



## DEPARTMENT OF EDUCATIONAL AND SOCIAL SERVICES

### A PROPOSAL DOCUMENT

**The following establishments are affected by this  
Proposal Document:**

**ONTHANK PRIMARY SCHOOL  
AND EARLY CHILDHOOD CENTRE**

**THE GAELIC MEDIUM PROVISION AT ONTHANK PRIMARY SCHOOL**

**GRANGE ACADEMY**

**THE GAELIC MEDIUM PROVISION AT GRANGE ACADEMY**

**KILMARNOCK ACADEMY**

**JAMES HAMILTON ACADEMY**

**NEW FARM PRIMARY SCHOOL AND EARLY CHILDHOOD CENTRE**

**SILVERWOOD PRIMARY SCHOOL**

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## DISTRIBUTION

A copy of this document, and its summary version, are available on the East Ayrshire Council web-site:

[www.east-ayrshire.gov.uk](http://www.east-ayrshire.gov.uk)

A summary copy of this document will be provided to:

- The Parent Councils of the affected establishments
- The parents of the pupils at the affected schools and their associated Primary Schools
- Parents of children expected to attend either of the affected primary schools within 2 years of the date of publication of this Proposal Document
- The pupils at the affected schools
- The teaching and ancillary staff, at the affected schools
- The trade unions representatives of the above staff
- Bòrd na Gàidhlig
- East Ayrshire Gaelic Forum
- The Community Councils
- Relevant users of the affected schools
- Relevant Community Associations
- The constituency MSP
- List MSPs for the area
- The Constituency MP
- Sub-Divisional Commander, Police Scotland
- Chief Executive, NHS Ayrshire and Arran
- Chief Executive Strathclyde Partnership for Transport (SPT)
- Area Commander, Scottish Fire and Rescue Service
- Executive Director of Neighbourhood Services, East Ayrshire Council
- Executive Director of Finance and Corporate Support, East Ayrshire Council
- South Ayrshire Council
- North Ayrshire Council
- Skills Development Scotland
- Community Planning Partnership Board
- Acting Principal of Kilmarnock College
- Acting Principal of Ayr College
- Principal Designate of Ayrshire College

A copy of this document is also available from:

- Council Headquarters, London Road, Kilmarnock, KA3 7BU
- Public libraries in the vicinity of the schools affected
- Local area offices in the vicinity of the schools affected
- The schools affected by the proposal

This document is also available in alternative formats or in translated form for readers whose first language is not English. Please apply in writing to the Department of Educational and Social Services, Council Headquarters, London

Road, Kilmarnock, KA3 7BU, by telephone on 01563-576585; or by e-mail: [education.consultation@east-ayrshire.gov.uk](mailto:education.consultation@east-ayrshire.gov.uk)

## **SUMMARY OF PROCESS FOR THIS PROPOSAL DOCUMENT**

### **1. Consideration by the Cabinet (Education)**

This Proposal Document has been issued as a result of a decision by the Cabinet (Education) of East Ayrshire Council. This is to seek views on the proposals in this paper.

### **2. Proposal Document issued to consultees and published on Council Web-site**

A summary copy of this document will be issued free of charge to the consultees listed on the preceding page. Advice on where the complete Proposal Document can be obtained will be included and both the full version and summarised version will be published on the Council website: [www.east-ayrshire.gov.uk](http://www.east-ayrshire.gov.uk). If requested, copies of both the full and summary versions will also be made available in alternative formats or in translated form for readers whose first language is not English.

### **3. Publication of advertisement in local newspapers**

An advertisement will be placed in the relevant local newspapers and if necessary any national newspaper. In addition, there may be announcements related to the Proposal process on the local radio station, West Sound / West FM.

### **4. Length of Consultation period**

An advertisement will be placed in local newspapers on **February 14, 2014**. The consultation will thereafter run until close of business on **March 28, 2014** which includes a period of 30 school days.

### **5. Public meeting**

A public meeting will be held, the details of which are set out below in section 9.

