

Rational underlying the criteria/factors agreed during the workshop.

"In the Classroom" Group of factors		
Indicator	Explanation of Indicator	Description agreed with Head Teachers during Workshop
Learning and achievement	<p>This indicator deals with the overall learning experience and the opportunity for all pupils to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors to the fullest possible extent.</p> <p>The Standards in Schools Scotland Act 2000 states that it is "the duty of the authority to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential".</p> <p>Attainment mainly relates to the progress of pupils in becoming 'successful learners' and in meeting their personal targets set for them at each stage of the learning process. Regular monitoring of attainment enables teachers, parents/guardians and, as they grow older, pupils themselves to identify areas of strength and weakness and to target these in the quest for continuous improvement.</p>	<p>Does an option enhance the opportunity for all pupils to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors to the fullest possible extent (Physical, Intellectual, Emotional, Social) in the context of CfE?</p>
	<p>Achievement, when used in conjunction with "attainment", is generally accepted as relating to pupil progress and success in all aspects of school life other than the academic in which pupils engage and which contribute to their overall development. Sport, music, drama, citizenship are areas in which the achievements of pupils might bring pleasure and credit to themselves, their parents/guardians and the school and it is appropriate that these activities and others should be encouraged and acknowledged.</p>	
Cooperative/Flexible Teaching and SFL	<p>The range and appropriateness of teaching approaches such as cooperative teaching will have a bearing on pupil progress for example by enabling pupils' needs to be addressed by facilitating a greater range of teacher involvement with smaller groups of pupils. This may be especially relevant for those who are experiencing particular difficulties and who require additional support. Furthermore, it is recognised that pupils will learn in different ways and that the use of range of flexible teaching methods are more likely to allow all pupils to fulfil their potential.</p> <p>The principles of cooperative and flexible teaching are central to Curriculum for Excellence.</p>	<p>Is an option likely to facilitate an increased opportunity for Cooperative/Flexible Teaching and Support for Learning?</p>

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Peer Group Work/Cooperative Learning	<p>The Curriculum for Excellence recognises that pupils are motivated by appropriate peer group challenge and by contributing in different settings for example as cooperative learners and by working as members of a group.</p> <p>Peer education is an increasingly popular method of providing information and advice to young people in both school and community-based settings. Well-considered peer education initiatives can offer a wide range of benefits to pupils, peer educators, teachers and the school as a whole.</p> <p>Pupils clearly have different aptitudes and abilities and are able to learn, led by the teacher, independently and from one another. Co-operative learning among pupils can be a stimulating experience for them particularly when the teacher is able to create appropriate settings with groups of different composition and size, and is able to allocate different tasks to pupils to attempt to ensure that they all become involved and develop a range of skills. Such activities are likely to help them grow in confidence to become Effective Contributors. It is also generally accepted that the potential for pupils to be Successful Learners is improved by each pupil being enabled to be part of an age appropriate peer group.</p>	CfE recognises that pupils are motivated by appropriate peer group challenge and by contributing in different settings eg as cooperative learners. Would an option be likely to offer increased opportunities in this respect?
Access to appropriate ICT Infrastructure	The appropriate use of Information and communication Technology is an integral part of Learning and Teaching in the 21st century, with teachers and pupils alike accessing a huge range of relevant knowledge and information. Computer assisted learning can also prove to be an important additional stimulus to certain pupils. The availability of an ICT infrastructure appropriate to the needs of the school facilitates these activities.	Would an option allow in-class and other ICT infrastructure appropriate for a 21st century teaching environment to be put in place?
Early Years education	The liaison between those providing pre-school education and those working with the children at the infant stages can be an important factor in the success of implementing the Curriculum for Excellence Early Level. While good liaison does occur across a range of settings, there are clear advantages if the pre-school and infant provision is closely located within the same building and under the same management structure.	Would an option enable CfE Early Level to be implemented, particularly with nursery and primary years liaison and joint planning?

