



EDUCATION AND SOCIAL CARE

**Cullen Catchment Area Secondary
School Rezoning**

CONSULTATION REPORT

3 May 2017

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1. INTRODUCTION

Background

At its meeting on 25 January 2017 Moray Council's Children and Young Peoples Services Committee agreed to formally consult on a proposal to amend the catchment area boundary of Buckie High School and Keith Grammar School, within a split secondary zone for Cullen Primary School, by moving the boundary line further to the south.

Proposals

It was proposed to vary the catchment areas of Buckie High School and Keith Grammar School based on geographical areas which are delineated on plans.

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 summary documents the formal consultation undertaken on this proposal between Wednesday 1 February and Friday 17 March 2017.

Consultees

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

- Parents (of children of school and pre-school ages)
- Pupils
- Teaching and support staff
- Parent Councils
- Community Councils and Associations
- Local Negotiating Committee for Teachers (LNCT)
- Trade Unions
- Interested members of the public

Reviewing the proposal

The written and oral responses were analysed by the Council's 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

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

Response Analysis

The survey asked if respondents agreed with the proposed revised catchment areas.

There were a total of 10 responses to the survey. Out of the 10 responses:

6 respondents identified themselves as parents

1 identified as a young person

1 identified as a member of staff

1 identified as the Chair of Keith Grammar School Parent Council

1 identified as the Deskford Community Association

Summary

The responses were:

| School Catchment Area Proposal | Number of Survey Responses Received | Number Agree | Number Disagree |
|---|-------------------------------------|--------------|-----------------|
| To amend the boundary line between the Buckie High and Keith Grammar School catchment areas | 10 | 9 | 1 |

Written Responses

In addition, three written responses were received. These were from the Deskford Community Association and two parents of children who will be directly affected by the proposal.

A number of statutory consultees chose not to submit responses to the consultation.



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

Issues

The main issues raised at the public meeting on 7 February 2017 are listed below along with the Education Authority's response.

- All parents and pupils in attendance were happy with the proposal and felt that it addressed their wishes.
- Parents were of the view that all children transitioning from primary school to the same secondary school, with friends, was essential for the children's wellbeing.
- Factual questions on school transport were answered.

The Education Authority's response to the issues raised are that they are supportive of the Council's proposal.



4. SUMMARY OF WRITTEN POINTS RAISED and EDUCATION AUTHORITY RESPONSE

The main issues raised in written correspondence are listed below along with an Education Authority response.

Issues

1. The children value the opportunity to remain with existing friendship groups when they transfer to secondary school. In addition, all Cullen Primary pupils will have the opportunity to make friends with future classmates through a variety of Buckie Associated Schools Group (ASG) partnership opportunities. As a result, they will feel supported and not experience a feeling of isolation at secondary school.
2. There is a well-established transition programme for Buckie High School which includes a drop-in at Buckie High School, well-structured induction days and visits from guidance staff. The proposal will also ensure curricular continuity and coherence, and pastoral support, for all Cullen Primary pupils, when transitioning to secondary school.
3. Travel routes from the Deskford area to Buckie are seen as being both shorter and safer than the route from Deskford to Keith, particularly in the winter months. There is also public transport operating from Cullen to Buckie which would support after school pick up when children attend after-school activities.
4. The children have a better knowledge of Buckie as a community through various existing links with the town, for example attendance at the swimming pool.
5. There is a view that course options are greater at Buckie High than Keith Grammar, probably due to the fact Buckie High is a larger school.
6. Revised catchment areas will help to build upon the Buckie – Cullen inter-school channels of communication, particularly with regard to issues relating to individual pupils and staff development opportunities.
7. Revised catchment areas will help to build opportunities for parental involvement and community cohesion.



Education Authority Response

Issues 1-7 are all supportive of the Council's proposal.

Issue

8. There were concerns expressed on the proposal over the impact on the Keith Grammar School roll and knock on impacts of this on school budget, staffing and curriculum choice.

Education Authority Response

The potential impact on the Keith Grammar School roll was acknowledged in Section four of the Proposal Paper which stated that the proposal has the potential to reduce the roll of Keith Grammar School by up to twelve pupils over the next six years. In practice this could be less due to the impact of out-of-zone placing requests.

Issue

9. Alternative suggestions to the proposal:
 - Retain the status quo and continue with present split zoning arrangements.
 - Primary School pupils, who live in the current Keith Grammar School catchment area, but who attend, or in the near future are likely to attend, Cullen Primary to be provided with a placement in a primary school associated with Keith Grammar School.
 - All Cullen pupils should be zoned to Keith Grammar School.

Education Authority Response

The Education Authority does not support these alternative suggestions which were all considered at the pre-consultation stage. It was apparent then that none of these were likely to have the support of the families who would be directly affected by the proposal.



5. REPORT BY EDUCATION SCOTLAND and EDUCATION AUTHORITY RESPONSE

The main points from the Education Scotland report were:

1. There are clear educational benefits to the proposal.
2. Removing most of the split-zoning has the potential to enhance continuity for children's learning.
3. The proposal would help staff to develop further their pastoral and curricular arrangements, within the ASG, to benefit children's learning between primary and secondary education.
4. The Council needs to continue to engage with stakeholders at Keith Grammar School and provide further clarification in relation to their concerns over continued split-zoning, including any arrangements to address these.

Education Authority Response

The Education Authority's response is that the first three points from the Education Scotland report are supportive of the Council's proposals and there are no specific actions or amendments required as a result.

