for secondary aged pupils who reside more than 3 miles from their catchment area school.
128. There are a number of criteria used to determine whether free transport is provided to school, including:
- Any pupils who live outwith the Council's distance criterion;
  - Those who live within the distance criterion, but for whom the walking route to school is assessed as unsafe;
  - If a child has a medical condition which requires them to be transported to and from school; or
  - If a child is at a critical stage of education and requires to be kept at their current school.
129. The table below detail the numbers of pupils who will be entitled to free transport if the new campus is located at the Broomfield site.

**Table 11: Numbers of Pupils Entitled to Free School Transport**

<b>ESTABLISHMENT</b>	<b>OPTION 2</b>
Auchinleck Academy	732
Cumnock Academy	188

#### **OTHER ISSUES**

## **Management of Proposals**

130. It is intended that pupils from Auchinleck Academy and Cumnock Academy and Supported Learning Centre merge and be integrated within a new build from the start of the 2019-20 session, which commences in August 2019, or as soon as possible thereafter.
131. It is acknowledged that should the proposal be approved and implemented, forward planning will be required from the Department of Economy and Skills and school senior staff, as a matter of good management practice. This planning is necessary in respect of curriculum delivery, staff management and associated issues. This will be secured under the normal management arrangements for such projects.
132. Since the roll of the new merged school would be made of pupils from two schools it would formally be classified as an amalgamation. The percentage roll of each establishment being above 40% of the new school this process would be deemed to be a merger. This means that there are specific arrangements for issues such as recruitment to promoted posts in the merged school. Most teaching and ancillary staff will however transfer to the newly merged school in proportion to the school roll and the Council has in place tried and tested specific procedures that will be followed.
133. The name of the new academy would not be determined by the Council at this stage of the project. Such matters are determined in consultation with parents, staff and the young people themselves. Again there are proven, successful procedures in place to support this process.
134. High on the list of priorities for officers and senior school staff would be the development of a comprehensive transition and outreach programme to support those pupils who do not have direct access to the new campus on a daily basis

## **FINANCIAL IMPLICATIONS**

### **135. TABLE 12: Current revenue cost for school proposed for closure**

Knockroon Learning and Enterprise Campus – Merge Cumnock Academy and Auchinleck Academy, Merge Barshare Ps and Greenmill Ps, Merge Barshare Early Childhood Centre and Greenmill Early Childhood Centre and Locate On One Campus With Hillside School, Barshare Supported Learning Centre and Cumnock Academy Supported Learning Centre

<b>Name of School – KNOCKROON LEARNING AND ENTERPRISE CAMPUS</b>	<b>Costs for full financial year (projected annual costs)</b>	<b>Additional financial impact on receiving school (enter name of school)</b>	<b>Annual recurring savings (column 2 minus column 3)</b>
<b>School Costs</b>			



Employee costs - note 1			
Teaching staff	£7,462,572	£6,769,838	£692,734
Support staff	£1,141,380	£938,330	£203,050
Teaching staff training (CPD etc)	£16,861	£15,568	£1,293
Support t staff training	Nil	Nil	Nil
Supply costs - note 2	£68,182	£62,703	£5,479
<i>Building Costs</i>			
Property insurance			
Non domestic rates	£536,810	£552,592	-£15,782
Water and sewerage charges	£88,000	£57,299	£30,701
Energy costs	£356,890	£254,018	£102,872
Cleaning (contract or in house)	£368,530	£240,540	£127,990
Building repair and maintenance			
Grounds maintenance			
Facilities management costs - note 6	£230,700	£133,020	£97,680
Revenue costs arising from capital			
Other	£62,451	£57,383	£5,068
<i>School operational costs:</i>			
Learning materials	£112,321	£107,461	£4,860
Catering (contract or in house)	£534,800	£431,210	£103,590
SQA costs	Nil	Nil	Nil
Other school operational costs (e.g. licenses)	£61,797	£52,636	£9161
<i>Transport Costs: note 3</i>			
Home to school	£987869	£1,082,869	+£95,000
Other pupil transport costs			
Staff travel	£7,081	£6,077	£1,004
<b>SCHOOL COSTS SUB-TOTAL</b>	<b>£12,036,244</b>	<b>£10,761,544</b>	<b>£1,274,700</b>
Income:			
Sale of meals	£194,680	£214,148	£19,468
Lets			
External care provider			
Other			
<b>SCHOOL INCOME SUB-TOTAL</b>	<b>£194,680</b>	<b>£214,148</b>	<b>£0</b>
<b>TOTAL COSTS MINUS INCOME FOR SCHOOL</b>	<b>11,841,564</b>	<b>£10,547,396</b>	<b>£1,294,168</b>
<b>UNIT COST PER PUPIL PER YEAR</b>			

The above figures show the school revenue budgets for all 9 establishments compared to the school revenue budgets for a merged

secondary school, merged primary school, merged Early Childhood Centre, a primary and secondary special unit and a special school.

The staffing savings consists of both unpromoted and promoted teachers and non-teaching staff.

The savings in property costs are based on the square meterage of Grange campus compared to the square meterage of the proposed Knockroon Learning and Enterprise Campus.

The current school revenue budget for all 9 establishments is £11,841,564. The estimated school revenue budget for a merged secondary school, merged primary school, merged Early Childhood Centre, a primary and secondary special unit and a special school is £10,547,396 giving a potential saving of £1,294,168.

<b>Capital Costs</b>		
	<b>School proposed for closure</b>	<b>Receiving school</b>
Capital life cycle cost - note 7	Refer to Appendix 1	
Third party contributions to capital costs	NA	

<b>Annual property costs incurred (moth-balling) until disposal</b>	
Property insurance	Not applicable (n/a)
Non domestic rates	n/a
Water and sewerage charges	n/a
Energy costs	n/a
Cleaning (contract and in house)	n/a
Security costs	n/a
Building repair and maintenance	n/a
Grounds maintenance	n/a
Facilities management	n/a
Other	n/a
<b>TOTAL ANNUAL COST UNTIL DISPOSAL</b>	n/a

<b>Non recurring revenue costs</b>	
<b>TOTAL NON-RECURRING REVENUE COSTS</b>	n/a

<b>Impact on GAE - Note 5</b>	

**NOTES**

1. The total costs incurred for teaching staff (row 5) and support staff (row 6) are required to be included. Column 2 should include the current costs for a full financial year for the school proposed for closure, and column 3 should include the additional costs of receiving school as a result of staff transferring.

For teaching staff, this should include regular teachers, itinerant teachers, learning support teaching staff and special education (ASN) staff.

Itinerant teaching staff includes central support services such as English as an additional language support, hearing, visually impaired services, educational psychology services.

For support staff, this should include classroom assistants, administration staff and janitorial staff.

For all staff the costs entered should include salary, NI and pension costs.

If the school proposed for closure has less than 3 staff members, then the cumulative staff costs only should be given in row 5 (for both teaching and support staff), so as to avoid possible disclosure of individual salaries.

Training costs should be identified separately in rows 7 and 8.

2. Supply costs to cover teaching and support staff. This may be held in central a budget, be devolved or shared across budgets.

3. 'Home to school' public transport costs should include those school transport costs incurred in accordance with the Council policy. 'Other public transport costs' will cover costs incurred for the transport of pupils for activities such as swimming etc.

4. Row 30 of column 3 should include the additional transport costs related to the increased home to school transport arrangements that are in place in accordance with Council policy. This figure is therefore likely to be considerably higher than the current costs.

5. This table is to capture the impact on the revenue support grant as a result of changes to GAE. Impact on GAE should consider the issues covered in the GAE section of the guidance document that accompany this template.

6. Facilities management costs will include costs related to caretaking, janitorial and security.

7. The capital costs for the receiving school should be taken across the life cycle of the school in line with the life expectancy of that school. That capital costs for the school proposed for closure should be taken across the same life cycle period.

**RESPONDING TO THE PROPOSAL**

136. Interested parties are invited to respond to the Proposal by making written or electronic submissions on the proposal to:
- The Executive Director of Educational & Social Services, East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU; or
  - [education.consultation@east-ayrshire.gov.uk](mailto:education.consultation@east-ayrshire.gov.uk)

137. For the convenience of those wishing to respond, a form is provided at Appendix 15, and is also available on the council's website at:

**[www.east-ayrshire.gov.uk](http://www.east-ayrshire.gov.uk)**

Those wishing to respond are invited to state their relationship with the school – for example, “Pupil of XXX Primary School”, “Parent of a child at XXX Primary School”, “Grandparent of a child at XXX Primary School”, “Former pupil of XXX Primary School”, “Teacher of XXX Primary School”, “Member of the Community” etc. Responses from the Parent Councils, staff, and Pupil Council are particularly welcome.

