

The Highland Council

Education, Children and Adult Services Committee
26 October 2016

| | |
|-------------|-------------------|
| Agenda Item | 14 |
| Report No | ECAS 70/16 |

Dunvegan Primary School - Proposal to Proceed to Statutory Consultation on Relocating the School

Report by Director of Care and Learning

Summary

This report seeks members' agreement to proceed to a statutory consultation, under the Schools (Consultation) (Scotland) Act 2010, on a proposal to relocate Dunvegan Primary School.

1. Background

- 1.1 During 2014 the Council consulted on a proposal to discontinue the provision of education at the existing Dunvegan, Edinbane, Knockbreck and Struan Primary Schools and to establish a new community primary school for North West Skye on a new site in Dunvegan. The decision was approved by Highland Council, but was called in by Scottish Ministers and referred to the School Closures Review Panel. The Panel overruled the Council's closure decision.
- 1.2 The poor quality of local school accommodation formed part of the justification for the previous proposal, and this remains an issue to be addressed, following the decision of the School Closures Review Panel. The Council has previously agreed provision within the capital programme of £10m for North West Skye.
- 1.3 Dunvegan Primary serves a wide area of north-west Skye. It provides education in both English and Gaelic. The school has 4 classrooms, one of which is located within a demountable unit. Pre-school provision is located in another demountable unit on site. Both demountable units are in very poor condition, water ingress has caused visible damage and the fabric of both buildings shows significant deterioration. There is a small games hall and a dining room located in modular accommodation separate from the main school building. This building has flooded on occasions when the water table is particularly high. The office accommodation consists of a cramped converted cupboard which is shared by the Head Teacher and the school clerical assistant. There is no proper reception area. Heating is by electric storage heaters which are inefficient due to their age. The playground is large but the shape is not ideal given modern requirements for supervision and safety. There is a car park although again its location is not ideal – cars have to drive through the playground to get to it causing health and safety issues. Drains blocking have become a regular problem causing water to back up and fill up the drain in the playground causing it to flood. The school is accessed by a single track road, and winter weather can cause problems for transport access.
- 1.4 Relocating the school would permit the construction of a new build primary school that would address the accommodation issues outlined above. There may also be an opportunity to co-locate the primary school with additional community sports facilities which a local community group are progressing plans for. The proposal is being brought forward following informal consultation with local stakeholders and elected

members.

- 1.5 The consultation report and appendices contained in **Appendix 1** 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 Dunvegan to discuss the Council's proposal. 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 Spring 2017, though this may be subject to change to ensure the Council has sufficient time to consider and respond to matters arising from the consultation.

2. Implications

- 2.1 **Resources** - These are detailed in **Appendix C** to the report in **Appendix 1**.
- 2.2 **Legal** - the statutory consultation will be taken forward per the requirements of the Schools (Consultation) (Scotland) Act 2010. As a re-location proposal, rather than a closure, the proposal would not be subject to potential Scottish Government call-in.
- 2.3 **Equalities** - an equality impact assessment is included in **Appendix D** to the report in **Appendix 1**.
- 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** – The school offers Gaelic Medium education. The improved accommodation proposed as a result of the new build would offer educational benefits for both the Gaelic and English Medium pupils
- 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 E** to the report in **Appendix 1**.

3. Recommendation

- 3.1 Committee is 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 relocating Dunvegan Primary School.

Designation: Director of Care and Learning

Date: 18 October 2016

Authors: Brian Porter, Head of Resources
Ian Jackson, Education Officer

THE HIGHLAND COUNCIL

The proposal is to create a new primary school for Dunvegan, located on a new site at Lonmore.

EDUCATIONAL BENEFITS STATEMENT

THIS IS A PROPOSAL PAPER PREPARED IN TERMS OF THE EDUCATION AUTHORITY'S AGREED 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 replace the current Dunvegan Primary School building with a new school building located east of the school's current location. Relocating the school would allow the construction of considerably improved accommodation.
- Although the new school would be located at Lonmore, the precise location is yet to be determined and will be influenced by factors such as availability of land for purchase and suitability of the site for building.

Legislative Background

- 1.1 The proposal is advanced within the context of all applicable legislation. Amongst other duties, education authorities are required to secure adequate and efficient provision of school education (S.1 of the Education Act 1980); and to endeavour to secure improvement in the quality of school education in schools that are managed by them (S.3 of The Standards in Scotland's Schools Act 2000).

Reason for the Proposal

- 2.1 This proposal is being advanced as Dunvegan Primary School currently suffers from poor quality accommodation. Relocating the school would permit the construction of a new build primary school. There may also be an opportunity to co-locate the primary school with additional community sports facilities.
- 2.2 The consultation process for this proposal is set out in detail at **Appendix A**.

Current Details – Dunvegan Primary School

- 3.1 Dunvegan Primary School is a non-denominational school serving a wide area of north-west Skye. It provides education in both English (EM) and Gaelic (GM). The school has 4 classrooms, one of which is located within a demountable unit. Pre-school provision is located in another demountable unit on site. Both demountable units are in very poor condition, water ingress has caused visible damage and the fabric of both buildings shows significant deterioration. There is a small games hall and a dining room located in modular accommodation separate from the main school building. This building has flooded on occasions when the water table is particularly high. There is also a grass playing field. Office accommodation is a particular weakness,

consisting of a cramped converted cupboard which is shared by the Head Teacher and the school clerical assistant. There is no proper reception area. There is no school library. Heating is by electric storage heaters which are inefficient due to their age. The playground is large but the shape is not ideal given modern requirements for supervision and safety. There is a car park although again its location is not ideal – cars have to drive through the playground to get to it causing health and safety issues. Drains blocking have become a regular problem causing water to back up and fill up the drain in the playground causing it to flood. The school is accessed by a single track road, and winter weather can cause problems for transport access.

