

EDUCATION AND SOCIAL CARE

Rezoning Moray Secondary Schools

CONSULTATION REPORT

27 May 2016

Contents

1. INTRODUCTION.....	1
Background	1
Proposals.....	1
Implementation Date.....	1
Purpose of Consultation	1
Consultees.....	1
Reviewing the proposal	1
2. ANALYSIS OF RESPONSES TO CONSULTATION.....	2
Summary	2
Response Analysis	2
3. SUMMARY OF MAIN ORAL POINTS RAISED and EDUCATION AUTHORITY RESPONSE	3
Issues	3
4. SUMMARY OF WRITTEN POINTS RAISED and EDUCATION AUTHORITY RESPONSE	4
Issues	4
6. REPORT BY EDUCATION SCOTLAND	6
7. CONCLUSIONS AND RECOMMENDATIONS	7
Appendix A: REVISED CATCHMENT AREA MAP	9
Appendix B: PROPOSAL PAPER	10
Appendix C: EDUCATION SCOTLAND REPORT	24
Appendix D: SUMMARY OF PUBLIC MEETINGS AND WRITTEN RESPONSES..	28

1. INTRODUCTION

Background

At its meeting on 9 December 2015, The Moray Council agreed to consult on proposals to amend the catchment areas of five secondary schools.

Proposals

It was proposed to vary the zones (catchment areas) of Forres Academy, Lossiemouth High School, Elgin Academy, Elgin High School and Milne's High School based on geographical areas which are delineated on plans.

Implementation Date

It was recommended that the implementation date for these proposals would be 24 October 2016.

Purpose of Consultation

Varying the catchment area of a school requires a formal consultation to be carried out in accordance with the Schools (Consultation) (Scotland) Act 2010. This report documents the formal consultation undertaken on these proposals between 9 February and 24 March 2016.

Consultees

During the consultation period, views were sought from a range of stakeholders and interested parties including:

- Parents
- Pupils
- Teaching and support staff
- Parent councils
- Elgin Community Council
- Local Negotiating Committee for Teachers (LNCT)
- Trade Unions
- Other interested members of the public.

Reviewing the proposal

The written and oral responses were analysed by one of the Council's Research and Information Officers and Senior Education Adviser (Schools Consultations). The main issues arising have been considered by the Corporate Director (Education and Social Care), Head of Life Long Learning, Culture and Sport and Senior Education Adviser and the Corporate Director (Education and Social Care) has provided the Education Authority response to the issues. This analysis and response and the contents of the Education Scotland Report inform the conclusions and recommendations in this report.



2. ANALYSIS OF RESPONSES TO CONSULTATION

Summary

As part of the consultation the Council conducted a survey (on-line and paper) to ascertain people’s views.

The survey asked if respondents agreed with the proposed revised catchment areas for Forres Academy, Lossiemouth High School, Elgin Academy, Elgin High School and Milne’s High School.

A total of 34 people responded to the survey.

Response Analysis

Statutory Consultation for rezoning Moray Secondary schools							
Secondary School	Number of survey Responses	Number Agree	Number Disagree	% Agree	% Disagree	Total number of survey respondents	% answering each question
Forres Academy	14	14	0	100.0%	0.0%	34	41.2%
Lossiemouth High	17	16	1	94.1%	5.9%		50.0%
Milne's High	21	17	4	81.0%	19.0%		61.8%
Elgin Academy	22	15	7	68.2%	31.8%		64.7%
Elgin High	16	12	4	75.0%	25.0%		47.1%

3. SUMMARY OF MAIN ORAL POINTS RAISED and EDUCATION AUTHORITY RESPONSE

Issues

1. **Questions were raised regarding provision of transport when new zones become effective.**

It was confirmed that all existing transport arrangements will remain in place for pupils currently attending all of the affected secondary schools until such time as these children and young people leave school.

2. **Questions were raised regarding siblings of pupils who attend Elgin Academy from Burghead.**

It was confirmed that they would have to make placing requests for Elgin Academy and in the short term they may receive (privileged) transport until such time as the transport is withdrawn, once those currently entitled to transport leave school.

4. SUMMARY OF WRITTEN POINTS RAISED and EDUCATION AUTHORITY RESPONSE

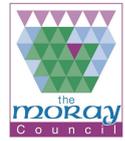
The main issues raised in written correspondence are listed below along the Council's response. A number of the issues arising were similar to those intimated at the various meetings and are summarised below.

Issues

- 1. Children resident in the Troves (Hallowood Road) area should continue to be zoned to Elgin Academy due to a number of factors including proximity to Elgin, proximity to the site of the proposed new primary school, no through road to Lhanbryde and the fact that none of the children currently resident in that area actually attend Lhanbryde Primary School in any case.**

This is a perfectly reasonable suggestion for the reasons given by respondents. The Council could implement the proposal in part which would mean that this area could remain in the Elgin Academy catchment area. Prior to the new primary school opening in south-east Elgin, on its permanent site, it would make sense to consult, on rezoning this area to the new primary school and to Elgin High School.
- 2. Children resident in the area currently zoned to Lhanbryde Primary School and Elgin Academy which lies to the north of the A96 and to the west of the river Lossie should continue to be zoned to Elgin Academy due to the proximity to Elgin and the potential for a safe cycle route to Elgin Academy.**

Respondents make a good case for not altering the current zoning arrangements for this particular area. The Lhanbryde catchment area could remain split zoned between Elgin Academy and Milne's High School with this area (to the north of the A96 and west of the river Lossie) being zoned to Elgin Academy. This would only affect a small number of children. One of the rezoning principles was that the whole of the zone of a primary school should form part of the zone of one secondary school only, except where there is an exceptional case for a different arrangement. In this case the potential for significantly increased travel for some children would potentially outweigh the educational benefits of the whole of the primary zone forming part of the same secondary zone. The Council should therefore consider consulting on rezoning this area to Seafield Primary and/or East End Primary at some point in the future. This would form part of a separate consultation process.



3. Move the catchment area of Elgin High School west to include Hardhillock Farm and houses.

This area is currently zoned to Elgin High School. If the current zoning were to remain the area would continue with Alves Primary split zoned between Forres Academy and Elgin High School, which would be contrary to the principle of primary schools being zoned to one secondary school only. Rezoning this part of the Alves catchment area to a primary school in the Elgin High Associated Schools Group would impact on very few, if any current pupils; nevertheless such a move could be detrimental to the sustainability of Alves Primary School. Consequently, this suggestion is not supported.

4. Children resident in the Lossiemouth High School catchment area, who attend St Sylvester's Primary School, as in-zone pupils, should be entitled to transfer to Elgin Academy as the ASG secondary school.

Parents of children in this situation can make out-of-zone placing requests to attend Elgin Academy; however the Council does not provide transport from Lossiemouth to Elgin Academy, only from Lossiemouth to St Sylvester's Primary, for eligible pupils.