138. Those sending in a response, whether by letter or electronically should know that their response will be open to public scrutiny and may have to be supplied to anyone making a reasonable request to see it. If they do not wish their response to be publicly available, they should clearly write on the document:

***“I wish my response to be considered as confidential with access restricted to elected members and council officers of East Ayrshire Council.”***

Otherwise, it will be assumed that the person making the response agrees to it being made publicly available.

## **RECOMMENDATIONS**

139. On 28 January 2015, the Cabinet of East Ayrshire Council agree to adopt, for the purpose of consultation, that:
- (i) Education provision at Auchinleck Academy be discontinued with effect from the end of the 2018-19 academic session in June 2019, or as soon as possible thereafter in a new merged school;
  - (ii) Education provision at Cumnock Academy and Supported Learning Centre be discontinued with effect from the end of the 2018-19 academic session in June 2019, or as soon as possible thereafter in a new, merged school;
  - (iii) That the young people attending these establishments transfer to a new build non-denominational secondary school, with effect from the start of the 2019-20 academic session in August 2019, or as soon as

possible thereafter, to be sited on a shared campus on ground at the Broomfield site in Cumnock:

- (iv) That the delineated area of the new academy be created with effect from the start of the 2019-20 academic session in August 2019, or as soon as possible thereafter, from the amalgamation of the delineated areas of Auchinleck Academy, and Cumnock Academy
- (v) Otherwise note the contents of this report.

140. It is also recommended that:

- (i) Interested parties be invited to make written or electronic submissions on the proposal to:
  - The Executive Director of Educational & Social Services, East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU; or
  - [education.consultation@east-ayrshire.gov.uk](mailto:education.consultation@east-ayrshire.gov.uk)

**no later than close of business on Friday 27 March 2015.**

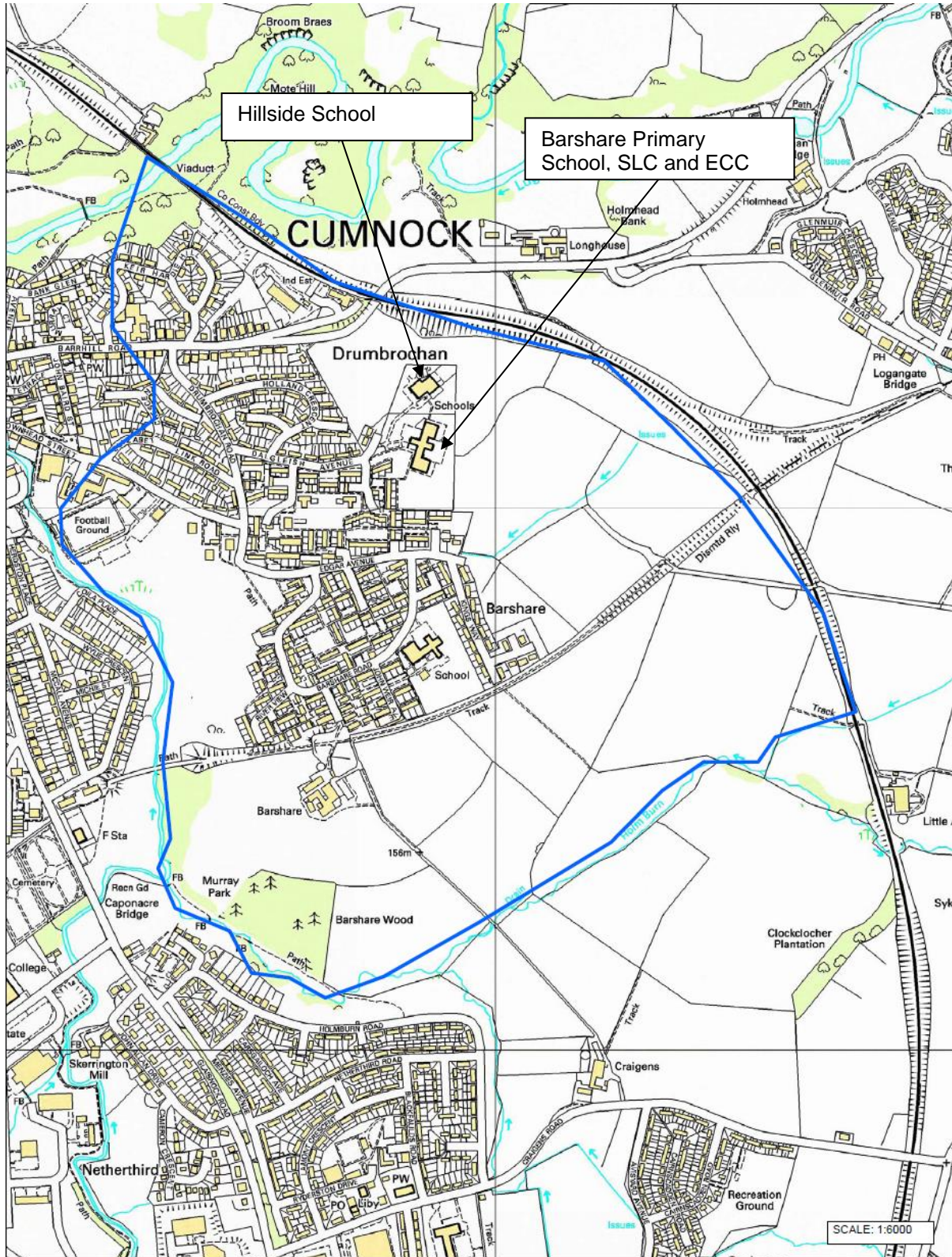
Graham Short  
Executive Director of Educational and Social Services

GS/AW/EC  
28 January 2015

<b>EAST AYRSHIRE COUNCIL</b>									
<b>CONSULTATION INFORMATION</b>									
	<b>CAPITAL COST ESTIMATE</b>						<b>THEORETICAL LIFECYCLE / HARD FM COSTS (P.A.)</b>		
	<b>GIFA (sqm)</b>	<b>Cost Metric (per sqm)</b>		<b>Unadjusted Total Cost</b>	<b>Additional Allowances</b>	<b>Adjusted Total Cost</b>	<b>GIFA (sqm)</b>	<b>Cost Metric per (sqm)</b>	<b>Total Cost per annum</b>
<b>Refurbishment</b>		<b>Base</b>	<b>Adj</b>						
Greenmill Primary School	3,994m <sup>2</sup>	£1,331 <sup>1</sup>	£1,432 <sup>2</sup>	£5,718,404	-	£5,718,404	3,994m <sup>2</sup>	£32 <sup>9</sup>	£127,808 p.a.
Barshare Primary School	2,185m <sup>2</sup>	£1,331 <sup>1</sup>	£1,432 <sup>2</sup>	£3,128,371	-	£3,128,371	2,185m <sup>2</sup>	£32 <sup>9</sup>	£69,920 p.a.
Hillside Primary School	1,084m <sup>2</sup>	£1,331 <sup>1</sup>	£1,432 <sup>2</sup>	£1,552,015	-	£1,552,015	1,084m <sup>2</sup>	£32 <sup>9</sup>	£34,688 p.a.
Cumnock Secondary School	17,007m <sup>2</sup>	£1,331 <sup>1</sup>	£1,432 <sup>2</sup>	£24,349,748	-	£24,349,748	17,007m <sup>2</sup>	£32 <sup>9</sup>	£544,224 p.a.
Auchinleck Secondary School	14,983m <sup>2</sup>	£1,331 <sup>1</sup>	£1,432 <sup>2</sup>	£21,451,889	-	£21,451,889	14,983m <sup>2</sup>	£32 <sup>9</sup>	£479,456 p.a.
<b>Total - Combined School (Refurbishment)</b>						<b>£56,200,427</b>			<b>£1,256,096 p.a.</b>
	<b>CAPITAL COST ESTIMATE</b>						<b>THEORETICAL LIFECYCLE / HARD FM COSTS (P.A.)</b>		
	<b>GIFA (sqm)</b>	<b>Cost Metric (per sqm)</b>		<b>Unadjusted Total Cost</b>	<b>Additional Allowances</b>	<b>Adjusted Total Cost</b>	<b>GIFA (sqm)</b>	<b>Cost Metric per (sqm)</b>	<b>Total Cost per annum</b>
<b>New Build</b>		<b>Base</b>	<b>Adj</b>						
Combined Primary School	5,105m <sup>2</sup>	£2,350 <sup>3</sup>	£3,101 <sup>4</sup>	£15,829,045	£1,000,000 <sup>5</sup>	£16,829,045	5,105m <sup>2</sup>	£32 <sup>9</sup>	£163,360 p.a.
Combined Secondary Schools	17,600m <sup>2</sup>	£1,900 <sup>6</sup>	£2,599 <sup>7</sup>	£45,736,323	£1,000,000 <sup>8</sup>	£46,736,323	17,600m <sup>2</sup>	£32 <sup>9</sup>	£563,200 p.a.
<b>Total - Combined School (New Build)</b>						<b>£63,565,368</b>			<b>£726,560 p.a.</b>
<b>Notes</b>									
1	Base refurbishment rate based on SPON'S 2015 Building Cost Model for a School Refurbishment adjusted for Professional Fees (at 17.5%). SPON'S school refurbishment model is based on updating a group of Victorian and 1960's school buildings, including allowances for repairs to existing fabric, replacement glazing, comprehensive updating of finishes and a complete overhaul of building services, external works and new FF&E / ICT.								
2	SPON'S figure based on Q1 2015 adjusted by BCIS "All In" TPI to Q1 2017 to reflect indexation; equates to increase of approximately 7%								
3	Published Scottish Future Trust (SFT) Cost Metric for Primary Schools (based on Q2 2009). Rate is assumed to include for all related expenditure required to bring the building into operation for its intended use including FF&E, with the exception of loose IT equipment or additional development costs relating to the site should this be affected by extraordinary poor ground conditions or contamination.								
4	Adjusted SFT Cost Metric for Primary School using Building Cost Information Service "All In" TPI indexation factor to Q1 2017 (assumed mid-build); equates to increase of approximately 24.2%.								
5	Assumed additional allowance for provision of replacement Hydrotherapy pool not allowed for within SFT metric								
6	Published SFT Cost Metric for Secondary Schools (based on Q2 2011). Rate is assumed to include for all related expenditure required to bring the building into operation for its intended use including FF&E, with the exception of loose IT equipment or additional development costs relating to the site should this be affected by extraordinary poor ground conditions or contamination.								
7	Adjusted SFT Cost Metric for Secondary School using Building Cost Information Service "All In" TPI indexation factor to Q2 2018 (assumed mid-build); equates to increase of approximately 26.9%								
8	Assumed additional allowance for improvements in roads infrastructure not allowed for within SFT metric								
9	Theoretical SFT costs per sqm for Lifecycle Maintenance (£17 - major component replacement and renewal) and Hard FM (£15 - annual servicing of major components) as used for current DBFM contracts.								