### **6. Involvement of Education Scotland**

When the Proposal Document is published, a copy will also be sent to Education Scotland by East Ayrshire Council. Education Scotland will also receive a copy of any relevant written representations that are received by the Council from any person during the consultation period or, if Education Scotland agree, a summary of them. Education Scotland will further receive a summary of any oral representations made to the Council at the public meeting that will be held and, as available (and so far as otherwise 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 3 weeks after the Council has sent them all representations and documents mentioned above. However, for the avoidance of doubt, the 3 week period will not start until after the consultation period has ended. In preparing their report, Education Scotland may enter the affected school and make such reasonable enquiries of such people there as they consider appropriate and may make such reasonable enquiries of such other people as they consider appropriate.

## **7. Preparation of Consultation Report**

The Council will review the proposal having regard to the Education Scotland Report, written representations that it has received and oral representations made to it by any person at the public meeting. It will then prepare a Consultation Report. This report will be published in electronic and printed formats and will be advertised in local newspapers and, if necessary, any national newspaper. It will be available on the Council web-site and from Council Headquarters, public libraries in the vicinity of the affected schools, local offices in the vicinity of the affected schools as well as the affected schools, free of charge. Anyone who made written representations during the consultation period will also be informed about the report. The report will include a record of the total number of written representations made during the consultation period, a summary of the written representations, a summary of the oral representations made at the public meeting, the Authority's response to the Education Scotland Report as well as any written or oral representations it has received, together with a copy of the Education Scotland Report and any other relevant information, including details of any alleged inaccuracies and how these have been handled. The Report will also contain a statement explaining how it complied with the requirement to review the proposal in light of the Education Scotland Report and representations (both written and oral) that it received. The Consultation Report will be published and available for further consideration for a period of 3 weeks.

## **8. Decision**

This report together with any other relevant documentation will be considered by the Cabinet (Education) who will come to a decision. This decision is then subject to the Council's call-in procedures.

## **9. Scottish Ministers Call-in**

In the event that any aspect of this proposal which relates to the closure of a school is approved, the Council is required in terms of the Schools (Consultation)(Scotland) Act 2010 to notify the Scottish Ministers of that decision and provide them with a copy of the Proposal Document and Consultation Report. The Scottish Ministers have a 6 week period from the date of that final decision to decide if they will call-in the proposal. Within the first 3 weeks of that 6 week period, the Scottish Ministers will take account of any relevant representations made to them by any person. Until the outcome of the 6 week call-in process has been notified to the Council, they will not proceed to implement the proposal approved at stage 8 above. If the Scottish Ministers call-in the proposal they may refuse to consent to the proposal or

may grant their consent to the proposal either subject to conditions or unconditionally. Until the outcome of the call-in has been notified to the Council, they are unable to proceed to implement the proposal.

Those aspects of the proposal which are not deemed to be a closure of an establishment are not subject to the Ministerial call-in procedure.

## **10. Note on Corrections**

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

## **11. PUBLIC MEETINGS**

A formal public meeting will be held to discuss these proposals. Anyone wishing to attend the public meetings is invited to do so. The meetings, which will be convened by East Ayrshire Council in consultation with the Parent Councils of Grange Academy and Onthank Primary school and Early Childhood Centre, and will be addressed by the Executive Director of Educational and Social Services, and other senior officers of the Council.

The meeting will be an opportunity to:

- Hear more about the proposal
- Ask questions about the proposal
- Have your views recorded so that they can be taken into account as part of the Proposal process.

**The meeting will be held in Onthank Primary School on Wednesday 19th February, 2014 at 3.15pm – 5.15pm.**

A note will be taken of comments, questions and officer responses. These notes will be published on the Council website, and a copy will be made available on request. These notes will also be forwarded to Education Scotland along with all other submissions and comments that are received by the Council during the consultation process.

In addition to the formal meetings, the Council will contact the Parent Councils of all associated Primary Schools of James Hamilton Academy and Kilmarnock Academy to extend an offer of meetings with Council officials to discuss how the proposals will impact upon each school community.

