



MORAY COUNCIL
BRIEF FOR A SUSTAINABLE LEARNING ESTATE

SPEYSIDE ASSOCIATED SCHOOLS GROUP

OCTOBER 2024

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Background

In March 2020 Moray Council agreed the Developing a Strategic Approach to the Learning Estate paper, which set out the steps we needed to take to develop a long-term strategy for our learning estate. This included the creation of a Learning Estates Team within the Education Resources & Communities Service. The Learning Estate Strategy 2022-2032 ([Moray Learning Estate Strategy 2022-2032](#)) published in 2022, aligns with the Scottish Government's national strategy "Scotland's Learning Estate Strategy: Connecting People, Places and Learning" ([Scotland's Learning Estate Strategy](#)) and sets out how Moray Council would work over the next 10 years to optimise its investment of resources in its Learning Estate in a prioritised manner to meet the needs of 21st century learning and teaching.

Learning the lessons of the past the 2022-32 strategy is committed to working closely with all learning estate stakeholders to establish and agree an approach to future investment to deliver a sustainable learning estate.

Moray Local Outcome Improvement Plan

The Learning Estate strategy also aligns with the local priorities set out in Moray's Local Outcome Improvement Plan (LOIP) that has a partnership vision of raising aspirations and our priorities that include:

- Growing a diverse and sustainable economy
- Building a better future for our children and young people in Moray

In terms of outcomes this translates to Moray being:

- A place where children and young people thrive.
- A place where they have a voice, have opportunities to learn and get around.
- A place where they have a home, feel secure, healthy and nurtured.
- A place where they can reach their full potential.

There is evidence that attainment and post-school destinations vary across Moray communities and in some areas are below average.

Moray Learning Estate Strategy

Any learning estate strategy must help to achieve these ambitions along with those in the Corporate Plan which link directly to the outcomes for our children and young people.

"Provide a sustainable education service aiming for excellence."

To achieve this, the learning estate strategy requires the provision of the best learning environments for our learners and ensure that there is sufficient capacity as Moray grows as an economy.

It is therefore vital that the strategy for Moray's learning estate takes the following factors into consideration:

- School catchment areas
- Schools in communities
- Condition and suitability of the school estate.
- Projected school rolls
- Delivery of the learning experience
- Early years strategy
- Additional Support Needs (ASN) Strategy

- Affordability
- Management of schools or groups of schools

Programme

Who are we?

We are a team dedicated to the development of the Learning Estate across Moray. The team sits within the Education Resources and Communities service within the council and currently consists of:

- Head of Education Resources and Communities
- Programme Manager (Learning Estate)
- 3x Senior Project Officers
- Communications and Engagement Officer (Learning Estate).
- Community Support Officer (Learning Estate).

We work closely with other departments within the council to ensure the effective delivery of the programme such as education, property, planning, communities and finance.

You can contact the team by emailing learningestate@moray.gov.uk.

What are the project plans?

The delivery of the Learning Estate programme can be divided into 5 key themes.

Engagement and Consultation

- Throughout development of the strategy and future options of the Learning Estate, community stakeholder engagement will be a key activity. This will be conducted in each Associated Schools Group (ASG) and report findings to the relevant Committee and/or full Council

Asset Management

- All our schools should meet the minimum standards for condition and suitability – B is the minimum. Our aspiration is for all new school builds and major refurbishment projects to achieve an A or B standard for both condition and suitability.
- A significant number of our schools are at Condition C (Poor) overall and Condition D (Bad) in some specific building areas.
- Two of our schools are categorised as Condition D overall.
- Detailed condition update surveys for ALL Moray schools will be completed by spring 2025 – these will determine the scale and scope of works to meet and maintain the minimum B standard.
- A significant 15-year investment (@£190M) is required to be budgeted to complete the upgrade works.
- Asset management of the future Learning Estate will seek to transition from a reactive repair and maintenance approach to a more sustainable preventative maintenance regime over the same timescale.
- Survey outputs will also support new build/major refurbishment and estate sustainability decision making.

Design and Construction

- A number of major construction projects have already been identified to meet the school capacity requirements for the next 15 years.

- Future options Forres Academy & Buckie High School are progressing
With the discovery of Reinforced Aerated Autoclaved Concrete, the Future Forres Academy is a priority new build project and Scottish Government Learning Estate Improvement Programme (LEIP) 3 funding has been approved for it.
- Elgin High School Capacity Expansion Project will increase the school capacity by an additional 250
 - Modular classrooms currently on site to meet short to medium term need
 - New build annex is a LEIP Stage 2 project that is due to complete in 2026.
- A future need for additional primary and secondary capacity is assumed within areas of planned residence in Elgin
 - Findrassie Primary School is a proposed new build to support significant new housing development over the next 15 years to the north of Elgin.
 - It was due to be complete in 2025, however, a decision to defer the final design and construction start date by up to 5 years was reviewed and reset at a meeting of the Councils Education, Children's, and Leisure Services Committee in February 2024.
 - Elgin High School ASG may require additional primary capacity within next 3-5 years due to residential development. Options to meet this requirement will be developed over next 12 months.

Estate sustainability - (ownership, occupation, management, and use)

- Will address the current over capacity within some areas of Moray and under capacity in others.
- **A rationalisation of the learning estate through rezoning, mergers and closure** are all options that could be considered, taking account of a number of key criteria:
 - Condition
 - Suitability
 - Capacity forecast
 - Net zero carbon options
 - Upgrade and maintainability affordability.
- No current plans to close schools.
- Will explore mixed use, service outreach and wider community use of schools – especially those in rural areas – to support future learning estate investment.
- Inveravon Primary School was permanently closed in 2023.
- Crossroads Primary School is currently mothballed. Following public engagement last year, a recommendation to elected members to proceed with formal consultation on closure of the school was approved in September.

Digital Enabled Learning

- Working with other council teams to identify digitally enabled learning options and determine infrastructure requirements to support their implementation.

Net Zero Carbon

- Initiatives to determine options to reduce CO2 footprint of the Learning Estate and plans to meet national and local climate targets.
- Initial focus around **fabric first** option to ensure **energy efficient school buildings** and in the future, with follow on replacement with renewable energy options to be undertaken within planned energy source replacement timescales

- Energy efficiency surveys on selection of representative schools will be completed over the next couple of months. These will determine cost effective net zero intervention options to incorporate into future upgrade and maintenance works.
- New builds will adopt low energy (and CO2) design methodologies (e.g. Passivhaus).
- Will look at retrospective low carbon methodologies (e.g. Enerphit) to address current buildings.

Where are we now?

- Condition Surveys – plan to be complete by April 2025. All Speyside primary schools completed.
- Crossroads Primary School under statutory consultation for permanent closure.
- Findrassie Primary School – deferment on new build
- Elgin High School Capacity Expansion – in Concept Design phase
- Future Forres Academy – site selection and design brief
- Future Buckie High School – feasibility study completed
- ASG engagement – Forres complete, Buckie complete, Elgin in progress, Keith in progress, Speyside about to start.

Condition

Condition has a direct impact on what goes on in the school and is concerned with:

- The **current state of the fabric** of the school and with **safety and security**

The condition score for each school is reported by Moray Council to the Scottish Government annually, based on the situation on 1 April each year, for validation and publication later in the year.

The condition score is for the benefit of all school users and the community. Condition can have a direct impact on what takes place in the school and on its image, ethos, and reputation in the community.

The condition rating for the school is based on the following criteria:

A: Good – Performing well and operating effectively (physical element conducts function totally as new including consideration of the transverse elements)

B: Satisfactory – Performing adequately but showing minor deterioration (physical element conducts function satisfactorily, may show signs of age and including consideration of some transverse elements)

C: Poor – Showing major defects and/or not operating adequately (physical element does not perform function effectively without continuous repair, shows signs of age and does not consider most of the transverse elements)

D: Bad – Economic life expired and/or risk of failure

Condition Core Fact data is provided for all primary and secondary. Where early learning and childcare settings are on the same site as a primary school these will be included and managed as part of the primary school.

To capture all the information necessary to arrive at a Condition rating for the school as a whole, 12 ‘major physical elements’ are considered (and weighted):

- Roof (15% weighting)

- Floors and Stairs (7%)
- Ceilings – Ground and Upper Floors (1%)
- External walls, windows and doors (20%)
- Internal walls and doors (7%)
- Sanitary Services (5%)
- Mechanical (14%)
- Electrical (11%)
- Redecorations (2%)
- Fixed Internal Facilities, Furniture and Fittings (5%)
- External Areas
- Outdoor Sports Facilities and Permanent Fixed Furniture

*Further details on Core Condition requirements can be found in [The Condition Core Fact](#) document.

In addition, the school estate is required to meet statutory and non-statutory property compliance as a demonstration of an emphasis on safe buildings. While directly related to condition the compliance factors are entirely separate from the condition assessment. The factors relate to:

- Asbestos management
- Fixed electrical installation testing
- Fire Safety risk assessment
- Gas appliance safety management
- Property Health and Safety
- Water hygiene and safety (legionella prevention)

Suitability

The suitability score for each school is reported by Moray Council to the Scottish Government annually, based on the situation on 1 April each year, for validation and publication later in the year.

Suitability is a measure of whether a school is fit for the purpose in delivering the education curriculum.

Since the introduction of Curriculum for Excellence (CofE), there has been an increase in the interest in and understanding of the contribution that place and space make to a successful learning environment.

This is made up of:

- Whether its design and layout enhance its function and use.
- Whether there is space and scope to accommodate all the pre-school, day-school and after-school demands and services.
- Whether it is 'inclusive' and accessible to those with disabilities.
- How capable it is of adjustment or adaptation.
- How able it is to adapt in response to:
 - Future and sometimes unforeseen changes in the scale and nature of demand and usage
 - Changes in climate
 - Changes in ICT and other technology
 - Changes to the ways in which education may be delivered.

There is a need to consider the diverse types of spaces within the school and the different activities for which they are used.