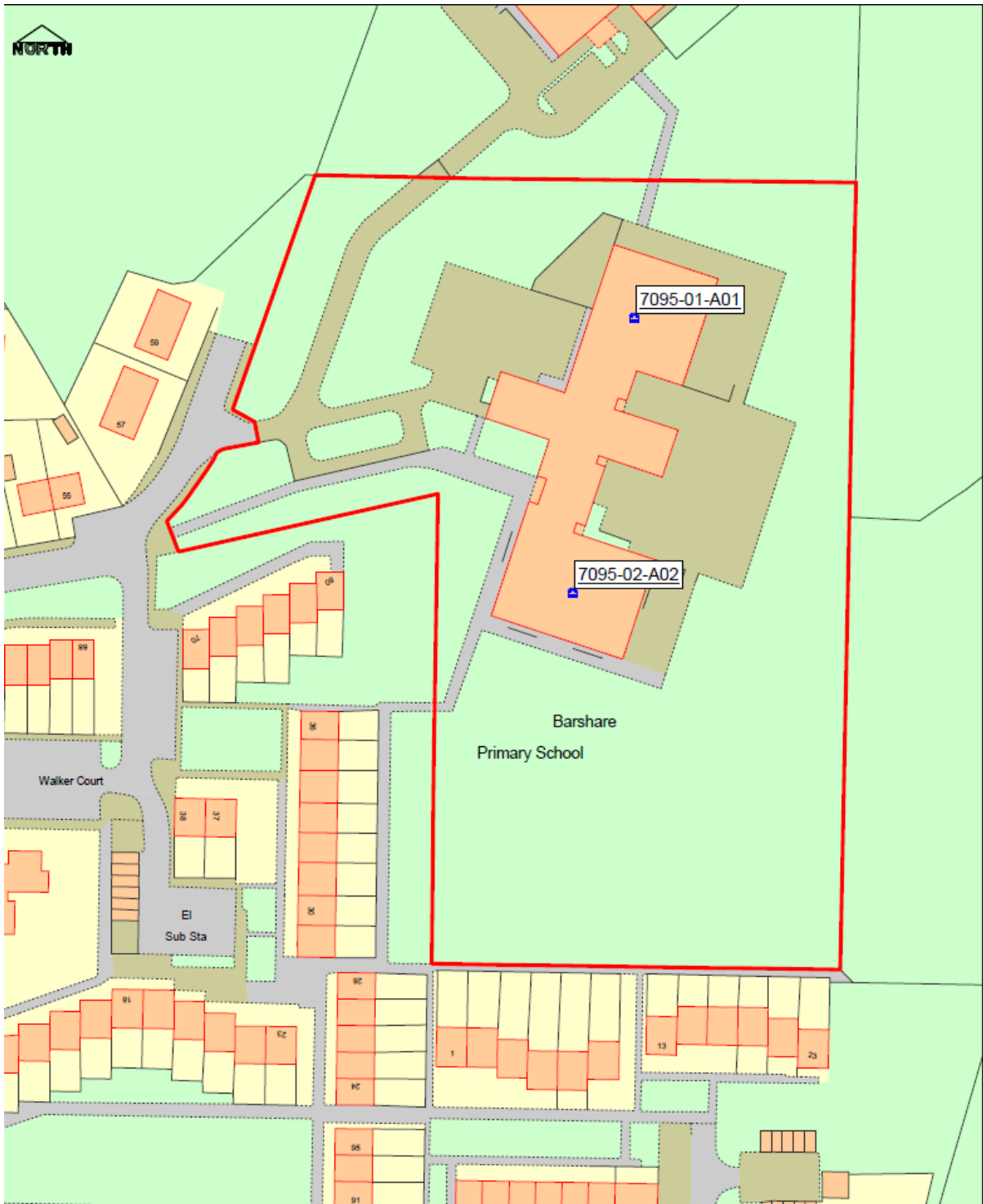


**BARSHARE PRIMARY SCHOOL, SUPPORTED LEARNING CENTRE AND  
EARLY CHILDHOOD CENTRE- CATCHMENT AREA**

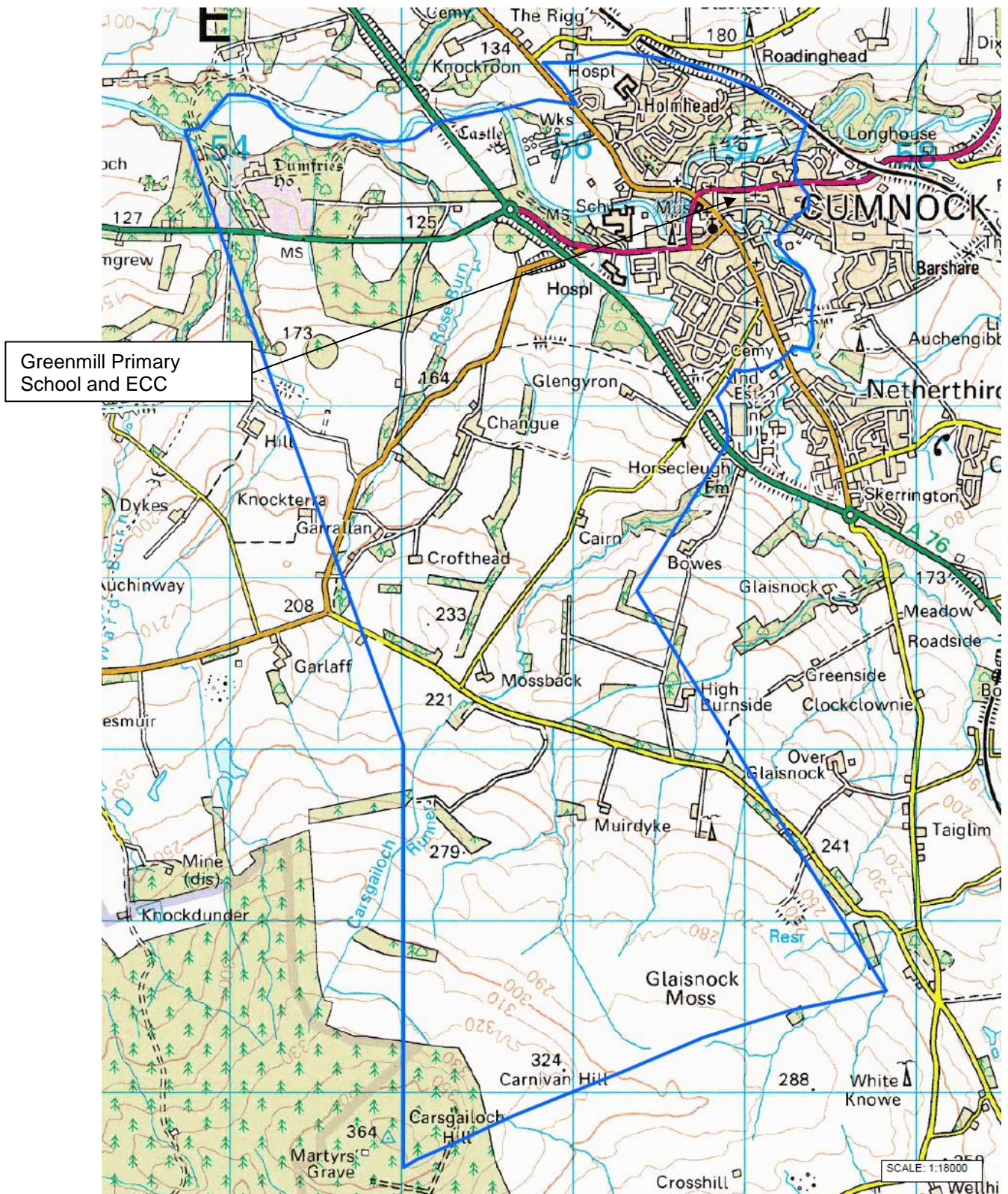




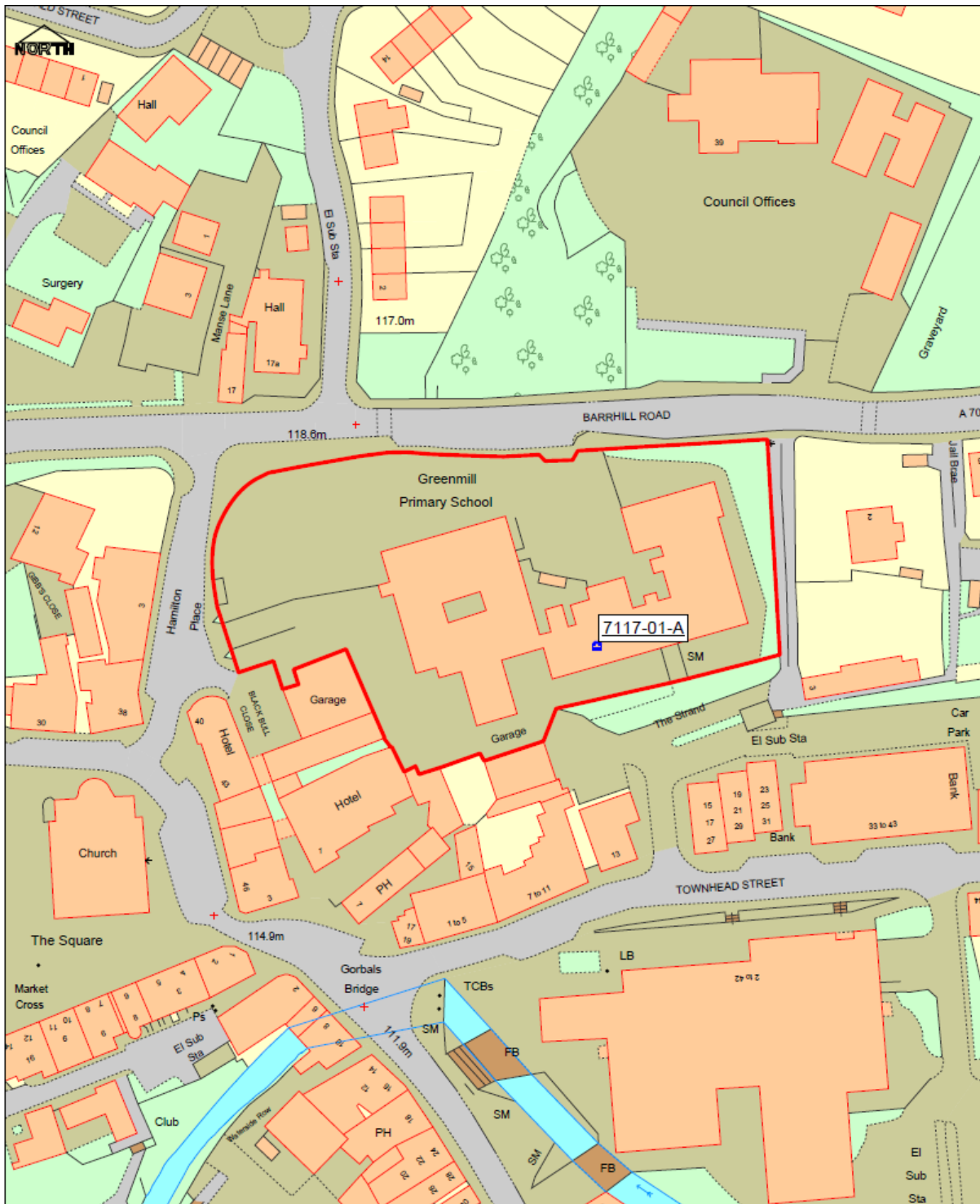