The Council's Admissions to Schools Policy accords priority to children who have attended a primary school in an ASG to gain admission to the linked secondary school through an out-of-zone placing request. Children who attend St Sylvester's Primary are not disadvantaged by the current zoning arrangements. There is no proposal to make any changes to the St Sylvester's zoning arrangements.

6. REPORT BY EDUCATION SCOTLAND

The main points from the Education Scotland report were:

- **There are clear educational benefits to the proposal. Removing the dual-zoning and separate transition programmes in particular schools would enhance continuity in learning.**

This point is agreed.

- **The proposal would help staff to work together across associated school groups on shared plans for broad general education and on pastoral and curricular transition arrangements between primary and secondary education.**

This point is agreed.

- **Important considerations have been raised on issues for particular local areas, including Troves and other specific areas from written responses. In taking forward the proposal the Council should provide assurance to the reasonable points raised, including for people living in Troves.**

The Council accepts the case for retaining parts of the current catchment areas, including Troves, as they are.

- **The Council should provide reassurance to parents regarding siblings who may be affected by the proposal and provide clarification in its final report.** Parents of siblings affected by the proposal will have to make out-of-zone placing requests for the secondary school of their choice if younger children wish to attend the same secondary school as an older sibling currently attends. Out-of-zone placing requests will be dealt with in accordance with the Council's Admissions to Schools Policy and Procedures.

- **In taking forward its proposal, the Council will need to demonstrate that it has engaged appropriately with all relevant consultees as determined by legislation.**

The Council is confident that it has consulted with all relevant consultees as required by legislation. All consultees were sent copies of the proposal paper and had opportunities to discuss the proposals with senior officers of the Council.

7. CONCLUSIONS AND RECOMMENDATIONS

Reviewing the proposal

Officers of the Education Authority have listened carefully to the points made at the public meetings and have considered equally carefully the written representations and the report from Education Scotland. The main issues arising have been considered by the Corporate Director (Education and Social Care), Head of Life Long Learning, Culture and Sport and Senior Education Adviser. The Corporate Director (Education and Social Care) has provided an Education Authority response to the issues in terms of powers delegated to him.

Summary

1. There are clear educational benefits to the proposal. Removing the dual-zoning and separate transition programmes in particular schools will enhance continuity in learning and enhance pastoral and curricular transition arrangements between primary and secondary education.
2. In certain specific geographical areas parents and other respondents make a justifiable case for retaining parts of the catchment areas as they are.
3. Parents of siblings affected by the proposal will have to make out-of-zone placing requests for the secondary school of their choice if younger children wish to attend the same secondary school as an older sibling currently attends. Those granted places following successful placing requests may, in the short term, receive (privileged) transport until such time as the transport is withdrawn, once those currently entitled to receive transport leave school.
4. The Council is confident that it has consulted with all relevant consultees as required by legislation. For the avoidance of doubt there was no proposal to make any change to the catchment area of St Sylvester's Primary school or make any changes to the secondary transition arrangements for that school. As such the Roman Catholic Diocese is not considered a relevant consultee under the Schools (Consultation) (Scotland) Act 2010 in relation to the current proposals. Appropriate consultation has taken place with the head teacher who, as a senior officer of the authority, has undertaken appropriate discussions with the Church.

Conclusions

The Council now has four broad options for the proposed changes:

- a) abandon the proposals and maintain the status quo; or
- b) adopt the proposals in their entirety; or
- c) adopt each proposal in whole or in part and maintain the status quo for other parts of the proposal(s); or
- d) amend each specific proposal in some way and undertake a further consultation exercise on each new proposal.

Recommendations

Having considered all of the written and oral submissions, along with the report from Education Scotland, officers recommend:

- (a) implementing the revised catchment areas for Forres Academy and Lossiemouth High School;
- (b) implementing the revised catchment areas for Elgin Academy, Elgin High School and Milne's High School in part. Specifically the Troves area should remain zoned to Elgin Academy or Elgin High School as shown on the maps, and not to Milne's High School as was originally proposed;
- (c) implementing the revised catchment areas for Elgin Academy and Milne's High School in part. Specifically the area north of the A96 and west of the river Lossie should remain zoned to Elgin Academy.

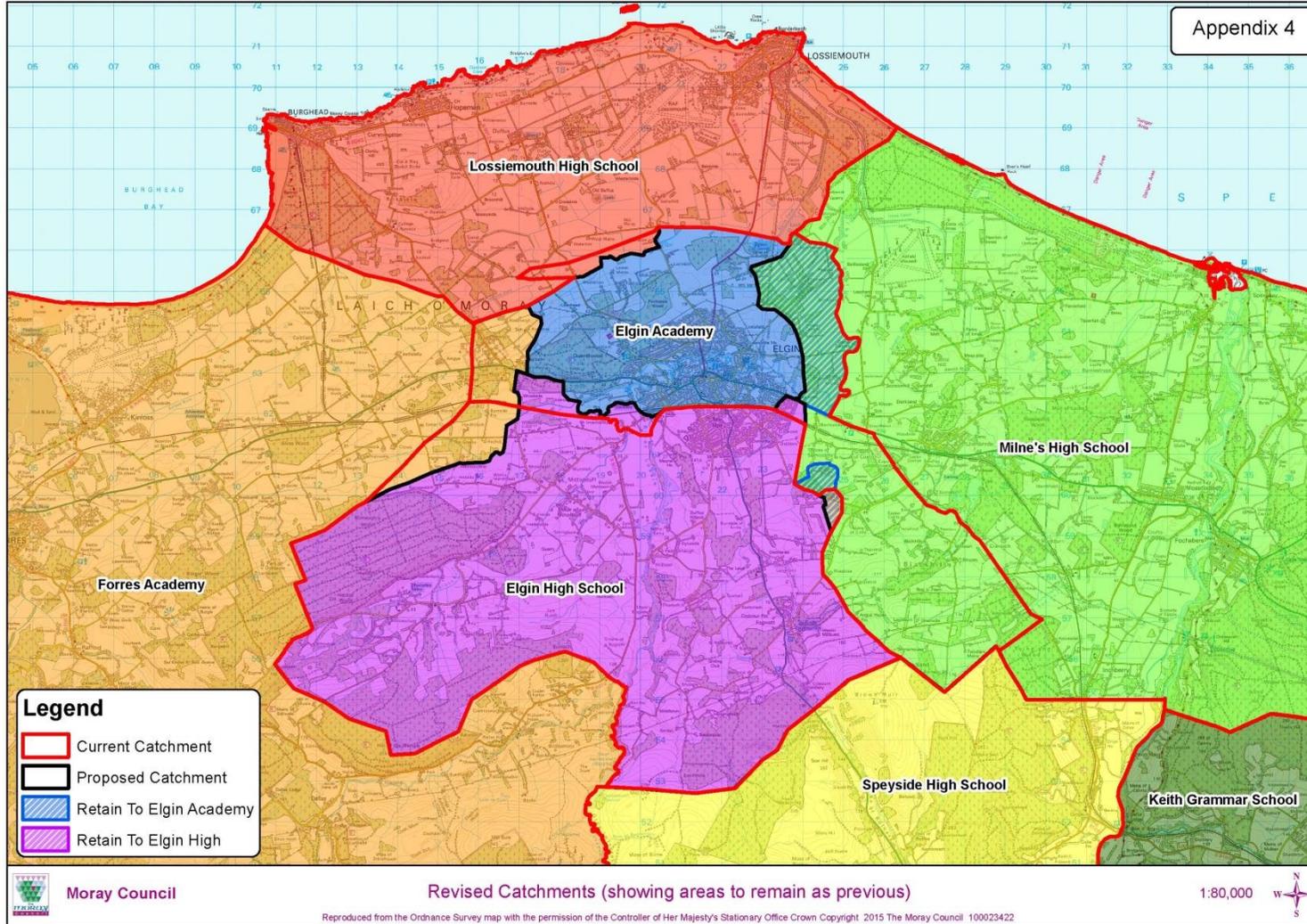
An amended map which shows the delineated zones recommended for implementation is attached at **Appendix A** of this Consultation Report.