**EAST AYRSHIRE COUNCIL  
DEPARTMENT OF EDUCATIONAL & SOCIAL SERVICES**

**THIS IS A PROPOSAL DOCUMENT**

**Proposal :**

That subject to the outcome of this consultation exercise:

1. Pre-school Gaelic education provision at Onthank Primary School and Early Childhood Centre be discontinued with effect from the end of the 2016/17 academic session in June 2017, or as soon as possible thereafter and is relocated to the new 3-18 campus to be built at the site of the present James Hamilton Campus, Kilmarnock with effect from the start of the 2017/18 academic session in August 2017, or as soon as possible thereafter.
2. Primary Gaelic education provision at Onthank Primary School and Early Childhood Centre be discontinued with effect from the end of the 2016/17 academic session in June 2017, or as soon as possible thereafter and is relocated to the new 3-18 campus to be built at the site of the present James Hamilton Campus, Kilmarnock with effect from the start of the 2017/18 academic session in August 2017, or as soon as possible thereafter.
3. Secondary Gaelic education provision at Grange Academy be discontinued with effect from the end of the 2016/17 academic session in June 2017, or as soon as possible thereafter and is relocated to the new 3-18 campus to be built at the site of the present James Hamilton Campus, Kilmarnock with effect from the start of the 2017/18 academic session in August 2017 or as soon as possible thereafter

Proposals 1-3 above are presented separately for the purposes of consultation as they are different provisions. However, it is envisaged that for the proposals to proceed, all three would require to be accepted.

4. That further the Early Years, Primary and Secondary provision be merged to form a single establishment within the new 3-18 campus on Sutherland Drive, Kilmarnock, with effect from the start of the 2017/18 academic session in August 2017, or as soon as possible thereafter.

**1. BACKGROUND**

**1.1 The Community Plan**

Community Planning is about a range of partners in the public and voluntary sectors working together to better plan, resource and deliver quality services

that meet the needs of people who live and work in East Ayrshire. The Community Plan is recognised by all partners as the sovereign strategic planning document for the delivery of public services in East Ayrshire over the 12 years from 2003 to 2015 and sets out the overall vision for the local area.

***East Ayrshire will be a place with strong, vibrant communities where everyone has a good quality of life and access to opportunities, choices and high quality services which are sustainable, accessible and meet people's needs***

## **1.2 Promoting Life Long Learning**

Recognising the importance of education to the young people and adult learners, promotion of Lifelong Learning is one of the four Community Plan themes. Key strategic objectives for the Education Service of East Ayrshire Council are:

- Improved literacy and numeracy skills for children, young people and adults;
- Positive and sustained destinations for learners; and
- Improved community capacity, spirit and cohesion is developed.

The provision of education is fundamental to economic regeneration of East Ayrshire and raising individual aspirations. East Ayrshire Council strives to ensure that all its citizens are equipped with the appropriate skills for life and the work place and to achieve these objectives the Council has raising educational attainment as one of its strategic priorities.

## **1.3 Delivery of Curriculum for Excellence in East Ayrshire**

Curriculum for Excellence is well embedded within all East Ayrshire schools and seeks to achieve a transformation in education by providing a coherent, more flexible and enriched curriculum from 3 to 18. The curriculum includes the totality of experiences that are planned for children and young people through their education, wherever they are being educated.

Curriculum for Excellence aims to ensure that all young people develop knowledge, skills and attributes for learning, life and work, which are encapsulated in the four capacities:

- successful learners;
- confident individuals;
- responsible citizens; and
- effective contributors.

At its meeting of 4 May 2011, the Cabinet of East Ayrshire agreed the priorities for the development of Curriculum for Excellence in East Ayrshire between 2011 and 2015. In summary, these are:

- Learning and Teaching (Pedagogy)
  - Assessment and Moderation, Recording and Reporting
  - Experiences and Outcomes
  - Literacy, Numeracy and Health and Wellbeing
  - Curriculum Structure
  - Senior Phase

## 1.4 National and Local Influences

### (i) Scottish Government Commitment for the National School Estate

The Scottish Government commitment and vision for national school estate was expressed jointly with COSLA, and resulted in the development of a new school estate strategy that was published in 2009.

This document, [Building Better Schools: Investing in Scotland's Future](#), sets out national and local government's shared vision, aspirations and principles for the efficient and effective management of the school estate and the key aspirations for the school estate state:

- "All children and young people will be educated in, and community users will use, schools that are 'fit for purpose' in terms of condition, suitability and sufficiency;
- Schools are well-designed, accessible, inclusive learning environments that inspire and drive new thinking and change and which support the delivery of high quality educational experiences through *Curriculum for Excellence*;
- Schools are integral parts of the communities they serve, with pupils making use of community facilities and communities accessing school facilities;
- Schools accommodate and provide a range of services, activities and facilities that make a difference to people's health and well being, to sustaining economic growth and to the strength and vibrancy of communities;
- A sustainable school estate whose design, construction and operation is environmentally and energy efficient; contributes directly to delivering the year-on-year reductions in greenhouse gas emissions introduced by the Climate Change (Scotland) Act 2009, which is resilient to the impact of climate change and which leads by example in matters of environmental performance;
- A school estate that is efficiently run and that delivers maximum value for money;
- A school estate which is flexible and responsive - both to changes in demand for school places and to learners' and teachers' requirements and wishes, and where the beneficial impact of change is maximised by thorough engagement with users and stakeholders.