BARSHARE PRIMARY SCHOOL AND ECC – SITE LAYOUT



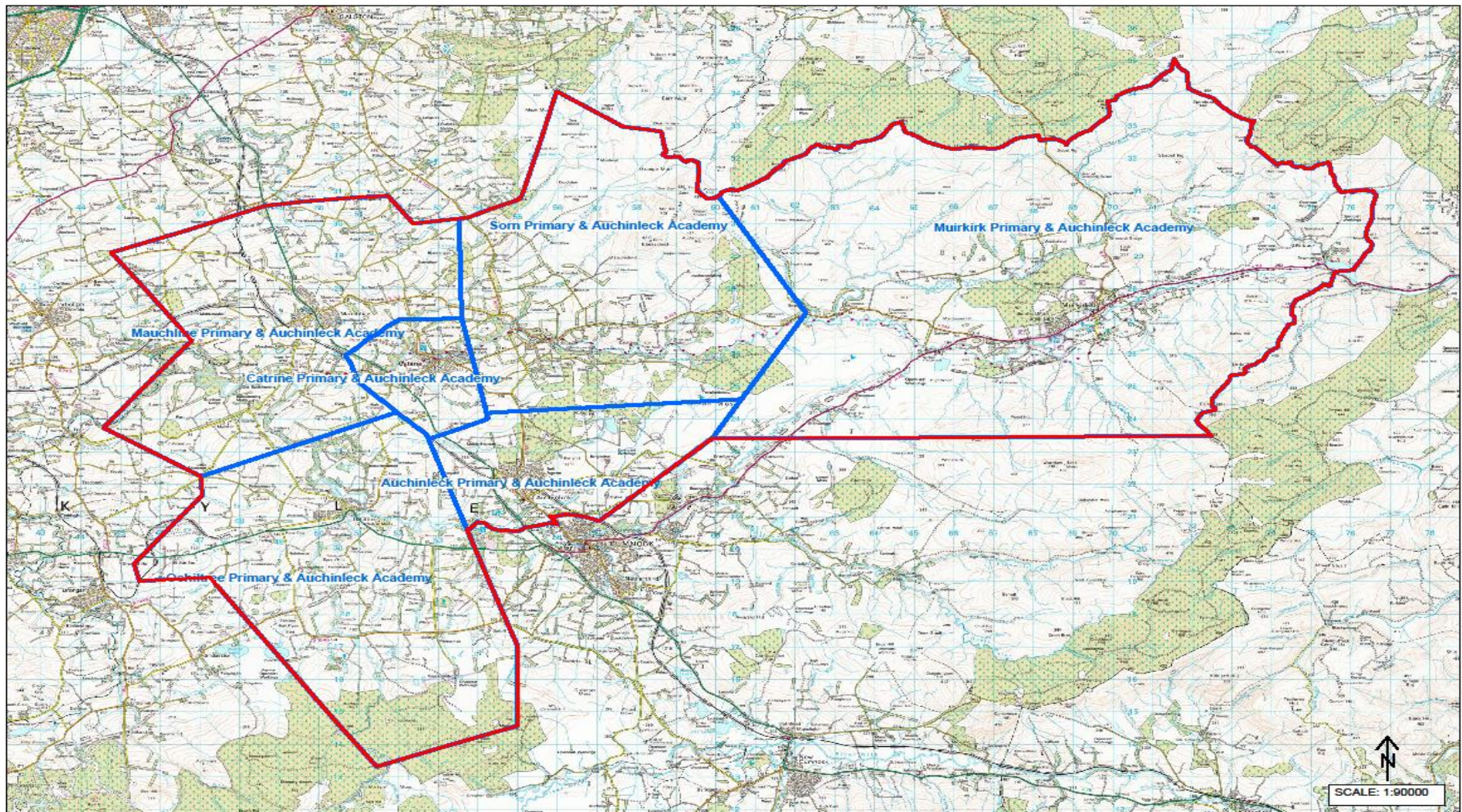
GREENMILL PRIMARY SCHOOL AND ECC- CATCHMENT AREA



GREENMILL PRIMARY SCHOOL AND ECC – SITE LAYOUT