Officers further recommend for the future:

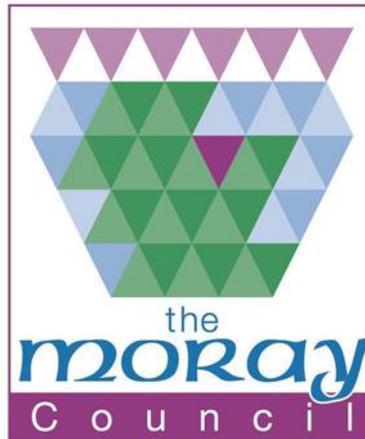
- (d) consulting on a proposal to rezone the Troves area to the new south-east Elgin primary school prior to the new primary opening and, for the pupils who subsequently attend this school, to amend the secondary catchment area to ensure children who attend the new school are zoned to Elgin High School.
- (e) consulting, initially informally, with parents and parent councils on the possibility of the area north to the A96 and west of the river Lossie, which is currently recommended to remain in the catchment areas of Lhanbryde Primary and Elgin Academy, potentially being rezoned to Seafield Primary and/or East End Primary School.



Appendix A: REVISED CATCHMENT AREA MAP



Appendix B: PROPOSAL PAPER



THE MORAY COUNCIL EDUCATION AND SOCIAL CARE

SECONDARY SCHOOL REZONING PROPOSAL

Proposal Paper

To vary the catchment areas of Forres Academy, Lossiemouth High School, Elgin Academy, Elgin High School and Milne's High School.

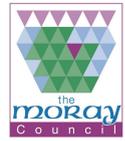
Statutory Consultation Period:

Tuesday 9th February – Thursday 24th March 2016 (30 school days)

All submissions expressing views on the proposals detailed in this document must be submitted **by 5.00pm on 24th March 2016** for them to be taken into account as part of the consultation.

It is intended to respond to issues raised during the consultation within a consultation report that will be published before the meeting of the Children and Young People's Services Committee on 22nd June 2016.

This document has been issued by The Moray Council for consultation in terms of the Schools (Consultation) (Scotland) Act 2010.

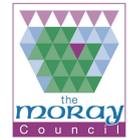


1. **THE PROPOSALS**

- 1.1 It is proposed to vary the zones (catchment areas) of Forres Academy, Lossiemouth High School, Elgin Academy, Elgin High School and Milne's High School based on geographical areas which are delineated on plans contained within this document and described below.
- 1.2 It is proposed that the implementation date for this proposal will be 24th October 2016.

2. **BACKGROUND**

- 2.1 In June 1975 Grampian Regional Council confirmed that, where zones had been designated for existing schools, they should be confirmed as appropriate for these schools and in all other cases children would attend their nearest school.
- 2.2 In February 1996, a few months prior to the disaggregation of the regional councils, Grampian Regional Council prepared maps which show clear delineated zones for all primary and secondary schools. Although there was no formal decision taken by The Moray Council to confirm these zones, the Council continues to operate the catchment areas shown on these maps unless specific decisions have been made by The Moray Council to alter the zones, for example following school closures.
- 2.3 At its meeting on 27 May 2015 the Children and Young People's Services Committee of The Moray Council agreed that the key principles for rezoning secondary schools in Moray would be:
- a zone change should be made where it has the potential to result in educational benefits for children and young people;
 - on educational grounds there will be significant benefits for pupils, in terms of continuity and progression in their learning, in the zone of a secondary school being co-terminus with the zones of the primary schools in its Associated Schools Group (ASG);
 - the whole of the zone of a primary school should form part of the zone of one secondary school only, except where there is an exceptional case for a different arrangement;
 - existing arrangements under which a primary school is dual zoned or has a zone which is split between two secondary schools should be reassessed with a view to altering zoning arrangements, and
 - any proposed zone changes should have the potential to bring financial benefits, enabling the Council to discharge its duty to secure best value, as required in the Local Government in Scotland Act 2003.
- 2.4 A few primary schools currently have a split secondary zone. Pupils who live in one part of the primary school catchment area are zoned for one secondary school whilst pupils from another part of the catchment area are zoned for a different secondary school.



- 2.5 Forres Academy: The zone for Forres Academy dates back to the time of Moray and Nairn County Council. The zone currently includes the catchment areas of Dyke, Pilmuir, Applegrove, Anderson's, Logie, Dallas, Kinloss and Alves primary schools. Alves Primary is mainly zoned to Forres Academy but a small part in the east of the zone (35 properties in the Newton area) falls within the Elgin Academy catchment area. There are also 13 properties in the Alves catchment area zoned to Elgin High School.
- 2.6 Elgin High School: The zone for Elgin High School was established on 7 June 1977 by the Grampian Regional Council Education Committee. The zone includes what was then part of the catchment area of Elgin Academy lying to the south of the Aberdeen/Inverness railway line and including the catchment areas of Greenwards, New Elgin and Mosstowie primary schools. Pupils who lived to the south of the railway line and west of Palmers Cross Bridge at Pittendreich Mill were excluded from the Elgin High zone. As a result, Mosstowie Primary is mainly zoned to Elgin High School but there is a small part of the catchment area (17 properties) zoned to Elgin Academy.
- 2.7 Elgin Academy: The zone for Elgin Academy dates back to the time of Moray and Nairn County Council when it was the only senior secondary school (providing education for pupils up to S6) serving large parts of Moray. The zone was amended in June 1977 as stated in paragraph 2.6, and was further amended in July 1981 as stated in paragraph 2.10. The catchment area currently includes the whole of the catchment areas of Seafield, Bishopmill, West End, and East End primary schools, along with parts of other primary school catchment areas described elsewhere in this paper. Geographically, St Sylvester's Roman Catholic Primary School is in the Elgin Academy ASG (i.e. the group of primary schools from which pupils would normally progress to Elgin Academy); however, as there are no Roman Catholic secondary schools in Moray, pupils attending one of the Roman Catholic schools transfer to the secondary school in the zone in which they live.
- 2.8 Milne's High School: The zone for Milne's High School dates back to the time of Moray and Nairn County Council. The whole of the Mosstodloch and Milne's Primary School catchment areas are zoned to Milne's High School. Lhanbryde Primary is mainly zoned to Milne's High School but a small number of pupils (currently approximately 13% of the roll) are resident within the part of the catchment area zoned to Elgin Academy. There is also a small part of the Lhanbryde catchment area zoned to Elgin High School.
- 2.9 Lossiemouth High School: The zone for Lossiemouth High School was established at the start of session 1972/73 when Lossiemouth High School became a senior secondary school, providing education for pupils beyond the age of 15 as had previously been the case. The catchment area drew pupils from Burghead, Hopeman and the Lossiemouth primary schools. The zone was amended in July 1981 as explained in paragraph 2.10. The catchment area includes the catchment areas of Burghead, Hopeman, Hythehill and St Gerardine primary schools. Hopeman Primary is mainly zoned to Lossiemouth High School but a small part of this catchment area (18 properties) is zoned to Elgin Academy.

