

MORAY SCHOOL ESTATE STATISTICS 2023

53

schools in Moray

45

primary schools

1

mothballed school

8

secondary schools

2

new schools built
during 2021/22:

LINKWOOD PRIMARY SCHOOL

- £13,000,000 total spend
- A/A condition and suitability score

LOSSIEMOUTH HIGH SCHOOL

- £42,000,000 total spend
- A/A condition and suitability score

25

Primary Schools fall below the
B/B standard for suitability and
condition

5

Secondary Schools fall below
the B/B standard for suitability
and condition

Not all schools have
been inspected

53.64%

of our pupils currently learn in premises that fall below B/B
standard

12,212

pupils

- 6,824 P1-P7
- 5,388 S1-S6

*Based on 2022 School Roll Forecast (December edition)

- Primary schools with roll less than 50% of capacity: 7
- Primary schools with roll 50-74% of capacity: 22
- Primary schools with roll 75-89% of capacity: 13
- Primary schools with roll 90-100% of capacity: 2
- Primary schools with roll greater than capacity: 0

*Based on 2022 School Roll Forecast (December edition)

- Secondary schools with roll less than 50% of capacity: 0
- Secondary schools with roll 50-74% of capacity: 3
- Secondary schools with roll 75-89% of capacity: 4
- Secondary schools with roll 90-100% of capacity: 1
- Secondary schools with roll greater than capacity: 0

*Based on 2022 School Roll Forecast (December edition)

8

Moray Early learning
and Childcare settings

2

Moray Council run

6

Private or voluntary
sector run

1

new build during 2020

PILMUIR NURSERY

- £1,900,000 total spend

BUCKIE SCHOOL ESTATE

STATISTICS 2023

9

schools in Buckie ASG

8

primary schools

1

secondary school

5

Primary Schools fall below the B/B standard for suitability and condition

1

Secondary Schools fall below the B/B standard for suitability and condition

53.01%

of our pupils currently learn in premises that fall below B/B standard

1,849 pupils

- 1,023 P1-P7
- 826 S1-S6

*Based on 2022 School Roll Forecast (December edition)

- Primary schools with roll less than 50% of capacity: 3
- Primary schools with roll 50-74% of capacity: 2
- Primary schools with roll 75-89% of capacity: 3
- Primary schools with roll 90-100% of capacity: 0
- Primary schools with roll greater than capacity: 0

*Information published by the Scottish Government in September 2023

- Secondary schools with roll less than 50% of capacity: 0
- Secondary schools with roll 50-74% of capacity: 0
- Secondary schools with roll 75-89% of capacity: 1
- Secondary schools with roll 90-100% of capacity: 0
- Secondary schools with roll greater than capacity: 0

*Information published by the Scottish Government in September 2023

MORAY LEARNING ESTATE STRATEGY

**AIM: PROVIDE A SUSTAINABLE EDUCATION
SERVICE AIMING FOR EXCELLENCE**

WHERE ARE WE NOW?

- Identifying and assessing the current learning estate capacity, suitability and condition.
- Identifying the need for new and/or refurbished educational facilities.
- Identifying areas where school capacity is available to meet the demand from new housing.
- Actively managing Out of Zone Placing Requests.
- Ongoing review of school zones in relation to the changing demographic and school rolls.
- Investigating solutions to address spare capacity in schools and falling school rolls.
- Aligning Early Years investment.
- Learning Estate Strategy programme delivery and Asset Management Plans
- Seeking opportunities for collaboration and community hubs.
- Prioritising the learning estate programme to address areas that require investment in the next 10 years.
- Net Zero investment assessments

OUR TARGET APPROACH

- New builds and major refurbishment will aspire to achieve a standard of A for suitability and condition
- Maintain the learning estate at no lower than a B standard for suitability and condition across all elements.

INCREASING SCHOOL ROLLS MEANS THAT THE INITIAL FOCUS IS ON:

- Forres
- Buckie
- Elgin

DECISIONS WILL BE BASED ON:

- Full consideration of the existing school estate in the areas
- School roll
- Growth rates
- School condition
- School suitability

OUR GUIDING PRINCIPLES ARE:

1. Learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners;
2. Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners;
3. The learning estate should be well-managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value;
4. The condition and suitability of learning environments should support and enhance their function;
5. Learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle;
6. Learning environments should be greener, more sustainable, allow safe and accessible routes for walking, cycling and wheeling and be digitally enabled;
7. Outdoor learning and the use of outdoor learning environments should be maximised;
8. Good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all;
9. Collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential;
10. Investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.

VISION: A LEARNING ESTATE WHICH SUPPORTS EXCELLENCE AND EQUITY FOR ALL

- Published in 2019 by the Scottish Government in conjunction with CoSLA and other partners.
- Sets out a joint vision for the learning estate of the future.

Published in the context of the refreshed National Performance Framework (June 2018). The specific national outcomes the Learning Estate Strategy relates to most are:



We grow up loved, safe and respected so that we realise our full potential.



We are well educated, skilled and able to contribute to society.



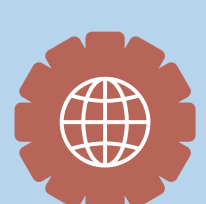
We are healthy and active.



We live in communities that are inclusive, empowered, resilient and safe.



We have thriving and innovative businesses, with quality jobs and fair work for everyone.



We have a globally competitive, entrepreneurial, inclusive and sustainable economy.

Our vision is to deliver a learning Estate that is flexible and inspirational, that supports excellence and equity for all in Moray, building a better future for our children and young people, providing life-long learning opportunities and providing the foundations for a growing and diverse sustainable economy.

The Moray Learning Estate Strategy aims to consider the learning estate as a whole. As well as being in better condition, these schools are better because they:

- Enrich the learner journey;
- Support curricular delivery;
- Foster relationships with the wider community;
- Link with other public services;
- Embrace opportunities through digital technology; and
- Encourage parental involvement

MEETING OUR EDUCATION POLICY AMBITIONS

Delivering the Learning Estate Strategy must be firmly aligned to the policy aims set out in the National Improvement Framework (NIF) of

Achieving excellence and equity for all children and young people and closing the poverty related attainment gap.

Our learning estate should support the three key national education and skills priorities:

- Getting it Right for Every Child (GIRFEC)
- Curriculum for Excellence (CfE)
- Developing the Young Workforce (DYW)

It should also support the following strategies and priorities:

- Learner Participation in Education Settings
- Scottish Attainment Challenge
- STEM strategy
- Digital Learning and Teaching Strategy for Scotland
- Skills based learning
- Educational and vocational pathways
- 15-24 Learner Journey Programme
- Gaelic Education Development
- Learning for Sustainability
- Out of School Care development
- Community Learning and Development
- Learning Together
- The National Walking Strategy, Cycling Action Plan for Scotland (CAPS) and the Long Term Vision for Active Travel in Scotland
- The National Walking Strategy
- Cycling Action Plan for Scotland
- A Connected Scotland
- The Climate Change Plan/The Scottish Climate Change Adaptation Programme

THE IMPORTANCE OF CONDITION AND SUITABILITY

CONDITION

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

- The fabric of the school
- The safety of the school
- The security of the school

Our Learning Estate Strategy recognises the importance of identifying and reporting when schools are assessed as being in condition categories C and D, to allow us to address the situation.

IN TERMS OF CONDITION, BUILDINGS ARE ASSESSED AS FOLLOWS:

A: GOOD

Performing well and operating effectively (physical element carries out function totally as new including consideration of the transverse* elements)

B: SATISFACTORY

Performing adequately but showing minor deterioration (physical element carries out 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 carry out 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

*Details of the physical and transverse elements are included in appendix 1 of The Condition Core Fact document.

SUITABILITY

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

- Since the introduction of Curriculum for Excellence (CfE), there has been an increase in the interest in and understanding of the contribution that place and space make to a successful learning environment.
- There is a need to consider the different types of spaces within the school and the different activities for which they are used.

IN TERMS OF SUITABILITY, BUILDINGS ARE ASSESSED AS FOLLOWS:

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).

FUNDING AND OPPORTUNITIES FOR SCOTTISH GOVERNMENT FUNDING

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

new learning environments are built to a high quality and are well-maintained over the long term;

ENERGY EFFICIENCY

ambitious energy efficiency targets are achieved over the long term and contribute to net-zero commitments;

DIGITALLY ENABLED LEARNING

the investment supports digitally enabled learning and advancements in technology; and

ECONOMIC GROWTH

the investment creates new jobs and enables inclusive economic growth.

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

MORAY COUNCIL FUNDING APPLICATIONS

THE ELGIN HIGH SCHOOL EXTENSION PROJECT IS CURRENTLY INCLUDED IN PHASE 2 OF THE LEARNING ESTATE INVESTMENT PROGRAMME (LEIP).

AN APPLICATION TO LEIP PHASE 3 WAS SUBMITTED FOR FUTURE FORRES ACADEMY AND FUTURE BUCKIE HIGH SCHOOL. THE BID FOR FORRES ACADEMY HAS BEEN SUCCESSFUL AND A NEW BUILD SCHOOL IS AIMED TO BE COMPLETED AND OPEN TO PUPILS BY THE END OF 2027. A DECISION ON THE FUNDING FOR BUCKIE HIGH SCHOOL IS STILL TO BE MADE HOWEVER WORK IS UNDERWAY WITH THE FUTURE BUCKIE SCHOOL PROJECT IN THE EARLY DESIGN BRIEF STAGES.

THE PLACE PRINCIPLE

The Place Principle (adopted by the Scottish Government in March 2019) promotes a shared understanding of place and the need to take a more joined-up approach to services and assets to achieve better outcomes.

Investment in the learning estate offers the opportunity for a place-based approach to:

- Encourage better collaboration and community involvement
- Improve the impact of combined energy, resources and investment

Place is where people, location and resources combine to create a sense of identity and purpose, and is at the heart of addressing the needs and realising the full potential of communities.

Places are shaped by the way resources, services and assets are directed and used by the people who live in and invest in them.

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.