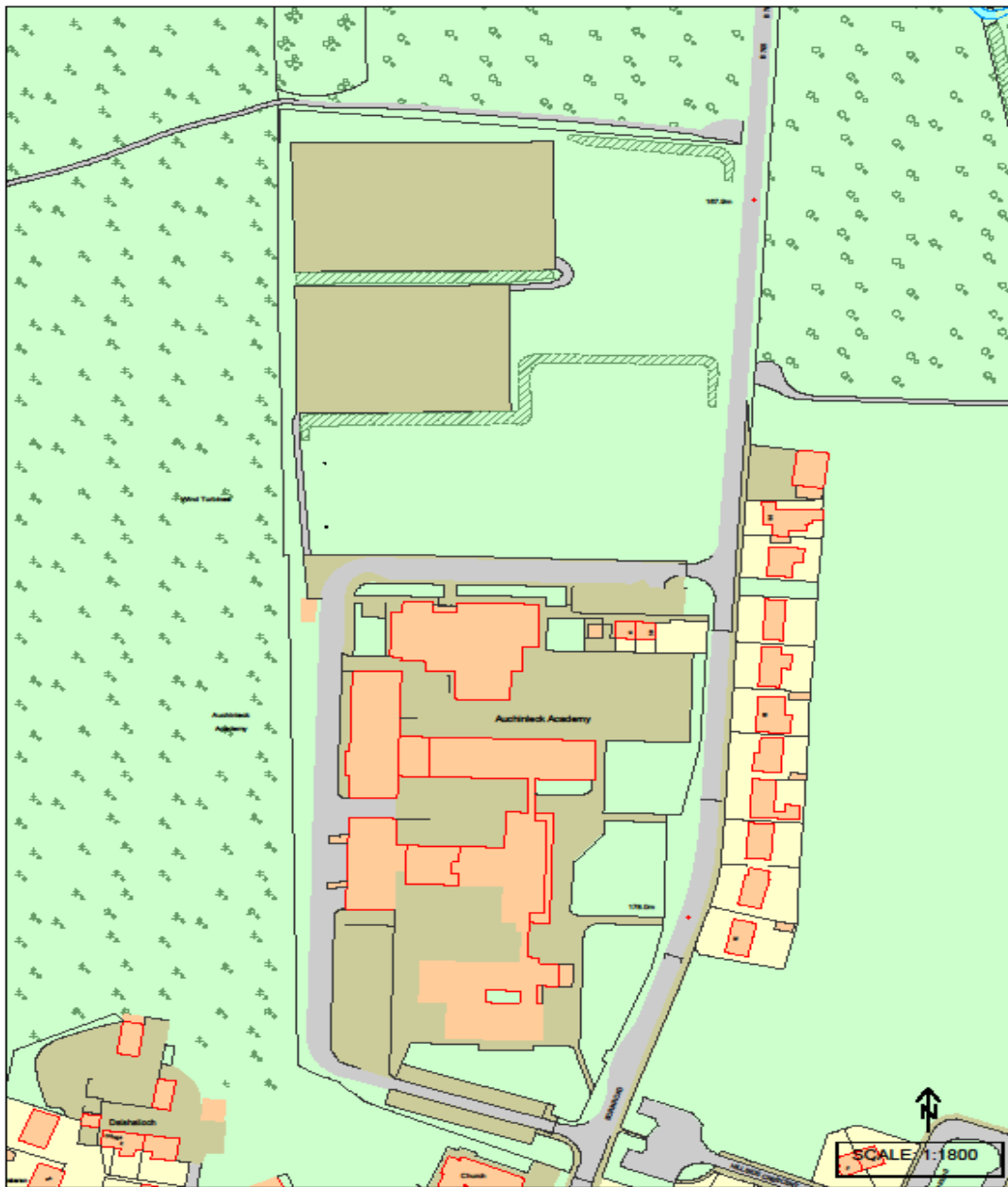


### AUCHINLECK ACADEMY PRESENT CATCHMENT AREA



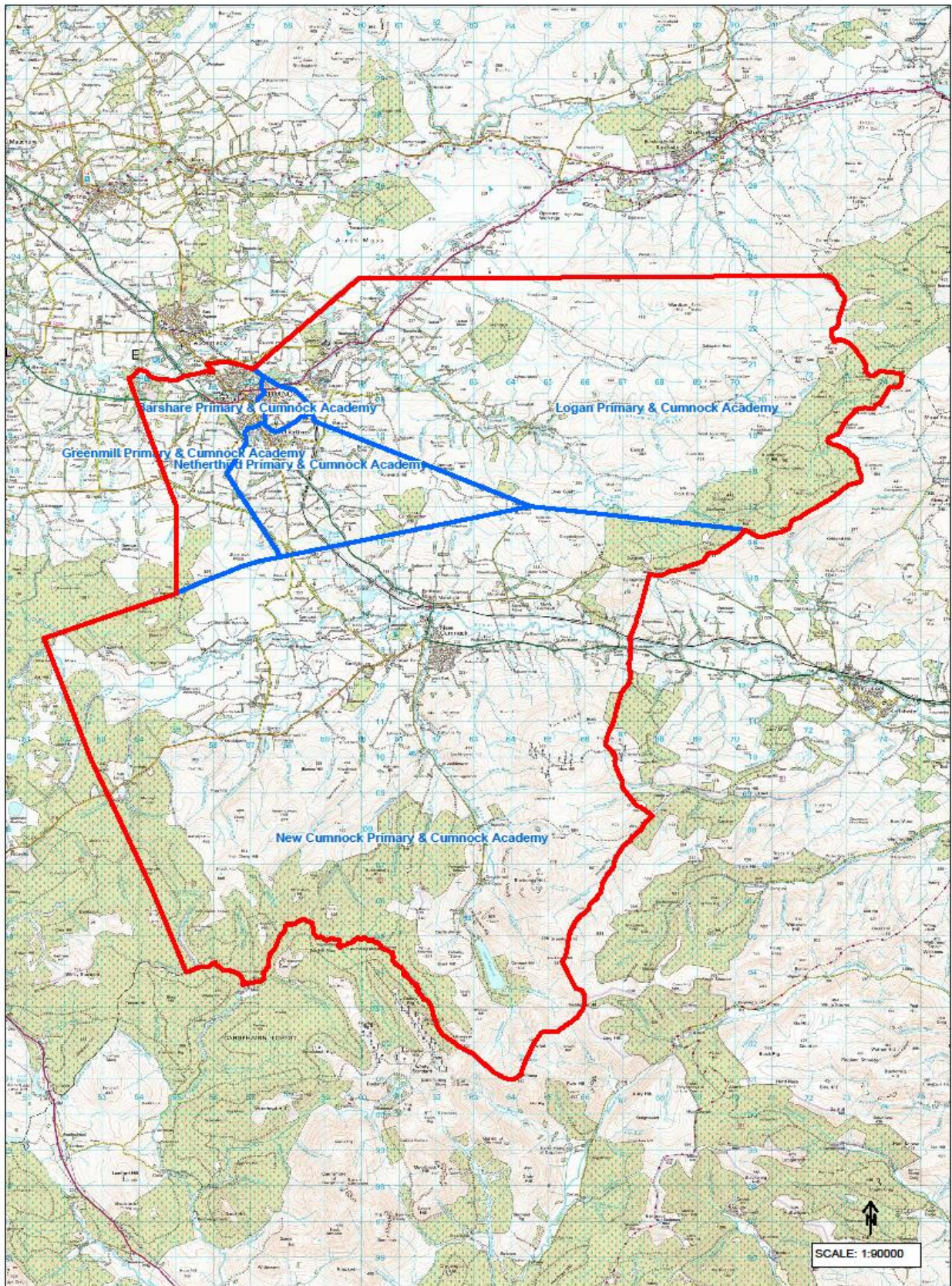
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AUCHINLECK ACADEMY PRESENT SITE PLAN



