**THE HIGHLAND COUNCIL**

**EDUCATION, CHILDREN AND ADULT SERVICES COMMITTEE**

**The proposal is to discontinue education provision at Inverasdale Primary School, re-assigning its catchment area to that of Poolewe Primary School.**

**EDUCATIONAL BENEFITS STATEMENT**

**THIS IS A PROPOSAL PAPER PREPARED IN TERMS OF THE EDUCATION**

**AUTHORITY’S PROCEDURE TO MEET THE REQUIREMENTS OF THE**

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

The Highland Council is proposing, subject to the outcome of the statutory consultation process:

* To discontinue education provision at Inverasdale Primary School, re-assigning its catchment area to that of Poolewe Primary School.(Maps of the current catchment areas are at **Appendices A and Ai**).
* The proposed changes, if approved, will take place immediately after the conclusion of the statutory process relating to school closures.

 **Reason for the Proposal**

1.1 This proposal is being advanced for the following reasons:

* No children have attended Inverasdale Primary School since the end of session 2011-12;
* Current population figures within the school catchment indicate a maximum school roll of 5 by 2018-19;
* A school roll of this size provides significant impediments to the successful implementation of a Curriculum for Excellence (details in section 6 below);
* A school roll of 5 hampers social interaction opportunities for children, who conversely benefit from attending larger schools amongst more children of their own age;
* Since July 2012 the operation of a single combined school at Poolewe Primary, 5.4 miles from Inverasdale Primary, has been of benefit to the pupils at both schools.
* The community of Inverasdale has proposals for developing the building for community use. Since the school was “mothballed” in 2012 the community have made extensive use of the building. Further details about this are set out at paragraph 9.1 below.
* The Council has explored alternatives in arriving at this proposal, explained further below.

 **Examination of Alternatives**

2.1In bringing forward this proposal for closure, the Council must give due consideration of alternative courses of action that could be considered. The alternatives to closure would be:

* to re-open Inverasdale School as a stand-alone primary school, or;
* to continue with the current “mothballing” arrangement.

2.2 The detail of the Council’s consideration of the alternatives is set out throughout this proposal paper and its appendices. A brief summary is shown below.

|  |  |  |  |
| --- | --- | --- | --- |
| OptionsImplications | Formal Closure of Inverasdale | Continue Moth-Balling of Inverasdale | Re-open Inverasdale |
| Educational Implications (refer to section 6 of the report) | Achieves education benefits set out at section 6. | Achieves education benefits set out at section 6. | Educational benefits of the proposal would not be realised. |
| Transport Implications (refer to section 7 of the report) | The maximum travel time for school pupils is 27 minutes.   | The maximum travel time for school pupils is 27 minutes. | The maximum travel time for school pupils would be 6 minutes. |
| Community Implications (refer to section 9  of report and Annex H) | Potential to sustain and develop community use of the existing school, building on the current community use of that space. | Current community use could continue but with no long-term security and no opportunity to develop | Current community use would be displaced, potentially impacting on community plans to develop community facilities. |

2.3 Paragraph 4.2 below examines the likely future rolls at Inverasdale School in the event the school were to re-open. Paragraph 6.3 below sets out why the Highland Council considers that the pupils from the Inverasdale area derive educational benefit from attending Poolewe Primary School, as opposed to a separate Inverasdale School.

2.4 Consideration has been given to ways of increasing the school roll. However any such considerations must take account of the demographic patterns in the Gairloch Associated School Group area (see paragraph 3.1 below), as well as the fact that the historic birth rates in the area would suggest a future pattern of less than one birth per year (see paragraph 4.4 below). These figures suggest that it is extremely unlikely that Inverasdale Primary would, in the foreseeable future, be anything other than a single teacher school with a roll in single figures.

2.5 Consideration was given to extending the Inverasdale PS catchment areas. However, the catchment map at Appendix A illustrates that the current Inverasdale catchment extends close to Poolewe village. Extending the catchment closer to Poolewe could not reasonably be justified given that it would mean pupils from Poolewe having to travel to 4 miles or so to Inverasdale instead of a much shorter distance to Poolewe Primary. Similarly an extension into the Gairloch PS catchment could not be justified given the local geography and road links. The maps at Appendices A and Ai illustrate the above points.

2.6 Both of the schools with a boundary to the Inverasdale catchment are themselves rural schools, with a roll that would be negatively affected by any changes to the Inverasdale catchment. Any such proposals would be likely to be strongly opposed by parents at Poolewe and Gairloch Primary Schools.

2.7 Given the school’s condition rating, the accommodation would require further investment were the school to re-open. This would be at the expense of investment to improve facilities in other schools across the Council.

2.8 Although it would be possible to continue with the current “mothballing” arrangement, Highland Council does not consider that that would represent the best option for the taxpayer or the community. “Mothballing” would mean the continuation of the current lack of clarity regarding the future status of the school and would prevent the community from developing options for the future use of the accommodation. The Council would also be burdened with the costs of maintained a “mothballed” building.

**Background**

3.1 The proposal is advanced within the wider context of demographic change in the area. Between 2001 and 2011 (Census figures) the population of Highland grew by 11% but the population of the Gairloch ASG area grew by only 4%. The population of the Gairloch ASG area is older than the Highland average with 10.2% aged 16 to 29 and 14% aged 30 to 44 (Highland 15% and 19% respectively). The birth rate (the true birth rate measured as births per year per 1,000 women aged X years) tends to be below the Highland average and there is good evidence that for much of the last decade the birth rate has been around the lowest in Highland, although with a small sample size there is a relatively large margin for error.

3.2 The reference in paragraph 3.1 above to “…per 1,000 woman aged X years” is included because there is a different expected birth rate for women depending on their age.  For example the expected birth rate for a woman aged 25 is higher than for a women aged 45. The Council has looked at the ages of each woman in the area and applied the expected rate to each before adding them together to come up with the final figure.

3.3 The consultation process for this proposal is set out in detail at **Appendix B.**

**Current Details – Inverasdale Primary School**

4.1 Inverasdale Primary is situated to the north-west of Poolewe. The catchment area includes the communities of Cove, Inverasdale, Midtown, Brae and Naast.

4.2 The school has been mothballed since the end of session 2011-12, when the school roll fell to 2, and the pupils transferred to Poolewe Primary School.

4.3 The accommodation at Inverasdale consists of a single classroom/combined GP room/dining hall, and a small room used as a school library.

4.4 The school does not have a nursery class. When the school was in operation nursery education for pupils from Inverasdale was provided at Poolewe Primary.

4.5 There are currently 8 pupils of P1-7 age living within the catchment area of the school. All of these pupils currently attend Poolewe Primary. Five of these pupils are in either P6 or P7. There are, in addition, 4 children below school age living in the Inverasdale catchment. One of these has enrolled for Gaelic Medium education in Gairloch Primary School for session 2015-16.

4.6 The figures suggest that, were Inverasdale School to re-open with 100% of catchment pupils attending the school, the roll figures for the forthcoming few years would be:

 2015-16 - 8

 2016-17 - 4

 2017-18 - 3

 2018-19 - 5

4.7 In practice the roll of 8 in 2015-16 would be unlikely to be achieved as it includes 4 pupils currently in P6 at Poolewe Primary, who may not wish to transfer to Inverasdale for their final year.

4.8 The roll projections show that if Inverasdale Primary were re-opened, it would be as a single teacher school with a very small roll.

4.9 No placing requests in or out of Inverasdale Primary School have been recorded in the last 5 complete school sessions (from 2009-10 to 2013-14). As previously stated, the school has not been operational since July 2012.

4.10 The population living in the catchment grew by 7% between 2001 and 2011 and the population of the primary catchment is older than the Highland average with 14.7% aged 16 to 29 and 11% aged 30 to 44 (Highland 15% and 19% respectively). Analysis of the age of females living in the area using fertility rates for Ross & Cromarty overall suggests that we might expect to see an average of around 1 birth per year: the historic average has been slightly lower than this.

4.11 The school has a permanent capacity of 49. Based on the permanent capacity available, the notional 2018-19 roll of 5 pupils would represent 10% use of capacity.

4.12 The Highland Council assesses all of its schools for Suitability and Condition, in line with the Scottish Government’s School Estate Management guidelines. Schools are assessed on a scale with the ratings “A” (good) “B” (satisfactory), “C” (poor) and “D” (bad). Inverasdale Primary School is currently rated as “B” for educational suitability and “C” for building condition.

4.13 The number of pupils within the catchment area entitled to free school meals is not broken down to avoid the identification of pupils.