This document has been framed taking account of these Scottish Government aspirations.

## **1.5 East Ayrshire Council Vision for Gaelic Education**

East Ayrshire has a proud history of promoting Gaelic, including the establishment of educational provision for all age groups from early years to adult education in addition to the active promotion of cultural events within our community. This provision has not only addressed the needs and enthusiasms of those with an interest in Gaelic, it has contributed to the enrichment of the wider community and raised awareness in this area of an important aspect of our nation's heritage and culture

East Ayrshire Council is committed to working with Bòrd na Gàidhlig, our Community Planning Partners and other key stakeholders to help safeguard the Gaelic language, heritage and culture for future generations and, wherever possible, develop the use of the Gaelic language.

East Ayrshire Council's Gaelic Language Plan 2013-17 is the authority's first such Plan. It sets out our planned aspirations over the next four years, detailing how these will be achieved. It has a strong focus on actions for our young people and members of the community with an interest in Gaelic learning, specifically Gaelic Medium Education, and also seeks to promote a wider interest in Gaelic culture and heritage.

Gaelic is not widely spoken in East Ayrshire but there are a small number of highly enthusiastic advocates for Gaelic language and culture. It is important, therefore, for East Ayrshire Council to promote, facilitate and encourage interest within our communities, taking forward our planned activity in a way that is proactive but mindful of our local circumstances.

The Council is committed in principle to giving Gaelic and English languages equal respect and an active offer of Gaelic Services will be made available to East Ayrshire residents and visitors where they are available.

The Council is supportive of the objectives of the National Gaelic Language Plan 2012-17 and the aims of the Gaelic Language (Scotland) Act 2005 in ensuring that Gaelic remains a living language, and an integral part of Scotland's cultural heritage, and we are confident that our Plan works towards this. Community Planning is about a range of partners in the public and voluntary sectors working together to better plan, resource and deliver quality services that meet the needs of people who live and work in East Ayrshire. These aspirations are entirely consistent with East Ayrshire's Community Plan which has the vision:

## **1.6 Gaelic Learning Provision in East Ayrshire**

As one of Scotland's indigenous languages, Gaelic occupies a special place in the life and culture of Scotland. It is a language the rebirth of which has been recognised by its inclusion in Scotland's National Priorities in Education and by the establishment of the Bòrd na Gàidhlig.

With regard to the promotion and development of Gaelic within East Ayrshire Council, the main focus has been on Gaelic Medium Education (GME) and Gaelic Learner Education (GLE).

## 1.7 School Based Learning

GME and GLE provision in schools currently includes:

- A Gaelic Unit at Onthank Primary School, Kilmarnock with the Gaelic Nursery Class and Gaelic Primary Classes. Teaching across the curriculum in these classes is delivered in the Gaelic Language.
- There has been a programme of Gaelic Language in Primary Schools (GLPS) in some of Grange Academy's learning community schools in Kilmarnock. The activity in 2011/12 was delivered by a Gaelic subject probationer based at Grange Academy. Separate money was sourced through the Gaelic Language Act Implementation Fund (GLAIF) and a tutor was appointed to deliver GLPS in session 2012/13.
- Lessons in fluent Gaelicare provided at Grange Academy attended by 9 pupils, with some mentoring period classes for these pupils in Personal and Social Education and Religious Education also provided in Gaelic.
- Gaelic Learners as a language option at Grange Academy attended by 13 pupils in S1 and 1 pupil in S5 (to be delivered in the session 2012/13).
- An acting temporary Principal Teacher of Scottish Studies/Studying Scotland at Grange Academy. 69 pupils have chosen to study Scottish Studies/Studying Scotland and will be introduced to Gaelic identity, language, culture and heritage.