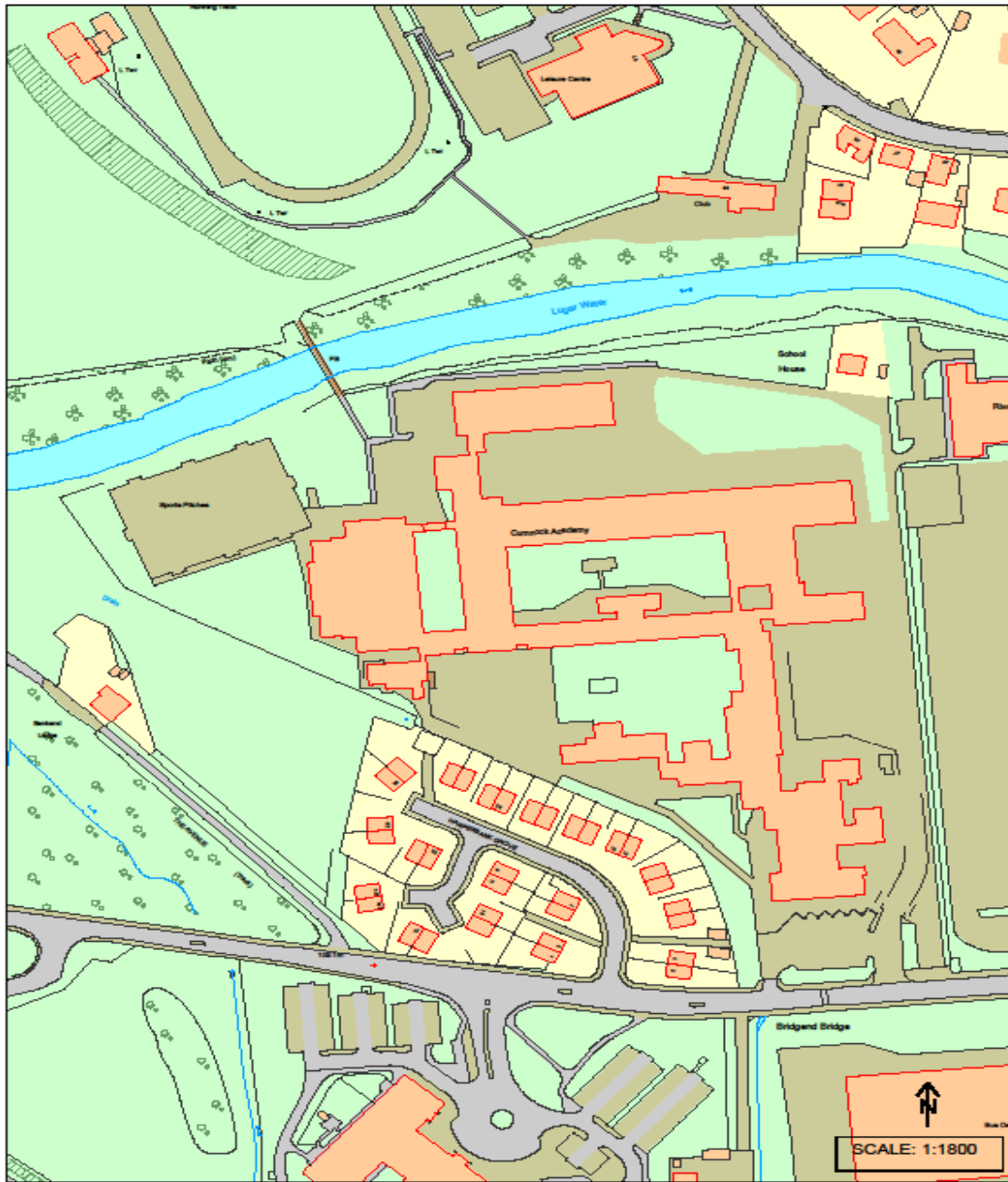
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CUMNOCK ACADEMY PRESENT CATCHMENT AREA

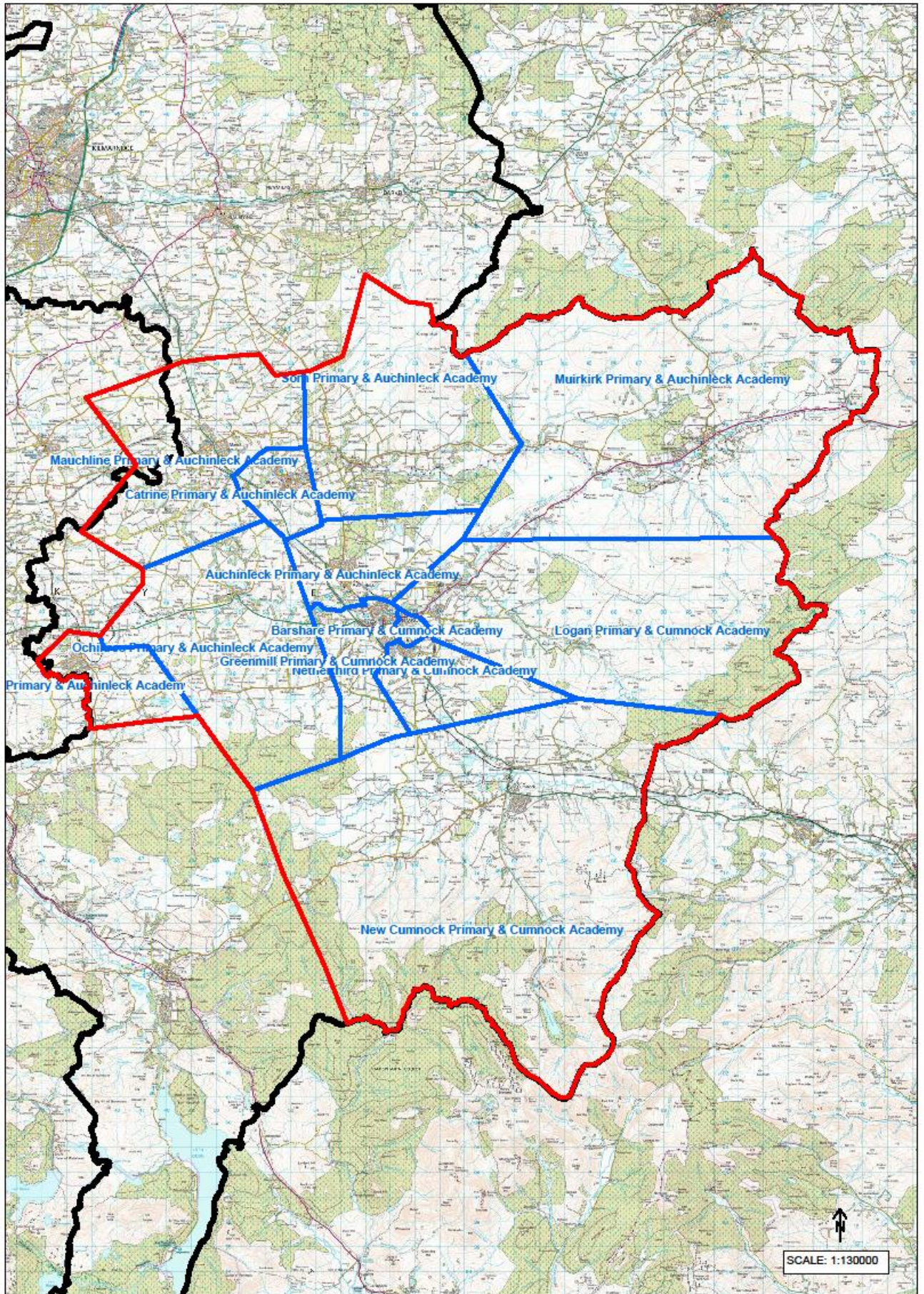


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CUMNOCK ACADEMY PRESENT SITE PLAN