3.2 Currently the early years provision consists of a GM pre-school class with 9 children. In the past the school has operated an EM pre-school class. However, this is currently “mothballed” due to a lack of children.

3.3 The school roll for the 2016-17 session is 38, comprising 28 EM and 10 GM pupils. Current combined roll projections for future years are as follows:

| | |
|---------|------|
| 2017-18 | - 34 |
| 2018-19 | - 33 |
| 2019-20 | - 29 |
| 2020-21 | - 29 |
| 2021-22 | - 30 |
| 2022-23 | - 30 |
| 2023-24 | - 32 |
| 2024-25 | - 32 |
| 2025-26 | - 31 |
| 2026-27 | - 32 |
| 2027-28 | - 32 |
| 2028-29 | - 33 |
| 2029-30 | - 33 |
| 2030-31 | - 33 |

3.4 Details of past placing requests have not been provided due to the very low numbers involved and the need to avoid the identification of pupils.

3.5 The population living within the catchment area has increased by around 1% over the last decade. There are five potential housing sites in Dunvegan with a capacity of 57 houses but only one has planning permission, and there is no current activity on that site. The forecasts assume that 7 houses will be built each year within the catchment area most of which historically come from small or single plot sites.

3.6 The school has a permanent capacity of 50, and a capacity of 100 taking into account temporary accommodation. Currently the two EM classes are located within the main building and the single GM class within a demountable unit. Based on the permanent capacity available, the current EM roll is 28 pupils, which represents 56% use of capacity, whilst the GM roll of 10 pupils represents 20% use of the existing temporary capacity.

3.7 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). Dunvegan Primary School is currently rated as “C” for educational suitability and “C” for building condition.

- 3.8 The scores for each component part of the Suitability Assessment are as follows:

| | |
|--------------------------------|---|
| Learning and Teaching General: | C |
| Internal Social: | C |
| Internal Facilities | C |
| External Social | B |
| External Facilities | C |

- 3.9 For reasons of confidentiality, the number of P4-7 pupils entitled to free school meals is not broken down.

- 3.10 The most recent HMle report was published in December 2007. A copy is at **Appendix B**.

- 3.11 The year group numbers for English Medium for the 2016-17 session are as follows:

P1 – 1
P2 – 1
P3 – 3
P4 – 2
P5 – 8
P6 – 4
P7 – 9

The class structure is P1 to P5 – 15 pupils and P6/7 - 13 pupils.

- 3.12 The GM year group numbers for the 2016-17 session are as follows:

P1 – 1
P2 – 3
P3 – 1
P4 – 2
P5 – 1
P6 – 2
P7 – 0

Pupils are organised into a single P1-7 class.

- 3.13 The 2016-17 staffing entitlements, as per the Council’s Devolved School Management policy are as follows;

Associate (Cluster) Head Teacher, responsible for Dunvegan and Edinbane Schools
Unpromoted Teachers – 3.00 FTE
Class Contact Time Teachers – 0.30 FTE
Clerical Assistant – 19 hours per week
The school’s pre-school class is staffed by two Early Years Practitioners at 23 hours per week.

In addition ASN teaching staff and non-teaching staff are allocated to the school in accordance with an annual evaluation of needs.

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

Cook 3 - 23 hours per week

Cook 1 -16.75 hours per week

Cleaning Operative – 16.75 hours per week.

- 3.14 There are 5 school transport routes, which on average carry a total of 24 pupils.

Educational Benefits

- 4.1 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.
- 4.2 With the above aim in mind, Highland Council has adopted the above indicators in reviewing its' school estate:
1. Pupils should be educated in facilities which are rated at least category B for each of Condition and Suitability.
 2. Pupils should be members of an age-appropriate peer group.
 3. Pupils should have the opportunity to engage in the widest possible range of activities beyond the core curriculum, including music, sports, drama and art.
 4. Pupils with Additional Support Needs should be educated in the most appropriate local setting.
 5. 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.
 6. School facilities should be of a size appropriate to the delineated area that they serve, paying due regard to demographic trends.
 7. School delineated areas should reflect geography, travel routes and population distribution.
 8. Safe school transport should be provided and safe traffic management in and around school sites should be implemented.
 9. Teachers should be members of a professional learning community comprising at least 3 members located in the same facility.
 10. The implications of school location to local communities should be considered.
 11. Schools, wherever possible, should be located where there is a recognised village or other built up community.
- 4.3 It is generally recognised that poor quality school accommodation can be dispiriting for pupils, staff and parents, can limit the effectiveness of teaching (for example when a disproportionate amount of staff time is spent on building issues) and can pose issues for the safety and security of children. The new school would offer good quality accommodation that provides a safe, healthy and visually stimulating environment, flexible teaching spaces, better facilities for visiting specialists and parents/the community, and a healthier, less stressful environment.

- 4.4 The new school would be of modern design, environmentally efficient, and allowing pupils the opportunity to enjoy a comfortable, naturally lit and well ventilated environment designed to meet the needs of modern learners and teachers; meeting the requirements for “A” assessments for both Suitability and Condition.
- 4.5 The new school, if agreed, would also be a community school reflecting the principles outlined in the Scottish Government’s School Estate Strategy. The facilities to be included would be the subject of further discussion with parents and community representatives, but in broad terms the new school would be designed with similar features to other recent new build primary schools in Highland, and as outlined below.
- 4.5 From 2018 onwards, the highest projected roll of the new school, over the next 15 years, is 33. The new school would be built initially with 3 classrooms, allowing for a total capacity of 75 pupils, and a combination of two classes for one language stream and one class for the other. An area of land would be zoned for future expansion if required. Pre-school accommodation would be provided for both English and Gaelic Medium, and the pre-school accommodation would be suitable for use by breakfast clubs and after-school clubs, should any be created. A General Purpose room would also be provided.
- 4.6 The design concept for the new school would provide a modern purpose-built facility for pupils, staff and the wider community. It would be a unique design solution, influenced by good practice elsewhere and the views of the local community.
- 4.7 It would be important to include a degree of flexibility and adaptability within the design in order to provide options to alter spaces in the future in response to the changing needs of the school. This approach is likely to optimise the use of available space.
- 4.8 The needs of every child would be placed at the centre of developing the design in recognition of the transitions from pre-school to primary and ultimately to secondary education. The design would be planned to enable the flexibility required to meet the evolving needs of the school curriculum and other developments, including:
- The Pre School educational area having a separate entrance/reception and sufficient space to accommodate a variety of activities to support early years learning, including a direct link to a secure and dedicated external play area, together with close internal links with the infant department in order to encourage regular collaborative learning through active play and to enhance the transition between pre-school and Primary 1.
 - Learning and teaching spaces for primary age pupils which have access to internal shared activity areas and which have access to external teaching spaces which will be accessible through external classroom doors, providing flexibility and opportunities to maximise the use of space inside and outside the building.

- HT office, reception/admin office, staff room, meeting room/staff base and FM/controls room
- Storage, toilets, plant and medical room.
- Kitchen with dining area.
- Single court games hall with changing (accessible to community outwith school hours – space for bleacher seating to be fitted in future).
- Single court MUGA with hard and soft play area.
- A variety of other spaces to support activities within the school, including general purpose space and spaces specifically designed for pupils with Additional Support Needs.
- Design which will maximise the use of natural daylight and natural ventilation, together with heating, ventilation and electrical systems which provide modern requirements in an energy efficient and sustainable manner.
- Security design features incorporated inside and outside the building to support and facilitate the safe management of all users of the building, with external public areas of the site being separated from the private secure pupil play areas
- The provision of a room for community use out with school hours. The size would be determined by community requirements but the room would also be used by school when available
- The landscaping around the school will be designed in conjunction with the school users to ensure that there is an interesting “play and learning” environment.
- Safe access to the school with the appropriate arrangements for those arriving/departing on foot, by bicycle, by bus or by car.

4.9 The above overview provides an outline of the design opportunities that exist taking into account recent experience with similar primary school projects elsewhere within Highland. These opportunities will be developed in conjunction with the school communities to ensure that the new school design takes account of the aspirations of future users of the facility.

4.10 The description above provides an outline of the potential design and opportunities offered by a new stand-alone primary school. There are further opportunities to potentially co-locate the proposed new primary school with a local community group’s aspirations to deliver recreational facilities, and this is described further in section 8.

4. 11 In summary, the new school offers the possibility of educational benefit arising from improved accommodation. A summary of the expected educational benefits can be found at **Appendix C**.

Alternative Solutions

- 5.1 In arriving at the proposal set out within this report, the Council has considered alternative solutions to the current accommodation issues, which would be:
- i. building a new Dunvegan Primary School on the site of the current school; or;
 - ii. building a new Dunvegan Primary School on another alternative site; or
 - iii. refurbishing the current buildings.
- 5.2 Poor condition and suitability scores of existing buildings, graded C for both, mean that a refurbishment, even a major refurbishment, of the existing buildings would not achieve the same overall improvement in school condition and suitability scores as new build options. A major refurbishment may also not represent Best Value in relation to use of capital funds, to invest further in the existing poor quality buildings. Remaining on the current site would also limit scope for exploring opportunities for working in partnership with the community in relation to the community proposals for recreational facilities at Lonmore. As a result, it is not considered that option (iii) above is an appropriate alternative solution.
- 5.3 While alternative sites may be a viable option for delivery of a new Primary School, they would not provide the same opportunity for working in partnership with the community in relation to recreational facilities at the Lonmore site, which have the potential to deliver a facility which makes best use of Council and Community resources to deliver a potentially greater outcome than stand-alone projects. This option is not deemed to have the same benefits therefore as the re-location to Lonmore.
- 5.4 Building a new school on the existing Primary School site, while possible, has negative implications in relation to impact on the operation of the existing school during the construction period. While these impacts can be managed, and have successfully been managed in other Council projects, nonetheless they represent a negative impact which is not present on options for building on a new site. As highlighted above, again in relation to the community proposals in relation to recreational facilities, the existing site would not offer the same potential benefit as a partnership project with the community at the Lonmore site.

Effects on School Transport

- 6.1 As the new school will be located less than a mile from the current site, there is not expected to be any significant effect on school transport arrangements. The difference in distance is not of significance in the context of a rural school where pupils who are entitled to school transport already travel some distance.

Effects on Staff and School Management Arrangements

- 7.1 The relocation will have no impact on school management or staffing arrangements.

Effect on the Local Community

- 8.1 The creation of a new school would provide an opportunity for new and integrated community facilities for the village of Dunvegan, which could also be of benefit to the wider community in North West Skye.
- 8.2 Initial discussions with NWSRA (North West Skye Recreational Association) have taken place to understand their feasibility study for a community facility at Lonmore to deliver their vision to “create an inspirational recreational centre which serves the communities of North West Skye and its visitors well. A place which is an exciting focal point for recreational activities, which is widely used and which contributes effectively to the health, education and well-being of the people who live in these communities.” (Source: NWSRA Feasibility Study)
- 8.3 The Council would look to explore opportunities to work with NWSRA and consider whether co-location of the Primary School and the NWSRA vision for recreational facilities, provides the opportunity to combine resources and deliver an outcome for the community which is greater than could be achieved from stand-alone Primary School and Community projects.
- 8.4 Similarly, the creation of a new school would allow opportunities to be explored to co-locate other community services. One possibility would be wraparound childcare, if a suitable level of demand were identified. There may also be opportunities to locate staff of the local Family Team (for example social work or health professionals) within the new school.
- 8.5 The school is used once a week by an after school music club, and is also the location for the local annual agricultural show.
- 8.6 No issues are expected in terms of use of the new school building by the after-school music club. Indeed the improved accommodation may offer better facilities for music.
- 8.7 It may be possible to move the Show to the new school site, though this may depend on the size and suitability of the outdoor area that is available. Further work will be undertaken during the detailed consultation with Stakeholders that would follow any eventual decision to implement the relocation proposal. Should the new site prove unsuitable for hosting the Show, it could remain on its current site, although it would have to make arrangements to replace the current indoor facilities.

Financial Consequences

- 9.1 A sum of £10m is provided for within the capital programme for North West Skye. Revenue costs will be dependent on detailed design, but are assumed to be as for the current school, with some potential for saving through improved energy efficiency.

Equalities Impact Assessment

- 10.1 A preliminary EQIA assessment is at **Appendix D**.

Rural Impact Assessment

11.1 A preliminary Rural Impact Assessment is at **Appendix E**.

Mitigation of Adverse Effects

12.1 The Council does not envisage that any adverse effects will arise from the proposal.

Recommendation

- 13.1 Taking the above into account Highland Council recommends that Dunvegan Primary School is relocated from its current site to a new site at Lonmore, to allow for the construction of a new building. The precise location of the site will be determined after detailed discussion with Stakeholders, following the completion of the statutory consultation exercise.
- 13.2 This proposal paper is issued in terms of the authority's procedures to meet the relevant statutory requirements. Following the consultation period, a report, and the submissions received, will be presented to the Education, Children and Adult Services Committee of the Highland Council.

CONSULTATIVE PROCESS - SUMMARY OF PROCESS FOR THIS PROPOSAL DOCUMENT – RELOCATION OF DUNVEGAN PRIMARY SCHOOL

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.

Prior to submission to Committee, pre-consultation discussions took place between Highland Council officials and the parent council, community council, representatives of the local agricultural show, the local estate landowner, and representatives of North West Skye Recreational Association.

Proposal Document issued to consultees and published on Highland Council Website

Notification of the Proposal paper will be issued to the following consultees:

- (i) Parents of pupils attending Dunvegan Primary School; including parents of pre-school pupils;
- (ii) Members of Parliament and Members of Scottish Parliament for the area affected by the proposal;
- (iv) The Parent Council of Dunvegan Primary School.
- (v) Staff of Dunvegan Primary School.
- (vi) Trade union representatives;
- (vii) Dunvegan Community Council;
- (viii) Education Scotland;
- (ix) Highland Youth Convenor
- (x) Organisations and individuals who have booked school lets at the school in the past year.
- (xii) Members of the Highland Community Planning Partnership

and will be published on the Council website.

In addition, pupils at the school will be consulted on the proposal by staff with whom they are familiar.

Publication in local newspapers

A notice announcing the public meeting will be placed in the *West Highland Free Press* and on the Highland Council's Facebook page.

Length of Consultation period

The consultation period will begin on 7 November 2016. The consultation will thereafter run until close of business on 19 December 2016 which includes a period of 30 school days.

Public meeting

A public meeting will be held at 7.00pm on 30 November at Dunvegan Primary School. 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 by the Council. Education Scotland will also be sent, by 9 January 2017, a copy of any relevant written representations that are received by the Council from any person during the consultation period. Education Scotland 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. Education Scotland will then prepare a report on the educational aspects of the proposal not later than 27 January 2016. In preparing their report, Education Scotland 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 Education Scotland 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 school and local library, free of charge. The Report will include a summary of the written and oral representations made during consultation and a copy of the Education Scotland Report, together with the Council's considered response to the issues raised. The Report will include details of 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 in early 2017, prior to submission to the ECAS Committee in the spring of 2017. However, this timescale may change depending on the nature of issues raised during consultation, and the need to give full consideration to those issues. In the latter event, the Report may not be submitted until a later Committee meeting.

Any proposal approved at ECAS Committee in the spring of 2017 would require to be confirmed by the full Highland Council later in the year.

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.

Appendix B

**Dunvegan Primary School
and Nursery Class
Isle of Skye
The Highland Council
18 December 2007**

| Contents | Page |
|--|-------------|
| 1. Background | 1 |
| 2. Key strengths | 1 |
| 3. What are the views of parents, pupils and staff? | 2 |
| 4. How good are learning, teaching and achievement? | 2 |
| 5. How well are pupils' learning needs met? | 5 |
| 6. How good is the environment for learning? | 5 |
| 7. Leading and improving the school | 7 |
| Appendix 1 Indicators of quality | 9 |
| Appendix 2 Summary of questionnaire responses | 10 |
| How can you contact us? | 11 |

1. Background

Dunvegan Primary School and Nursery Classes were inspected in September 2007 as part of a national sample of primary and nursery education. The inspection covered key aspects of the work of the school at all stages. It evaluated nursery children's and pupils' achievements, the effectiveness of the school, the environment for learning, the school's processes for self-evaluation and innovation, and its capacity for improvement. There was a particular focus on attainment in English language, Gaelic language and mathematics.

HM Inspectors examined the quality of the childrens experience in the nursery, pupils' work and interviewed groups of pupils, including the pupil council, and staff. Members of the inspection team also met the chairperson of the Parent Council and a group of parents¹.

The school serves the village of Dunvegan and the surrounding area on the north-west of Skye. At the time of the inspection the roll was 80, including 12 children in the nursery classes. The headteacher was responsible for two other primary schools in the area. The principal teacher also worked with the other two schools. The proportion of pupils who were entitled to free school meals was below the national average. Pupils' attendance was in line with the national average.

Evaluations in this report, except where otherwise indicated, apply equally to the Gaelic-medium and English-medium classes.

2. Key strengths

HM Inspectors identified the following key strengths.

- Partnerships with parents and the wider community.
- Staff interaction with children in the nursery classes to support and extend their learning.
- The provision for the development of Gaelic language in the Gaelic medium classes.
- Relationships and teamwork among staff.

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

3. What are the views of parents, pupils and staff?

HM Inspectors analysed responses to questionnaires issued to all parents, P4 to P7 pupils, and to all staff. Information about the responses to the questionnaires appears in Appendix 2.

Parents were positive about most aspects of the school. Parents of nursery children thought children enjoyed being at nursery and were treated fairly by staff. They felt that any concerns raised would be dealt with appropriately. Parents of primary pupils felt welcome within the school and were pleased with the care and concern shown by staff. A few were concerned about the standards set for pupils' attainment, the condition of the school building and how the school dealt with inappropriate behaviour. Pupils enjoyed school and thought teachers expected them to work hard. They felt teachers explained things clearly to them. Over half thought that the behaviour of other pupils was not good and expressed concerns about aspects of bullying. All staff enjoyed working in the school and thought there was regular discussion about how to achieve the school's priorities. They felt the school was well led.

4. How good are learning, teaching and achievement?

Pupils' learning experiences and achievements

The overall quality of the curriculum was good. The school provided children in the nursery classes and pupils in the primary classes with a broad and balanced curriculum. The nursery environment was engaging and well organised. Children benefited from an appropriate range of activities. Staff took effective account of children's interests when planning activities. At the primary stages, additional time allocated to English language, Gaelic language and mathematics had helped raise attainment. Teachers frequently integrated language skills across other parts of the curriculum, including environmental studies. At all stages, pupils benefited from taking part in enterprise activities. Staff made good use of visits and visitors to enhance pupils' experiences. School staff were not yet delivering two hours of quality physical education per week for all pupils, in line with national recommendations. Visiting teachers of music, physical education and art and design enhanced pupils' learning. Staff in the nursery classes supported individual children well and interacted effectively with them. They made appropriate use of praise to celebrate children's achievements. Staff were skilled in their use of questioning and dialogue to support and extend children's learning. Across the primary stages, the overall quality of teaching was good. Teachers were well organised and planned their lessons carefully. They gave clear instructions and directions and used questioning well to check pupils' understanding. In most lessons, teachers explained to pupils what they were going to learn, and used questioning to challenge pupils' thinking. This practice was not consistent across the school. Staff did not use information and communications technology (ICT) sufficiently well to enhance teaching in all curricular areas. Teachers set regular homework but it lacked variety.

The overall quality of pupils' learning was adequate. In the nursery classes, children responded positively to the learning environment. Most children were active, motivated and able to persevere to complete tasks. Children collaborated well to

produce large pieces of creative work and worked independently to create junk models. A few experimented with different sounds of musical instruments and sang familiar songs. Children were beginning to develop their skills in using ICT by, for example, making small film clips using a digital video camera. Children were developing an appropriate range of physical skills but their skills in investigating and exploring were not well developed. In the primary classes, most pupils were hard working, responded well to adults and completed tasks without close supervision. At times, a minority did not engage well in classroom activities. Staff were not always successful in ensuring that the poor behaviour of a few pupils did not disrupt the learning of other pupils. When they had the opportunity to collaborate with others and be actively involved in their learning, pupils were motivated and enthusiastic. At P1 to P3, pupils were enthusiastic and cooperated well with each other when investigating the properties of two- and three-dimensional shapes. Across the primary stages, the pace of learning and the experiences provided were not sufficiently challenging for all pupils. Pupils at the early stages were not sufficiently active in their learning, for example, through play.

The school took good steps to promote pupils' wider achievements. Children in the nursery classes were developing an awareness of the needs of others, and most were able to share resources and take turns. They were kind and caring towards one another and well behaved. Children were developing appropriate independence skills. In the primary classes, pupils at P6 and P7 were developing good personal skills through looking after younger pupils in the playground. The pupil council allowed pupils from P2 to P7 to develop their awareness of good citizenship by making recommendations for improvements around the school. Pupils developed their enterprise skills through a range of activities, including working in partnership with parents to produce a St Andrew's Day cookbook. Pupils at P4 to P7 had developed their skills in using ICT, and improved their creativity and teamwork by working with a professional film director to produce a film. A project involving art and music effectively encouraged pupils to practise speaking Gaelic with members of the community. An annual school concert, involving all pupils, helped them to work together and to gain confidence in public performance. Those at P7 developed confidence, independence and self-esteem through participating in a residential trip involving other local primary schools.

English language

In the nursery classes, children were making very good progress in communication and language. They enjoyed listening to stories and used books to find information. Most were gaining an understanding of links between the written and spoken word. Most children were beginning to recognise their name. All children were able to use language confidently in talking to one another and to adults. Most were developing effective early writing skills in the writing area and in the home corner. Across the primary classes, the quality of pupils' attainment in English language was good. Most pupils achieved appropriate national levels of attainment in listening, talking, reading and writing. Across the school, most pupils listened carefully to teachers and each other. They contributed well to class discussions and answered questions fully and effectively. Their skills in group discussion were not well developed. At all stages, pupils enjoyed reading for pleasure. They could identify their favourite author and key features of books they had read. At P7, most pupils were able to read fluently and with expression. They understood the main ideas of the text. At all stages, pupils wrote

well for a variety of purposes. Overall, pupils did not always write at sufficient length. The presentation of written work was not of a consistently high standard.

Gaelic Language

In the nursery classes, children were making good progress in developing their skills in communication and language. They listened carefully to staff, showing understanding of what had been said. The children had learned simple Gaelic words and phrases and used these well when joining in games and singing rhymes. They were interested in looking at books and were encouraged to develop early writing skills within play activities. Across the P1 to P7 Gaelic classes, the quality of pupils' attainment in Gaelic language was good. Almost all pupils were achieving appropriate national levels in listening, talking, reading and writing. Pupils in P3 had attained these levels in writing earlier than might normally be expected. At all stages, pupils listened attentively to their teachers. They were making steady progress in acquiring oral skills in Gaelic. Their skills in talking collaboratively and to an audience required further development. In reading, pupils at P1 to P3 showed enjoyment of stories they had read. Those at P4 to P7 demonstrated a good understanding of texts. They did not yet read sufficiently widely using a range of sources, for example, poetry books and information texts. Pupils at P2 and P3 were developing effective skills in writing. At the upper stages, pupils wrote well about a range of topics and could identify key features within different forms of writing.

Mathematics

Children in the nursery classes were making good progress in early mathematics. They were able to sort and match by shape and colour. Children were developing an appropriate understanding of mathematical language. A few children could count and were beginning to recognise numbers. Children's skills in exploring mathematical concepts and problem solving in free-play situations were not well developed. In the primary classes, the overall quality of attainment in mathematics was good. Most pupils were achieving appropriate national levels of attainment. Most at the early stages, and a few at the upper stages, achieved these levels earlier than might normally be expected. Overall, pupils with additional support needs were making appropriate progress with their classwork. Across the stages, pupils could interpret information from an appropriate range of graphs. Pupils at P7 were not yet competent in the use of spreadsheets or databases. Those at the early stages were making sound progress in learning to add and subtract. Across the school, pupils were developing good skills in mental calculation. Most pupils were developing a good understanding of money and measurement. A few pupils at P6 and P7 did not have a secure grasp of calculations involving fractions or decimals. At all stages, pupils had a good knowledge of two- and three-dimensional shapes. Those at P6 and P7 showed a clear understanding of angles. At all stages, pupils were developing appropriate strategies for solving problems.

5. How well are pupils' learning needs met?

Overall, the arrangements to meet pupils' learning needs were adequate. In the nursery classes, staff knew the children well and were responsive to their needs. They made effective use of observations of children at play to plan for the next stages in learning and record children's development and progress. Across the primary stages, activities and tasks were not always well matched to the needs of all pupils. As a result, higher achieving pupils were not always sufficiently challenged in their learning. The school had an effective approach to identifying pupils requiring additional support in their learning. Staff reviewed individualised educational programmes regularly and parents and pupils contributed to the development of these. The visiting support for learning teachers and other support staff worked closely with class teachers to provide support for pupils with identified needs. Their work was not always effectively managed to ensure that they were deployed well in all classes.

6. How good is the environment for learning?

| Aspect | Comment |
|---------------|---|
| Pastoral care | The quality of pastoral care was very good. All staff demonstrated care and concern for pupils' welfare. Staff in the nursery classes encouraged children to look after themselves. Policies were in place for child protection and staff were aware of their responsibilities. The school had appropriate procedures for the storage and administration of medicines. Guidelines and recording procedures were in place for dealing with any instances of bullying, and staff implemented them well. Pupils enjoyed being at school and knew what to do if they were upset. The school's health education programme included an appropriate emphasis on alcohol and substance misuse. In the nursery classes, children enjoyed healthy snacks and were involved in an oral health programme. Appropriate arrangements were in place for pupils entering P1 and for pupils at P7 transferring to Portree High School. |

| Aspect | Comment |
|--|--|
| Climate and relationships, expectations and promoting achievement and equality | <p>Climate and relationships were good. Staff had created an environment where all children and parents were made to feel welcome. Most pupils were friendly and well behaved. Staff did not consistently promote positive behaviour across the school. Teachers' expectations of pupils' work and attainment were not consistently high. Nursery staff praised children appropriately to acknowledge their efforts and achievements, and to build self-esteem. The school recognised pupils' achievements in a range of appropriate ways. The school successfully promoted inclusion and equal opportunities for all pupils. Regular assemblies provided good opportunities for religious observance and enabled the school to celebrate pupils' achievements. Aspects of school programmes, including religious and moral education, helped promote positive attitudes to others and race equality. Further work was required to systematically develop pupils' skills in personal and social education.</p> |
| Quality of accommodation and facilities | <p>There were important weaknesses in the quality of the accommodation and facilities. The school had appropriately secure access to the main building and some external classrooms. Teachers made good use of the available teaching areas. Through use of attractive displays, staff had improved the appearance of the school and ensured a more stimulating learning environment for pupils. Pupils benefited from the use of an extensive playground. The use of the playing areas as a car park posed a potential hazard to pupils. Two classes were housed in temporary classrooms in the playground. These classrooms were in need of repair and had no access for users with restricted mobility. Pupils' toilets were in need of upgrading.</p> |

| Aspect | Comment |
|--|--|
| Partnership with parents and the community | The school's links with parents and the wider community were very good. A Parent Council had recently been formed. The school issued regular and informative newsletters that included helpful detail on class activities. Parents were informed about pupils' progress through helpful written reports, open afternoons and parent meetings. Good opportunities were available for parents of nursery children to meet with staff, both formally and informally, to discuss their children's progress. Curriculum workshops gave parents helpful information about the work of the school, including sensitive aspects of health education. Strong community involvement had enhanced pupils' learning experiences. Parents supported the school in a number of ways, including helping with school outings and fund-raising events. The chaplains made valuable contributions to the work of the school. |

7. Leading and improving the school

Appendix 1 provides HM Inspectors' overall evaluation of the work of the school.

Dunvegan Primary School provided a welcoming and caring environment. Nursery staff interacted effectively with the children. Staff worked well as a team and had developed positive relationships with pupils. Parents and the community were very supportive of the school and contributed to many school activities. Levels of attainment in English language, Gaelic and mathematics were good. Teaching was good and in some instances it was very good. Overall, teaching and learning lacked consistency across the school and there were weaknesses in meeting the learning needs of all pupils. Teachers' expectations of pupils' learning were not always high enough.

The headteacher provided good leadership and had successfully led improvements to the curriculum in a number of areas, including health and environmental studies. She was highly committed to the school and its community, knew her staff and pupils well, and was respected by parents and staff. With the continuing support of the education authority, the headteacher and her staff had the capacity to improve the school. Nursery staff were aware of the implications of the Scottish Social Services Council's Codes of Practice. The headteacher was supported by a recently appointed principal teacher. She had an appropriate remit, but she had not yet had time to have a significant impact on the work of the school. The headteacher had established adequate procedures for evaluating the work of the school. Across the primary stages, she monitored teachers' plans, observed classroom practice and sampled pupils' work. She gave useful feedback to staff on their teaching and discussed pupils' progress towards attainment targets. However, these procedures were not rigorous enough and were not impacting sufficiently on the quality of pupils' learning experiences or their attainment.

The headteacher did not monitor the work of the nursery classes sufficiently systematically.

At the last Care Commission inspection of the nursery classes there were two requirements and no recommendations. Both requirements had been addressed.

Main points for action

The school and education authority should take action to improve attainment, learning and meeting needs. In doing so they should take account of the need to:

- provide more regular opportunities for pupils to be actively involved in their learning;
- meet pupils' learning needs more effectively;
- improve the arrangements for monitoring and evaluating the work of the nursery classes and school; and
- improve the condition of the pupils' toilets and ensure that vehicles cannot enter the playing areas when pupils are present.

What happens next?

The school and the education authority have been asked to prepare an action plan indicating how they will address the main findings of the report, and to share that plan with parents. Within two years of the publication of this report parents will be informed about the progress made by the school.

Janie McManus
HM Inspector

18 December 2007

Appendix 1 Indicators of quality

The sections in the table below follow the order in this report. You can find the main comments made about each of the quality indicators in those sections. However, aspects of some quality indicators are relevant to other sections of the report and may also be mentioned in those other sections.

| How good are learning, teaching and achievement? | |
|---|----------|
| Structure of the curriculum | good |
| The teaching process | good |
| Pupils' learning experiences | adequate |
| Pupils' attainment in English language | good |
| Pupils' attainment in Gaelic language | good |
| Pupils' attainment in mathematics | good |

| How well are pupils' learning needs met? | |
|---|----------|
| Meeting pupils' needs | adequate |

| How good is the environment for learning? | |
|---|-----------|
| Pastoral care | very good |
| Accommodation and facilities | weak |
| Climate and relationships | good |
| Expectations and promoting achievement | adequate |
| Equality and fairness | good |
| Partnership with parents, the Parent Council, and the community | very good |

| Leading and improving the school | |
|---|----------|
| Leadership of the headteacher | good |
| Self-evaluation | adequate |

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 |
| adequate | strengths just outweigh weaknesses |
| weak | important weaknesses |
| unsatisfactory | major weaknesses |

Appendix 2 Summary of questionnaire responses

Important features of responses from the various groups which received questionnaires are listed below.

| What parents thought the school did well | What parents think the school could do better |
|---|---|
| <ul style="list-style-type: none"> • Staff showed concern for the care and welfare of children. • Staff made them feel welcome in school. • They thought their children enjoyed being at school and found the work stimulating and challenging. • School reports gave helpful information about their children's progress. | <ul style="list-style-type: none"> • A few did not feel the school set high standards for attainment. • A few wanted more information about their children's strengths and weaknesses. • Deal more effectively with inappropriate behaviour. |
| What pupils thought the school did well | What pupils think the school could do better |
| <ul style="list-style-type: none"> • Teachers told them how they were getting on with their work and helped them when they were having difficulties in learning. • Teachers checked their homework. • They knew what to do if they were upset. • They had a say in deciding how to make the school better. | <ul style="list-style-type: none"> • Less than half of pupils believed that pupils' behaviour was good. • Around a quarter felt that staff were not good at dealing with bullying. |
| What staff thought the school did well | What staff think the school could do better |
| <ul style="list-style-type: none"> • All felt that staff communicated well with each other and the school was well led. • All staff enjoyed working in the school and felt they worked hard to promote and maintain good relations with the local community. • All staff believed that the school communicated clearly to parents the standard of work expected from pupils. | <ul style="list-style-type: none"> • There were no significant issues. |

How can you contact us?

If you would like an additional copy of this report

Copies of this report have been sent to the headteacher and school staff, the Director of Education, Culture and Sport, local councillors and appropriate Members of the Scottish Parliament. Subject to availability, further copies may be obtained free of charge from HM Inspectorate of Education, Longman House, 28 Longman Road, Longman East, Inverness IV1 1SF or by telephoning 01463 253115. Copies are also available on our website www.hmie.gov.uk.

HMIE Feedback and Complaints Procedure

Should you wish to comment on any aspect of primary inspections, you should write in the first instance to Chris McIlroy, HMCI, at HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

If you have a concern about this report, you should write in the first instance to our Complaints Manager, HMIE Business Management and Communications Team, Second Floor, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA. You can also e-mail HMIEComplaints@hmie.gsi.gov.uk. A copy of our complaints procedure is available from this office, by telephoning 01506 600200 or from our website at www.hmie.gov.uk.

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 the 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: www.spso.org.uk.

Crown Copyright 2007

HM Inspectorate of Education

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

| Expected Impacts | Retain and Upgrade School in Current Location | New Build on Current Location | Take No Action | Relocation and New Build |
|---|--|---|---|---|
| Availability of Age-Appropriate Peer Group | As at present. | As at present. | As at present. | As at present. |
| Development of Profiling | As at present. | As at present. | As at present. | As at present. |
| Access to Music, PE, Drama, Art | As at present. | Would provide improved facilities with associated educational benefits. | As at present. | Would provide improved facilities with associated educational benefits. |
| Provision for ASN | Appropriate provision. | Offers opportunities for improved accommodation, with associated educational benefits. | Appropriate provision. | Offers opportunities for improved accommodation, with associated educational benefits. |
| Personal, Social, Health Needs | As at present. | Offers opportunities for improved accommodation, with associated benefits. | As at present. | Offers opportunities for improved accommodation, with associated benefits. |
| Equality for All | Appropriate provision. | Appropriate provision. | Appropriate provision. | Appropriate provision. |
| Morale and Ethos | Improved accommodation would offer opportunities for improved morale and ethos. | Improved accommodation would offer opportunities for improved morale and ethos. | As at present. | Improved accommodation would offer opportunities for improved morale and ethos. |
| Partnership Working | As at present. | Potential opportunities for improved partnership working. Limited scope for partnership on enhanced recreational facilities. | As at present. | Opportunities for improved partnership working through improved school facilities and co-location with the Sports Hub |
| Standard of Accommodation | Upgrade of existing facilities, but suitability and condition would not be expected to achieve the A rating possible from a new build. | Would be "A" rated for Suitability and Condition. | As per current ratings, with possibility of further deterioration in Condition score. | Would be "A" rated for Suitability and Condition. |
| Availability of Adequate Professional Network | Yes | Yes | Yes | Yes |
| Access to after-school activities | Access as at present. | Improved accommodation would offer improvements in access to after-school activities. | Access as at present. | Potential links with community sports and recreational Sports Hub, and other improved accommodation could offer opportunities for more after school activities. |
| Access to school during adverse weather | Access as at present. | Access as at present. | Access as at present. | Improved access. |
| Location in recognised village | Yes | Yes | Yes | Yes |
| Travel Times | As at present. | As at present. | As at present. | Negligible change from current arrangements. |
| Provision of funded school transport for primary age pupils | Yes | Yes | Yes | Yes |
| Provision of funded transport for nursery age pupils | No | No | No | No |
| Community impact | Limited impact | New facilities, same location. Enhanced facilities but wider impact on community limited. | As at present. | Potential for enhanced community facilities and access in new facility. Consideration on future of existing school site would be required, with that subject to Council policy. Potential for community proposal to come forward. |
| Best Value | Potentially significant capital cost, but for modest benefit with condition and suitability scores of A not expected to be achieved. | Achieves highest condition and suitability scores (of A) from the capital investment. Does not however provide opportunity to combine resource with community proposal in relation to a sports hub. | Costs as at present, with expected ongoing maintenance costs to address deteriorating building condition, without any improvement in building condition or suitability. | Achieves highest condition and suitability scores (of A) from the capital investment. Also provides the opportunity to combine resource with community proposal in relation to a sports hub. |

HIGHLAND COUNCIL

CARE AND LEARNING SERVICE

EQUALITY IMPACT ASSESSMENT

This Equality Impact Assessment has been prepared on a proposal to relocate Dunvegan 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 attending Dunvegan Primary School, including parents of pre-school pupils;
- (ii) Pupils attending Dunvegan Primary School;
- (iv) Members of Parliament and Members of the Scottish Parliament for the area affected by the proposal;
- (v) The Parent Council of Dunvegan Primary School;
- (vi) Staff of Dunvegan Primary School, including pre-school staff, and catering and cleaning staff;
- (vii) Trade Union representatives;
- (viii) Dunvegan Community Council
- (ix) The North West Skye Recreational Association;
- (x) Durinish and Bracadale Agricultural Association;
- (xi) Education Scotland;
- (xii) Bòrd na Gàidhlig
- (xiii) Highland Youth Convenor.

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

A public meeting will be held in Dunvegan on 30 November 2016. 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 a primary school and as such primarily affects children in the 3-12 age group, and their parents. The proposal is advanced on the basis of educational benefit to the children in the area concerned. |

| | | |
|---|----------|---|
| | | <p>No negative age related effects arise.</p> <p>Age is not a protected characteristic for the purposes of schools provision.</p> |
| DISABILITY | Positive | The proposal would offer improved disabled access for children, parents and the wider community, as well as improved teaching accommodation for children with additional support needs. |
| 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 | 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 relocate Dunvegan Primary School to a new site at Lonmore, less than a mile from its current location.

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 attending Dunvegan Primary School, including parents of pre-school pupils;
- (ii) Pupils attending Dunvegan Primary School;
- (iv) Members of Parliament and Members of the Scottish Parliament for the area affected by the proposal;
- (v) The Parent Council of Dunvegan Primary School;
- (vi) Staff of Dunvegan Primary School, including pre-school staff, and catering and cleaning staff;
- (vii) Trade Union representatives;
- (viii) Dunvegan Community Council
- (ix) The North West Skye Recreational Association;
- (x) Durinish and Bracadale Agricultural Association;
- (xi) Education Scotland;
- (xii) Bòrd na Gàidhlig
- (xiii) Highland Youth Convenor.

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

A public meeting will be held in Dunvegan on 30 November 2016. 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

The relocation of service involves moving local school provision a distance of less than one mile.

The relocation is being proposed in order to construct a new school for the local community. The improved accommodation available at the new facility would offer educational benefits to children attending Dunvegan Primary School.

How will people in rural communities be affected?

Accessibility of service – the new accommodation would offer improved access to disabled people, whether children, parents or other members of the public.

Travel time to the service – There will be no significant impact on travel times.

Cost to access the service – No impact.

Economic impact – The construction of the new school would involve major capital expenditure, with associated benefits for the local community. There would be no impact in terms of employment opportunities within the school.

Partner service delivery – the improved accommodation offered at Dunvegan would facilitate improved partner service delivery to children, through the provision of new facilities.