In regard to point 4, it is confirmed that there are no children resident within the area which remains zoned to Keith Grammar School, nor are there currently any children from this area who could potentially enrol in Cullen Primary School in the next five years. As no children are likely to be affected, this is not an issue. Should any children be resident in this area in future, the Council will engage with the families and provide clarification and address any concerns arising.



6. CONCLUSIONS AND RECOMMENDATIONS

Reviewing the proposal

Officers of the Education Authority have listened carefully to the points made at the public meeting 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 and the Corporate Director (Education and Social Care) has provided an Education Authority response to the issues in terms of powers delegated to him. The Education Authority notes the final point made by Education Scotland in relation to the children remaining in the part of the catchment that is not to be re-zoned. This has been reviewed following receipt of the Education Scotland report and it is confirmed that there are no children in that area and not projected to be any. Should any children be resident in this area in future, the Council will engage with the families and provide clarification and address any concerns arising.

Summary

1. There are clear educational benefits to the proposal.
2. Removing most of the split-zoning has the potential to enhance continuity for children's learning.
3. The proposal will help staff to develop further their pastoral and curricular arrangements, within the ASG, to benefit children's learning.
4. The children will have the opportunity to remain with existing friendship groups which they value.

Conclusions

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

- a) Abandon the proposal and maintain the status quo; or
- b) Adopt the proposal in its entirety; or
- c) Amend the proposal in some way and undertake a further consultation exercise on a new proposal.

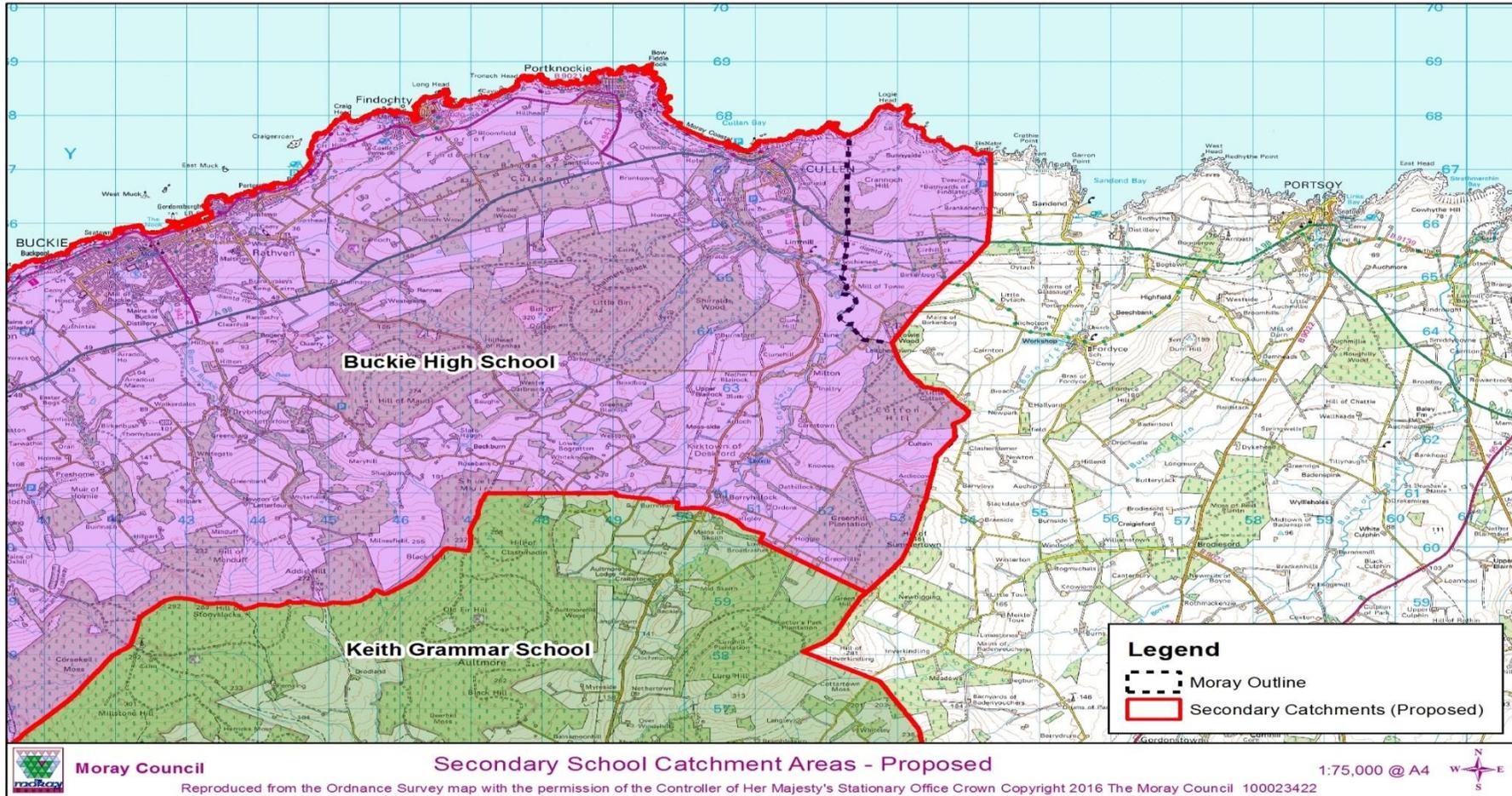
Recommendations

Having considered all of the written and oral submissions, along with the report from Education Scotland, officers recommend implementing the revised catchment areas for Keith Grammar School and Buckie High School, as per the original proposal, with effect from 14 August 2017.

A map showing the catchment areas now recommended for implementation is shown in **Appendix A** to this paper.



Appendix A: MAP SHOWING THE CATCHMENT AREAS RECOMMENDED FOR IMPLEMENTATION



Appendix B: PROPOSAL PAPER



THE MORAY COUNCIL EDUCATION AND SOCIAL CARE

CULLEN CATCHMENT AREA SECONDARY SCHOOL REZONING PROPOSAL

Proposal Paper

To vary the catchment areas of Buckie High School and Keith Grammar School.

**Statutory Consultation Period:
Wednesday 1st February – Friday 17th March 2017 (31 school days)**

All submissions expressing views on the proposals detailed in this document must be submitted **by 5.00pm on Friday 17th March 2017** 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 in May 2017.

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

1. **THE PROPOSAL**

- 1.1 It is proposed to vary the zones (catchment areas) of Keith Grammar School and Buckie High School based on geographical areas which are delineated on plans contained within this document and described below.
- 1.2 It is intended that the implementation date for this proposal will be 14 August 2017.

2. **BACKGROUND**

- 2.1 The Cullen Primary School catchment area is split zoned between the catchment areas of Buckie High School and Keith Grammar School.
- 2.2 On 27 May 2015 the Children and Young People's Services Committee agreed 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; 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 a zone change should be made where it has the potential to result in educational benefits for children and young people.
- 2.3 Earlier in 2016, the head teacher of Cullen Primary School held informal discussions, around both social and educational matters, with the parents of the children currently attending Cullen Primary School who could be affected by any catchment area changes. Almost all of these parents indicated that they would be likely to support moving the boundary line between the Buckie High School and Keith Grammar School catchment areas further south.
- 2.4 On 9 November 2016, following a report by officers into the various options which could be considered for the Cullen Primary School catchment areas secondary zones, the Children and Young People's Services Committee agreed to instruct the Corporate Director (Education and Social Care) to progress to statutory consultation on amending the catchment area boundary of Buckie High School and Keith Grammar School, within a split secondary zone for Cullen Primary School, by moving the boundary line further to the south.
- 2.5 It is recognised that the large rural area served by Cullen Primary School makes it an exceptional case for a different zoning arrangement; therefore a split catchment area should remain. The proposed new catchment area boundary line is geographically, approximately half-way between Keith and Buckie.
- 2.6 The proposals would affect only a few pupils, currently attending Cullen Primary, and would not create any capacity issues for Buckie High School.

3. **DETAILED PROPOSALS**

- 3.1 The boundary line which delineates the catchment areas of Keith Grammar School and Buckie High School should be moved further south. This would result in the communities of Deskford, Berryhillock and Hoggie being within the catchment area of Buckie High School. The proposed boundary line and area affected is shown on the map in **Appendix 1**.

4. **EDUCATIONAL BENEFITS STATEMENT**

- 4.1.1 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 (Associated Schools Group) secondary school. Implementing this proposal will improve continuity and progression for some learners.
- 4.1.2 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 school. Implementing this proposal will therefore result in improved curricular coherence for some pupils.
- 4.1.3 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 a few more pupils to the ASG secondary school will ensure they can enjoy these benefits.

4.2 **Likely effects for children currently attending the affected secondary schools**

- 4.2.1 There would be no detriment to current users of the provision. All children currently attending Keith Grammar School will be able to remain at that school for the remainder of their time at school.
- 4.2.2 The number of children likely to be affected by this proposal is very small therefore implementing the proposal will have a negligible impact on school rolls.

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

- 4.3.1 This proposal will ensure that a few more children living in the Cullen Primary catchment area will be able to attend the same secondary school as most of their peers from primary school.

4.3.3 These few additional Cullen Primary pupils will benefit from being zoned to Buckie High School through improved pastoral transition.

4.3.4 These few additional Cullen Primary pupils will benefit from a curricular transition, shared curriculum rationale and common teaching and learning strategy which prepares Buckie ASG pupils for a smooth transition to Buckie High School.

4.4 Likely effects on other users of the schools' facilities

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

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

4.5.1 This proposal will have no significant adverse impact on children attending other schools in Moray.

4.6 Other likely effects of the proposal

4.6. The proposal has the potential to reduce the roll of Keith Grammar School by up to twelve pupils over the next six years.

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

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

4.7.2 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 B**.

4.8 Summary of benefits resulting from implementation of this proposal

4.8.1 The benefits can be summarised as follows:

- A few additional pupils will be able to attend their ASG secondary school along with peers from their primary school.
- A few additional children will experience the same pastoral and curricular transitions to secondary school resulting in continuity in their learning.

4.8.2 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 Manager.

- 4.8.3 In delivering these 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.

5. TRANSITION ARRANGEMENTS

- 5.1 No existing school pupils will be required to move school when new zones are established unless that is by parental choice.
- 5.2 Children in Primary 7 at Cullen Primary, resident in the affected area, will transfer to Buckie High School in August 2017.
- 5.2 From 14 August 2017 all enrolments to secondary schools will be based on the proposed catchment areas shown in **Appendix 1**.

6. TRANSPORT ARRANGEMENTS.

- 6.1 Travel distance from Deskford to Buckie is approximately 6.5 miles and from Deskford to Keith is approximately 9 miles; from Berryhillock to Buckie is approximately 7.5 miles and from Berryhillock to Keith is approximately 9 miles; from Hoggie to Buckie is approximately 8.5 miles and from Hoggie to Keith is approximately 9 miles.
- 6.2 Moray Council currently provides free school transport for secondary school pupils who reside more than 2 miles from their designated zoned school, determined following any decision on zoning taken by the Moray Council. If these proposals are adopted there should be no significant changes to school transport arrangements for eligible pupils. Transport will be provided to whichever of Keith Grammar School or Buckie High School is the zoned school.
- 6.3 Transport will continue to be provided for pupils who reside in the area which is proposed for amendment, and who currently attend Keith Grammar School, to enable them to continue to attend Keith Grammar School, for the remainder of their time at that school. Thereafter transport will only be provided to Keith Grammar School from within the Keith Grammar School delineated catchment area.
- 6.4 Parents who make successful placing requests for their children to attend schools, other than their catchment area school, have to make their own transport arrangements and meet the costs thereof.

7. THE CONSULTATION PROCESS

7.1 Formal consultation will run from Wednesday 1 February to Friday 17 March 2017 (31 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 at Cullen Primary School (including those children expected to attend the affected schools within two years of the publication of these proposals);
- information on the proposal to parents of Keith Grammar School and Buckie High School;
- information, including the proposal paper, placed on the Council's website;
- information on the proposal 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 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 7 February 2017 | Cullen Primary School | 19.00-20.00 |

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 before the end of June 2017.

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 24 March – 28 April 2017. 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 proposal.

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 B**.

11. **SUBMISSION OF VIEWS**

11.1 Responses to the consultation should be made by writing to:

Cullen 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

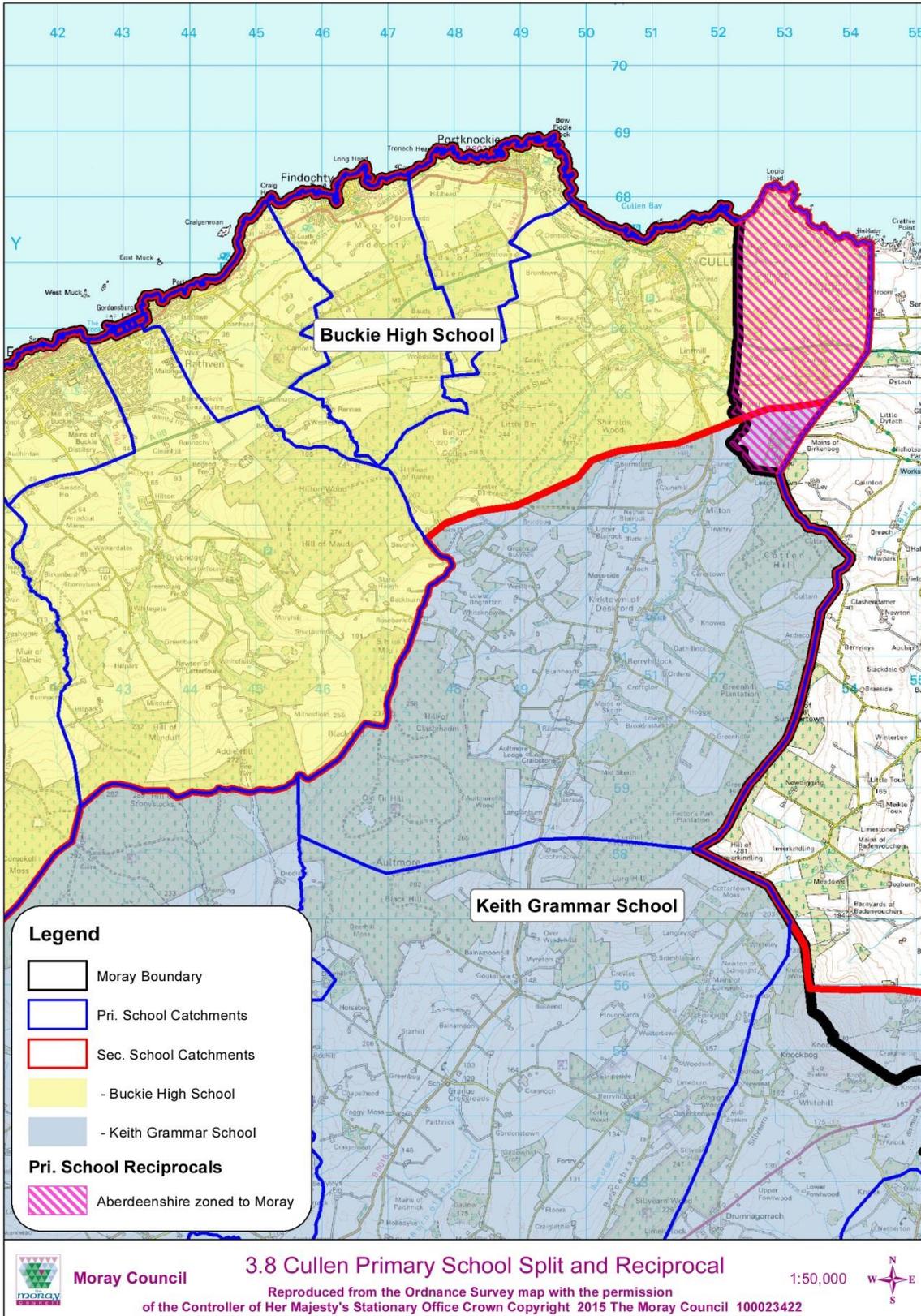
or by completing the on-line consultation form by following the links at www.moray.gov.uk

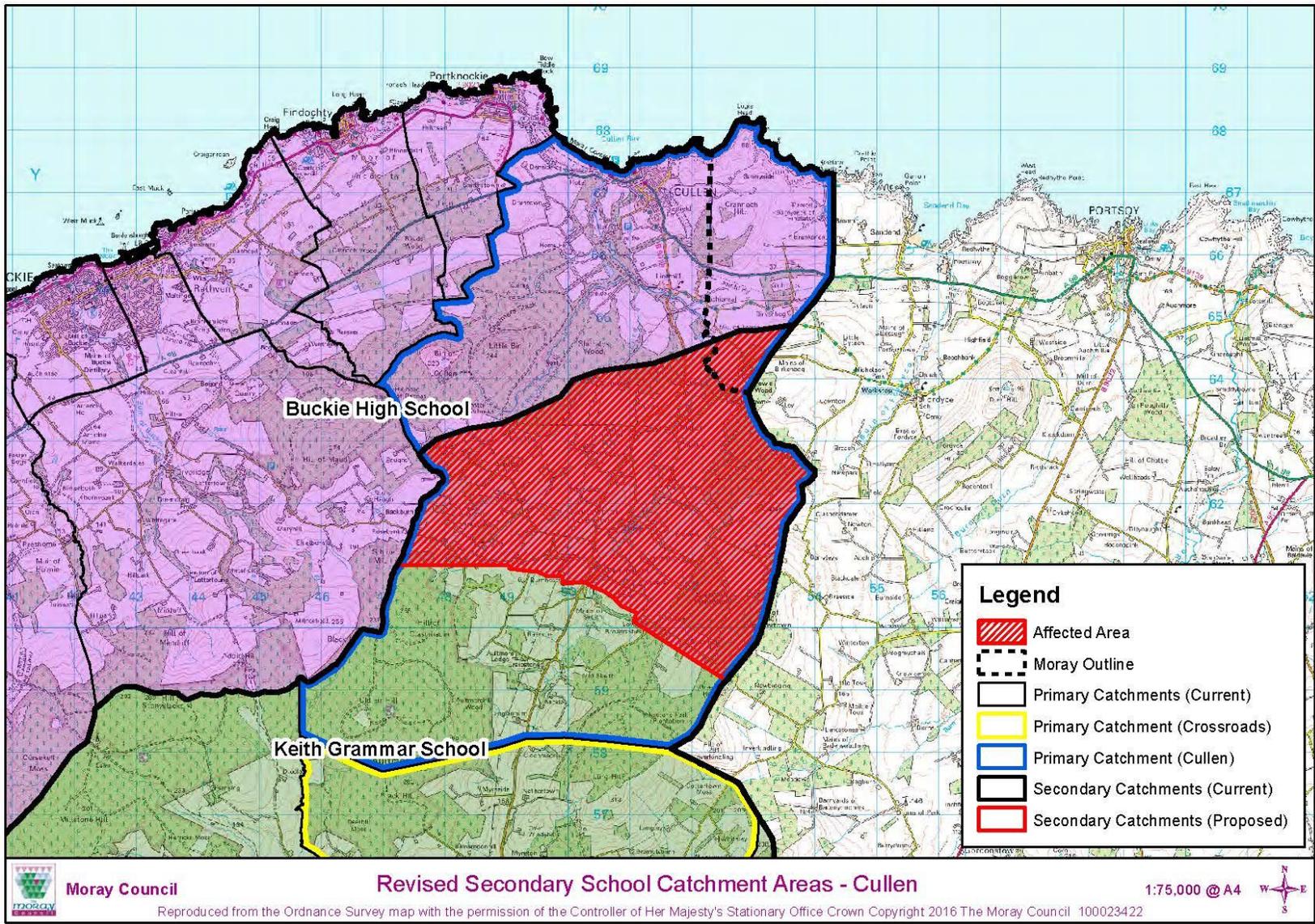
All responses must be submitted by **5.00pm on Friday 17 March 2017** for them to be taken into account as part of the consultation.

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 first meeting of the Children and Young Peoples Services Committee following the council elections in May 2017. This will provide information for Elected Members to make a final decision on the proposal before the end of June 2017.





Appendix C: EDUCATION SCOTLAND REPORT

The Moray Council clarifies that while the Education Scotland report makes reference to dual-zoning, the area referred to is, in fact, split-zoned. In a dual-zoning situation children living in the area would be zoned to two secondary schools and would have the choice of which to attend. This is not the case with the Cullen catchment area which is split zoned with part of the catchment area being zoned to Buckie High School and part zoned to Keith Grammar School.

Report by Education Scotland addressing educational aspects of the proposal by The Moray Council to vary the catchment areas of Buckie High School and Keith Grammar 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 Buckie High School and Keith Grammar 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 young people of the schools; 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:

- 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; and
- visits to the site of Cullen Primary School, Buckie High School and Keith Grammar 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 1 February to 17 March 2017. The council held one public meeting at Cullen Primary School on 7 February 2017. Prior to the formal consultation, the council held informal discussions with head teachers of schools concerned and the Cullen Primary School Parent Council. 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 three written responses and ten responses to an online survey about the proposal. Almost all were supportive of the proposal. Cullen Primary School, Buckie High School and Keith Grammar School also undertook a consultation process with their staff and pupils. All were in favour of the proposal in Cullen Primary School and Buckie High School where no concerns were raised. Staff and pupils from Keith Grammar School raised several concerns against the proposal.

3. Educational Aspects of Proposal

3.1 Overall, there are clear educational benefits to the proposal. Removing most of the dual-zoning area has the potential to enhance children's transition arrangements. This should enhance the quality of pastoral support available and also ensure further continuity in children's learning and curricular experiences when they move from primary to secondary education. Removing most of the split zone reduces the risk of children experiencing discontinuity in their learning as a result of transition from primary school to a non-Associated Schools Group (ASG) secondary school. Children are more likely to have increased educational and social opportunities throughout their school life to work collaboratively with children from other ASG primary schools. There still remains a small area where there is dual zoning. The council may want to review this in the future to

ensure that no pupil is disadvantaged in terms of equity. Currently, there are no children who reside in this area.

- 3.2 Parents, children and staff who spoke with HM Inspectors during their visits to Cullen Primary School and Buckie High School supported the proposal. They reported that last session, all children in the designated areas to be re-zoned opted to attend Buckie High School in August 2016. The headteacher of Cullen Primary School reported that this was also the current situation for those children who live in the designated areas for August 2017. All consultees saw clear advantages to transition arrangements between Cullen Primary School and Buckie High School. They felt that children from these schools could benefit more easily from the broad range of out of school activities and experiences on offer including from community organisations in the areas. All staff, parents and children who met with HM Inspectors commented on the adverse effects which dual zoning could have on existing friendship groups. They felt that having one zoned secondary school to which all pupils transferred at the end of P7 would help address this. Written responses from consultees from Cullen Primary School and Buckie High School reflected the views noted in this section.
- 3.3 Consultees at Keith Grammar School are of the view that the proposal will have a negative impact on the school. They are concerned that any reduction in pupil numbers would have an adverse effect on staffing, available course choices and young people's education in general. They are also of the view that the proposal does not reflect accurately what it sets out to do as there is still an area where there is dual zoning. Currently, there are no children residing in this area. In taking its proposal forward, the council needs to continue to engage with stakeholders at Keith Grammar School and provide further clarification in relation to the above concerns, including any arrangements to address these. Written responses from consultees from Keith Grammar School reflected the views noted in this section.

4. Summary

Overall, there are clear educational benefits to the proposal. Removing most of the dual-zoning has the potential to enhance continuity for children's learning. The proposal would help staff to develop further their pastoral and curricular arrangements within the ASG to benefit children's learning between primary and secondary education. In taking its proposal forward, the council needs to continue to engage with stakeholders at Keith Grammar School and provide further clarification in relation to their concerns, including any arrangements to address these and include this information in its final report.

**HM Inspectors
Education Scotland
March 2017**



Moray Council

Cullen Catchment Area Secondary School Rezoning

Public Meeting

7 February 2017

Cullen Primary School Public Meeting (07.02.2017)

In attendance:

Paul Watson (Senior Education Adviser for Schools Consultations)

Alison McLaughlin (CEO Admin Assistant)

Moyra Hendry (Cullen Primary School: Head Teacher)

Elected Members In Attendance:

Cllr Ron Shepherd (Independent)

Number of representatives in Attendance:

6 Parents

1 Parent/Community Council member

2 Pupils

1 Local member of the press

Paul Watson welcomed all attendees to the meeting and provided an introduction to the Cullen Catchment Area Secondary School Consultation. Paul Watson then carried out a presentation on the proposal. A question and answer session followed the presentation.

Questions & Answer Session

All attendees were happy with the proposal, as this was discussed previously, with the parent council and as part of informal discussions between the head teacher and parents. The proposal covers the wishes that were expressed.

| | |
|----------|--|
| Q | When the catchment changes are implemented will my child receive transport to their chosen school? |
| A | If the chosen school is the catchment area school and you live beyond 2 miles transport will be provided. |
| Q | We have submitted a placing request for Buckie in hope that this proposal is implemented. If the changes are not implemented will we have to fund the transport costs? |
| A | Yes; however if the changes are implemented all transport costs, for eligible pupils, will be paid by the Moray Council. |

- Discussion was held on the health and wellbeing of pupils and parents recognised that the benefit of transitioning from primary school to secondary school with friends is essential to the wellbeing of the children.
- It was confirmed that the Community Council has not received any concerns on the proposed changes.

Paul Watson concluded the meeting by thanking those in attendance for coming along and participating.



Moray Council

Cullen Catchment Area Secondary School Rezoning Consultation

Comments / Enquiries Received

1 February – 17 March 2017

Correspondence

Sent: 22 February 2017 10:35

Subject: Re zoning of secondary catchment

Dear Sir,

Following the consultation by Moray Council regarding the rezoning of Secondary catchment areas, in particular those that concern Cullen Primary School pupils, I would like to express how glad I would be personally as a mother of four who live in the Deskford area if the change of boundary was implemented. I have nieces and nephews who have or are currently at Buckie High and would like the opportunity to send my children along with their peer's to the same, with provision of school transport. I do understand that we live outside the two miles from Cullen required for collection by bus but are still within the catchment area. We appreciate you giving us the opportunity to have our say and would fully agree with the change proposed.

Regards

Sent: 08 March 2017 13:57

Subject: Cullen Catchment Area Secondary School Rezoning 2017

Dear Sir or Madam,

I am writing on behalf of Deskford Community Association with regard to the consultation on the proposal to rezone the secondary school catchment area for pupils attending Cullen Primary School - a subject discussed at the recent committee meeting of Deskford Community Association. Members of the Association and its committee include the parents of children directly affected by the rezoning issues. All primary school aged children living in Deskford currently attend Cullen Primary School and then move onto Keith Grammar School. It is usually the case that one or two pupils each year complete the transition to Keith Grammar School while the rest of their contemporaries move to Buckie High School, a situation that can understandably lead to a range of problems - including isolation - for those children. We believe that moving to Buckie High School along with their peers would be far more beneficial to the children from our community.

In our view a move to the same secondary school for all children from Cullen Primary will lead to very positive outcomes. Both schools will be able to concentrate on working more closely together in order to ensure a smooth transition process for *all* pupils; it will help to establish and build upon the inter school channels of communication particularly with regard to the curriculum, issues relating to individual pupils, staff development opportunities and opportunities for parental involvement and community cohesion.

We wholeheartedly support this proposal and trust that you will take these views into account as part of the consultation process. We look forward to a positive outcome for the children living in Deskford and for all pupil attending Cullen Primary School.

Yours sincerely,
Secretary
Deskford Community Association

9th March 2017

To whom it may concern,

I write regarding the consultation on the proposal to rezone the secondary school catchment area for pupils attending Cullen Primary School. I am a parent of two children who are directly affected by the proposal and wish to give my view.

I feel that the proposal to move the boundary line between Buckie High School and Keith Grammar School catchment areas would be extremely beneficial for the few pupils it would affect. Cullen Primary school is part of Buckie High School ASG (Associated Schools Group) and has a close partnership in many areas –

- Schools in the ASG agree to similar curriculum development and practice. This ensures that learners transitioning to secondary school begin together from a more equal baseline. I feel it is extremely important for children to progress naturally in their learning, without the need for ‘catching up’ or ‘starting from scratch’. Absence of curriculum continuity would be detrimental to learning, confidence and self-esteem.
- I think the transition process from Cullen to Buckie is far better than from Cullen to Keith. The pupils moving to Keith only get a couple days visit to experience life in Keith Grammar whereas pupils moving to Buckie have visits from Buckie guidance staff, talks from previous pupils, many days in Buckie High and the chance to attend a P7 drop-in club where the children play games and sports, try crafts and activities and most importantly, they meet and mix with children who will become their classmates.
- The children of Cullen Primary have the chance to make friends with future classmates through ASG partnership opportunities such as cricket, rugby, cross-country and orienteering tournaments; library and Euro quizzes; science and music festivals. Quite often the ASG schools will share buses to attend these events, further strengthening the educational and social bond.

On a more personal note, I believe that the proposal to move the boundary will support greater wellbeing for our children. I was recently involved in a discussion with children from another school about school values and aims, and although learning was high on their list, ‘seeing their friends’ was the top priority for the children. They said it helped them to be ‘happy, be included and feel better about themselves’.

The social and emotional state of our children impacts greatly on their ability to learn and develop skills for life. To allow the Deskford children the chance to go to Buckie High School with their friends and peers would continue the achievements, strengths and skills built up during their time in Cullen Primary - confidence, self-awareness, motivation and values, to name a few.

I also believe ‘country’ children generally feel more isolated than ‘town’ children who have greater opportunity to mix with friends out with school. Sending a country child, *alone*, into unfamiliar territory would surely intensify this feeling and present setbacks.

Over 35 years ago, I experienced the exact same transition of moving from Cullen Primary School to Keith Grammar School. I clearly remember how hard it was and think this rezoning proposal is well over due.

I have read the proposal paper, attended school and public meeting regarding the proposal, and wish to state that I fully support the Cullen Catchment Area Secondary School Rezoning Proposal.

Regards,

Social Media

No correspondence received

Survey Monkey Comments

- On behalf of KGSPC, I'd like to state that we are opposed to this proposal as it will have a detrimental effect on the Keith Grammar School roll. Subsequently, in real terms, this could reduce the number of teaching staff employed at KGS which could then have a detrimental effect on the education of all pupils who attend KGS. Here are our alternative suggestions:
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 - 1.) Continue with present split zoning arrangements,
 - 2.) Primary School pupils, who live in the current KGS catchment area, but who attend, or in the near future are likely to attend, Cullen Primary to be provided with a placement in a primary school associated with KGS.
 - 3.) All Cullen pupils being zoned to KGS.
- I am a parent of 3 children in the affected area proposed for rezoning. I believe the boundary line should be amended to allow all Cullen Primary School pupils to be zoned for Buckie High School

None, very happy with the proposal and have understood the information given as I still have a child attending Keith Grammar

Stakeholder Responses

Buckie High School

Buckie High School head teacher undertook a consultation process with the following stakeholders:

- Pupils
- Staff

There were no concerns or comments raised.

Keith Grammar School

Keith Grammar School head teacher undertook a consultation process with the following stakeholders:

- Pupils
- Staff

The following concerns/comments were raised:

- Feeling that areas affected had more in common with KGS catchment than BHS around rural/land-based employment and heritage.
- Increased likelihood of these remaining children choosing to go to Buckie and having to incur travel costs leaving those unable to afford this disadvantaged
- Impact of loss of numbers from already low roll on ability to deliver curriculum due to loss of funding/staff numbers
- Impact on remaining Cullen pupils zoned to Keith even greater than that deemed to be sufficient reason for considering change.
- Pupils who would have been affected – former Cullen pupils
- Leaving smaller split zone means those still coming to KGS even more adversely affected
- Increased likelihood of these remaining children choosing to go to Buckie reducing KGS numbers even further and possibly reducing staffing and subjects offered affecting all KGS pupils
- Deskford/Berryhillock areas have more in common with Drummuir/Mulben/Grange than areas around Buckie concerning rural background and planned careers.
- Prefer to leave alone or move boundary closer to Cullen meaning larger proportion come to Keith or if really needed change all of Cullen to BHS.

Pupil Council comments 'in favour':

- Less people at KGS – smaller classes and queues
- Less travel arrangements/cost for the council and people paying taxes

Pupil Council comments 'against'

- Less people in school so less people to go forward for teams
- Small classes aren't always good – e.g. discussions
- Less money for school as less pupils
- Buckie is already a big school – why do they need more pupils?
- Should be up to pupils/parents to choose either
- Why would you want to change it anyway – is it needed – why bothering?
- Would understand if Keith was over-populated but it isn't. Is Buckie/Buckie High not big enough?
- Why does the boundary not move the other way (more people to Keith)? Why away from Keith?

All were unanimous that the status quo should remain.

Cullen Primary School

Cullen Primary School head teacher undertook a consultation process with the following stakeholders:

- Pupils
- Staff

The following concerns/comments were raised:

Head teacher response:

I write with regard to the proposed re-zoning of the Secondary Catchment Area for Cullen Primary School.

I have listened to the many conversations and consultations involving the pupils, parents and staff of Cullen Primary School on the proposal. To their credit, it was clear during the informal consultation that parents who were not directly affected by the proposal, did not wish to be giving an opinion if this were different from the views of those directly affected. As the consultation has become more formal, it has evident that all of the families affected wish the proposal to go ahead and as a school this is the general consensus.

I helped support the Chair Person of the School Council at a joint meeting of the council with the children from the Deskford area who would be directly affected. I was most impressed by their thinking which clearly articulated a positive reaction to the proposal. This group jointly made comments and confirmed some of the evidence I have gathered as well as putting forward ideas which were not considered by parents.

In particular, I should like to highlight the following:-

- By P7, the children are in well-established friendship groups and children wish to transfer to secondary education supported by these or at the very least know that there were a number of people they knew going to the same school. Most children have been together since the age of three and going to nursery.
- The children have a fairly good knowledge of the geographical location of Buckie High School as already they go to the swimming pool and have had several events held at the location e.g. concerts in the Highfield Hall, library visits, Basketball Tournament and other sporting events.
- There is a well-established transition programme for Buckie High School which has been compared by the children to a more limited plan for Keith Grammar School. This includes a drop-in at Buckie Community High School which operates from January of the transfer year and a clear set of three well-structured induction days. They also get several visits from Guidance Staff and former pupils sharing information.
- The children perceive the road to be safer to Buckie especially in the winter time as the higher terrain and narrow road can be tricky going to Keith. Fortunately, the occasions of school closure are few, but potentially, they are greater for Keith than Buckie. There is a lot of traffic in both towns but the children say they feel safer going to Buckie. The distance of travel would certainly be less. There is also public transport operating from Cullen to Buckie which would also support after school pick up when children attend after-school activities.

- The curricular transitions for pupils are more in line with Buckie High School as Cullen participates in the joint CPD and other developments for staff e.g. 1+2, Numeracy and Literacy.
- The children have clearly articulated their views about this proposal and I am in no doubt their preference is Buckie.
- For later in their education careers, at the present time, I believe the course options are greater at Buckie than Keith, probably due to the fact it is a larger school.
- Whilst it has never been an issue, it is not possible for me, as HT, to attend meetings for both Keith and Buckie ASG and as a result I only attend the Buckie one now. This has changed over the years. Initially I attended a few at Keith and was well informed by the group but over the years, this has reduced considerably in line with the reduced number of children transferring to Keith.

Pupil response:

The School Council and the children from the Deskford area would like you to consider their thoughts.

- There would be more of our friends going to Buckie Community High School and so we would know people and what they like to do.
- We have a better knowledge of Buckie and getting around rather than Keith Grammar School (places as well as school).
- We have a better knowledge of the building in Buckie because we already go to swimming lessons at Buckie pool.
- P7s get to go to a drop-in at Buckie Community High School to help with getting to know people.
- There are good visits to Buckie High School for P7-S1

We also think that:-

- Roads safer in Buckie. There's a lot of traffic in both but feel Buckie is safer.
- In winter, Keith is up higher and it gets icy and the roads are icy.
- There are places to wait for parents if they are late in Buckie High School.
- P7s already know the information about learning because they have heard about it at drop-ins and visits to the school.
- There are lots of trips offered at Buckie High School eg going to Barcelona.
- Induction days are longer at Buckie High School.
- Children know people already at Buckie High School and they might help them.

All the P7s are going to Buckie High School this year and last because some people have chosen to go there. Here are some quotes from the children who live in the area where there could be a change.

xxxx – “I have one brother who went to Keith but he is leaving. I have another who will help me at Buckie High School”.

xxxx – “I am really shy and I wouldn’t want to go along to Keith Grammar School”.

xxxx –“There’s not a down side to going to Buckie Community High School”

“I just want to go to Buckie High School”.

We have most confidence in Buckie and everyone would like to go there.