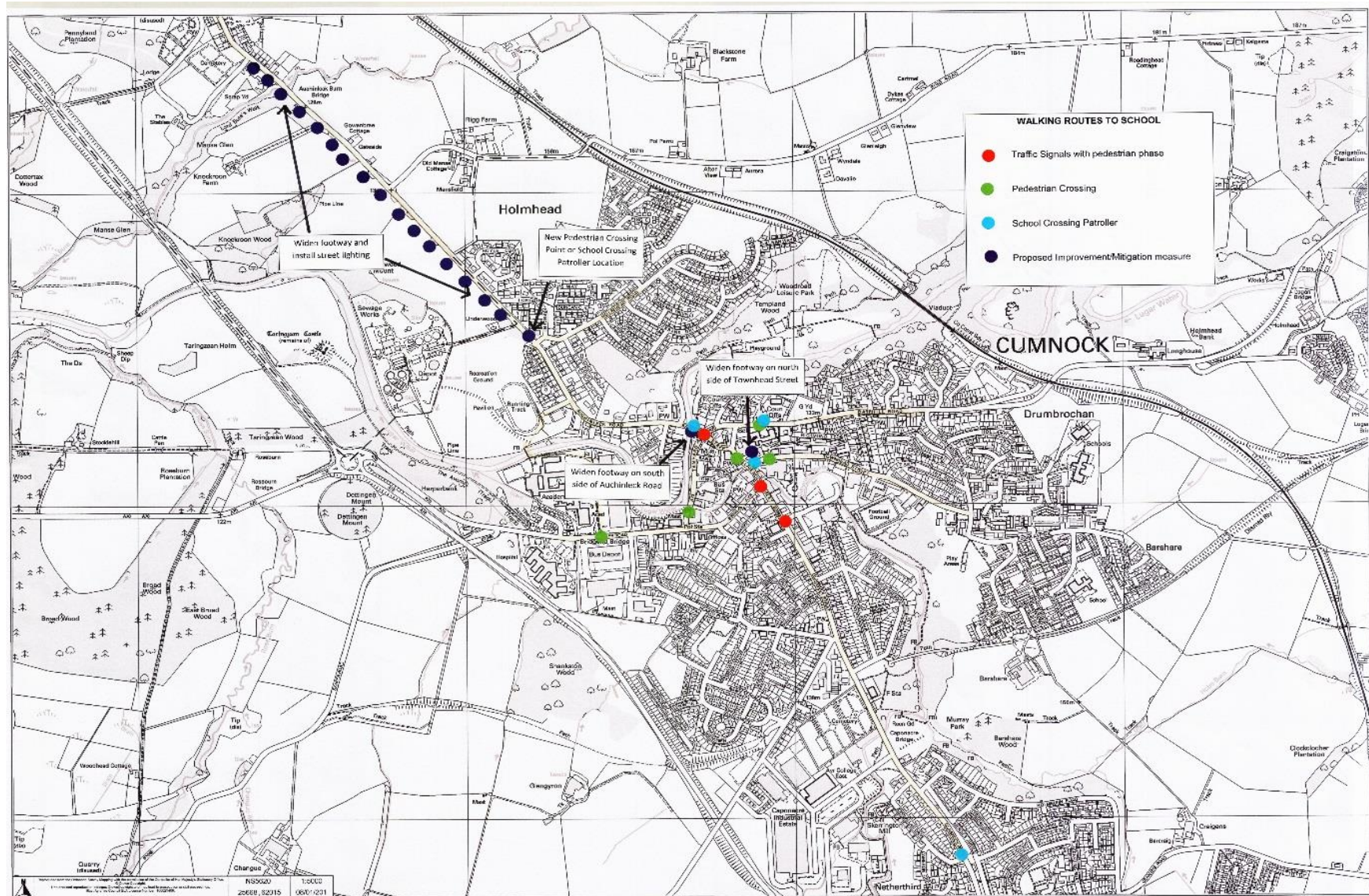
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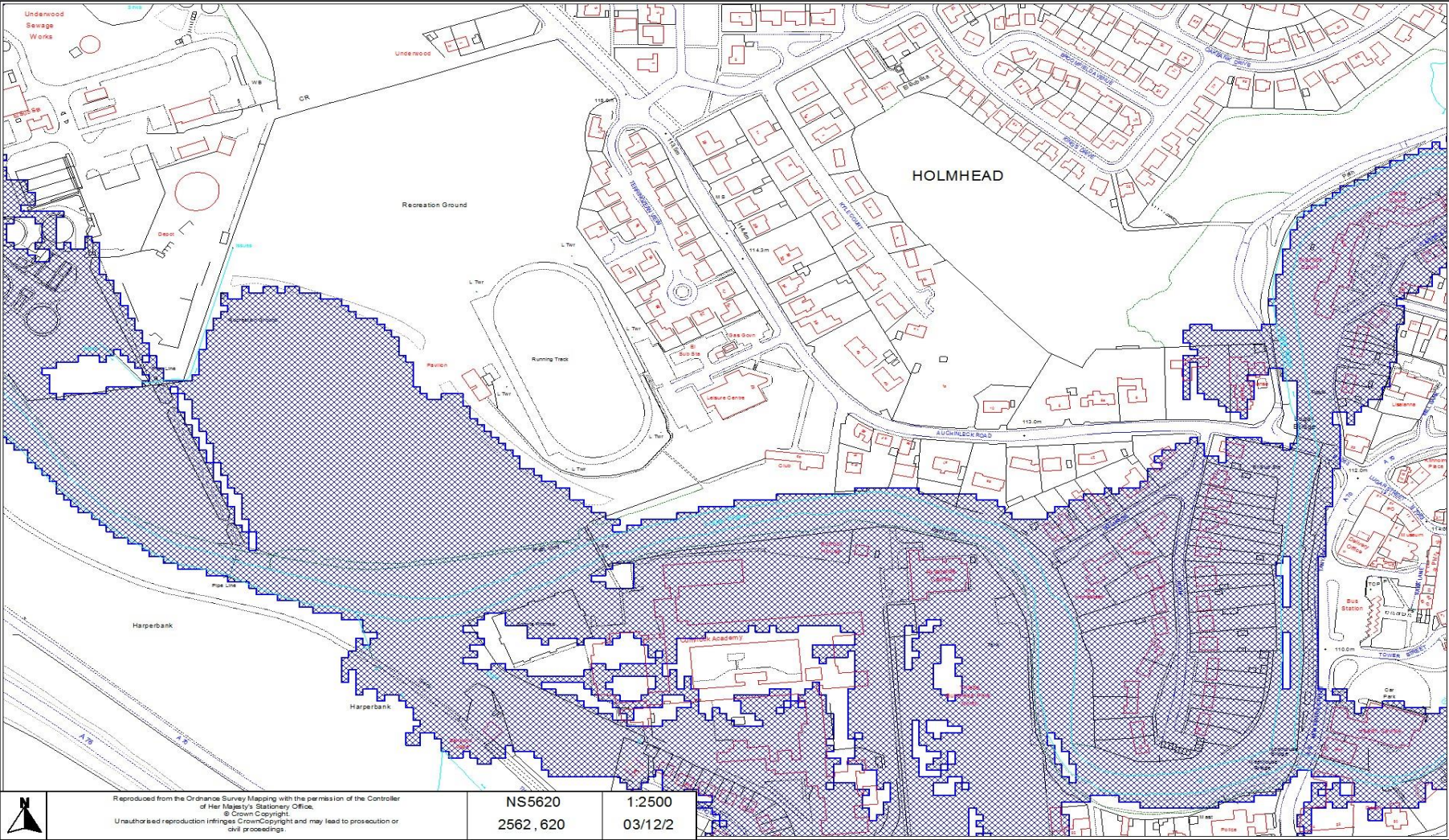
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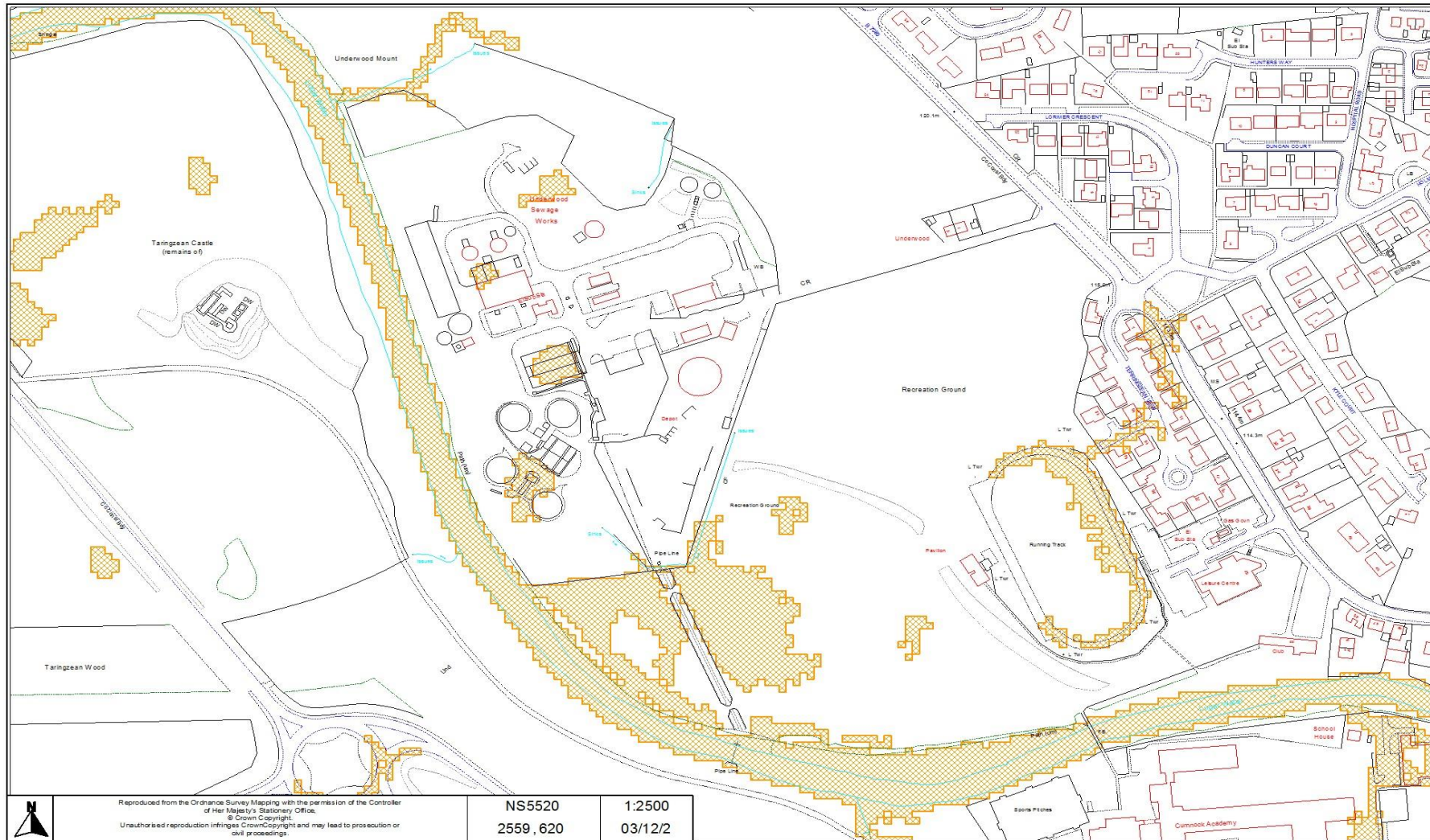