To capture all the information necessary to arrive at a suitability rating for the school as a whole, six 'areas' have been identified, five of which are common to all schools:

- Learning and Teaching Spaces (General)
- Internal Social Spaces
- Internal Facilities
- External Social Spaces
- External Facilities

For secondary schools or schools with a secondary department there is a sixth area:

- Learning and Teaching Spaces (Practical)

Many learning spaces are used for a variety of purposes and where this happens it is correct to assess them more than once. This could result in the same space being assessed differently, depending on usage.

For example, a space might achieve an 'A' rating as a dining hall but a 'C' rating as an assembly hall or PE hall.

Each of these 'areas' is then rated:

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

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

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

D: Bad – Does not support the delivery of services to children and communities (the school buildings and grounds seriously impede the delivery of activities that are needed for children and communities in the school).

Factors

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

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

**Further details on suitability can be found in [The Suitability Core Fact](#) document.*

Condition and Suitability of Moray Schools

- The council faces significant challenges with the condition of many of our schools, which are in poor condition and have high maintenance costs which are currently unaffordable.

- 39% of our properties are in a satisfactory (B) or good (A) condition, compared to the Scottish average of 87%
- In December 2018, the council completed a property and asset management appraisal (PAMA) which estimated that it would cost £151 million to bring the whole of the current property portfolio up to a satisfactory standard (condition B).
 - Of this total, £142 million is for schools (adjusted for inflation this is now closer to £195m)
- The council has 53 schools (45 primary and 8 secondary schools).
- School estates' data for 2022/23 details states that
 - 27 Primary Schools fall below the B/B standard for condition.
 - 5 Secondary Schools fall below the B/B standard for condition.
 - 53.64% of our pupils currently learn in premises that fall below B/B standard.

In the past 10 years, there has been significant capital investment in:

- 2 new secondary schools in Elgin.
- A new primary school in Keith – Keith Primary School
- A new secondary school in Lossiemouth.
- A new primary school in Elgin – Linkwood Primary School.
- Four primary schools in Elgin, Forres, Lossiemouth and Buckie were significantly refurbished.

The council will find it challenging to afford to continue this level of investment and so must consider reducing, replacing, repurposing or reconfiguring its property portfolio, if it is to protect front-line services and deliver sustainable schools for the future.

This is critical given 60% of the primary school estate and 62% of the secondary school estate is classed as in poor condition and there is a risk of more schools falling into the lowest condition category and buildings will no longer be viable.

Upgrade and Maintenance Plans

The programme to upgrade all school to B/B standard will take 15 years or longer to achieve due to time available to undertake work and the affordability to do so.

At the same time, a 25-year rolling preventative maintenance plan needs to be developed for all school buildings to maintain them at a B/B minimum standard, this will involve minor and major maintenance together with planned refurbishment dates for significant areas (e.g. heating systems).

A reactive repair and maintenance contingency budget would still be required to support non-planned works.

Next steps/how to get involved?

How will decisions be made in terms of new school, mergers, rezoning?

- School catchment areas
- Projected school rolls
- Condition and suitability of the school estate.
- Delivery of learning experience
- Early years strategy
- ASN Strategy
- Management of schools or groups of schools

- Schools in communities
- Future affordability of financing the school estate.

How long does it typically take for a new school to be built?

The Engagement and Consultation process can take up to 18 months.

The project planning and delivery for a new school can take 4 years to allow for:

- Full option appraisal
- Business case
- Procurement
- Construction
- Commissioning.

Will my child's school be closed?

There are no plans for school closures, however, this cannot be ruled out. The merging of some primary schools and establishment of school campus models (with shared leadership teams) will also be considered (Education will take lead on this option).

Schools (Consultation) (Scotland) Act 2010

For local authorities to consult on changes to schools (including nursery) such as closing, relocating, or opening a new school.

Are rural and/or smaller schools going to be affected by this?

The Act makes special arrangements for rural schools. There is a presumption against closure and the council must ensure that all other alternatives have been identified and robustly considered prior to undertaking any statutory consultation. In addition, the impact of closure of a rural school on the community and impact of revised travel arrangements on pupils also need to be considered,

*Further details on statutory consultation can be found in [Schools \(Consultation\)\(Schools\) Act 2010 Guidance](#)

Management of Schools and Groups of Schools

The merging of some primary schools and establishment of 5-18 campus models (with shared leadership teams) will be considered.

Paired headships in primary schools have already been established to provide more stable leadership in smaller primary schools and could be extended if there is an education benefit in doing so.

A Sustainable Learning Estate Engagement

How will this review be different to the one in 2014?

This is a new review as the school estate and Moray have seen change over the last 10 years.

This review will look at the now and future requirements. It will be different as we are not starting with options rather, we will share the facts around the learning estate prior to support collaborative development with stakeholders on long-term options.

We are looking at each Moray ASG separately.

Why are we engaging?

Approved by Council in December 2020 as a strategic approach and updated in 2022, the Moray Learning Estate Strategy sets out our vision of providing a sustainable education service aiming for excellence.

The basis of the strategy is the utilisation, suitability, and condition of our schools with the outcome being a more efficient and fit-for-purpose school estate for communities across Moray. The strategy will see the development of individual solutions that meet the varied needs of areas across Moray, rather than a one-size-fits-all approach.

Whilst there are not any specific proposals at this stage our ambition is to make the school estate across the authority more sustainable. We need to ensure our schools are the right size and fit for the communities they serve; are energy efficient; offer equity in education; and are fit for 21st century learners. An evaluation of the existing school estate in combination with an extensive consultation with stakeholders is in progress to develop a sustainable asset model for Moray's future learning estate.

What is the engagement process?

We will be holding focused meetings with key stakeholders. These will be open to parents, carers & families, community councils and school staff, pupils and any other groups identified through the engagement process.

The purpose of the drop-in session is to provide an overview of the sustainable learning estate strategy to anyone in the Moray community.

An online survey is available for any Moray resident to complete. Its purpose is to facilitate feedback and opinions on what is a priority to people for their school estate.

Whilst no formal options have been developed yet, as a team we are committed to engaging parents, pupils, school staff and wider communities on an ASG basis.

An ASG focus group will be established with key stakeholders to support collaborative development of future options.

How do I get involved?

Access the learning estate page on the Moray Council website http://www.moray.gov.uk/moray_standard/page_153558.html all the information regarding the engagement and access the survey to participate. All future engagements will be added to the page as we continue with the process.

You can also get in touch with the Learning Estate team by emailing learningestate@moray.gov.uk and we can keep you up to date as things progress.

ASG Considerations

Forres ASG

Engagement on a Sustainable Learning Estate began in Forres ASG. It is expected that Forres ASG will experience growth to the East of the town between now and 2035. Option appraisals for schools need to consider increase in capacity requirements, rezoning, refurbishment, new build, potential for merging and campus models to address these issues and meet the objectives of the strategy.

Forres Academy is a D-condition school and was already a priority for significant improvement investment. With the discovery of Reinforced Autoclaved Aerated Concrete (RAAC), the future Forres Academy project has been accelerated and is scheduled to be operational by end 2027/early

2028. The project has also been successful in its bid for Scottish Government funding support under Phase 3 of the Learning Estate Investment Programme (LEIP).

Buckie ASG

Buckie ASG is expected to experience growth in the west of the town between now and 2035, Cluny primary is expected to be near capacity by 2030, and solutions are under consideration to cope with growth. Buckie High School is C condition (with many specific areas rated as D) and will be near to capacity by the end of the decade. Options for refurbishment, new build, shared hub facilities and potential campus solutions are under consideration in conjunction with the option appraisals for Primary Schools within the ASG.

Elgin Academy ASG

Elgin Academy ASG is expected to experience growth in the North at Findrassie between now and 2035, Elgin Academy is a PPP school and is in good condition as a result, there is a need to provide for increased primary capacity and increased secondary capacity. A new school was planned for Findrassie in 2025, but that project is currently deferred. Option appraisals for schools will consider increase in capacity requirements, rezoning, refurbishment, new build, potential for merging and campus models to address these issues and meet the objectives of the strategy.

Elgin High ASG

Elgin High ASG is expected to experience growth in the South and East between now and 2035. The new school at Linkwood was built to help relieve capacity pressures at New Elgin. Elgin High will have an extension constructed to increase its capacity from 2026. Option appraisals for schools will consider increase in capacity requirements, rezoning, refurbishment, new build, potential for merging and campus models to address these issues and meet the objectives of the strategy.

Keith ASG

Keith ASG is not predicted to experience capacity issues over the next 15 years, but a number of schools are operating significantly under capacity. Option appraisals for schools will consider rezoning, refurbishment, new build, potential for merging and campus models to address these issues and meet the objectives of the strategy.

Speyside ASG

Speyside ASG is not predicted to experience capacity issues, but a number of schools are operating significantly under capacity. Option appraisals for schools will consider rezoning, refurbishment, new build, potential for merging and campus models to address these issues and meet the objectives of the strategy.

Milnes ASG

Milnes ASG is not predicted to experience capacity issues although we do expect small scale growth in Mosstodloch, Fochabers and Lhanbryde. Option appraisals for schools will consider refurbishment, new build, potential for merging and campus models.

Lossiemouth ASG

Lossiemouth ASG is not predicted to experience capacity issues. Option appraisals for schools will consider refurbishment, and new build.

Funding

Learning Estate Investment Programme

In September 2019, the Scottish Government and COSLA published the new Learning Estate Strategy and the first phase of projects to benefit from the £2 billion Learning Estate Investment Programme (LEIP) were announced.

Scottish Futures Trust (SFT) was asked to develop an outcomes-based approach that would support the delivery of the programme.

The approach, which was collaboratively developed, has been approved by COSLA, the Scottish Government and local authority representative bodies, with funding dependent on achieving outcomes in line with these key strategic objectives*:

- **Condition** (LEIP 2/3)
 - new learning environments are built to a high quality and are well-maintained over the long term.
- **Energy Efficiency** (LEIP 2/3)
 - ambitious energy efficiency targets are achieved over the long term and contribute to net-zero commitments.
- **Digitally Enabled Learning** (LEIP 2/3)
 - the investment supports digitally enabled learning and advancements in technology.
- **Economic Growth** (LEIP 2/3)
 - the investment creates new jobs and enables inclusive economic growth.
- **Embodied Carbon** (LEIP 3 only)

learning environment should be greener and more sustainable showing long term sustainability.

*If an outcome is not achieved in full, the funding associated with the outcome will be adjusted.

Scottish Government (SG) funding will be available through the Outcomes Based Funding (OBF) model. SG funding will be released as the achievement of agreed outcomes is evidenced. The details of these outcomes are included in the table below:

Funded Outcome	Outcome to be achieved
1. Condition	<p>Local authorities must provide evidence, through their annual returns that the facility is kept in condition A or B for a period of 25 years.</p> <p>This is intended to be a binary funding condition. In recognition of the potential for survey issues to be identified, removal of funding would be suspended for one year to allow for rectification of any issues leading to a C condition rating. The funding would be reinstated, the next financial year, once it could be demonstrated that the facility was in A/B condition again.</p> <p>If the building drops into condition C more than once during a five-year period, the condition funding element will be suspended without the one-year grace period, until the condition is rectified to A/B.</p> <p>In the event of exceptional circumstances such as fire or flood resulting in the condition of the building being unable to be rectified to an A/B condition within 1 year of becoming a C or meaning that the facility drops into condition C for a second occasion, this will be reviewed on a case-by-case basis between the authority and SG.</p>

2. Energy Efficiency

Authorities must provide evidence that the in-use energy target of 67/kWh/sqm/p.a. for core hours of 2,000 p.a. and core facilities is achieved.

Core Facilities

To provide consistency of definition across the variety of projects in the programme, the following facilities are excluded from the total energy consumption target:

- Dedicated community/health facilities
- Swimming pool/hydrotherapy pool
- External sports flood lighting
- Production kitchens (serving multiple sites)
- Data centres (serving multiple sites)
- Electric Vehicle Charging Points
- Other (e.g. specialist vocational/industrial facilities, councils to propose)

Within the remaining core facilities, all energy uses relating to the building and users are included in the energy target. The target includes all consumed energy regardless of source e.g. energy provided from renewable sources is included in the same manner as gas or electricity from the mains or grid. Contribution from heat pumps should be included on the output side rather than input side to support the aim of creating energy efficient buildings using a fabric first approach.

Core Hours

To recognise that councils and individual schools have different operational hours and term dates, the target is anticipated to cover all energy uses during a bank of 2000 operational hours per annum. If the facilities are operational for more or less hours, then a pro rata approach should be taken to compare against the target.

Building use purely for cleaning, maintenance or security tasks will not be considered as operational hours.

Example

To report on previous year:

- total open operational hours of a facility for school and community use (excluding cleaning etc) = 3000 hours
- total annual energy consumption from all sources (after exclusions) = 120 kWh/m²/annum
- reportable core energy consumption would be $(2000/3000) \times 120 = 80$ kWh/m²/annum

Energy Outcome Funding

This is recognised as being an ambitious target, therefore it is not anticipated that this will be a pass/fail outcome for funding but that a sliding scale will be attached.

From feedback and discussion with Directors of Finance, ADES Resources and SHOPS the sliding scale is grouped into ranges with a corresponding alteration to funding depending on which range is demonstrated as being achieved:

Energy Consumption kWh/sqm/p.a.	Energy Funding %
A 67- 83	100%
B 84- 99	90%
C 100 – 115	60%
D 116 -130	30%
E 131+	0%

If the facility exceeds 130/ kWh/sqm/p.a for core hour use of energy use – no funding will be available for that outcome.

The funding for the energy outcome will commence in year 3 of operations to allow a 2-year period to monitor in use energy consumption and optimise systems and behaviour. At the end of year 2 the in-use energy will be measured, and this will determine the initial funding band.

Following the initial reporting of the energy target at the end of year 2, the energy outcome will be assessed every 5 years in years 7, 12, 17 and 22. The rolling five-year average is what should be reported. In the event of a change of performance from the previous measurement, there will be a 1-year grace period to allow Councils to rectify the change and bring back to the original target of maintain improved energy performance, before any required changes, to funding are implemented.

3. Digitally Enabled Learning

Digital is an evolving and fast-growing area and one that is becoming more prevalent in every-day learning as digital learning and teaching strategies continue to develop.

To ensure facilities are future proofed and able to continue to support high quality digital learning and teaching, regardless of technology advancement, the local authority must provide evidence that the underlying digital infrastructure of the facility is capable of supporting 11Gbps. This underlying infrastructure should extend to at least one point within every learning and teaching space throughout the facility.

If the cost of providing the initial connection speed to the facility is prohibitively expensive due to geographic location or it is not physically possible yet in that location, this can be reviewed on a case-by-case basis to establish an appropriate solution.

4. Economic Growth

Investment in infrastructure is synonymous with economic growth. The Construction Industry Training Board (CITB) has published benchmarks outlining how many new jobs should be supported from investment in the education sector.

The authority will require to collate and provide evidence that they have met the target for jobs supported as per the CITB benchmarks published July 2017. The number of jobs to be supported depends on the size of investment (based on construction contract value):

£1-3.5m	£3.6-6m	£6.1-10m	£10.1m-15m	£15.1-20m	£20.1-30m	£30.1-40m
1	4	5	10	11	12	14
£40.1-50m	£50.1-60m	£60.1-70m	£70.1-80m	£80.1-90m	£90.1-100m	
15	18	19	19	21	22	

Funding will be available if the relevant target is achieved. If this is not achieved in full, funding will be adjusted accordingly.

E.g. if 12 jobs is the target but only 11 are evidenced as being achieved then 11/12ths of the funding for that outcome will be available.

This outcome could be multi-faceted and also provide a measure to ensure training places are supported and learner engagement is embedded in the design and construction process through site visits and work experience placements.

It is proposed that because the achievement of this outcome will happen in the design and construction phase of the project that the funding for it, if achieved, is received in the first two years of operations, rather than extend over the 25-year period.

5. Construction Embodied Carbon

Reducing Whole Life Carbon is key to ensuring the long-term sustainability of the learning estate. Building on the Operational Energy Target already established in LEIP, the opportunity exists to significantly reduce the Construction Embodied Carbon footprint from inception, through design and construction to practical completion.

Construction Embodied Carbon Outcome

Local authorities should evidence that the construction embodied carbon target of **600 kgCO₂e/m²** for core facilities is achieved. Local authorities should track and record this throughout the project stages using an assessment tool compliant with BRE IMPACT methodology managed by an assessor with appropriate expertise.

Evidence of achieving this target using actual material, product, transport and contractor activity data will be required at project completion.

Methodology

The Construction Embodied Carbon target should be assessed for the building and external plant only, excluding external works and loose FF+E. This should include Stages A1-A5 “from cradle to practical completion” as defined in the RICS Professional Statement of Whole Life Carbon:

- A1-A3: Products/Materials (c. 95% of target CO₂ emissions)

- A4: Transport of materials and products to site
- A5: Construction site operations

Local Authorities should consider the guidance in the Net Zero Public Sector Building Standard (NZPSBS) Objective 2.

Core Facilities

To provide consistency of definition across the variety of projects in the programme, the Construction Embodied Carbon target should only include the core facilities, as defined in Outcome 2 – Energy Efficiency.

Construction Embodied Carbon Outcome Funding

This is recognised as being an ambitious target, therefore it is not anticipated that this will be a pass/fail outcome for funding but that a sliding scale will be attached.

The construction embodied target funding is grouped into bands corresponding alteration to funding depending on which range is demonstrated as being achieved:

If the facility exceeds 800 kgCO₂e/m² of construction embodied carbon, no funding will be available for that outcome.

Refurbishment

The Construction Embodied Carbon funding targets will apply to all projects in the programme – Newbuilds, Refurbishments and Extensions. Where a proposed project has over 50% GIFA as refurbishment it will automatically be deemed Band A compliant and receive 100% associated Construction Embodied Carbon funding. A Construction Embodied Carbon assessment should be provided for all projects.

Embodied Carbon kgCO ₂ e/m ²	Embodied Carbon Funding %
A <600	100%
B 601-666	90%
C 667-733	60%
D 734-800	30%
E 800+	0%

Place

Our learning estate should serve our local community, with flexible and extended use outside of normal nursery/school operating hours.

Shared use of buildings should be explored with partners to enhance and enable effective delivery of services within our communities.

The Place Principle

The Place Principle (adopted by the Scottish Government in March 2019) requests that all those responsible for providing services and looking after assets in a place need to work and plan together, and with local communities, to improve the lives of people, support inclusive and sustainable economic growth and create more successful places.

We commit to taking a collaborative, place-based approach, with a shared purpose to support a clear way forward for all services, assets and investments, which will maximise the impact of their combined resources.

The Place Principle is an enabler which helps us, our partners and local communities unlock the National Performance Framework and make it applicable to where and how we live and work.

The Place Standard

The Place Standard tool provides a simple framework to structure conversations about place. It allows you to think about the physical elements of a place (for example its buildings, spaces, and transport links) as well as the social aspects (for example whether people feel they have a say in decision making).

The tool provides prompts for discussions, allowing you to consider all the elements of a place in a methodical way. The tool pinpoints the assets of a place as well as areas where a place could improve.

School Capacity Calculations

Current Scottish Government requirements for schools, capacities are as follows.

Primary School Capacity

The Planning Capacity of the school is the maximum number of pupils that a school can accommodate in any one year taking into account the organisational needs of the school and in particular the age distribution of pupils.

- Composite Classes – maximum 25 pupils.
- P1 to P3 – maximum 25 pupils
 - Except in circumstances where in zone pupils cannot be accommodated.
- P4 to P7 – maximum 33 pupils. Sqm per pupil – 1.7m excluding furniture.

Secondary School Capacity

Capacities for secondary schools are based upon Planning Capacity – the maximum number of pupils that can be accommodated based upon statutory class sizes and number and type of classrooms.

The Scottish Government sets a maximum class size of 33 for the first 2 years of secondary education. A maximum class size of 30 is set for S4, S5 and S6 for non-practical and a maximum of class size of 20 for practical instruction.

Allowances to capacity are then made to accommodate timetabling and curriculum choice.

The figures used for Moray are working capacity x 80% for timetabling and then 80% for curriculum choice

Data Tables

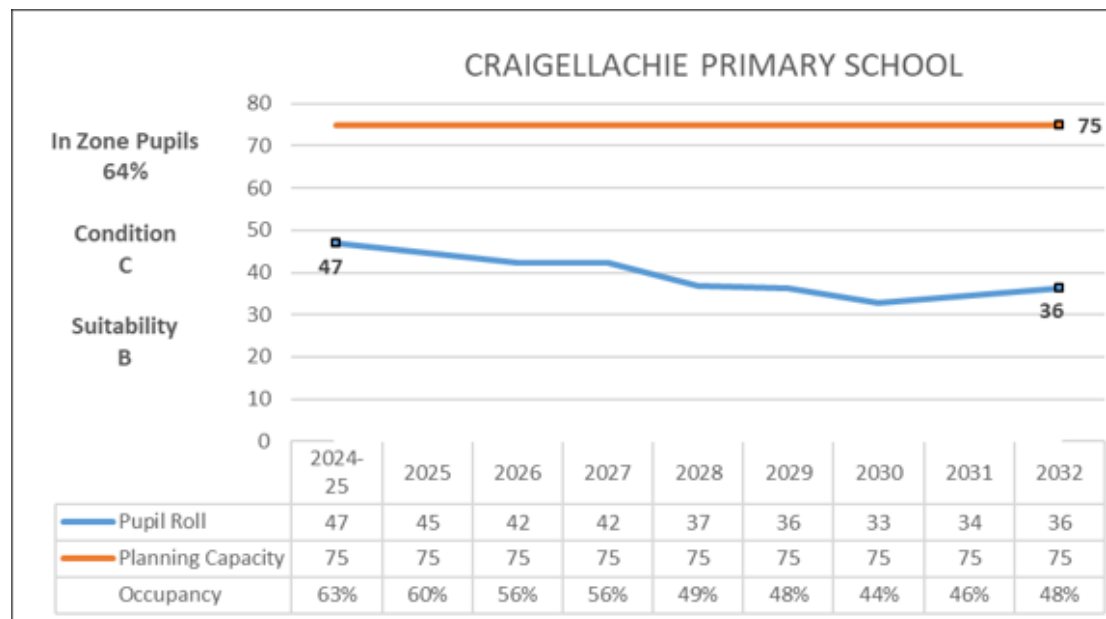
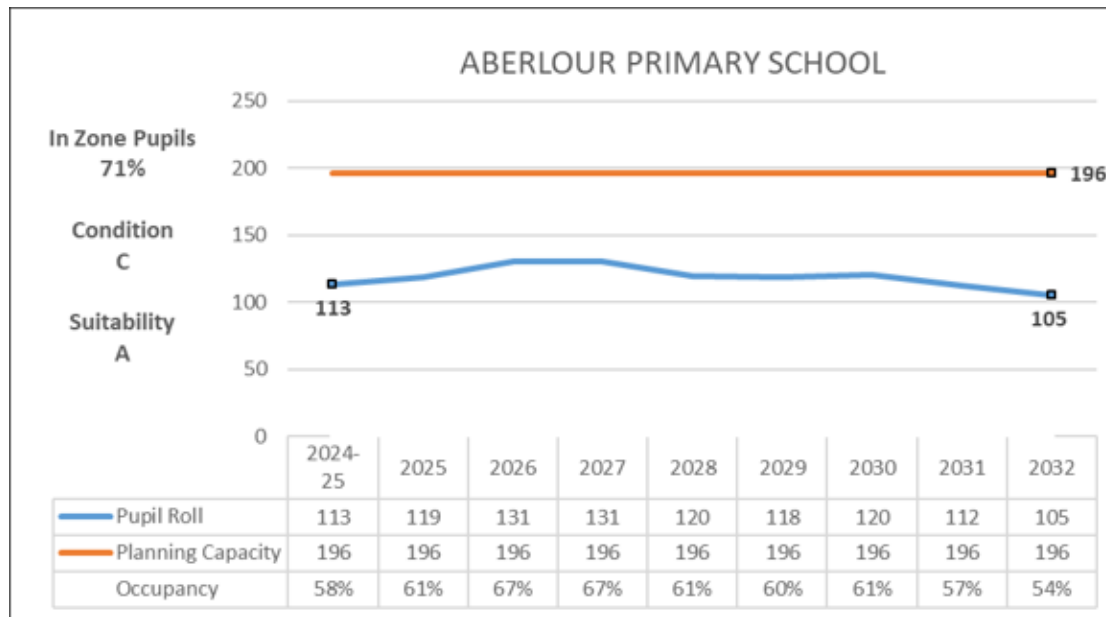
Data and info graphs relating to Speyside ASG – school rolls, operating costs, functional and physical capacity, net zero emissions, catchment and general ASG overviews / condition and suitability. Please note that the much of the information shared here may not be real time but is time dependent. E.g. School roll forecast data was updated in September 24 and is based on census data collect in Sep/Oct 24 – the actual school roll may be slightly different due to changes between then and now.

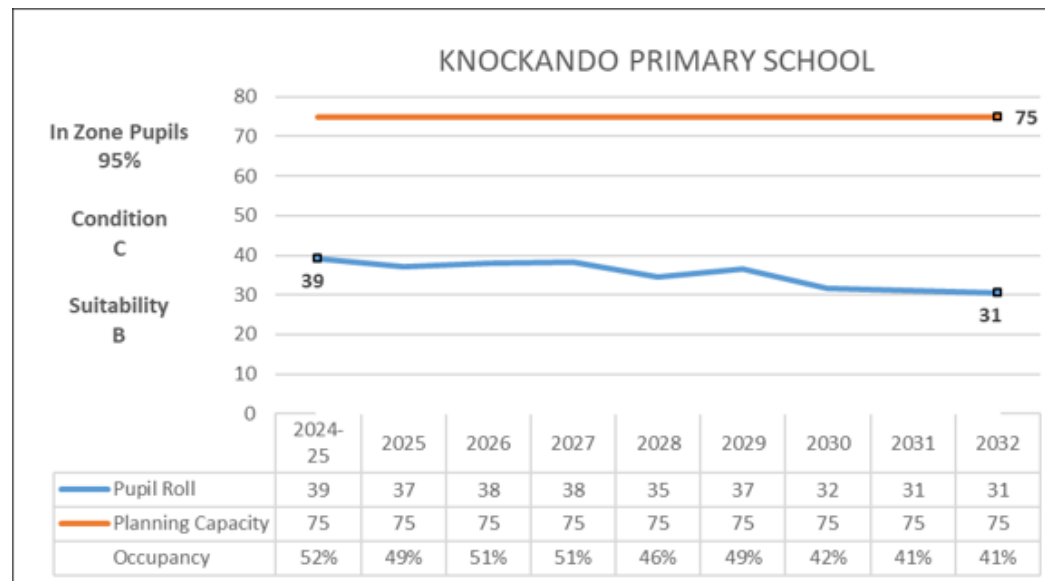
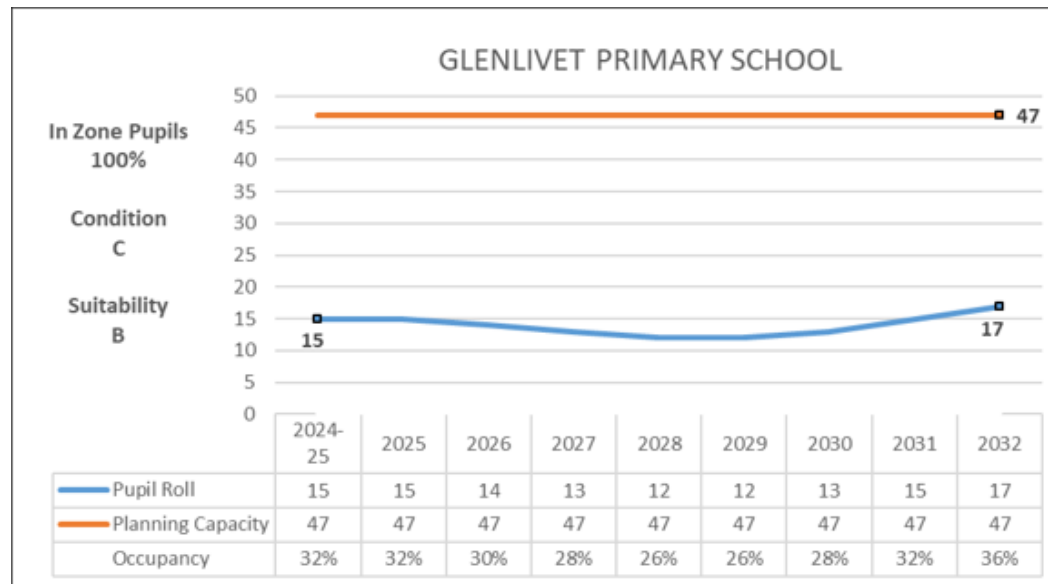
- Speyside ASG has 8 schools – 7 primary and 1 secondary.
- 2024 School roll forecast (September 2024 census) reports that:
 - Speyside High has a total 378 pupils
 - Speyside High has a school roll at 67 % of planning capacity.
 - 3 primary schools have a role less than 50% of capacity.
 - 4 primary schools have a roll of 50-74% of capacity.
 - 1 primary school has a roll of 75-89% of capacity.
- School estates' data for 2024 details:
 - 7 Primary Schools fall below the B standard for condition.

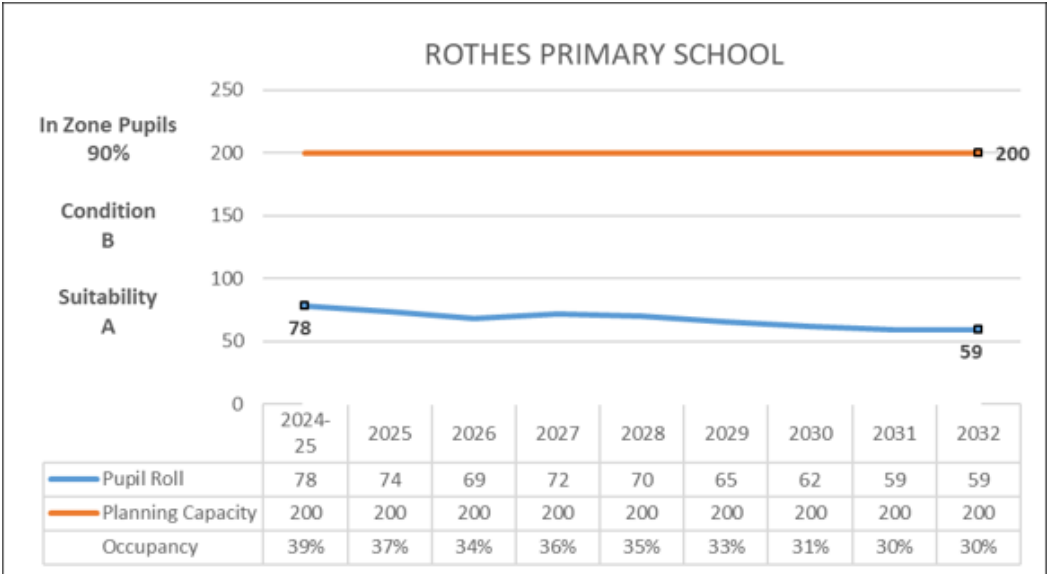
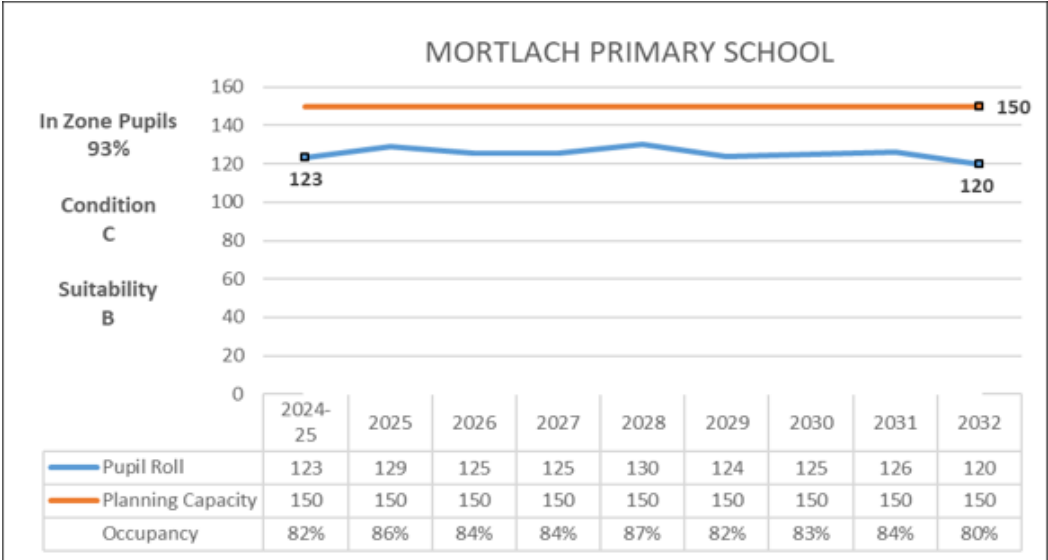
School Roll – Capacity (SPEYSIDE HIGH)

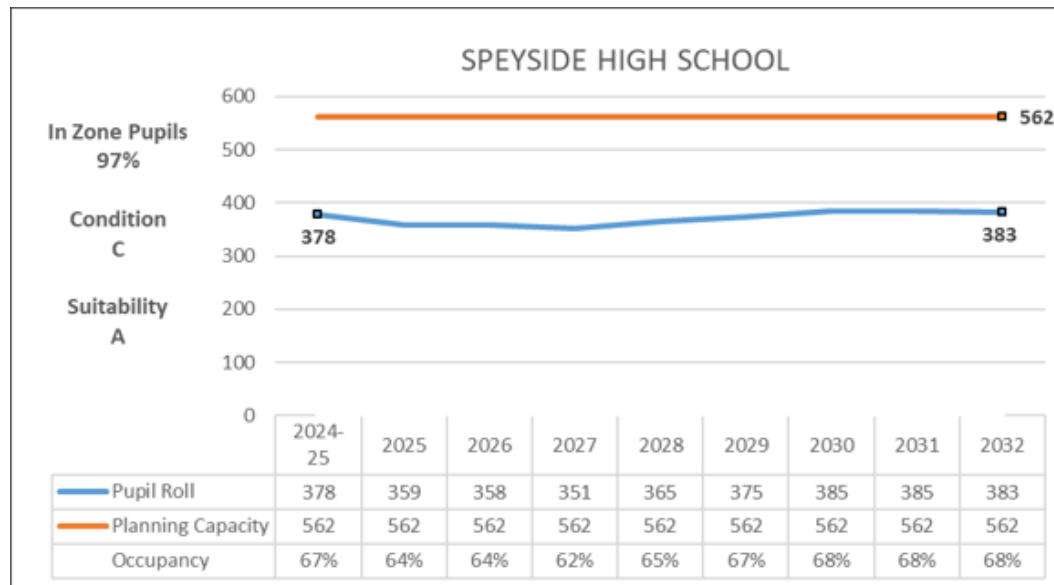
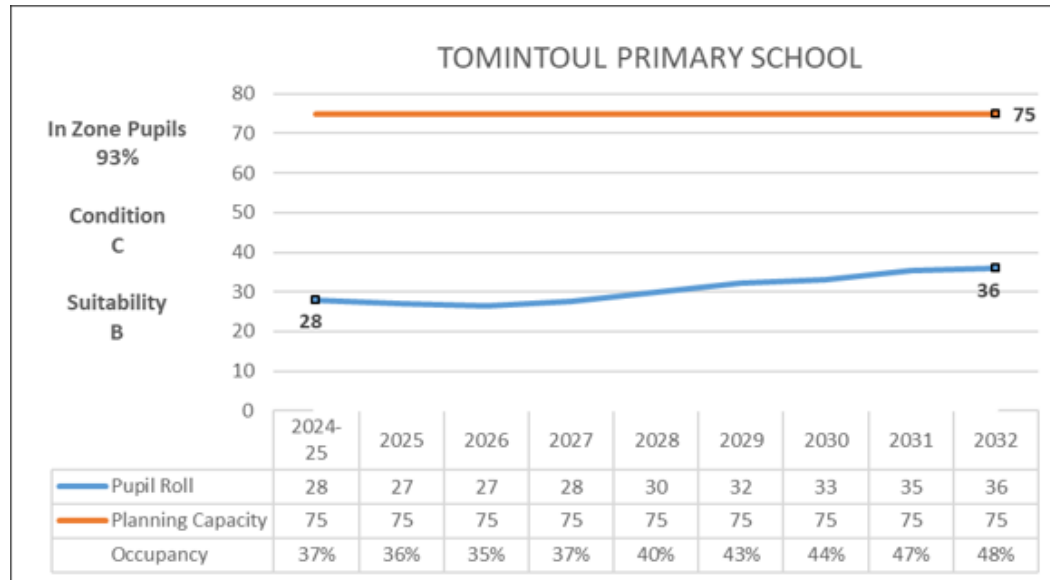
SPEYSIDE HIGH – PRIMARY SCHOOLS	ACTUAL	FORECAST								PLANNING CAPACITY 2024-25
	Actual 2024-25	2025	2026	2027	2028	2029	2030	2031	2032	
Aberlour	113	119	131	131	120	118	120	112	105	196
Craigellachie	47	45	42	42	37	36	33	34	36	75
Glenlivet	15	15	14	13	12	12	13	15	17	47
Knockando	39	37	38	38	35	37	32	31	31	75
Mortlach	123	129	125	125	130	124	125	126	120	150
Roths	78	74	69	72	70	65	62	59	59	200
Tomintoul	28	27	27	28	30	32	33	35	36	75
SPEYSIDE HIGH	378	359	358	351	365	375	385	385	383	562

SPEYSIDE HIGH ASG – PRIMARY SCHOOL	Actual 2024-25	2025	2026	2027	2028	2029	2030	2031	2032
Pupil Roll	443	445	446	449	433	425	417	413	404
Planning Capacity	818	818	818	818	818	818	818	818	818
Occupancy	54%	54%	55%	55%	53%	52%	51%	50%	49%



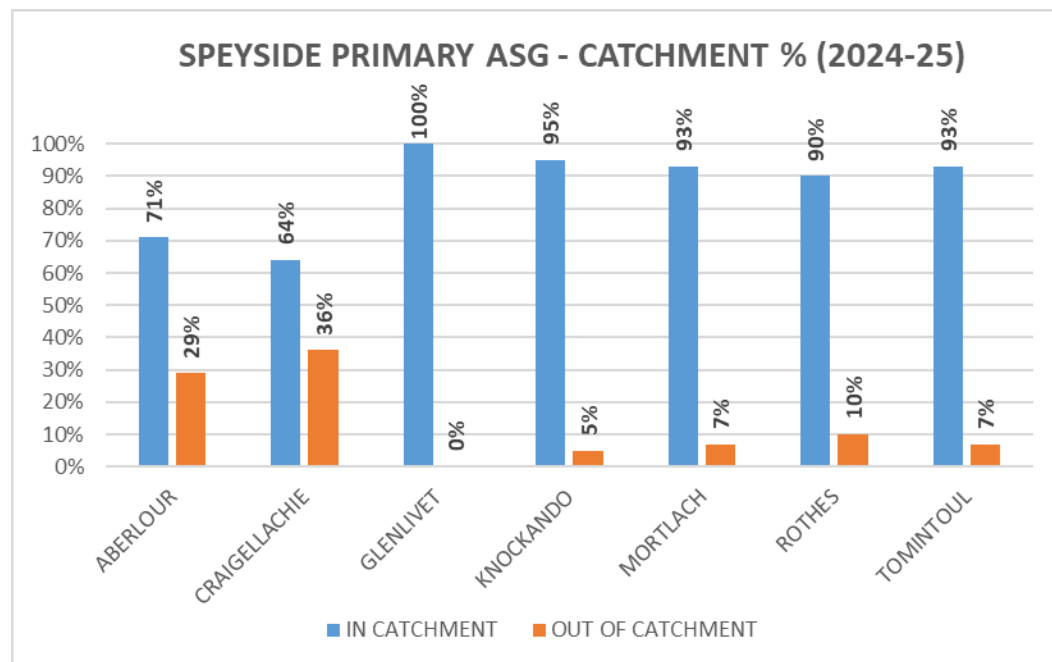






Pupils in and out of area catchment

Parents, carers and families have a choice in what school to attend, where places are available. We are seeing changes in the population; a decrease in pupil numbers, as well as the movement of families and where they choose to live. This influences our schools and their catchment areas, and we are seeing changes in demand for school places.



2024-25 SPEYSIDE HIGH ASG SCHOOLS	%		No. Pupils	
	IN CATCHMENT	OUT OF CATCHMENT	IN	OUT
ABERLOUR	71%	29%	80	33
CRAIGELLACHIE	64%	36%	30	17
GLENLIVET	100%	-	15	0
KNOCKANDO	95%	5%	37	2
MORTLACH	93%	7%	115	8
ROTHES	90%	10%	70	8
TOMINTOUL	93%	7%	26	2

Operating costs

We want to create a sustainable and affordable school estate which is the right size and in the right places for our communities.

We will always need some spare capacity in order to be flexible to changes in demand. However, too much extra space means resources are spread very thinly, and the money spent on these empty spaces does not benefit our learners.

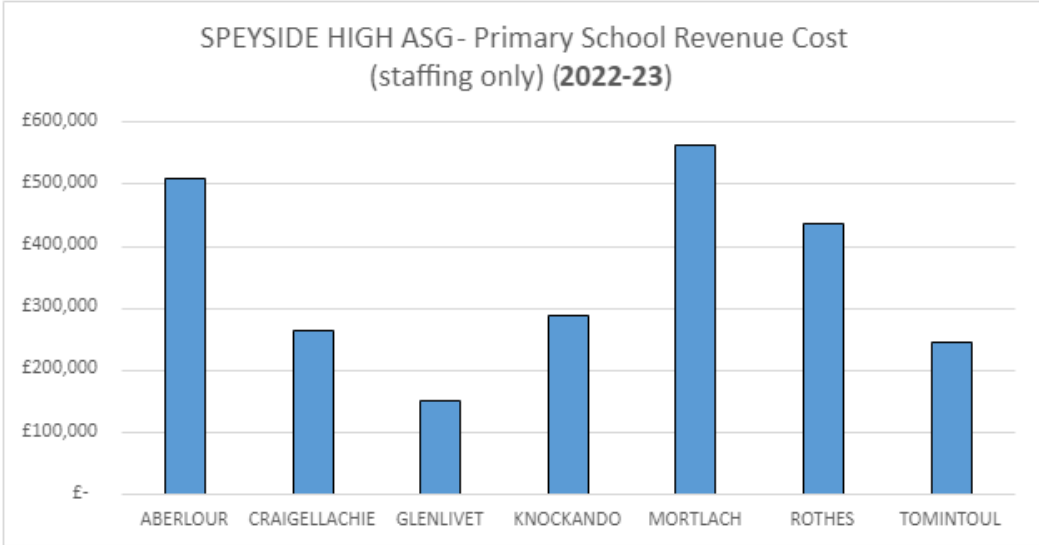
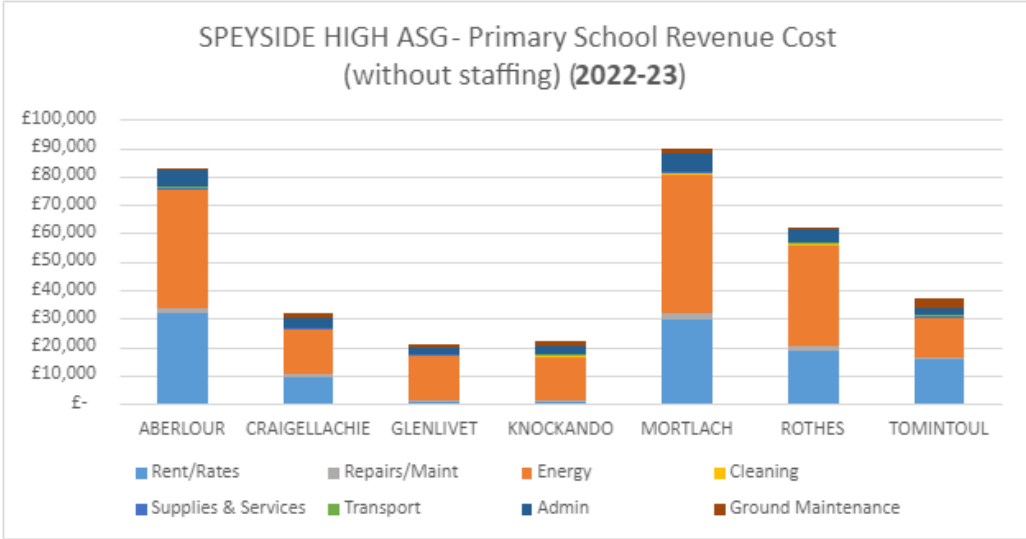
Schools located in different parts of Moray will always vary in size. We want to make sure we get the balance right between maximising our financial investment in schools and having sufficient provision for all our communities.

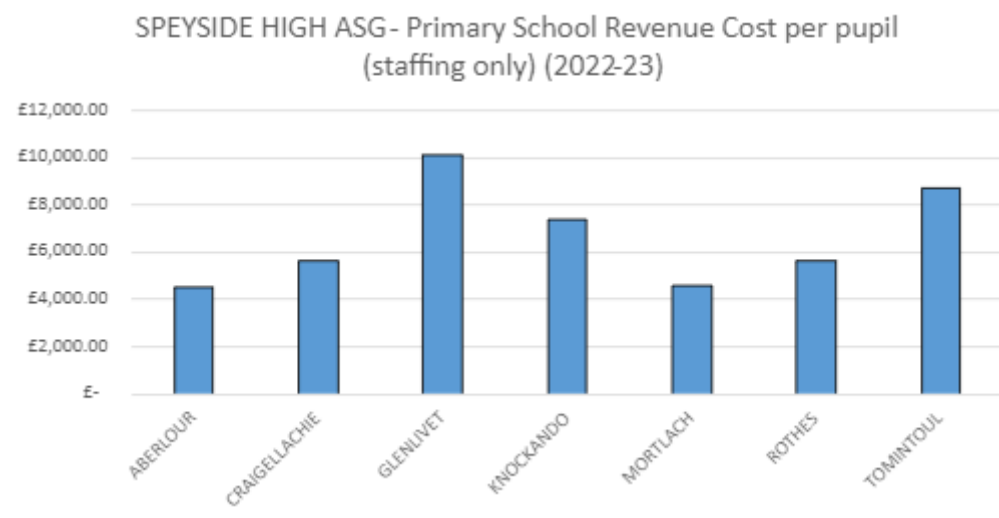
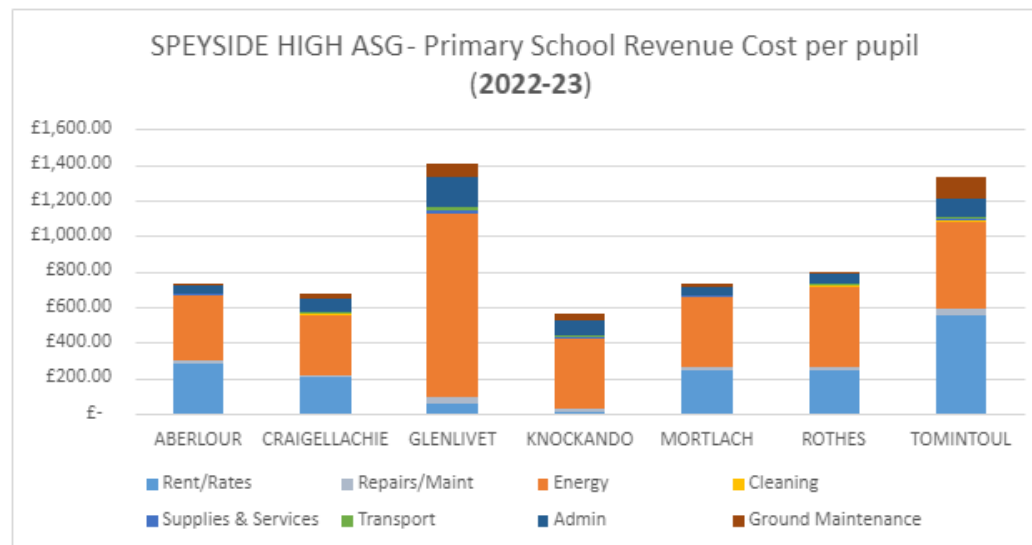
School Revenue Costs (2022-23)

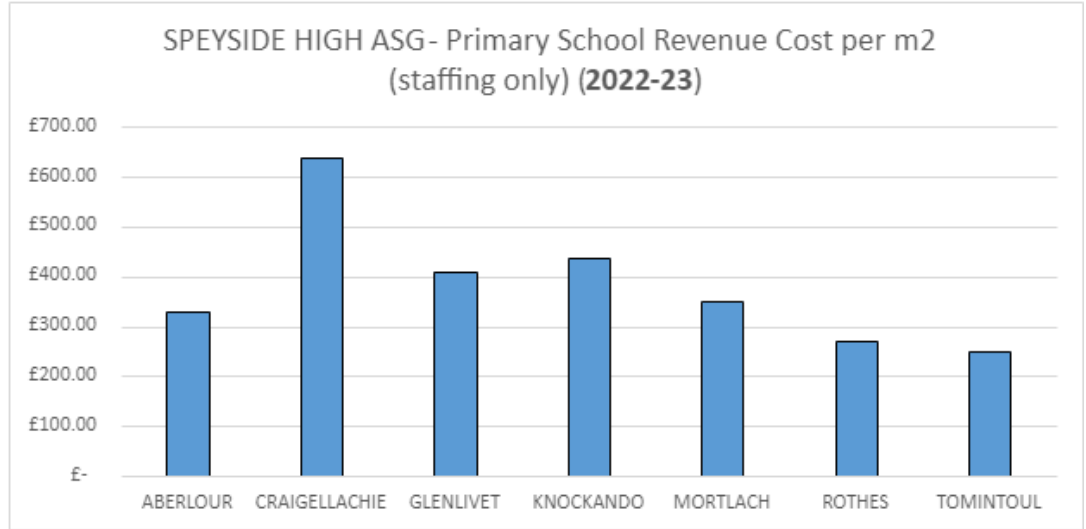
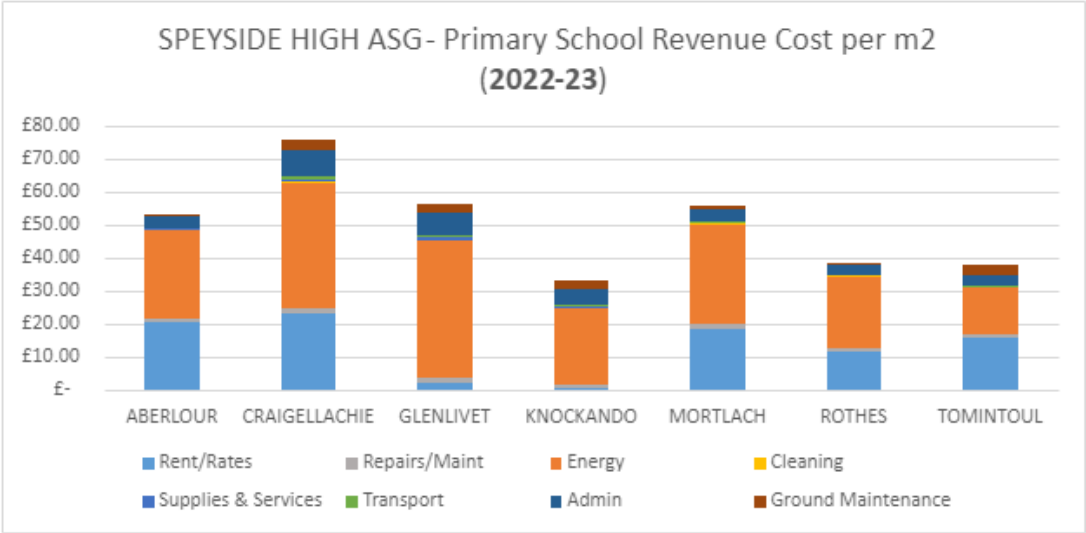
REVENUE COSTS – SPYSIDE HIGH ASG					
SCHOOL	Property	Transport	Admin	Staffing	TOTAL
Aberlour	£76,598	£327	£5,781	£510,010	£592,716
Craigellachie	£27,953	£264	£3,404	£265,123	£296,744
Glenlivet	£18,278	£310	£2,432	£151,484	£172,504
Knockando	£18,358	£334	£3,235	£288,849	£310,776
Mortlach	£83,352	£341	£6,122	£564,012	£653,827
Roths	£56,956	£296	£4,599	£437,670	£499,521
Tomintoul	£34,041	£416	£2,852	£244,379	£281,688

Cost per pupil

COST PER PUPIL – SPEYSIDE HIGH ASG					
SCHOOL	Property	Transport	Admin	Staffing	TOTAL
Aberlour	£729.50	£3.11	£55.06	£4,857.24	£5,644.91
Craigellachie	£607.67	£5.74	£74.00	£5,736.54	£6,450.96
Glenlivet	£1,142.38	£19.38	£152.00	£9,467.75	£10,781.50
Knockando	£417.23	£7.59	£73.52	£6,564.75	£7,063.09
Mortlach	£666.82	£2.73	£48.98	£4,512.10	£5,230.62
Roths	£711.95	£3.70	£57.49	£5,470.88	£6,244.01
Tomintoul	£1,173.83	£14.34	£98.34	£8,426.86	£9,713.38







Speyside ASG – 25 Year Capital

The costs are estimates based on outcome of condition surveys undertaken by Moray Council Property Team with allowance for actual project costs. True costs will be determined as detailed work package investigations are undertaken.

	School Roll (Sep 24)	Consolidate Upgrade Project Cost (next 5 years)	Cost per pupil (5 years)	Cummulative Maintenance Project Costs (next 5-25 years)	Cost per pupil (5-25 years)	25 Year Cost	Cost per pupil (25 year total)
Speyside High School	378	£3,833,517	£10,142	£10,174,646	£26,917	£14,008,163	£37,059
Aberlour Primary School	113	£1,114,038	£9,859	£2,289,000	£20,257	£3,403,038	£30,115
Craigellachie Primary School	47	£457,426	£9,732	£541,757	£11,527	£999,182	£21,259
Glenlivet Primary School	15	£444,992	£29,666	£671,195	£44,746	£1,116,187	£74,412
Knockando Primary School	39	£1,010,522	£25,911	£806,810	£20,687	£1,817,331	£46,598
Mortlach Primary School	123	£975,926	£7,934	£2,069,424	£16,825	£3,045,350	£24,759
Roths Primary School	78	£1,137,443	£14,583	£1,741,512	£22,327	£2,878,955	£36,910
Tomintoul Primary School	28	£591,144	£21,112	£1,059,702	£37,847	£1,650,846	£58,959
	443	£9,565,008	£21,591	£19,354,046		£28,919,054	£330,071

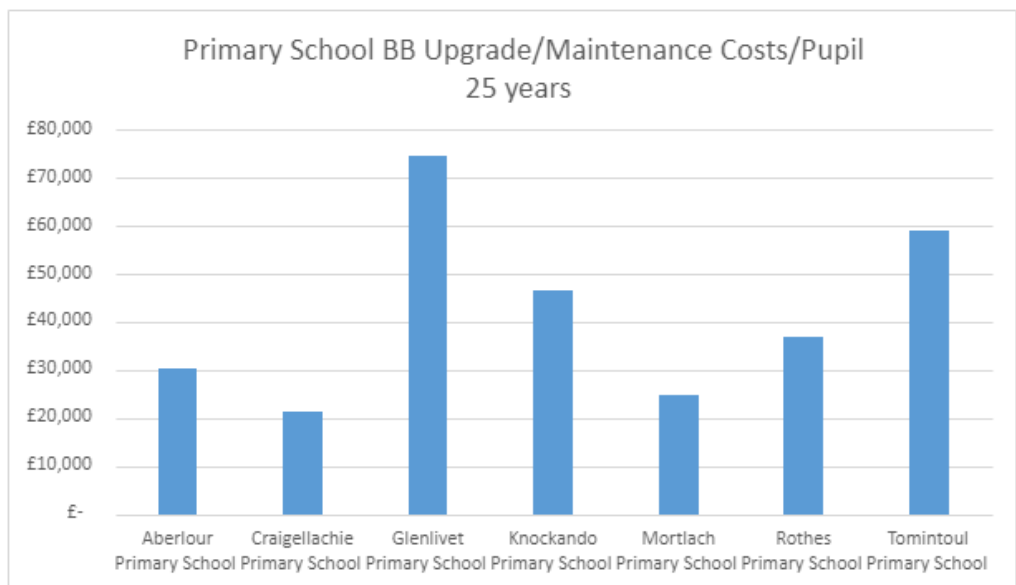
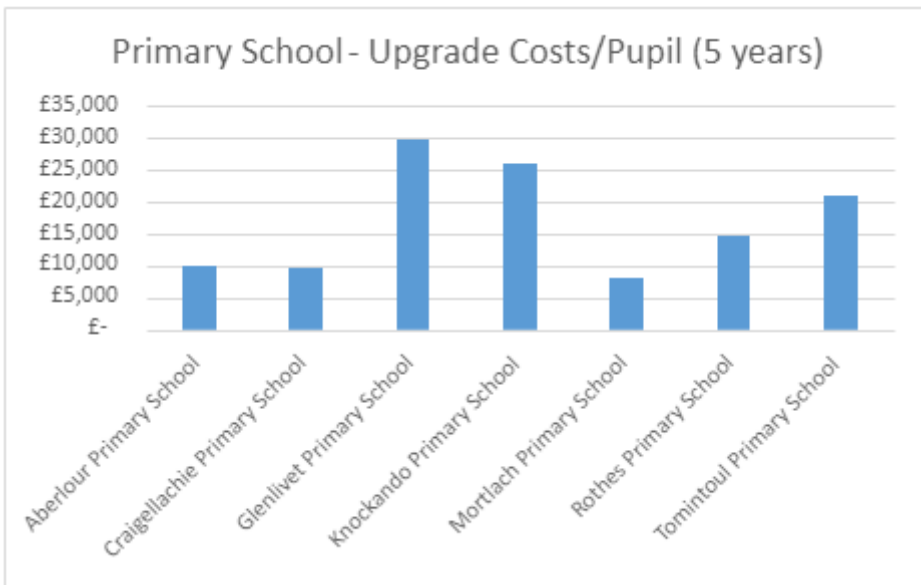
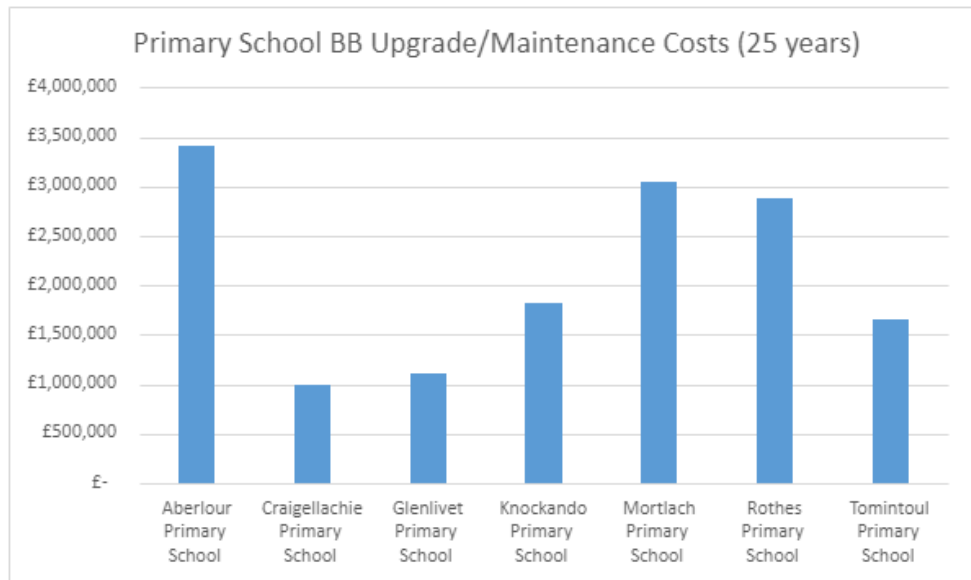
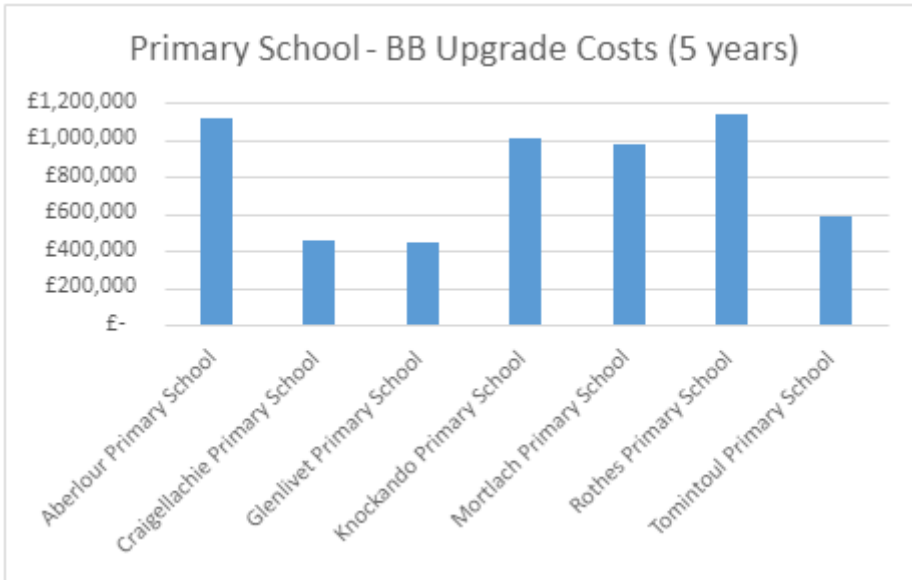
Notes:

Indicative costs only based on Scottish Condition Core Facts

All projects' costs are 2024 - no account for inflation

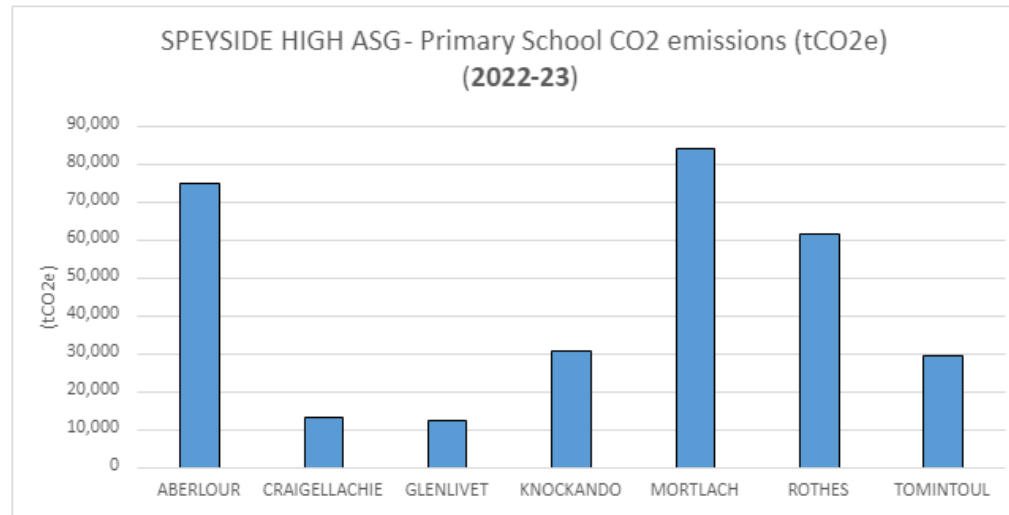
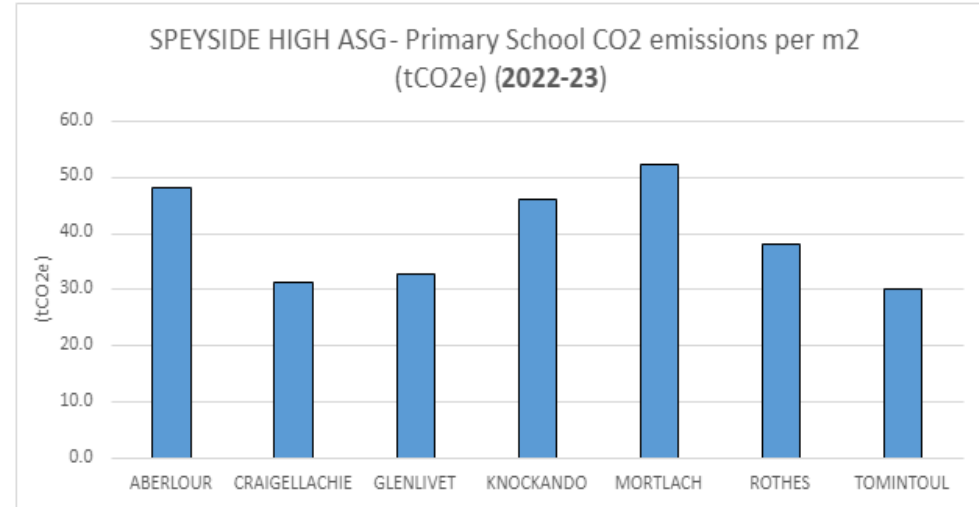
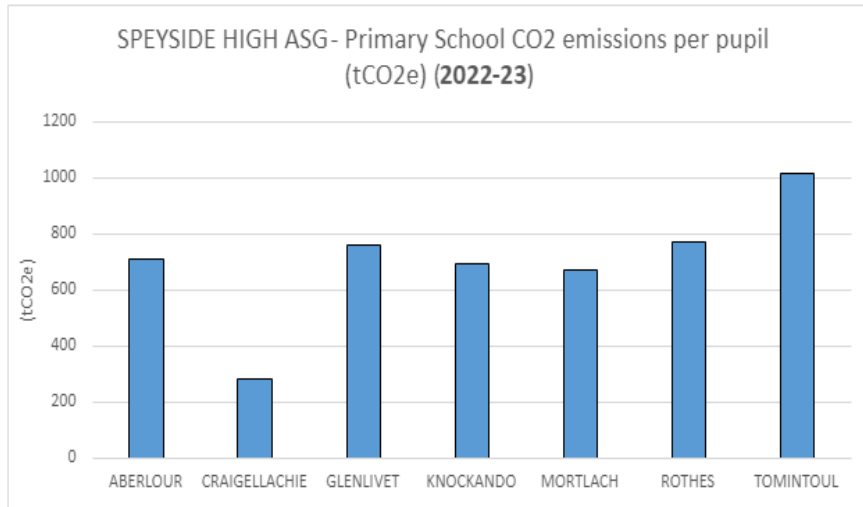
Project costs are core component cost + 60%

£28,919,054



Net Zero carbon targets 2030-2038

Many of our schools are older buildings and consume a lot of energy. There is a significant and increasing amount of spend on energy across our school estate. This has an environmental and financial impact.



Overview:

Primary School	School Capacity	School Roll Est Sep 24	Capacity Change 2024→31	Condition	Suitability	Revenue Cost/Pupil (23/24)	CO2 per Pupil	B Upgrade/Maintain Costs (5 years)	Cost per Pupil (5 years)	Out of Catchment
Speyside High School	562	378	67% → 68%	C (58.5%)	A	£ -	438	£3,833,517	£10,142	3%
Aberlour Primary School	196	113	58% → 54%	C (50.52%)	A	£ 5,245	664	£1,114,038	£9,859	29%
Craigellachie Primary School	75	47	63% → 48%	C (56.5%)	B	£ 6,314	277	£457,426	£9,732	36%
Glenlivet Primary School	47	15	32% → 36%	C (53.35%)	B	£ 11,500	811	£444,992	£29,666	-
Knockando Primary School	75	39	52% → 41%	C (47.5%)	B	£ 7,969	783	£1,010,522	£25,911	5%
Mortlach Primary School	150	123	82% → 80%	C (52.84%)	B	£ 5,316	683	£975,926	£7,934	7%
Roths Primary School	200	78	39% → 30%	C (53.09%)	A	£ 6,404	792	£1,137,443	£14,583	10%
Tomintoul Primary School	75	28	37% → 48%	C (58.25%)	B	£ 10,060	1057	£591,144	£37,847	7%

Capacity Change
Condition

Less than 5%	5% - 10% change	More than 10%
B Above 60%	40% - 60%	Below 40%