2.10 Burghead Primary has a dual zone for both Lossiemouth High School and Elgin Academy. This means that children who live in the zone for Burghead Primary School are entitled to seek places at either of the secondary schools as in-zone pupils. This arrangement necessitates the Council providing transport to both secondary schools. Dual zoning for Burghead Primary School was agreed by the Education Committee of Grampian Regional Council on 14 July 1981. This was in response to accommodation pressures at Lossiemouth High School at the time. Approximately two thirds of pupils from the Burghead catchment area are enrolled at Lossiemouth High School with most of the others enrolled at Elgin Academy.

3. DETAILED PROPOSALS

- 3.1 Forres Academy: The whole of the catchment area of Alves Primary should be zoned to Forres Academy. This would mean that small areas zoned to Alves Primary School which are currently zoned to Elgin Academy and Elgin High School would be zoned to Forres Academy.
- 3.2 Elgin High School: New catchment areas for the Elgin primary schools were implemented by The Moray Council on 11 November 2015. The catchment area of Elgin High School should now therefore include the whole of the new catchment areas of Mosstowie, Greenwards, New Elgin Primaries and the new zone for the south-east Elgin Primary School. A very small part of the Lhanbryde catchment area would no longer be zoned to Elgin High School.
- 3.3 Lossiemouth High School: The catchment area for Lossiemouth High School should include the whole of the catchment areas of St Gerardine, Hythehill, Hopeman and Burghead Primary Schools. This would mean the ending of the dual zoning of Burghead to Lossiemouth High School and Elgin Academy. A small part of the Hopeman catchment area would no longer be zoned to Elgin Academy.
- 3.4 Milne's High School: The catchment area for Milne's High School should include the whole of the catchment areas of Milne's Primary, Mosstodloch and Lhanbryde Primary Schools. This would mean the removal of the split zoning of Lhanbryde Primary between Milne's High School, Elgin Academy and Elgin High School.
- 3.5 Elgin Academy: The catchment area should be amended to include only the new catchment areas of West End, East End, Bishopmill and Seafeld Primary Schools. Areas of the Alves, Hopeman, Mosstowie and Lhanbryde catchment areas and the Burghead catchment area would no longer be zoned to Elgin Academy.
- 3.6 Maps showing the current and proposed catchment areas of each of the above schools are shown in **Appendices 1 and 2**.
- 3.7 A summary map showing the proposed catchment areas for all Moray secondary schools is shown in **Appendix 3**.

4. TRANSITION ARRANGEMENTS

- 4.1 Children in Primary 7 in any of the affected primary schools will transfer to the existing zoned secondary school in August 2016 as per the current catchment areas shown in **Appendix 1**.
- 4.2 Children enrolling in any of the affected secondary schools before 7th October 2016 will enrol in the current zoned secondary school in whose catchment area they reside as per the existing catchment areas shown in **Appendix 1**.
- 4.3 From 24th October 2016 all enrolments to secondary schools will be based on the proposed catchment areas shown in **Appendix 2**.

5. TRANSPORT ARRANGEMENTS

- 5.1 The removal of the dual zoning of Burghead Primary between Lossiemouth High School and Elgin Academy and the split zoning of: Alves Primary (Forres Academy, Elgin Academy and Elgin High School); Hopeman Primary (Lossiemouth High School and Elgin Academy); and Lhanbryde Primary School (Milne's High School, Elgin Academy and Elgin High School) would mean that, in the longer term, The Moray Council would only provide transport, for eligible pupils, to one zoned secondary school for each Associated Schools Group.
- 5.2 Transport will continue to be provided for pupils to attend the secondary schools they are attending on 7th October 2016 for the remainder of the pupils' time at that school.

6. EDUCATIONAL BENEFITS STATEMENT

- 6.1.1 Dual and split zoning increases the risk of children experiencing a discontinuity in their learning as a result of transition from primary school to a non-ASG secondary school. Implementing these proposals will improve continuity and progression for learners.
- 6.1.2 Partnership working between the schools means that children within the ASG study similar progressions of work which have been agreed between schools and have similar starting points when they arrive at secondary phase. Implementing these proposals will therefore result in improved curricular coherence for pupils.
- 6.1.3 As a member of an ASG children have many opportunities throughout their school life to work collaboratively with children from other ASG primary schools. This is an excellent transition both educationally and socially for those children going to the associated secondary school. These opportunities are available because of the close working relationships which exist between the staff, head teachers and other agencies supporting the ASG schools. Zoning all pupils to the ASG secondary school will ensure all pupils can enjoy these benefits.
- 6.1.4 Current zones, which do not match the Associated Schools Group, have not always been understood by parents. The proposals will ensure that all secondary

schools will have clear and distinct associations with their local communities. Families who live in the affected areas will have clear information on their zoned secondary school.

6.2 Likely effects for children currently attending the affected secondary schools

- 6.2.1 There would be no detriment to current users of the provision. All children currently attending the five secondary schools affected by this proposal will be able to remain at their current school for the remainder of their time at school.
- 6.2.2 Implementing these proposals has the potential to result in slight roll increases for Lossiemouth High School and Milne's High School. This could have positive impacts on staffing levels resulting in greater timetabling flexibility and curricular choice for pupils.

6.3 Likely effects for children who become pupils of the affected secondary schools.

- 6.3.1 This proposal will ensure that pupils living in any primary school catchment area will be able to attend a secondary school along with peers from their primary school.
- 6.3.2 This proposal will assist in reducing future potential capacity problems within Elgin Academy and Elgin High School as a result of planned house-building.

Milne's High ASG

- 6.3.3 Lhanbryde Primary pupils will benefit from all being zoned to Milne's High School through improved pastoral transition. There have been instances of pupils suffering towards the end of P7 when separating from social groups. It is considered that these students have more in common with students going to Milne's living in a semi-rural location than going to Elgin High or Academy with a composition of students who live in the town setting.
- 6.3.4 Lhanbryde Primary pupils would also benefit from a curricular transition, shared curriculum rationale and common teaching and learning strategy which prepares all ASG pupils for a smooth transition to Milne's High School.