FLUVIAL MAP



PLUVIAL MAP



**EDUCATION AND SOCIAL SERVICE DEPARTMENT  
CONSULTATION PROPOSAL RESPONSE FORM**

**AUCHINLECK ACADEMY AND CUMNOCK ACADEMY AND SUPPORTED  
LEARNING CENTRE**

**PROPOSAL**

That subject to the outcome of this consultation exercise:

- Education provision at Auchinleck Academy be discontinued with effect from June 2019 or as soon as possible thereafter.
- Education provision at Cumnock Academy and Supported Learning Centre be discontinued with effect from June 2019 or as soon as possible thereafter.
- The children and young people attending these establishments transfer to a new merged secondary school with effect from August 2019 or as soon as possible thereafter;
- The site of that school will be in the area of Cumnock presently occupied by Broomfield Playing Fields.
- That the delineated area of the new secondary school be created from August 2019 or as soon as possible thereafter, from the amalgamation of the delineated areas of the present Auchinleck Academy and Cumnock Academy and Supported Learning Centre.
- Views are also sought that the newly merged Secondary School and Supported Learning Centre should be co-located with a newly merged Primary School, Early Childhood Centre and Supported Learning Centre resulting from the amalgamation of Greenmill Primary School and Early Childhood Centre and Barshare Primary School, Supported Learning Centre and Early Childhood Centre, and a new build Hillside School on the Broomfield site.

**MUST BE COMPLETED FOR A VALID RESPONSE**

Name (Please Print)	Address	
		Postcode

**CONFIDENTIALITY OF RESPONSE**

I wish my response to be considered as confidential with access restricted to elected members and council officers of East Ayrshire Council

PLEASE CONFIRM THAT YOU HAVE READ THE STATUTORY CONSULTATION DOCUMENT (FULL DOCUMENT) BY TICKING THIS BOX

**YOUR INTEREST:** Please tick the most relevant box below

Auchinleck Academy	1. Parent / Carer <input type="checkbox"/>	2. Staff <input type="checkbox"/>	3. Child <input type="checkbox"/>	4. Former Pupil <input type="checkbox"/>
Cumnock Academy	5. Parent / Carer <input type="checkbox"/>	6. Staff <input type="checkbox"/>	7. Child <input type="checkbox"/>	8. Former pupil <input type="checkbox"/>
Auchinleck Primary School and ECC	9. Parent / Carer <input type="checkbox"/>	10. Staff <input type="checkbox"/>	11. Child <input type="checkbox"/>	12. Former pupil <input type="checkbox"/>
Barshare Primary School	13. Parent / Carer <input type="checkbox"/>	14. Staff <input type="checkbox"/>	15. Child <input type="checkbox"/>	16. Former pupil <input type="checkbox"/>
Catrine Primary School and ECC	17. Parent / Carer <input type="checkbox"/>	18. Staff <input type="checkbox"/>	19. Child <input type="checkbox"/>	20. Former pupil <input type="checkbox"/>
Drongan Primary School & ECC	21. Parent / Carer <input type="checkbox"/>	22. Staff <input type="checkbox"/>	23. Child <input type="checkbox"/>	24. Former pupil <input type="checkbox"/>
Greenmill Primary School and ECC	25. Parent / Carer <input type="checkbox"/>	26. Staff <input type="checkbox"/>	27. Child <input type="checkbox"/>	28. Former pupil <input type="checkbox"/>
Logan Primary School & ECC	29. Parent / Carer <input type="checkbox"/>	30. Staff <input type="checkbox"/>	31. Child <input type="checkbox"/>	32. Former pupil <input type="checkbox"/>
Netherthird Primary School and ECC	33. Parent / Carer <input type="checkbox"/>	34. Staff <input type="checkbox"/>	35. Child <input type="checkbox"/>	36. Former pupil <input type="checkbox"/>
New Cumnock Primary School	37. Parent / Carer <input type="checkbox"/>	38. Staff <input type="checkbox"/>	39. Child <input type="checkbox"/>	40. Former pupil <input type="checkbox"/>
Mauchline Primary School & ECC	41. Parent / Carer <input type="checkbox"/>	42. Staff <input type="checkbox"/>	43. Child <input type="checkbox"/>	44. Former pupil <input type="checkbox"/>
Muirkirk Primary School & ECC	45. Parent / Carer <input type="checkbox"/>	46. Staff <input type="checkbox"/>	47. Child <input type="checkbox"/>	48. Former pupil <input type="checkbox"/>
Ochiltree Primary School	49. Parent / Carer <input type="checkbox"/>	50. Staff <input type="checkbox"/>	51. Child <input type="checkbox"/>	52. Former pupil <input type="checkbox"/>
Sorn Primary School	53. Parent / Carer <input type="checkbox"/>	54. Staff <input type="checkbox"/>	55. Child <input type="checkbox"/>	56. Former pupil <input type="checkbox"/>
Hillside School	57. Parent / Carer <input type="checkbox"/>	58. Staff <input type="checkbox"/>	59. Child <input type="checkbox"/>	60. Former pupil <input type="checkbox"/>
New Cumnock ECC	61. Parent / Carer <input type="checkbox"/>	62. Staff <input type="checkbox"/>	63. Child <input type="checkbox"/>	64. Former pupil <input type="checkbox"/>
Other School not associated with Auchinleck	65. Parent / Carer <input type="checkbox"/>	66. Staff <input type="checkbox"/>	67. Child <input type="checkbox"/>	68. Former pupil <input type="checkbox"/>

Academy or Cumnock Academy				
Others	69. Grandparent of a Pupil <input type="checkbox"/>	70. Parent Council Member <input type="checkbox"/>	71. Elected member / MSP / MP <input type="checkbox"/>	72. Community Planning Partner <input type="checkbox"/>
	73. Member of Community Council <input type="checkbox"/>	74. Resident East Ayrshire <input type="checkbox"/>	75. Other (please specify) <input type="checkbox"/>	

SUMMARY OF REPORT – Please refer to the statutory consultation document for the full details of the proposal		
1. Do you agree to the merger of Auchinleck Academy and Cumnock Academy?	AGREE <input type="checkbox"/>	DISAGREE <input type="checkbox"/>
2. Do you agree that the new merged school should	AGREE <input type="checkbox"/>	DISAGREE <input type="checkbox"/>

be in the area of Cumnock on the Broomfield site?		
3. In addition do you agree that the newly merged Secondary School and Supported Learning Centre should be co-located with a newly merged Primary School, Early Childhood Centre and Supported Learning Centre resulting from the amalgamation of Greenmill Primary School and Early Childhood Centre and Barshare Primary School, Supported Learning Centre and Early Childhood Centre, and a new build Hillside School on the Broomfield site?	AGREE <input type="checkbox"/>	DISAGREE <input type="checkbox"/>
Please comment, listing the main reasons for your view agree / disagree to the above proposals.		
Comment 1		
Comment 2		
Comment 3		

(Please continue on a separate sheet if necessary)

Office use: