

The Highland Council
Education, Children and Adult Services Committee
20 May 2015

Agenda Item	6.
Report No	ECAS 36/15

Inverasdale Primary School - Proposal to Proceed to Statutory Consultation for Formal Closure

Report by Director of Care and Learning

Summary

Inverasdale Primary School is currently mothballed, and has been since the end of session 2011/12. This report seeks members agreement to proceed to a statutory consultation, under the Schools (Consultation) (Scotland) Act 2010, for formal closure of the school.

1. Background

- 1.1 Inverasdale Primary School has been mothballed since the end of session 2011/12, when the school roll fell to 2. Currently all 8 pupils from within the Inverasdale catchment attend Poolewe Primary School, 5.4 miles away.
- 1.2 Current projections indicate the maximum roll for the Inverasdale catchment will be 5 pupils by 2018/19.
- 1.3 The Council proposes to proceed to statutory consultation for formal closure of Inverasdale Primary school, re-assigning its catchment area to that of Poolewe Primary School.
- 1.4 This proposal is being brought forward, following informal consultation with local stakeholders and elected members, and having examined viable alternatives that could be considered.
- 1.5 The attached consultation report sets out the basis of the proposal, and related information, including the educational, community and transport implications associated with the proposal.
- 1.6 Subject to a Committee decision to proceed to statutory consultation, a public meeting will be held in Inverasdale to discuss the Council's proposal and in line with the legislation, there will be considerable opportunity for stakeholders to submit views to the Council in advance of any final decision being made. At this stage, it is expected the statutory consultation timeline would see a final recommendation being considered by this Committee in November 2015, though this may be subject to change to ensure the Council has sufficient time to consider and respond to matters arising from the consultation.
- 1.7 Subject to closure, future use of the Inverasdale Primary School building would be considered in line with the Council's asset management procedures. The

building, while mothballed, has seen extensive community use and it is understood the local community are developing business plans associated with the longer-term future of the building.

2. Implications

- 2.1 **Resources:** These are detailed in the attached report (**Appendix F**).
- 2.2 **Legal:** the statutory consultation will be taken forward per the requirements of the Schools (Consultation) (Scotland) Act 2010.
- 2.3 **Equalities:** an equality impact assessment is included with the attached report as **Appendix G**.
- 2.4 **Climate Change/Carbon Clever:** The attached report details the implications in relation to school buildings and school transport. It is estimated that in terms of the Council's carbon emissions, the proposal will see a net reduction.
- 2.5 **Risk:** These will be assessed as part of the statutory consultation process.
- 2.6 **Gaelic:** None to highlight.
- 2.7 **Rural:** The proposal does impact on a rural school. The attached report sets out in some detail the rural/community implications, as required by the legislation. A rural impact assessment is included as **Appendix H**.

3. Recommendation

- 3.1 Members are asked to consider this report and attached proposal, and agree to proceed to statutory consultation, per the requirements of the Schools (Consultation) (Scotland) Act 2010, regarding the proposal for formal closure of Inverasdale Primary School and the re-assignment of its catchment area to that of Poolewe Primary.

Designation: Director of Care and Learning

Date: 11 May 2015

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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

2.1 In 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.

Options Implications	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 21 minutes.	The maximum travel time for school pupils is 21 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 (HMle) 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**.