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Continuity and Progression	<p>Continuity and progression are important aspects in the education of children and young people with transition stages i.e. from pre-5 to primary and primary to secondary proving challenging for a number of them. The co-location of pre-school education with primary, not only keeps children in a familiar setting, but also allows for a greater degree of liaison between pre-school and primary school staff relative to the progress of and 'next steps' for each child. In addition parents having to drop-off a number of children may be advantaged by having to visit only one site.</p> <p>Similarly co-location of primary and secondary schools on the same site will offer opportunities to improve the continuity between stages, professional liaison and smooth pupil transition.</p>	Is an option likely to improve continuity between stages of education, enhancing the probability of smooth pupil progression? Factors to take into account could include the numbers of pupils moving between stages, the number of transitions, and the opportunities for professional liaison regarding pupil progress.
Management and Leadership	It is generally accepted that the management and leadership of a school is the single most important factor in its success in enabling all young people to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. It is therefore unsurprising that Her Majesty's Inspectorate place such store in it in all of their reports. There are many examples of pupils and teachers alike being inspired and encouraged by an outstanding head teacher. The time allocated for management/leadership clearly has implications for head teacher workload and for the ability of the head teacher and other promoted staff to deliver all that they would want for the benefit of the school.	The leadership of a school is critical in enabling young people to succeed. It impacts on staff ethos, motivation and professional development. Is an option likely to impact on the time allocated to the HT for management/leadership?
Professional Learning Communities	Both Education Scotland and the Teachers' Professional Associations recognise the benefits for teachers in being able to be part of a Professional Learning Community. Put simply this acknowledges that teachers working together in curriculum development initiatives, affording each other professional support, sharing best practice and developing skills are likely to be advantaged in that experience to the benefit of the learners with whom they are working.	Education Scotland and professional associations promote collegiality and the development of teacher 'professional learning communities' to share best practice and develop their skills. Is an option likely to impact on this?
Gaelic Provision	The Highland Council and the Scottish Government are each committed to the promotion Gaelic medium teaching and seek opportunities to advance that initiative where possible.	Is an option likely to present opportunities to enhance the availability and quality of Gaelic language provision?

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Support and specialist services	Across Scotland there are a wide range of Support and Specialist Services operating in our schools. That range includes Educational Psychologists, Speech and Language Therapists, and other Health professionals, but also specialist instrumental teachers, sports co-ordinators and others. The extent to which these services are available for particular children or more generally can be an important factor in their progress.	Is an option likely to increase a school's access to pupil support and specialist services?
Health and Safety of staff or pupils	A number of teachers and head teachers have expressed the view that they do not believe, on the grounds of Health and Safety, that any teacher should ever be in a "lone worker" situation. By that they have meant in circumstances where by reason of staffing formula there are times when there is only one adult in the school with the children.	Is an option likely to reduce the likelihood of "lone adult worker" situations arising?

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Recreation/Team Games/Active Schools	It is generally recognised that there are health benefits for pupils to be had by engaging in sports and physical education. Similarly many pupils derive a great deal of enjoyment from such activities and can learn a lot about roles and responsibilities and what it means to be a member of a team.	Is an option is likely to enhance opportunities for pupils to experience enjoyment and achieve success, while pursuing a healthy and active lifestyle by engaging in a range of recreation/sports and team games?
Musical Group and Performing Arts Activities	As with sport, for many pupils of all abilities there can be an opportunity "to shine" or just enjoy participating in musical and artistic activities. Again in these activities pupils can experience the challenge of performing solo or with others and can learn a lot about roles and responsibilities and what it means to be a member of a team.	Is an option likely to enhance opportunities for pupils to become Responsible Citizens and develop confidence in participating in cultural life including Music and the Performing Arts?

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Social Interaction	The level to which pupils are able to become skilled in social interaction will depend to an extent on the opportunities afforded to them. In developing the ability to become Confident Individuals and Responsible Citizens the inter-personal skills of co-operation, tolerance, and the ability to demonstrate concern for others are of crucial importance. These along with the forging of close friendships and the development of self-esteem will be greatly 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.	Is an option likely to enhance opportunities for appropriate social interaction between pupils, helping them become Confident Individuals and Responsible Citizens, and contributing to their physical, mental and emotional well-being?
Extra Curricular Activities/Interests	In many Scottish schools pupils are introduced to a new activity or interest by participation in an extra-curricular club run at lunch time or after school by a teacher, other member of staff or by a parent helper. These activities enrich the "school" experience but equally importantly can kindle an interest which stays with the individual for all of his/her life.	Is an option likely to enhance opportunities for pupils to engage in a range of extra curricular activities/interests.
Health and Wellbeing	<p>In addition to Health Promotion activities within the school, daily physical education, and the provision of good quality drinking water and nutritious meals, the design of the building can make an important contribution to the physical well-being of all users and help pupils become Confident Individuals who pursue a healthy and active lifestyle.</p> <p>Modern design features can ensure that the environment benefits in the main from natural light, is always at a comfortable temperature and is ventilated by clean air. Other important features include modern toilet facilities offering privacy and dignity; suitable safe and secure design, properly equipped areas for social and recreational activities. Irrespective of the age or design of the school building pupils and staff have invariably remarked that meals/snacks prepared on site are much better than those transported from elsewhere.</p>	Is an option likely to help pupils become Confident Individuals who pursue a healthy and active lifestyle? Factors to consider could include availability of good quality drinking water; access to good external play areas; availability of nutritious school meals/snacks cooked on site.

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Inclusion	Confident Individuals should be able to relate to others and manage themselves. In keeping with this, the statutory provision for the Presumption of Mainstream means that pupils with Additional Support Needs have an entitlement to be educated in their local school. The design of the school including issues of accessibility and the provision of appropriate facilities are key, as is the ability of the staff, with any necessary additional personnel or resources to meet the child's/children's specific needs.	The "Presumption of Mainstream" assumes that pupils with Additional Support Needs will be educated where possible in a local school. Is an option likely to contribute to inclusion across the full range of Additional Support Needs?
Pastoral Care	Quality Pastoral care is fundamental to the ethos of a school. All pupils should feel that there is a member/are members of staff to whom they can go with any concerns which they have. Equally the management structure of the school, regardless of the school size should be such that each pupil is 'in the care' of a particular member of staff. While there are excellent pastoral care practices in schools of all sizes, it has been argued that this is an area in which there can be advantages in smaller schools.	Is an option likely to allow all pupils to be well known as individuals by key members of staff?
A Community Facility	The national school estate strategy stresses that " Schools are integral parts of the communities they serve, with pupils making use of community facilities and communities accessing school facilities" and notes that "the traditional school needs to move towards an inclusive community hub campus model". It seems only right and proper that the community at large should, if at all possible benefit from being able to use a Council resource which is likely to be one of the best equipped if not the best equipped in the local area.	The national school estate strategy stresses that " Schools are integral parts of the communities they serve, with pupils making use of community facilities and communities accessing school facilities" and notes that "the traditional school needs to move towards an inclusive community hub campus model". Is an option likely to help make this happen?
School identity	Every school, old or new, large or small, has an identity and ethos, well established or developing and a place in the heart of the community it serves. It is important to acknowledge and celebrate that fact and to attempt to ensure that any changes to the school estate places great store in these factors and ensures that every effort is made to replace them with something of equal value and importance if not with something even better.	Every school has a unique culture, ethos and identity, Will an option enhance the extent to which a positive ethos and culture can exist or be created?

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Travel to school - healthy options	There are many schools in Scotland to which it is possible for all the pupils attending to walk. This is, for obvious reasons less true of rural communities. It is important to recognise the health benefits for pupils who are able to walk or cycle safely to school and to promote/safeguard these options where possible.	Does an option enhance the extent to which pupils can travel to school on foot/cycle or similar, should they wish to?

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Indicator	Explanation of Indicator	Description Agreed with Head Teachers during Workshop
Community Identity	There are schools in towns, villages and rural communities which are particularly identified, by location and in other ways with a very specific community and there are others which are less so. The location of a school outwith any village or built up community may owe more to historical reasons than present day needs or the pattern of placing requests/attendance in a town may be such that the term local or community school may be rather tenuous.	With particular regard to location, is an option likely to impact on the extent to which the school is (or would be) identified with a particular village or distinct community?
Community Use of Facilities	<p>In any community it is likely that the local school will be amongst the larger and best equipped of the 'community facilities' and where it is a secondary school it will normally be the largest and best equipped. The contribution therefore that the building can make to the life of the community in providing facilities not available elsewhere should not be under-estimated.</p> <p>This will be even more the case if the school building has been used regularly for community activities and in these circumstances should a school be being considered for amalgamation or closure it might be necessary to consider the education of the pupil, which is of paramount importance separately from the needs of the community to retain a centre for their own specific activities.</p>	Is an option likely to improve/expand (or reduce) community use of the school's facilities?

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Indicator	Explanation of Indicator	Description Agreed with Head Teachers during Workshop
Interaction with the Community	Everyone benefits when pupils reach out into the community sharing their achievements and gaining fulfilment. Interaction with their local community from the earliest stages of school life is an obvious way in which pupils can learn what it means to be a Responsible Citizen and Effective Contributor. Most schools engage with their local communities in many and various ways according to the circumstances of each school and its community. Examples include putting on concerts and shows, visiting care homes, engaging in environmentally friendly activities around the community, and participating in Eco Schools, public arts projects and charity activities.	Everyone benefits when pupils reach out into the community sharing their achievements and fulfilment, helping the young people become Responsible Citizens and Effective Contributors, for example visiting care homes, participating in Eco Schools, public arts projects and charity work. Is an option likely to enhance or reduce such opportunities?
Travel distance, time, risk and impact on community	<p>Across the Highland Council area demographics are such that it is necessary for the Council not only to have heed to the statutory requirements regarding the provision of transport to school in certain specific circumstances related to distance and safety, but beyond that to take account of the nature of any such journeys and the time involved in making them. This is particularly important in the case of small remote communities.</p> <p>In this regard it is also important to take account of the fact that without special travelling/transport concessions or arrangements some pupils may have their ability to participate in after-school activities curtailed.</p>	Does an option impact on the nature of pupils' daily trips to and from school and how does this impact on the local community?
Wrap around care	The government has encouraged councils to be as flexible as possible in the provision of pre-school education and child-care in order that parents/guardians who wish to continue working, or to return to work or enter education or training can be enabled to do so. The availability of extended day and extended year child-care in a community can make a significant difference to the employability and training opportunities for those with young children in their care, and can therefore contribute to economic regeneration.	The combination of wrap around care with pre-school and ante-pre-school provision allows increased opportunities for parents/carers to continue working, return to work, or to access education and training thereby promoting economic regeneration. Does an option potentially offer enhancements in this regard?
Planned Housing Developments	In considering any realignment of the school estate it is important to take account of the latest information regarding Planned Housing Developments and to ensure that as accurate a calculation as possible is made of the likely impact on school roll numbers for the foreseeable future. Equally parents considering a move into a "new" area are likely to have regard to both the quality and proximity of schooling for their children.	The existence of a local school in a community can have a bearing on the decision of families to move into the area. Would an option have a positive or negative impact in this regard?

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Opportunities for Co-location with other bodies	<p>There are a number of examples across Scotland of the co-location of a number of agencies on the same campus as a school. In some circumstances they make economic sense particularly when separately the viability of the service in the community, located discretely would be in question. In other circumstances they can prove to be beneficial in providing a one-stop-shop for a number of services for the local community at one convenient location.</p> <p>In any proposed reconfiguration of services these opportunities should ideally be explored.</p>	Co-location of front line services can present opportunities for social benefits and efficiencies. Does an option allow ideas for co-location to be considered and developed?