Forres ASG

- 6.3.5 All Forres ASG primary school pupils benefit from the Forres Academy transition programme. Children from the small schools can meet and widen their social contacts to make the transition to secondary school smoother. Forres Academy has received very positive parental and pupil feedback regarding its transition programme, which includes their two day visit to the secondary school, the Saturday activity day and the long standing summer programme. Parents whose children have experienced an enhanced transition programme have expressed their appreciation in being included and involved in the process. Transition plans and timescales identified by the primary school, parents, outside agencies and Forres Academy's Additional Support for Learning department have been tailored to meet specific needs to aid as smooth as a transition as possible.

Elgin High ASG

6.3.6 The Elgin High School Associated School Group is increasingly developing curricular and pastoral links that provide a positive experience for pupils that enable them to progress appropriately from the primary to secondary schools. This includes collaboration in a number of curricular areas (e.g. literacy, numeracy, modern languages, home economics and health & wellbeing) as well as thematic experiences (e.g. Remembrance Day, out of school experiences, global citizenship and cultural events). These involve staff collaborating across the primary schools as well as between sectors. Curricular input is provided for primary pupils both in Elgin High School as well as by High School pupils delivering, for example, Master Classes in the Primary Schools. The proposed rezoning for the Elgin High ASG will enable this important focus to be developed further and help ensure greater continuity in the transition process for all pupils.

Lossiemouth ASG

- 6.3.7 Lossiemouth High School staff are able to work with primary pupils at other schools at an earlier stage than Burghead pupils because Burghead children choose which secondary school to attend relatively late on in their primary career. Being zoned to one secondary school only will improve the transition experience for Burghead pupils.
- 6.3.8 The collegiate way that exceptional needs funding is moderated between colleagues from all ASG schools in the Lossiemouth ASG means that the Support for Learning staff from Lossiemouth High School have many years' worth of information about children coming to high school with additional needs which enhances their transition. The enhanced ASG transition provided for some children in primary 6 cannot always be accessed by children in Burghead because they have not decided which secondary school they are intending to go to. These proposals would therefore benefit Burghead pupils with Additional Support Needs.
- 6.3.9 There is a shared Home School Link Worker for the Lossiemouth ASG schools who works with children from Burghead Primary whilst being based at Lossiemouth High School. This provides excellent continuity in pastoral care especially for those children who are most vulnerable. The coherence of a consistent team dealing with all children with respect to health and welfare can only be of benefit especially for vulnerable children from Burghead.
- 6.3.10 The current position where children from Burghead Primary are able to choose between Elgin Academy and Lossiemouth High School can be very disruptive in the final term at Burghead Primary School as both secondary schools require children to attend transition events on many different days. This is disruptive to the P7 class who are finishing off major projects including leading the final assembly of the year. It can be impossible to fit school events around the requirements from two secondary schools. The differing transition arrangements reinforce the already emerging divide between pupils as they identify with peers going to 'their' school. This has caused social problems both in and out of school. Zoning Burghead to Lossiemouth High School only will alleviate these problems.



6.4 Likely effects on other users of the schools' facilities

6.4.1 There would be no detriment to other users of the schools' facilities.

6.5 Likely effects on children and young people in other Moray Council schools

6.5.1 This proposal will have no significant adverse impact on children attending other schools in Moray. This proposal has the potential to bring financial benefits to The Moray Council and therefore allow for a more equitable distribution of resources.

6.6 Other likely effects of the proposal

6.6.1 As all of the proposals relate to areas which are more than 2 miles from the proposed zoned secondary school, the Council will continue to provide transport for eligible pupils in line with the Council's transport policy. The proposals provide an opportunity to make more efficient use of services when bus contracts are renegotiated.

6.6.2 Staff in dual-zoned schools are expected to do the work of two or even three transition programmes from different secondary schools. These proposals would benefit staff in these schools by reducing workload associated with transitions.

6.7 How the Council intends to minimise or avoid potential adverse effects

6.7.1 The education authority will continue to monitor the provision in all its secondary schools in accordance with established procedures and will provide support and challenge in order to secure continuous improvement in the quality of education.

6.7.2 An equality impact assessment has been carried out on this proposal and consultation process. This concludes that introducing this proposal will not have an adverse impact on any of the groups considered. The equality impact assessment is attached as **Appendix 4**.

6.8 Summary of benefits resulting from implementation of this proposal

6.8.1 The benefits can be summarised as follows:

- Pupils will be able to attend their ASG secondary school along with peers from their primary school.
- All children in any one primary school will experience the same pastoral and curricular transitions to secondary school.
- Pupils will experience continuity in their learning when moving from primary to secondary school.

6.8.2 The Council has arrived at these conclusions through studying current zone maps, discussing primary-secondary transition with head teachers and discussing transport issues with the Public Transport Managers.



6.8.3 In delivering these broad benefits, the authority is confident that it is discharging its duty to secure best value by continuous improvement in the performance of its functions, as required in the Local Government in Scotland Act 2003.

7. THE CONSULTATION PROCESS

7.1 Formal consultation will run from 9th February – 24th March 2016 (30 school days).

7.2 As required by the Schools (Consultation) (Scotland) Act 2010, formal consultation includes:

- the preparation of this proposal paper;
- a letter to the parents/carers of children and young people at Forres Academy, Lossiemouth High School, Elgin Academy, Elgin High School and Milne’s High School.
- a letter to the parents/carers of children at Alves, Mosstowie, Burghead and Lhanbryde Primary Schools and all Elgin ASG Primary Schools (those children expected to attend the affected schools within two years of the publication of these proposals);
- information, including the proposal paper, placed on the Council’s website;
- information on the proposals communicated through social media;
- an announcement of the proposal in the local press, inviting any person to make written representation to the Corporate Director (Education and Social Care);
- public meeting(s) as shown below;
- consultation with the parent councils of all affected schools;
- consultation with the staff of the affected establishments;
- consultation with the pupil councils of all affected schools;
- consultation with Community Councils in the affected areas;
- consultation with representatives of the teacher and support staff trade unions, and
- consultation with other interested bodies.

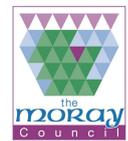
7.3 Formal Consultation Meetings are arranged as follows:

Date	Venue	Time
Tuesday 16 th February 2016	Milne’s High, Fochabers	19.00-20.30
Monday 22 nd February 2016	Lossiemouth High School	19.00-20.30
Wednesday 24 th February 2016	Elgin Library (Gallery)	13.30-15.00
Wednesday 24 th February 2016	Elgin Library (Gallery)	18.30-20.00

7.4 Following consultation, it is hoped that the Children and Young People’s Services Committee of The Moray Council will be able to take a final decision on the proposals at its meeting on 22nd June 2016.

8. INVOLVEMENT OF EDUCATION SCOTLAND

8.1 A copy of this proposal document has been sent to Education Scotland. Education Scotland will also receive a copy of any written representations that are



received by The Moray Council from any person during the consultation period. In addition, Education Scotland will receive a summary of any oral representation made to the Moray Council at the public meetings and a copy of any other relevant documentation.

8.2 After the Moray Council has sent Education Scotland all representations and documents mentioned above, Education Scotland will prepare a report on the educational aspects of the proposal. This will take place during the period 18 April – 9 May 2016. In preparing their report, Education Scotland may visit the affected establishments and make such reasonable enquiries of such people there, or such other people as they consider appropriate.

8.3 On receipt of the Education Scotland report, it will be necessary to review the proposal, and thereafter, the Corporate Director (Education and Social Care), on behalf of the education authority, will prepare and publish a consultation report, containing the views of Education Scotland and including an explanation of how The Moray Council proposes to deal with any issues raised. After a period of no less than three weeks, The Moray Council will consider the consultation report and decide whether or not to approve the proposals.

9. NOTE ON CORRECTIONS

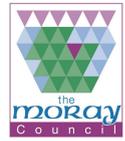
9.1 If any apparent inaccuracy or omission is discovered in this proposal document either by The Moray Council or any person, The Moray Council will determine if relevant information has been omitted or if there has been an inaccuracy. If it is determined that there has been an inaccuracy or omission The Moray Council will then take appropriate action which may include the issue of a correction or the reissuing of the proposal paper or the revision of the timescale for the consultation period as appropriate. In that event, any person highlighting the inaccuracy to The Moray Council, relevant consultees and Education Scotland will be advised.

10. EQUALITY STATEMENT

10.1 An equality impact assessment has been carried out on this proposal and consultation process to assess the proposal's relevance to the public sector equality duties on the basis of:

- Sex
- Religion
- Racial group
- Disability
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

10.2 The equality impact assessment concluded that introducing this proposal will not have an adverse impact on any of the groups listed. Any impacts identified through the consultation process will be investigated prior to the final consultation



report being issued and a decision being made. The equality impact assessment is attached as **Appendix 4**.

11. **SUBMISSION OF VIEWS**

- 11.1 Responses to the consultation should be made by writing to:
Secondary School Rezoning Consultation
The Moray Council
Community Support Unit
High Street
Elgin
IV30 1BX

or by e-mail to: futureschools@moray.gov.uk
or by completing the attached consultation response form
or by completing the on-line consultation form by following the links at www.moray.gov.uk

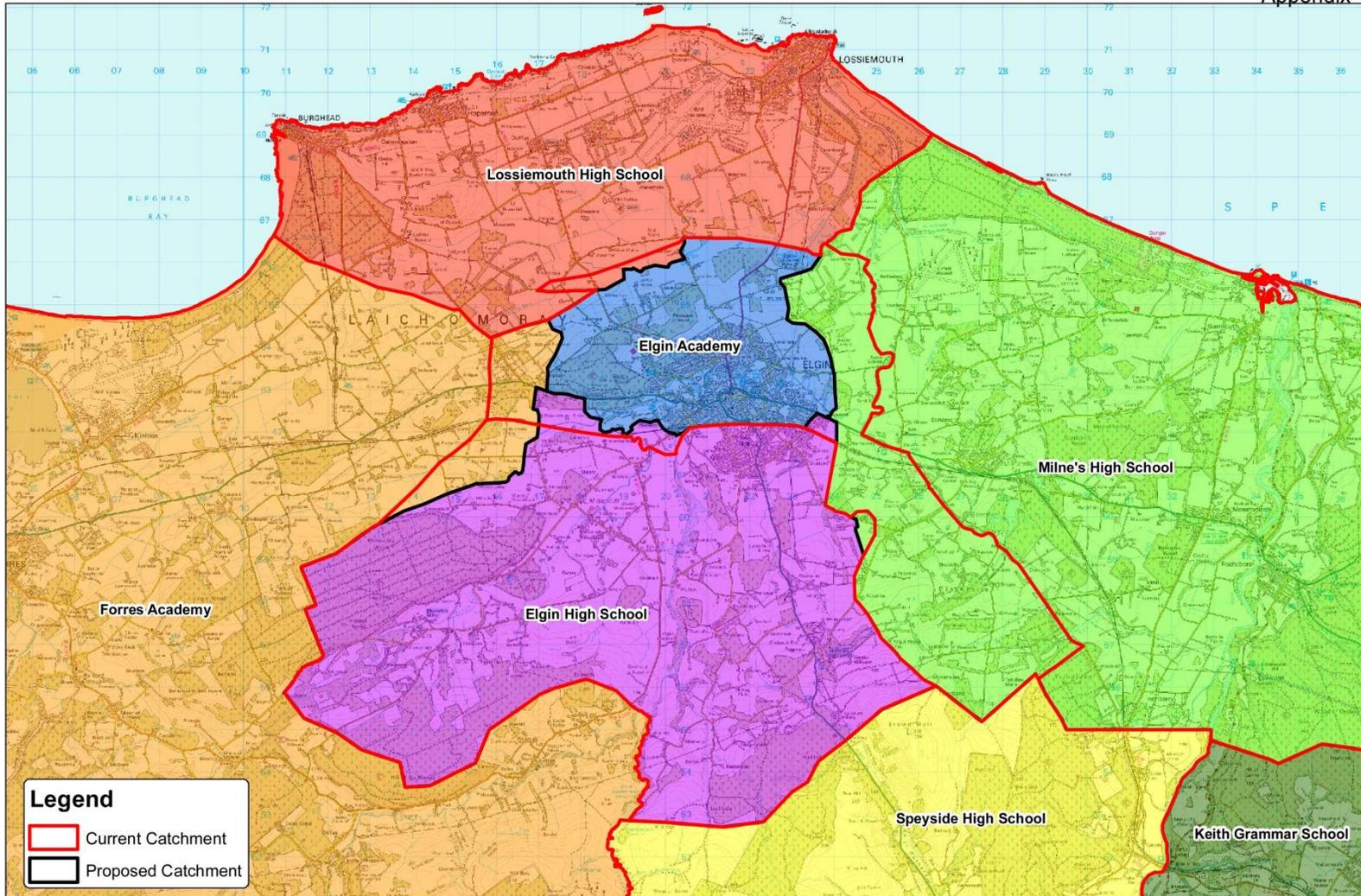
All responses must be submitted by **5.00pm on Thursday 24th March 2016** for them to be taken into account as part of the consultation.

12. **OUTCOME OF CONSULTATION**

- 12.1 It is intended that a consultation report including a summary of the submissions will be published on the Council website. This will be available by following the links at: www.moray.gov.uk
- 12.2 It is intended that a report on the consultation will be presented to the Children and Young Peoples Services Committee on 22nd June 2016. This will provide information for Elected Members to make a final decision on the proposal.