4.14 The most recent Education Scotland (HMIe) report was published in August 2009. A copy is attached at **Appendix C**.

4.15 When the school was last in operation, it was managed as part of a “cluster” arrangement with Bualnaluib School. Were the school to re-open with the roll figures indicated it is likely that the Council would seek to manage the school with an Associate (Cluster) Head Teacher. On this basis, the staffing entitlements, as per the Council’s Devolved School Management policy are as follows;

* Associate (Cluster) Head Teacher,
* Unpromoted Teachers – 1.00 FTE
* Class Contact Time Teacher - 0.1 FTE
* Clerical Assistant – 16 hours per week

4.16 In addition ASN teaching and non-teaching staff would be allocated to the school in accordance with an annual assessment of need.

4.17 A Cleaning Operative would also be employed at around 7.5 hours per week.

4.18 Prior to Inverasdale School being mothballed meals were transported from Poolewe kitchen to Inverasdale and, and one person was employed at Cook 1 grade to serve and clear up afterwards. If this system were reinstated, the weekly hours for the post would depend on the number of pupils requiring school dinners. Prior to the school being mothballed it was 7.5 hpw Monday – Friday.

4.19 Currently, one of the 8 pupils living in the Inverasdale catchment area lives more than 2 miles from Inverasdale School. That pupil is located around 2.5 miles from the school and would therefore qualify for free school transport up to the age of 8. The estimated cost would be £5 per day or £950 per session. The roads in the area are quiet single tracks with grass verges and good visibility. If the school were re-opened there would be no need, under current policy, to provide school transport to any other pupil, or to any pupil aged 8 or above.

4.20 Annual CO₂ emissions from the Inverasdale School building are estimated at 30 tonnes.

**Current Details – Poolewe Primary**

5.1 Poolewe Primary School is located in the village of Poolewe. The school consists of two classrooms, a general purpose area used for Drama, PE and other activities and a dining room. The Nursery is housed in the old school house attached to the school. A demountable unit in the playground has been renovated and furnished as a library.

5.2 The school’s catchment encompasses Poolewe, Londubh, Srondubh, and Tournaig. Since the mothballing of Inverasdale School it has, for practical purposes, also taken pupils from that school’s catchment.

5.3 For the 2014-15 school session, the school has 24 pupils in two classes. The projected roll suggests that the school will experience a gently rising roll whilst remaining as a two teacher school.

 2016-17 - 24

 2017-18 - 21

 2018-19 - 24

 2019-20 - 27

 2020-21 - 26

 2021-22 - 28

 2022-23 - 26

 2023-24 - 28

 2024-25 - 28

 2025-26 - 28

 2026-27 - 29

 2027-28 - 29

 2028-29 - 29

5.4 There are currently 5 children in the nursery.

5.5 During the last 5 completed school sessions (2009-10 to 2013-14) there have been five placing requests for pupils from other areas to join Poolewe Primary. No placing requests have been made for pupils to leave Poolewe Primary.

5.6 The population living in the catchment grew by 4% between 2001 and 2011 and the population of the primary catchment is slightly older than the Highland average with 11% aged 16 to 29 and 17% aged 30 to 44 (Highland 15% and 19% respectively). Analysis of the age of females living in the area using fertility rates for Ross & Cromarty overall suggests that we might expect to see an average of around 1.5 birth per year: the historic average has been almost double this.

5.7 The school has a permanent capacity of 50. The August 2014 roll of 24 pupils therefore represents 48% use of capacity.

5.8 Poolewe Primary is currently assessed as “C” for building Suitability and “B” for building Condition. Future investment need within the school will be assessed as part of the Council’s capital programme and maintenance programmes, and based on the ‘core facts’ of condition, suitability and sufficiency.

5.7 The number entitled to free school meals is not broken down to avoid the identification of pupils.

5.8 The most recent Education Scotland (HMIe) report was published in August 2011. A copy is at **Appendix D**.

5.9 The anticipated year group numbers for August 2015 are as follows:

P1 – 4

P2 – 1

P3 – 6

P4 – 1

P5 – 2

P6 – 6

P7 – 3

5.10 It is expected that pupils will be organised into two classes, a P1-4 with 12 pupils, and a P5-7 with 11 pupils.

5.11 The 2014-15 staffing entitlement is as follows;

* Associate (Cluster) Head Teacher, responsible for Poolewe and Gairloch Schools
* Unpromoted Teachers – 2.00 FTE
* Class Contact Time Teachers – 0.20 FTE
* Clerical Assistant/General Auxiliary – 27 hours per week

5.12 In addition, ASN teaching and non-teaching staff are allocated annually to the school, to meet assessed levels of need. The school nursery is staffed with two Early Years Practitioners, who are each employed for 23 hours per week.

5.13 The Catering and Cleaning Service employs the following staff at the school;

* Cook 2 - 22.50 hours per week.
* Cleaning Operative – 11.25 hours per week.

5.11 Annual CO₂ emissions from the Poolewe Primary School building are estimated at 36 tonnes. Implementing this proposal would not alter this figure.

5.12 There is one school transport route to Poolewe Primary, which transports the 8 pupils from Inverasdale. Currently therefore, approximately 33% of the pupil population are in receipt of school transport. The two schools are located 5.4 miles apart, and the furthest pupil from Poolewe has a total travel distance of 7.9 miles. The travel times to Poolewe for each individual pupil vary from 13 minutes to 27 minutes. The latter pupil would have a 6 minute journey to Inverasdale Primary, so the maximum additional travel time for any pupil is 21 minutes.

5.13 As all of the pupils from the Inverasdale catchment area currently attend Poolewe Primary School, no adverse effects for Poolewe Primary are expected to arise. On the contrary, including the pupils from Inverasdale within the Poolewe catchment will help to maintain a healthy roll at Poolewe.

5.14 Currently, Highland Council’s staffing standard for primary schools specifies 1.5 teachers for a roll of 16-19 pupils, and 2 teachers for a roll of 20-47 pupils. A decision to re-open Inverasdale Primary could result in reduced pupil numbers at Poolewe Primary, and could result in a reduction in staffing at Poolewe Primary (see the projected rolls for each school, set out at paragraphs 4.2 and 5.2 above).

**Educational Benefits**

6.1 Highland Council is of the view that the school environment should be of a quality that sustains and improves education provision, pupil performance and outcomes for the young people of Highland.

6.2 With the above aim in mind, Highland Council has adopted the above indicators in reviewing its’ school estate:

* Pupils should be educated in facilities which are rated at least category B for each of Condition and Suitability.
* Pupils should be members of an age-appropriate peer group.
* Pupils should have the opportunity to engage in the widest possible range of activities beyond the core curriculum, including music, sports, drama and art.
* Pupils with Additional Support Needs should be educated in the most appropriate local setting.
* Pupils should not ordinarily be required to travel for longer than 30 minutes from the nearest classified road pick-up point to school (primary) although it is recognised that this may not always be possible in a rural Council area such as Highland.
* School facilities should be of a size appropriate to the delineated area that they serve, paying due regard to demographic trends.
* School delineated areas should reflect geography, travel routes and population distribution.
* Safe school transport should be provided and safe traffic management in and around school sites should be implemented.
* Teachers should be members of a professional learning community comprising at least 3 members located in the same facility.
* The implications of school location to local communities should be considered.
* Schools, wherever possible, should be located where there is a recognised village or other built up community.

6.3 It is Highland Council’s view that the pupils from the Inverasdale catchment derive educational benefits from their current attendance at Poolewe Primary School. Formalising the current arrangements would provide a number of such benefits, judged against both the Highland and National criteria set out above.

6.4 Pupils are able to work in groups with others of a similar age and ability, challenging each other and learning together. In considering specific outcomes, Highland Council has had regard to The Scottish Government’s cross learning themes within a Curriculum for Excellence, both the Principles and Practices documents and the Experiences and Outcomes. The value of working collaboratively with peers is and in many cases is expressly set out in these documents.

6.5 Specific examples are:

6.5.1 Learning and Teaching: “Cooperative Learning” is a key teaching strategy in which small teams of pupils, usually teams of 4, work together towards a learning objective. They may also be working with partners or the whole class. Each member of a team is responsible not only for learning what is taught but also for helping members of their team learn, thus creating an atmosphere of achievement. Ideally for this to be successful there needs to be a number of children of the same age/stage.

6.5.2 “Literacy Across Learning – Principles and Practice.” The guidance suggests that teachers should consider to what extent they offer pupils the opportunity to *“engage with others in group and class discussions of appropriate complexity? learn collaboratively – for example, when problem solving? explain their thinking to others?...”*

6.5.3 The Second Level of the Experiences and Outcomes in “Literacy Across Learning” includes under “Tools for Listening and Talking” “*When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking.”* The Second Level under “Creating Text” is “*When listening and talking with others for different purposes, I can share information, experiences and opinions, explain processes and ideas, identify issues raised and summarise main points or findings, clarify points by asking questions or by asking others to say more.”*

6.5.4 “Numeracy Across Learning – Principles and Practice,” sets out that“*A rich and supportive learning environment will support a skilful mix of a variety of approaches, including…”both collaborative and independent learning.”* The Second level for the Experiences and Outcomes under “Data Analysis” is “*I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way.*

6.5.5 “Health and Wellbeing Across Learning – Principles and Practice” sets out that “*Effective Learning and Teaching across Health and wellbeing … uses a variety of approaches including active, cooperative and peer learning and effective use of technology.”* Health and Wellbeing also includes a number of themes which are very much age and stage appropriate e.g. “Relationships, Sexual Health and Parenthood”, and “Substance Misuse” are considerably different in Early Level compared to Second Level. In order to fully develop a child’s knowledge and understanding of these areas, discussion and dialogue opportunities with peers of the same age/stage need to be developed. These opportunities would be severely restricted or not possible in a very small multi-composite setting.

6.6 Very similar statements are also made within the documentation relating to specific areas of the curriculum, for example in the Expressive Arts and Science areas of the curriculum.

6.6.1 “1+2 Languages Delivery” - the roll out of the 1+2 languages programme over the next 4-5 years requires considerable planning and preparation for delivery in any class setting, but in particular this would prove to be very problematic in a small multi-composite setting with children often of a wide variety of ages and stages in one class. Language learning of any form has its challenges in the multi-composite setting and these challenges for 1+2 languages would be considerably multiplied in a small composite setting.

6.7 The above principles and practices are more difficult to apply in schools where the total rolls are less than 10 across the whole P1-7 range. It follows that there is greater difficulty in achieving the necessary Experiences and Outcomes.

* The proposed merger would also provide improved opportunities for children to develop skills for learning, life and work e.g. increasing opportunities for working with others of a similar age and stage which are very limited in schools of less than 10 children in a multi-composite setting.
* The development of Profiling is a key component for developing the above skills and for children to be able to self-assess and very importantly peer assess these skills as part of ongoing discussion and dialogue with children of the same age/stage.
* As part of the Developing Scotland’s Young Workforce the aim is to develop increased awareness of the world of work, social skills and employability skills. Such knowledge and understanding and skills acquisition would very much benefit from discussions and dialogue with peers of the same age/stage.
* There is a greater range of opportunities available for pupils to participate in a wide range of team sports and active recreational activities. Some of these benefits arise from larger pupil numbers (e.g. to form teams of similar age and size), partly because a larger staff and parent body increases the likelihood of interested adults leading a range of activities.
* As with sports, there is a greater likelihood of pupils benefitting from a wider range of solo and group musical and artistic opportunities.
* The level to which pupils are able to become skilled in social interaction will depend to an extent on the opportunities afforded to them. The forging of close friendships and the development of self-esteem would be enhanced by each pupil being enabled to be part of an age appropriate peer group of a sufficient size to allow a range of interactions and relationships to form and reform.

6.8 In summary, a number of positive benefits have derived from the operational merger of Inverasdale and Poolewe Primary Schools.

6.9 As all of the pupils from the Inverasdale catchment currently attend Poolewe Primary, no adverse effects for those pupils are expected to arise from the merger.

**Effects on School Transport**

7.1 Currently, a single school transport route operates to Poolewe Primary. The route transports the 8 Inverasdale pupils to Poolewe Primary, but also transports High School pupils to connect at Poolewe with the bus to Gairloch High School. A “double run” is made due to the different timings for High School and primary school pupils. The cost of the route increased by 26.8% in August 2012 when Inverasdale School was mothballed and a double run was required.  If the school was reopened, it may be assumed the cost would decrease again by a similar percentage. The current annual cost is £47,273.90. (This figure may vary slightly each financial year, due to the fact that the financial year is not aligned with the school year). A 26.8% reduction over the cost of a school year would mean a new price of £34,604.49, a saving of £12,669.41.

7.2 It is recognised that the larger merged school implies an increase in the number of pupils entitled to school transport compared to the number who could walk or cycle to school, were Inverasdale to re-open and should they choose to do so. It also results in occasional inconvenience for parents who wish to take their child to/from school during the school day, should they require to do so.

7.3 The table at **Appendix E** illustrates the additional emissions of greenhouse gases arising from the current transport arrangements from Inverasdale Primary to Poolewe Primary. The figures are based on the types of vehicle used and the fuel used by those vehicles and show total CO₂ equivalent emissions, (columns C and D), as well as emissions for CO₂, and CO₂ equivalent emissions for methane and nitrous oxide.

7.4 The table shows that the mothballing, and by extension the formal closure of, Inverasdale Primary, has resulted in approximately 1.5 tonnes per annum of CO₂ equivalent emissions. The figures can however only be estimates as emissions are affected by the speed at which vehicles are driven and the type of road travelled.

7.5 The increased annual CO₂ equivalent emissions from the provision of transport (approximately 1.5 tonnes) should be set against the approximate annual emissions of 30 tonnes from the Inverasdale Primary School building itself (see paragraph 4.12 above)

7.6 So far during the current session there has been 1 day in which the education of the Inverasdale children was disrupted due to unavailability of school transport in bad weather. On that occasion parents brought the children to school later in the day.

**Effects on Staff and School Management Arrangements**

8.1 The two schools have, in practice, operated as a single school since Inverasdale was “mothballed” in 2012. There will be no impact on staff and school management arrangements from a formal closure of Inverasdale Primary School.

8.2 A continuation of the current mothballing arrangement will have no effect on current staffing or management arrangements.

8.3 The staffing implications of re-opening Inverasdale Primary School are set out at Paragraph 4.10 above, whilst the financial implications are set out at Section 11 below, and the associated Appendix.

**Effect on the Local Community and Other School Users**

9.1 Since it was “mothballed,” Inverasdale Primary has been used extensively by the local community. In particular it has been used:

* as the location of an exhibition into the history of the school itself, run by the Inverasdale Heritage Group who created a Tearoom (teas and home-baking) alongside the exhibition. This has been open on Wednesdays and Fridays from May to October each year since 2013, in the ground floor of the old schoolhouse and adjacent room in the School, with volunteers serving refreshments.
* as a home for an exhibition into the Russian Arctic Convoys of WWII. The Arctic convoys gathered in Loch Ewe prior to setting out on their journeys to Murmansk and Archangel, and the local community have created a two-room exhibition in the classrooms, with memorabilia, accounts and photographs from the convoys. The exhibition has opened for the same periods as that for the history of the school.
* for Community Council meetings - alternate monthly.
* for ‘Good for Ewe’ monthly meetings (community vegetable growing co- operative)
* for soup and sandwiches following Remembrance Day services at Poolewe
* for the local land owner to meet with crofters
* for interviews for part-time employment with local groups
* for a community Open Evening to share ideas and news on future of the School
* for a community broadband meeting hosted by the Community Council.

9.2 As there are no other community facilities in Inverasdale, it is acknowledged that the school building is a significant community facility. In the event of the merger proceeding, and subject to the Council not having any operational need for the building, Highland Council would be keen to work with the community of Inverasdale to see whether some or all of the current school building could be turned over to community use. Any such proposal would be progressed within the terms of the Council’s current asset management policy.

 **Financial Consequences**

10.1 The Table at **Appendix F** sets out the Highland Council’s assessment of the Financial Implications of the proposed merger.

**Equalities Impact Assessment**

11.1 A preliminary Equalities Impact Assessment is at **Appendix G.**

**Rural Impact Assessment**

12.1 A preliminary Rural Impact Assessment is at **Appendix H.**

**Mitigation of Adverse Effects**

13.1 As pupils from Inverasdale as already attending Poolewe Primary School, no adverse effects are anticipated on the P1-7 pupil age group.

13.2 The possible transfer of the school building for community use represents a potential boost to local tourism, community activities and the local economy.

**Recommendation**

14.1Taking the above into account Highland Council recommends that the Inverasdale Primary School, currently “mothballed,” is closed and the catchment area re-assigned to that of Poolewe Primary.

14.2 This consultation paper is issued in terms of the authority’s procedures to meet the relevant statutory requirements*.* Following the consultation period, a report and submissions received will be presented to the Education, Children and Adult Services Committee of the Highland Council***.***