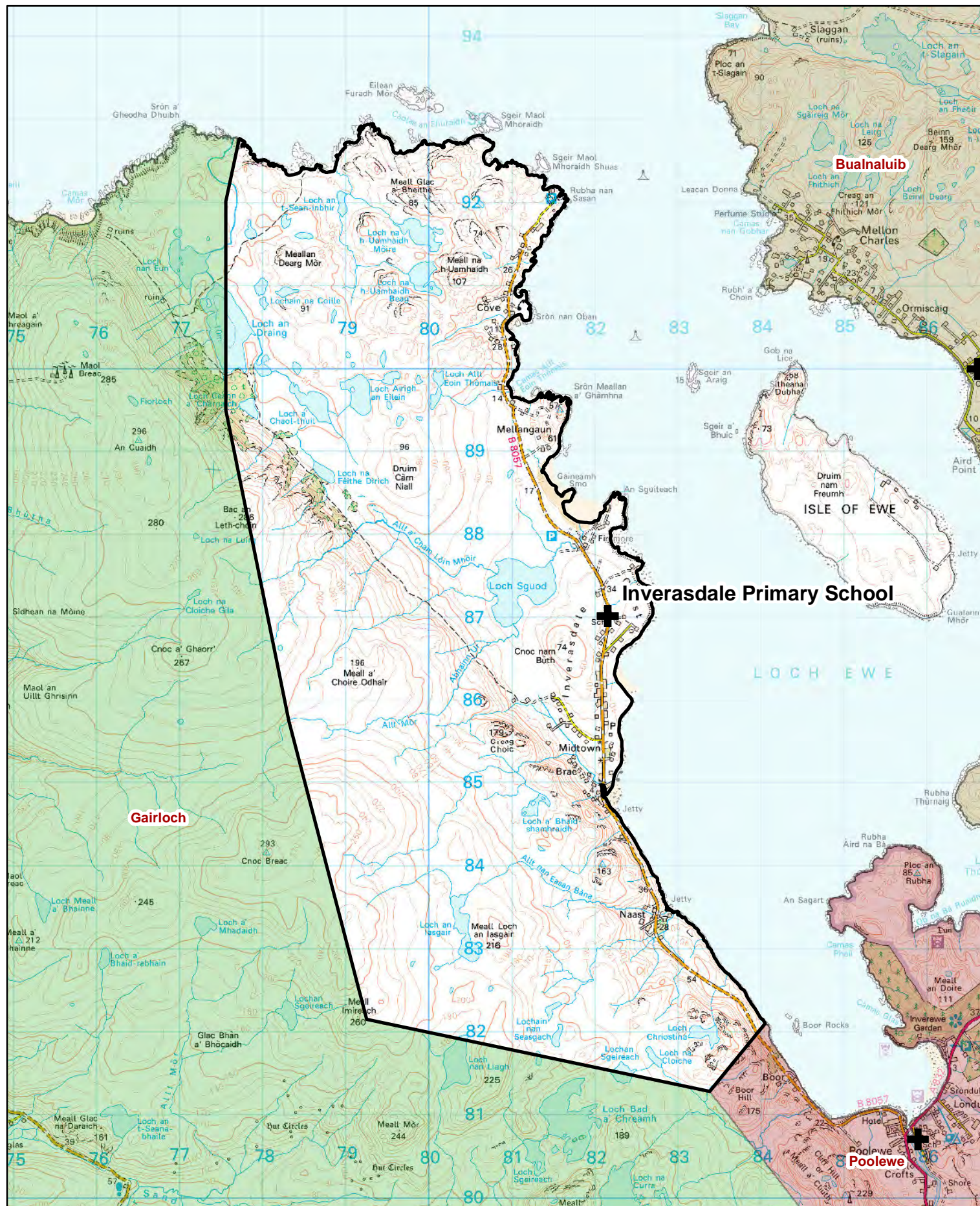
Mitigation of Adverse Effects

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

- 14.1 Taking 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.



Inverasdale Primary School

**Primary School
Catchment Boundary
March 2013**

1:59,000

0 1.25 2.5 Kilometers

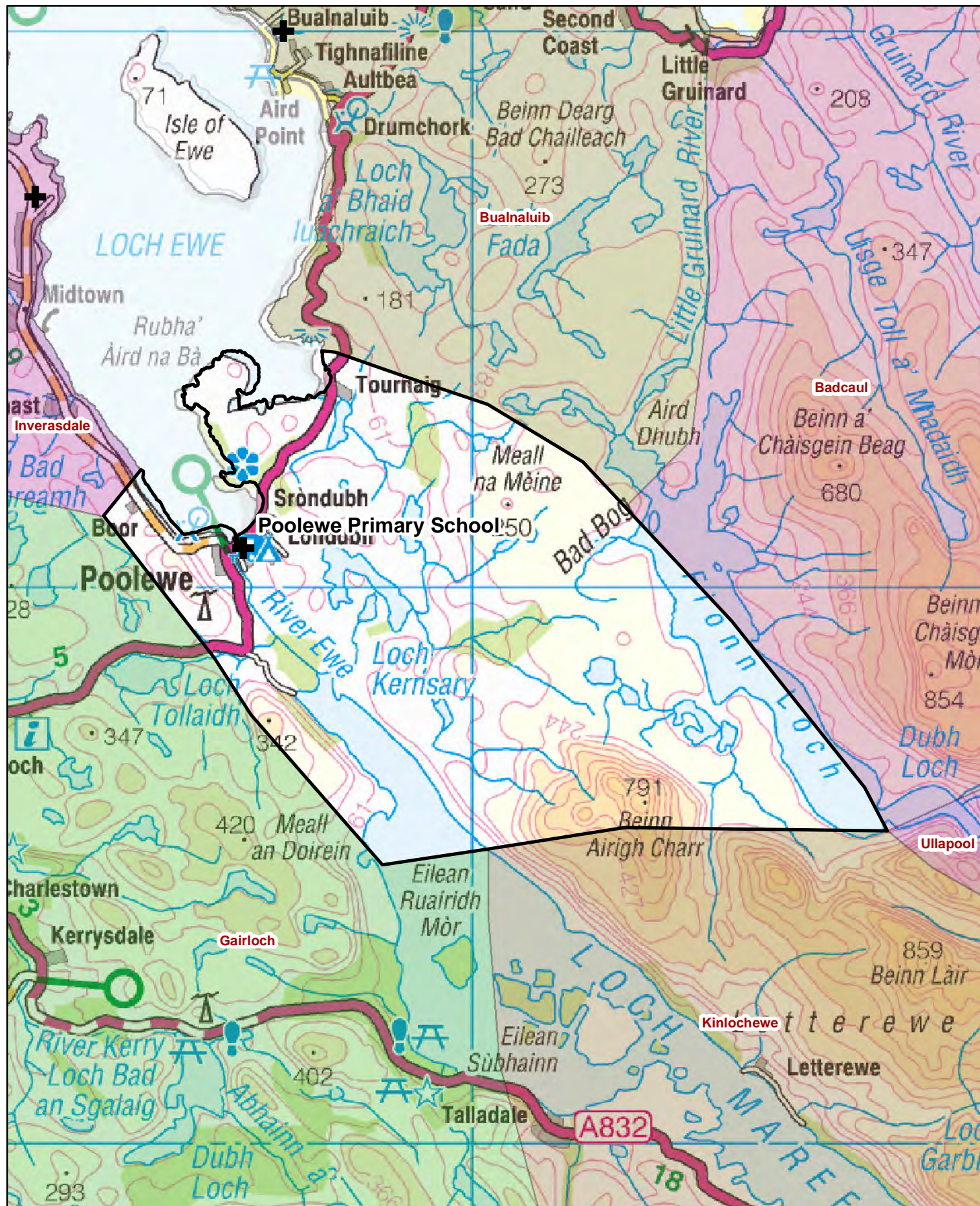
1 cm = 590 metres

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Planning & Development Service



Poolewe Primary School

**Primary School
Catchment Boundary
March 2013**

1:88,000
0 1.75 3.5 Kilometers
1 cm = 880 metres

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CONSULTATIVE PROCESS - SUMMARY OF PROCESS FOR THIS PROPOSAL DOCUMENT - INVERASDALE

Consideration by the Education, Children and Adult Services Committee

The Proposal paper has been issued as a result of a decision approved by the above Committee.

Proposal Document issued to consultees and published on Highland Council Website

A copy of the Proposal paper will be issued free of charge to the following consultees:

- (i) Parents of pupils in the catchment areas of Inverasdale Primary School and Poolewe Primary School, including parents of pre-school pupils;
- (ii) All P4-7 pupils attending Poolewe Primary School.
- (iii) Members of Parliament and Members of Scottish Parliament for the area affected by the proposal;
- (iv) The Parent Council of Poolewe Primary School.
- (v) Staff of Poolewe Primary School.
- (vi) Trade union representatives;
- (vii) The community council for the areas covered by the 2 schools;
- (viii) Education Scotland;
- (ix) Highland Youth Convenor
- (x) Russian Arctic Convoy Museum
- (xi) Inverasdale Heritage Group
- (xii) Wester Loch Ewe Trust
- (xiii) GBB Estates (local landowner)
- (xiv) "Good for Ewe" community co-operative

and will be published on the Council website, with a link from the Council's Facebook page.

Publication of advertisement in local newspapers

Advertisement will be placed in the Ross-shire Journal and the Gairloch and District Times.

Length of Consultation period

The consultation period will begin on 27 May 2015. The consultation will thereafter run until close of business on 21 August 2015 which includes a period of 30 school days.

Public meeting

A public meeting will be held at 7.00pm on 10 June at Inverasdale Primary School. The location of the meeting has been agreed in informal discussion with community representatives. Anyone wishing to attend the public meeting is invited to do so. The

meeting will be convened by the Council, will be chaired by a senior elected councillor, and will be addressed by officers of the Care and Learning Service.

The meeting will be an opportunity for the public to hear more about the proposal; to ask questions about the proposal; and to have the views of all stakeholders recorded so that they can be taken into account. A note will be taken at the meeting of questions asked and views expressed. This note will be published on the Council website. The meeting will also be recorded.

Involvement of HMI/Education Scotland

When the Proposal Document is published, a copy will also be sent to Education Scotland (HMIE) by the Council. HMIE will also be sent, by 28 August 2015, a copy of any relevant written representations that are received by the Council from any person during the consultation period. HMIE will also receive the summary note of the public meeting that will be held and so far as is practicable a copy of any other relevant documentation. HMI will then prepare a report on the educational aspects of the proposal not later than 18 September 2015. In preparing their report, HMIE may visit the affected schools and make such enquiries of people there as they consider appropriate.

Preparation of Consultation Report

Highland Council will review the proposal having regard to the HMI Report, written representations that it has received, and oral representations made at the public meeting. It will then prepare a Consultation Report. This Report will be published in electronic and printed formats and will be sent to anyone who submitted a written representation during consultation. It will be available on the Council website as well as at the affected schools and local libraries, free of charge. The Report will include a summary of the written and oral representations made during consultation and a copy of the HMI Report, together with the Council's considered response to the issues raised. The Report will include details of any alleged inaccuracies and/or omissions and how these have been handled. The Consultation Report will be published at least 3 weeks prior to being submitted to the Education, Children and Adult Services (ECAS) Committee, who will make a recommendation to the full Highland Council.

In publishing the report the Council will invite any person or party to make further representations to the Committee prior to its meeting. A notice to this effect will also be published on the Highland Council website.

At the present time the Council intends to publish its Report on 20 October 2015, prior to submission to the ECAS Committee on 11 November 2015. However, this timescale may depend on the nature of issues raised during consultation, and the need to give these full consideration. In the latter event, the Report may not be submitted until a later Committee meeting.

Scottish Ministers Call-in

In the event that the Council decides to close the school at this stage, it is required to

notify the Scottish Ministers of that decision and provide them with a copy of the Proposal Document and Consultation Report in accordance with the Schools (Consultation) (Scotland) Act 2010, within 6 working days of the decision being made, and to publish on its website a notice that it has done so, detailing the opportunity to make further representations within 3 weeks. The Scottish Ministers have an 8-week period from the date of that final decision to decide if they will call-in the proposal. If the Scottish Ministers call-in the proposal, it will be referred to a School Closure Review Panel. Within the first 3 weeks of the 8-week period, the Scottish Ministers will take account of any relevant representations made to them by any person. Until the outcome of the 8-week call-in process has been notified to the Council, the Council will not proceed to implement the proposal.

Note on Corrections

If any inaccuracy or omission is discovered in this Proposal paper, either by the Council or any other person, the Council will determine if relevant information has been omitted or, if the paper contains an inaccuracy. The Council will then take appropriate action, which may include the issue of a correction or the reissuing of the Proposal or the revision of the timescale for the consultation period, if appropriate. In that event, relevant consultees and HMI will be advised.



**Inverasdale Primary School
The Highland Council
25 August 2009**

This report tells you about the quality of education at the school¹. We describe how children benefit from learning there. We explain how well they are doing and how good the school is at helping them to learn. Then we look at the ways in which the school does this. We describe how well the school works with other groups in the community, including parents² and services which support children. We also comment on how well staff and children work together and how they go about improving the school.

Our report describes the ‘ethos’ of the school. By ‘ethos’ we mean the relationships in the school, how well children are cared for and treated and how much is expected of them in all aspects of school life. Finally, we comment on the school’s aims. In particular, we focus on how well the aims help staff to deliver high quality learning, and the impact of leadership on the school’s success in achieving these aims.

If you would like to learn more about our inspection of the school, please visit www.hmie.gov.uk. Here you can find analyses of questionnaire returns. Where applicable, you will also be able to find descriptions of good practice in the school.

¹ The term ‘school’ is used to include the work of the nursery class, where relevant.

² Throughout this report, the term ‘parents’ should be taken to include foster carers, residential care staff and carers who are relatives or friends.

Contents

1. The school
2. Particular strengths of the school
3. Example of good practice
4. How well do children learn and achieve?
5. How well do staff work with others to support children's learning?
6. Are staff and children actively involved in improving their school community?
7. Does the school have high expectations of all children?
8. Does the school have a clear sense of direction?
9. What happens next?

1. The school

Inverasdale Primary School is a non-denominational school. It serves the village of Inverasdale and the surrounding rural area. The roll was eight when the inspection was carried out in June 2009. Children's attendance was in line with the national average in 2007/2008.

2. Particular strengths of the school

- Polite, well-behaved and highly motivated children.
- Quality of children's learning experiences.
- The lead given by the headteacher in delivering high quality education.
- The team work of all staff.
- Very effective partnerships with the community.

3. Example of good practice

- Use of the local area to enhance children's learning.

4. How well do children learn and achieve?

Learning and achievement

Children are very well motivated and are eager to learn. Children's learning experiences are stimulating. All are actively involved in planning aspects of their own learning. For example, children planned what they wanted to learn in their topic on 'The Secret Garden'.

Children's achievements across the curriculum are consistently high. They have produced an informative brochure for visitors to Loch Ewe. Children show enthusiasm in music and are able to sing confidently and use instruments well. They are developing very good skills in art

and are able to express themselves well in a variety of styles. Children are developing a very good understanding of carrying out fair scientific experiments. They have a good awareness of local wild life and the process of how seeds germinate. They are able to identify what they need to do to be healthy in their interesting 'Food and Exercise' diaries. Across the school, children participate successfully in a variety of sporting events such as cross country running and basketball. They are developing very good skills in citizenship through raising money for charity and performing successfully in community events like the Wester Ross Mod.

In recent years, attainment in reading, writing and mathematics has remained high. Standards in listening and talking are very good. In English language and across the curriculum, children listen and talk confidently when working in pairs and are able to make presentations to the whole class. They can talk positively about their favourite authors. They show a positive interest in reading and almost all read with fluency and expression. Children write for a wide range of purposes, including writing factual reports as part of their topic on the Victorians. In mathematics, almost all children have very good skills in mental and written number calculations. Children show confidence in recognising the properties of shape. They can use computers successfully to create charts and graphs for a range of purposes. Children can identify a range of problem solving strategies and use them very well in practical situations.

Curriculum and meeting learning needs

Teachers provide a broad and balanced curriculum. They are making a very good start to developing aspects of the national initiative, *Curriculum for Excellence*. They are beginning to plan more opportunities for children to develop their skills in literacy and numeracy across the curriculum. They increasingly enable children to be active in their learning. They provide children with very good opportunities to work together in small groups and independently. Teachers make good use of computers to enhance children's learning. In the expressive arts, teachers place a strong emphasis on the active

involvement of children. Enterprise education is helping to develop children's personal and social skills across the curriculum. Children benefit from two hours of quality physical education each week. Staff are increasing children's awareness of diversity through planned experiences of other world religions and learning about other cultures.

The school is very good at meeting the needs of children. Staff are beginning to involve children in planning their own learning targets and what they want to learn. In all lessons, well-planned activities, including homework, help meet the needs of all children. Teachers give children clear explanations and check children's understanding at the end of lessons. They share the purpose of lessons and give children helpful advice on their next steps in learning. Teachers set an appropriate range of homework tasks on a regular basis. Children with additional support needs receive effective support from the headteacher and support staff which helps them make appropriate progress.

5. How well do staff work with others to support children's learning?

The school works effectively with a very supportive Parent Council. Parents support the school very well through fundraising events and attending the school's open afternoons. Staff keep parents well informed through newsletters and informative progress reports. The school actively seeks parents' views and all parents feel that the school listens to their views. For example, the school consults parents successfully about developments in the curriculum and sensitive health issues. The school responds appropriately to complaints from parents. The school has developed very positive links with the local community. For example, the school is part of the 'Good for Ewe' community garden scheme and works with the community to grow fruit and vegetables. Children have successfully broadcast on 'Two Lochs Radio' to ask for advice on re-cycling. Children's learning is further enhanced with effective partnerships with local schools. For example, the school held a successful Burns Supper with Poolewe Primary

School and a joint theatre visit with Bualnaluib Primary School. In partnership with the school, the active schools' coordinator arranges a wide range of sporting activities. Positive links with Poolewe Nursery ensure that children are very well supported as they move from nursery to P1. Links with Gairloch High School are effective and supportive.

6. Are staff and children actively involved in improving their school community?

Children are happy to take on responsibilities in the class and around the school. They are able to express their views well through the pupil council. Children are happy with the way in which the school responds to their concerns. The eco committee members are actively involved in the development of the school environment. The school is working towards achieving a green flag award from Eco-Schools Scotland. Staff are reflective and welcome opportunities to share best practice to improve learning and teaching. The headteacher and staff use a variety of successful strategies to monitor children's progress and the work of the school.

7. Does the school have high expectations of all children?

Children and staff are very proud of their school and its achievements. They work very well together and show a high level of mutual respect. Children are very well behaved and help and support one another in the class and around the school. They are very supportive towards nursery children during their transition visits to the school. The headteacher and staff encourage children to work hard and always do their best. Staff celebrate children's wider achievements through attractive displays and at assemblies. They are knowledgeable about the school's child protection procedures. The school is active in promoting equality and fairness. Children have regular opportunities to participate in religious observance.

8. Does the school have a clear sense of direction?

The headteacher has created a very positive climate for learning and is committed to providing high quality education for the children. She provides very good leadership to the school and is very well respected in the local community. She has successfully involved children in contributing to the aims of the school. Staff have a shared vision for the school. They contribute to continuous improvement and to making children's learning experiences stimulating. Inverasdale Primary School has the capacity to continue to provide a very good quality of education.

9. What happens next?

As a result of the very good quality of education provided by the school, we will make no further visits following this inspection. The education authority will inform parents about the school's progress as part of the authority's arrangements for reporting to parents on the quality of its schools.

We have agreed the following area for improvement with the school and education authority.

- Continue to strengthen education in line with *Curriculum for Excellence*.

Quality indicators help schools and nursery classes, education authorities and inspectors to judge what is good and what needs to be improved in the work of a school and a nursery class. You can find these quality indicators in the HMIE publications *How good is our school?* and *The Child at the Centre*. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools and nursery classes are doing.

Here are the evaluations for Inverasdale Primary School.

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	very good

We also evaluated the following aspects of the work of the school.

The curriculum	very good
Improvement through self-evaluation	very good

HM Inspector: Alan Urquhart
25 August 2009

To find out more about inspections or get an electronic copy of this report go to www.hmie.gov.uk. Please contact the Business Management and Communications Team (BMCT) if you wish to enquire about our arrangements for translated or other appropriate versions.

If you wish to comment about any of our inspections, contact us at HMIEenquiries@hmie.gsi.gov.uk or alternatively you should write in the first instance to BMCT, HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

Our complaints procedure is available from our website www.hmie.gov.uk or alternatively you can write to our Complaints Manager, at the address above or by telephoning 01506 600259.

If you are not satisfied with the action we have taken at the end of our complaints procedure, you can raise your complaint with the Scottish Public Services Ombudsman (SPSO). The SPSO is fully independent and has powers to investigate complaints about Government departments and agencies. You should write to SPSO, Freepost EH641, Edinburgh EH3 0BR. You can also telephone 0800 377 7330, fax 0800 377 7331 or e-mail: ask@spso.org.uk. More information about the Ombudsman's office can be obtained from the website at www.spso.org.uk.

This report uses the following word scale to make clear judgements made by inspectors.

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
satisfactory	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses



**Poolewe Primary School
and Nursery Class
The Highland Council
23 August 2011**

HM Inspectorate of Education (HMIE) inspects schools in order to let parents¹, children and the local community know whether their school² provides a good education. Inspectors also discuss with school staff how they can improve the quality of education.

At the beginning of the inspection, we ask the headteacher and staff about the strengths of the school, what needs to improve, and how they know. We use the information they give us to help us plan what we are going to look at. During the inspection, we go into classes and join other activities in which children are involved. We also gather the views of children, parents, staff and members of the local community. We find their views very helpful and use them together with the other information we have collected to arrive at our view of the quality of education.

This report tells you what we found during the inspection and the quality of education in the school. We describe how well children are doing, how good the school is at helping them to learn and how well it cares for them. We comment on how well staff, parents and children work together and how they go about improving the school. We also comment on how well the school works with other groups in the community, including services which support children. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

If you would like to learn more about our inspection of the school, please visit www.hmie.gov.uk. Here you can find analyses of questionnaire returns from children, parents and staff. We will not provide questionnaire analyses where the numbers of returns are so small that they could identify individuals.

¹ Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

² The term 'school' includes the nursery class or classes where appropriate.

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7. Does the school have a clear sense of direction?
8. What happens next?

1. The school

Poolewe Primary School is a non-denominational school with a nursery class. It serves the village of Poolewe and the surrounding rural area. The roll was 29, including three in the nursery class when the inspection was carried out in May 2011. Children's attendance was above the national average in 2009/2010. The headteacher has also management responsibility for Gairloch Primary School.

2. Particular strengths of the school

- Confident children who attain well and enjoy talking about their learning and achievements.
- Children's ability to work well on their own and in small groups.
- Teamwork between staff and their support for children's learning.
- Partnerships with parents and community links which enhance children's learning.
- Leadership of the headteacher.

3. How well do children learn and achieve?

Learning and achievement

In the nursery class, children are motivated effectively to learn. They talk confidently to one another and play well together. Children organise themselves, take turns and share resources well in their play. Across the primary classes, children are confident, articulate and developing independence. Children are extremely positive towards their learning and try to do their best. They work very well as a class, in pairs or in small groups. Children help each other when they have difficulties. They enjoy their learning and respond very well to challenges, for example to design a shelter as part of P5-7 coursework. There were examples of very well paced, exciting lessons, where teachers involved children well in discussions about their learning.

Children experience a broad range of activities which help them achieve widely. They have a sound understanding of sustainability

and, as a result, have achieved a second Green Flag from Eco-Schools Scotland. Children achieve success in a number of after-school sporting activities. They exercise responsibility effectively through the pupil council, eco-school group and as junior road safety officers. Children are developing secure citizenship skills by taking part in charity and community events. Many achieve personal success at local events and festivals, including the local Mod and the Plockton Drama Festival.

Children in the nursery recognise signs and captions around the playroom. They enjoy listening to stories and looking at books. Their skills in early mathematics are developing well through their play. In the primary classes, almost all children are making very good progress in reading, writing and mathematics. Their skills in listening and talking are developing very well. Children read well and expressively to each other and are able to talk in some depth about books which they have read. Children write well creatively, including poetry. Most children are making clear progress with spelling. They present their work well. In mathematics, children are making very good progress. Children in the nursery enjoy counting and using numbers and colours during their play. At the primary stages, children can count accurately and explain clearly how they reach their answers. They are good at gathering and displaying information. They can tackle problems confidently and solve them using a range of strategies.

Curriculum and meeting learning needs

At all stages, staff show confidence in using Curriculum for Excellence to raise standards and improve children's learning. In the nursery class, health and wellbeing is being developed consistently across the curriculum. Children enjoy a range of healthy options for their snack and in their baking activities. In the primary classes, staff plan a wide range of enjoyable, challenging, often active and relevant learning experiences for children. Children are beginning to use their skills in literacy and numeracy well to help them learn in other areas. The school's approaches to supporting children's personal and social development are very good. As a result, children are developing a

responsible attitude to caring for others and contributing to their environment. Children's learning is enhanced greatly by visitors to school and a wide variety of trips outwith school, including a residential experience at Badaguish Outdoor Centre. All children learn to swim. Children do not yet receive two hours of good quality physical education each week.

In the nursery class, staff know children very well. They are sensitive to their needs and support their emotional and social development very effectively. They give children appropriate individual attention to help them to be successful and confident learners. The school identifies effectively and supports children who need extra help with their learning. All staff, including support staff, help those children who have additional support needs very well. The school is developing effective arrangements for personal learning planning to help track and record children's achievements. In lessons, staff use a variety of approaches well to help meet children's varying learning needs. This includes whole class, group, paired and individual work. Tasks are matched well to children's learning needs and children are challenged effectively in their coursework. Overall, staff ensure that the pace of learning enables all children to make very good progress. Homework is interesting and challenging, and supports learning in school.

4. How well do staff work with others to support children's learning?

Parents are very supportive of the work of the nursery. They receive regular, helpful information about what their children learn and experience. Across the school, parents are kept well informed about their children's progress and the work of the school through newsletters, open days and regular progress reports. Several parents volunteer to work alongside children in school. Many readily share their expertise with children to enhance learning. Staff deal effectively with any parental concerns and complaints. The school has developed highly effective links with members of the local community which enhances children's learning. Children help organise events for

parents and local residents, including St Andrew's and Burns ceilidhs. Staff support children as they transfer into P1 and from P7 to Gairloch High School with programmes which are planned well.

5. Are staff and children actively involved in improving their school community?

Staff share ideas which they have gathered from training and visits which improve children's learning experiences, particularly in Curriculum for Excellence. Staff help lead developments which improve children's learning. By taking part in pupil groups such as the eco committee, children are learning how to deal with issues which are important to them and their school. Parents influence plans for improving the school. Teachers work well together to develop aspects of the curriculum, including literacy and health and wellbeing. Staff support additional activities readily, often in connection with topic work, to extend children's learning. The headteacher monitors the work of the school through a wide range of approaches. The school has plans to address the need to improve the rigour with which children's progress is tracked and learning targets are set. Closer joint working is now needed to ensure consistency of practice across all classes.

6. Does the school have high expectations of all children?

The headteacher promotes a positive ethos of achievement. The school encourages children to achieve in a variety of ways and celebrates their successes at assemblies and through newsletters and displays. Most staff have a clear understanding about their role in relation to child protection. The education authority should ensure that catering staff receive appropriate training in child protection. At all stages, relationships between staff and children are very positive. Children respond very well to the high standards staff set for their behaviour and learning. Children are proud of their school and very well behaved. Children feel that staff take good account of their views.

Children have a very good understanding about the place of healthy eating and exercise in maintaining a healthy lifestyle.

7. Does the school have a clear sense of direction?

The headteacher has a strong commitment to the school and community. She is held in high regard by parents, children, staff and the wider community. She works very well with staff to help meet children's needs and includes children and their parents in helping to take the school forward. Staff take forward areas for improvement. The school now needs to continue to develop and refine arrangements for tracking children's performance and assessing their learning.

8. What happens next?

We are confident that the school will be able to make the necessary improvements in light of the inspection findings. As a result, we will make no more visits in connection with this inspection. The school and the education authority will inform parents about the school's progress in improving the quality of education.

We have agreed the following areas for improvement with the school and education authority.

- Continue to develop recording and tracking systems using Curriculum for Excellence to ensure children continue to progress well.
- Include the nursery class more fully in developing school policies and practices.

At the last Care Commission inspection of the nursery class there were no requirements or recommendations.

Quality indicators help schools and nursery classes, education authorities and inspectors to judge what is good and what needs to be improved in the work of a school and a nursery class. You can find these quality indicators in the HMIE publications *How good is our school?* and *The Child at the Centre*. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools and nursery classes are doing.

Here are the evaluations for Poolewe Primary School and Nursery Class.

Primary school

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	very good

Nursery class

Improvements in performance	good
Children's experiences	good
Meeting learning needs	good

We also evaluated the following aspects of the work of the school and nursery class.

The curriculum	good
Improvement through self-evaluation	good

HM Inspector: Anne McGachey
23 August 2011

When we write reports, we use the following word scale so that our readers can see clearly what our judgments mean.

excellent	means	outstanding, sector leading
very good	means	major strengths
good	means	important strengths with some areas for improvement
satisfactory	means	strengths just outweigh weaknesses
weak	means	important weaknesses
unsatisfactory	means	major weaknesses

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Please contact us if you want to know how to get the report in a different format, for example, in a translation, or if you wish to comment about any aspect of our inspections. You can contact us at HMIEenquiries@hmie.gsi.gov.uk or write to us at BMCT, HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

Text phone users can contact us on 01506 600 236. This is a service for deaf users. Please do not use this number for voice calls as the line will not connect you to a member of staff.

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Route	Daily Mileage	CO ₂ e (kg per day)	CO ₂ e (kg per annum)	CO ₂ (kg per day)	CO ₂ (kg per annum)	CH ₄ (kg per day)	CH ₄ (kg per annum)	N ₂ O (kg per day)	N ₂ O (kg per annum)
Inverasdale PS - Poolewe PS	21.6	8.0122608	1522.329552	7.9489944	1510.308936	0.001728	0.32832	0.0615384	11.692296

Financial Template

Table 1	Column 1	Column 2	Column 3	Column 4
Row 1	Current revenue costs for school proposed for closure			
Row 2	Name of School	Costs for full financial year (projected annual costs)	Additional financial impact on receiving school [POOLEWE]	Annual recurring savings (column 2 minus column 3)
Row 3	INVERASDALE PRIMARY SCHOOL			
Row 3	School costs			
Row 4	Employee costs			
Row 5	teaching staff	62332.05	16108	46224.05
Row 6	support staff	8217.45		8217.45
Row 7	teaching staff training (CPD etc)			0.00
Row 8	support staff training			0.00
Row 9	Supply costs	2608.00		2608.00
Row 10				0.00
Row 11	Building costs:	73157.50	16108.00	57049.50
Row 12	property insurance	178.02		178.02
Row 13	non domestic rates			0.00
Row 14	water & sewerage charges	208.96		208.96
Row 15	energy costs	4180.29		4180.29
Row 16	cleaning (contract or inhouse)	2979.48		2979.48
Row 17	building repair & maintenance			0.00
Row 18	grounds maintenance			0.00
Row 19	facilities management costs			0.00
Row 20	revenue costs arising from capital			0.00
Row 21	other			0.00
Row 22				0.00
Row 23	School operational costs:	7546.75	0.00	7546.75
Row 24	learning materials			0.00
Row 25	catering (contract or inhouse)	3278.40		3278.40
Row 26	SQA costs			0.00
Row 27	other school operational costs (e.g. licences)	1874.00		1874.00
Row 28				0.00
Row 29	Transport costs:	5152.40	0.00	5152.40
Row 30	home to school	950.00	12670	-11720.00
Row 31	other pupil transport costs			0.00
Row 32	staff travel	446.67		446.67
Row 33	SCHOOL COSTS SUB-TOTAL			0.00
Row 34				0.00
Row 35	Income:	1396.67	12670.00	-11273.33
Row 36	Sale of meals			0.00
Row 37	Lets			0.00
Row 38	External care provider			0.00
Row 39	Other			0.00
Row 40	SCHOOL INCOME SUB-TOTAL			0.00
Row 41				0.00
Row 42	TOTAL COSTS MINUS INCOME FOR SCHOOL	87253.32	28778.00	58475.32
Row 43				
Row 44	UNIT COST PER PUPIL PER YEAR	17450.66	5755.60	11695.06

Column 5	Column 6	Column 7
Table 2		
Capital costs	School proposed for closure	Receiving school
Capital Life Cycle cost - note 7		
Third party contributions to capital costs		

Table 3 Annual Property costs incurred (moth-balling) until disposal	
property insurance	178.02
non domestic rates	
water & sewerage charges	208.96
energy costs	3817.00
cleaning (contract or inhouse)	0
security costs	0
building repair & maintenance	0
grounds maintenance	0
facilities management costs	0
other	
TOTAL ANNUAL COST UNTIL DISPOSAL	4203.98

Table 4 Non-recurring revenue costs	
TOTAL NON-RECURRING REVENUE COSTS	Nil

Table 5 Impact on GAE - note 5	
GAE IMPACT	Nil

HIGHLAND COUNCIL
CARE AND LEARNING SERVICE
EQUALITY IMPACT ASSESSMENT

This Equality Impact Assessment has been prepared on a proposal:

- To discontinue education provision at Inverasdale Primary School, re-assigning its catchment area to that of Poolewe Primary School.

Details of Consultation To Be Carried Out:

The Proposal will be the subject of statutory consultation from under the terms of the Schools (Consultation) (Scotland) Act 2010, as amended.

In accordance with statutory requirements, the following will be consulted:

- (i) Parents of pupils in the catchment areas of Inverasdale Primary School and Poolewe Primary School, including parents of pre-school pupils;
- (ii) All P4-7 pupils attending Poolewe Primary School.
- (iii) Members of Parliament and Members of Scottish Parliament for the area affected by the proposal;
- (iv) The Parent Council of Poolewe Primary School.
- (v) Staff of Poolewe Primary School.
- (vi) Trade union representatives;
- (vii) The community councils for the areas covered by the 2 schools;
- (viii) Education Scotland;
- (ix) Highland Youth Convenor.
- (x) Russian Arctic Convoy Museum
- (xi) Inverasdale Heritage Group
- (xii) Wester Loch Ewe Trust
- (xiii) GBB Estates (local landowner)
- (xiv) "Good for Ewe" community co-operative.

The proposal document will also be advertised in the local press and on the Highland Council website.

A public meeting will be held in Inverasdale School on 10 June 2015. This meeting will be advertised in advance in the local press and on the Highland Council website.

IDENTIFIED IMPACTS

Equality Category	Impact	Evidence
AGE	Neutral.	The proposal relates to 2 primary schools and as such primarily affects children in the 3-12 age group, and their parents. The proposal is

		<p>advanced on the basis of educational benefit to the children in the area concerned.</p> <p>No negative age related effects arise.</p> <p>Age is not a protected characteristic for the purposes of schools provision.</p>
DISABILITY	Neutral, but with some positive benefits.	As there are currently no pupils attending Inverasdale School, the proposal will not have any adverse effects on disabled children. In principle, the inclusion of disabled pupils within the larger peer group in Poolewe promotes integration.
GENDER	Neutral	The proposal will have no effect on gender equality issues.
PREGNANCY AND MATERNITY	Neutral	There would be no direct impact on pregnancy and maternity issues.
GENDER REASSIGNMENT	Neutral	The proposal will have no impact on gender reassignment equality.
MARRIAGE AND CIVIL PARTNERSHIP	Neutral	The proposal will have no impact on equality issues around marriage and civil partnership.
MINORITY LANGUAGES	Neutral	There would be no impact on minority languages.
RACE	Neutral	The proposal will have no impact on race equality.
RELIGION OR BELIEF	Neutral	Neither of the schools affected are denominational. The proposal will have no impact on religious equality.
SEXUAL ORIENTATION	Neutral	The proposal will have no impact on equality around sexual orientation.
LOOKED AFTER CHILDREN	Neutral.	There would be no direct impacts on Looked After Children.
YOUNG CARERS	Neutral	There would be no impacts on Young Carers.
CHILDREN AND YOUNG PEOPLE LIVING IN DEPRIVATION	Neutral	The proposal is being advanced on the basis of educational benefit for all children, although not specifically those living in deprivation.

RURAL IMPACT ASSESSMENT

This Rural Impact Assessment has been prepared on a proposal to discontinue education provision at Inverasdale Primary School, re-assigning its catchment area to that of Poolewe Primary School.

The Assessment is current prior to public consultation but may be amended in the light of comments received during the course of that consultation.

Details of Consultation To Be Carried Out:

The Proposal will be the subject of statutory consultation from under the terms of the Schools (Consultation) (Scotland) Act 2010, as amended.

In accordance with statutory requirements, the following will be consulted:

- (i) Parents of pupils in the catchment areas of Inverasdale Primary School and Poolewe Primary School, including parents of pre-school pupils;
- (ii) All P4-7 pupils attending Poolewe Primary School.
- (iii) Members of Parliament and Members of Scottish Parliament for the area affected by the proposal;
- (iv) The Parent Council of Poolewe Primary School.
- (v) Staff of Poolewe Primary School.
- (vi) Trade union representatives;
- (vii) The community councils for the areas covered by the 2 schools;
- (viii) Education Scotland;
- (ix) Highland Youth Convenor
- (x) Russian Arctic Convoy Museum
- (xi) Inverasdale Heritage Group
- (xii) Wester Loch Ewe Trust
- (xiii) GBB Estates (local landowner)
- (xiv) "Good for Ewe" community co-operative

The proposal document will also be advertised in the local press and on the Highland Council website.

A public meeting will be held in Inverasdale School on 10 June 2015. This meeting will be advertised in advance in the local press and on the Highland Council website.

What the change will mean in rural communities

Although the proposal involves a formal closure of service, the service itself has not operated since the summer of 2012. In practical terms the proposal will not change the current position.

The relocation of service (which in practical terms has already taken place) involves moving local school provision from Inverasdale to Poolewe, a distance of 5.4 miles.

Inverasdale School was mothballed when the pupil roll fell to 2. 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.

At present Poolewe Primary School has a pupil roll of less than 50% of the school's capacity. The school is comfortably able to accommodate the pupils from Inverasdale and 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.

The Highland Council believes that educational benefits arise when schools have a sufficient number of children to allow pupils to work collaboratively and participate in team sports and wider activities; and where there are age appropriate peer groups of a sufficient size to allow a range of interactions and relationships to form and reform.

How will people in rural communities be affected?

Accessibility of service – since the “mothballing” of Inverasdale Primary School pupils of P1-7 age from the Inverasdale catchment have been provided with free school transport to Poolewe Primary School.

Currently there are 4 pre-school children within the Inverasdale School catchment. However pre-school children from Inverasdale have always attended nursery at Poolewe Primary, so the closure of Inverasdale School would have no impact on pre-school children.

It is recognised that pupils from Inverasdale have less opportunity to walk or cycle to school than when Inverasdale School was in operation, and that there is occasional inconvenience for parents who wish to take their child to or from school during the school day.

Travel time to the service - The maximum additional travel time for school pupils is 21 minutes.

Cost to access the service – Parents of children aged 3 and 4 years will have increased costs if they wish to access pre-school education.

Economic impact – when the school ceased to operate in 2012, there were some negative impacts in respect of the loss of part-time employment opportunities such as school clerical and cleaning staff.

Conversely, since the school was mothballed the community have used it as a location for an exhibition into the history of the school, run by the Inverasdale Heritage Group who created a tearoom alongside the exhibition. The school has also been used for an exhibition into the Russian Arctic Convoys of WWII.

Mothballing the school has therefore allowed the creation of a local visitor attraction, stimulating tourism. This has had a positive economic impact.

Partner service delivery – the concentration of service in Poolewe provides opportunities for improved partner service delivery to children, through reduced duplication of work and time spent travelling, and reduced costs. Since the change has in practical terms already been implemented, there is no need to consult other partners.

Other options or adjustments

The above do not apply in the circumstances of a change already implemented for practical purposes.