Appendix 1



Legend

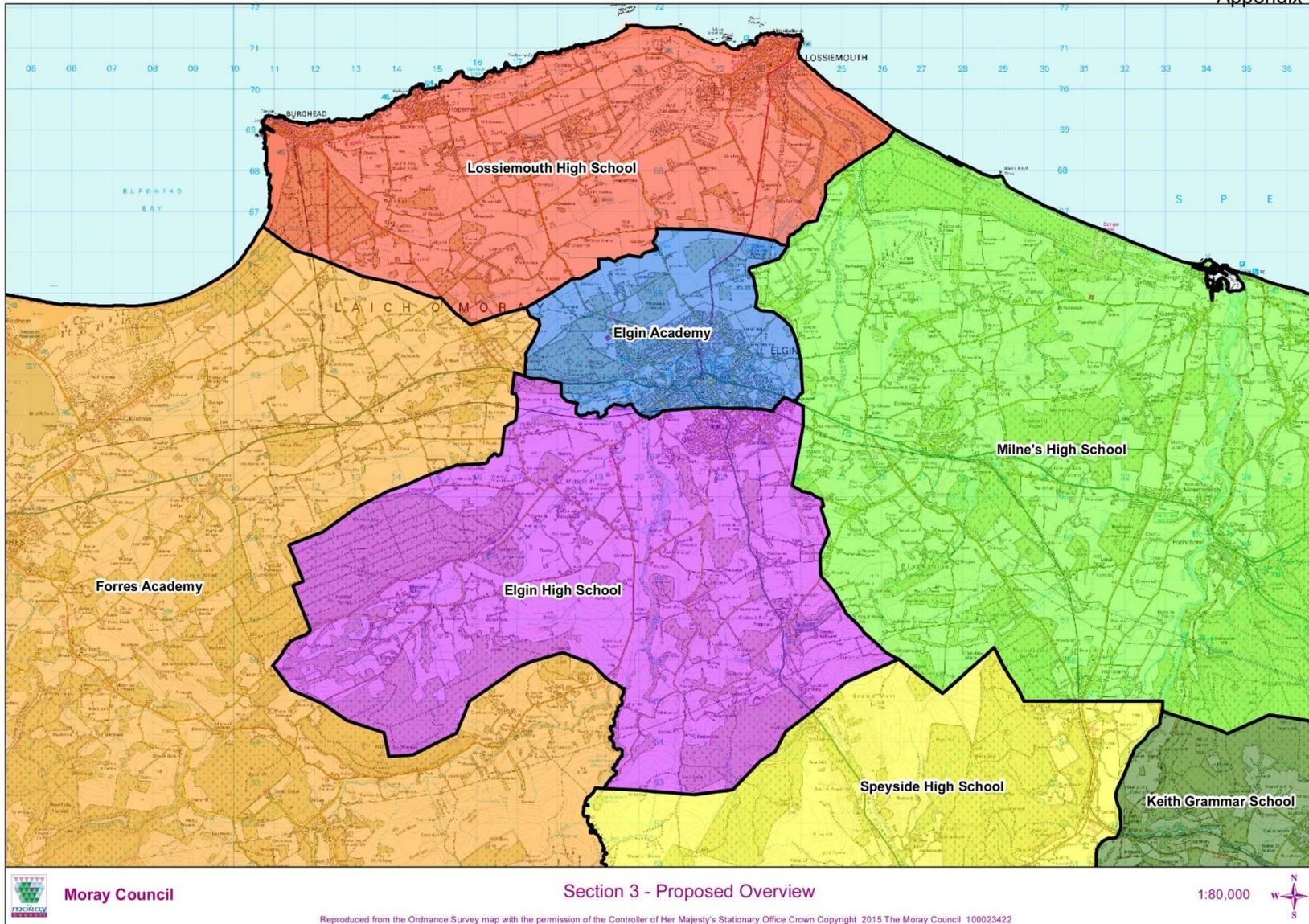
- Current Catchment
- Proposed Catchment

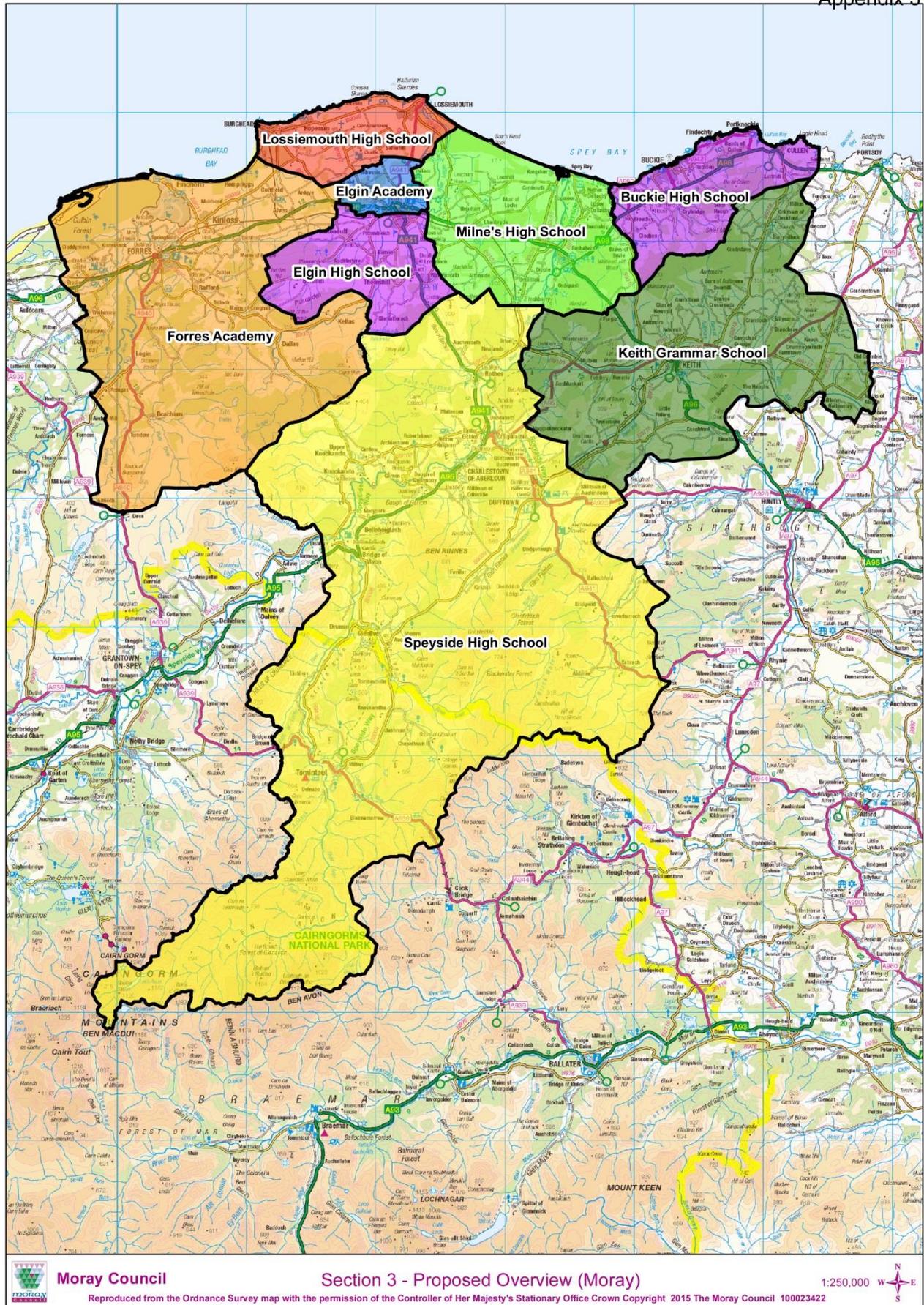


Section 3 - Proposed Overview

Reproduced from the Ordnance Survey map with the permission of the Controller of Her Majesty's Stationary Office Crown Copyright 2015 The Moray Council 100023422







Appendix C: EDUCATION SCOTLAND REPORT

Report by Education Scotland addressing educational aspects of the proposal by The Moray Council to vary the catchment areas of Forres Academy, Lossiemouth High School, Elgin Academy, Elgin High School and Milne's High School.

1. Introduction

1.1. This report from Education Scotland has been prepared by HM Inspectors in accordance with the terms of the *Schools (Consultation) (Scotland) Act 2010* and the amendments contained in the *Children and Young People (Scotland) Act 2014*. The purpose of the report is to provide an independent and impartial consideration of the Moray Council's proposal to vary the catchment areas of Forres Academy, Lossiemouth High School, Elgin Academy, Elgin High School and Milne's High School. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the Council to consider it and then prepare its final consultation report. The council's final consultation report should include a copy of this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the Council's response to them. The Council has to publish its final consultation report three weeks before it takes its final decision. Where a Council is proposing to close a school, it needs to follow all legislative obligations set out in the 2010 Act, including notifying Ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.

1.2. HM Inspectors considered:

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

1.3. In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meetings held on 16 February and 22 February 2016 in connection with the Council's proposals;
- consideration of all relevant documentation provided by the Council in relation to the proposal, specifically the educational benefits statement and related



consultation documents, written and oral submissions from parents and others;

- consideration of further information on all schools affected; and
- visits to the sites of Elgin Academy, Elgin High School, Lhanbryde Primary School, Milne's High School, Burghead Primary School and Lossiemouth High School, including discussion with relevant consultees.

2. Consultation Process

2.1. The Moray Council undertook the consultation on its proposal with reference to the Schools (Consultation) (Scotland) Act 2010 and the amendments in the Children and Young People (Scotland) Act 2014.

2.2. The statutory consultation period ran from 9 February to 24 March 2016. The Council held four public meetings at Milne's High School, Lossiemouth High School and two meetings at Elgin Library. Prior to the formal consultation, the Council held informal discussions with head teachers of schools concerned. Copies of the proposal document were made available for parents and pupils of all affected schools and information made available to staff, trade union representatives and wider Community Councils. The Council received 34 responses to an online survey about the proposal. Most responses were supportive of the proposal, although there were several comments contained notes of concern about specific aspects of the proposal. Six written responses were also received. One response was positive, one was neutral and four responses opposed individual aspects of the proposal. The Pupil Council and all children at P5 to P7 in Burghead Primary School undertook their own consultation. Forty-two out of the 45 children who responded agreed with the proposal.

3. Educational Aspects of Proposal

3.1. Overall, there are clear educational benefits to the proposal. Removing the dual-zoning and separate transition programmes in particular schools would enhance continuity in learning. The proposal would help staff to work together across the associated schools on shared plans for broad general education. It would support the pastoral and curricular transition arrangements between primary and secondary education. Staff, children and young people who met with HM Inspectors also commented on the adverse effects which dual zoning could have on existing friendship groups. Having one zoned secondary school to which all pupils transferred at the end of P7 would alleviate this.

3.2. Parents, children, young people and staff who spoke with HM Inspectors during their visits to Burghead Primary School, Lhanbryde Primary School, Lossiemouth High School and Milne's High School fully supported the proposal. They saw clear benefits to transition arrangements between Lhanbryde Primary School and Milne's High School and between Burghead Primary School and Lossiemouth High School. They felt that the proposal would help to strengthen the shared sense of community within their local areas. Young people from these schools could more easily benefit from the wide range of community and youth organisations which provide after school learning opportunities in the areas.



- 3.3. The proposal would end dual zoning for Lhanbryde and Burghead Primary Schools and have the potential to enhance planning arrangements of both Milne's High School and Lossiemouth High School associated schools groups. The Home School link workers based in these school groups have established relationships with children and families in Lhanbryde and Burghead Primary Schools and this helps with supported school transition plans.
- 3.4. Parents, young people and staff who spoke with HM Inspectors during their visit to Elgin Academy were supportive of the proposal overall. However, parents expressed their concern over an aspect of the proposal where young people living in the Troves area of Elgin would be re-zoned from Elgin Academy to Milne's High School. These concerns include the additional time required for travel to and from school, the area's traditional links to Elgin and that no young people from that area currently attend Milne's High School or Lhanbryde Primary School. During the public consultation meetings, the Council have acknowledged that they could review this aspect of the proposal and that this area could remain in the Elgin Academy catchment in the short term. Through correspondence in response to the proposal, a few families raised concerns relating to particular anomalies in small parts of catchment areas. In taking forward the proposal, the Council needs to work with stakeholders of Troves and some other specific areas to address these particular concerns.
- 3.5. Stakeholders who met with HM Inspectors raised reasonable concerns regarding younger siblings who may be re-zoned to a different secondary school to their older siblings. In taking its proposal forward, the Council need to provide clarification about this, including arrangements to address this issue.
- 3.6. Stakeholders alerted HM Inspectors to the fact that the council had not formally consulted with representatives of the Roman Catholic Diocese. In taking forward its proposal, the Council will need to demonstrate that it has engaged appropriately with all relevant consultees as determined by legislation.
- 3.7. Parents of children attending St Sylvester's RC Primary School who met with HM Inspectors expressed concern about the fairness of the council's proposal. In its final report, the Council will need to clarify how it believes the educational benefits accruing from the proposal will apply to children attending St Sylvester's Primary School.

4. Summary

- 4.1. Overall, there are clear educational benefits to the proposal. Removing the dual-zoning and separate transition programmes in particular schools would enhance continuity in learning. The proposal would help staff to work together across associated school groups on shared plans for broad general education and on pastoral and curricular transition arrangements between primary and secondary education. However, important considerations have been raised on issues for particular local areas, including Troves and other specific areas from written responses. In taking forward the proposal the council should provide assurance to the reasonable points raised, including for people living in Troves. The



Council should provide reassurance to parents regarding siblings who may be affected by the proposal and provide clarification in its final report.

4.2. In taking forward its proposal, the Council will need to demonstrate that it has engaged appropriately with all relevant consultees as determined by legislation.

HM Inspectors
Education Scotland
April 2016



Appendix D: SUMMARY OF PUBLIC MEETINGS AND WRITTEN RESPONSES

A summary of the public meetings is available at:

http://www.moray.gov.uk/moray_standard/page_98118.html

A summary of the comments and enquiries received is available at:

http://www.moray.gov.uk/moray_standard/page_98118.html