There has been no significant growth in the number of pupils attending the Gaelic Unit at Onthank Primary School in the last five years to support Gaelic Medium Education (GME) provision. An absence of suitably qualified candidates continues to be a problem and this may soon be exacerbated by the proposed creation of a new Gaelic School on the south side of Glasgow. Some East Ayrshire pupils opt to attend Glasgow Gaelic School, which offers a wider selection of subjects to certificated levels through the medium of Gaelic.

There is, in addition, a range of community based Gaelic learning provided through the Council's Vibrant Communities Service.

## **2. PROPOSAL**

Taking the context set out in section 1 (above), it is therefore proposed that:

### **Proposal :**

That subject to the outcome of this consultation exercise:

1. Pre-school Gaelic education provision at Onthank Primary School and Early Childhood Centre be discontinued with effect from the end of the 2016/17 academic session in June 2017, or as soon as possible thereafter and is relocated to the new 3-18 campus to be built at the site of the present James Hamilton Campus, Kilmarnock with effect from the start of the 2017/18 academic session in August 2017, or as soon as possible thereafter.
2. Primary Gaelic education provision at Onthank Primary School and Early Childhood Centre be discontinued with effect from the end of the 2016/17 academic session in June 2017, or as soon as possible thereafter and is relocated to the new 3-18 campus to be built at the site of the present James Hamilton Campus, Kilmarnock with effect from the start of the 2017/18 academic session in August 2017, or as soon as possible thereafter.
3. Secondary Gaelic education provision at Grange Academy be discontinued with effect from the end of the 2016/17 academic session in June 2017, or as soon as possible thereafter and is relocated to the new 3-18 campus to be built at the site of the present James Hamilton Campus, Kilmarnock with effect from the start of the 2017/18 academic session in August 2017 or as soon as possible thereafter

Proposals 1-3 above are presented separately for the purposes of consultation as they are different provisions. However, it is envisaged that for the proposals to proceed, all three would require to be accepted.

4. That further the Early Years, Primary and Secondary provision be merged to form a single establishment within the new 3-18 campus on Sutherland Drive, Kilmarnock, with effect from the start of the 2017/18 academic session in August 2017, or as soon as possible thereafter.

#### Note of explanation:

In further explanation of the above, Gaelic Medium Education has developed in association with each stage of education – early years, primary and secondary. It is delivered presently in two separate locations – the Onthank campus and the Grange campus. In conducting a formal consultation exercise, the Council is required to recognise that each is a separate provision as presently constituted. This proposal

is about bringing these three separate types of provision to one location with consequent benefits for young people. The rationale is about consolidating provision. It therefore follows that the first three proposals to re-locate to the new 3-18 campus should be regarded together, and would need to proceed on that basis.

### **3. PRESENT POSITION**

#### **3.1 National Context**

At present there are 56 providers of pre-school education through the medium of Gaelic. In addition there are 60 primary settings of which 3 are Gaelic Medium only, the rest are Gaelic departments or units located within mainstream Primary settings. Nationally there are 33 secondary schools which offer Gàidhlig to higher level with 16 offering GME where more than one subject plus Gàidhlig is taught.

There is one current provision that offers 3-18 education in Gaelic Medium: Sgoil Gàidhlig Glaschu is a fully Gaelic Medium school set within Glasgow city centre, which provides education from pre-school to higher level, in a wide range of subjects through the medium of Gaelic. Sgoil Gàidhlig Glaschu has been placed within the top 10 best performing schools in Scotland at higher level for the past 3 years. The school also benefits from having a number of Gaelic speaking ancillary staff as well as running a wide range of extra-curricular activities through the medium of Gaelic. This model of a stand-alone Gaelic school has been identified as the best model for delivering Gaelic Medium Education (Curriculum for Excellence Gaelic Excellence Group, 2011)

#### **3.2.1 Local Provision**

Gaelic medium Provision was first established in East Ayrshire through a decision of the Education (Community) Sub-Committee on 25 March 1997 with the opening of the Gaelic Unit within Onthank Primary School. The unit initially opened with one Primary 1 teacher and a small number of P2 children who had previously attended East Kilbride GME. The unit was placed within Onthank due to the availability of space. Onthank had a falling role and suitable classrooms were available. As the provision expanded a nursery provision was added in the school as well as a dedicated parents room for the Parent's paisde<sup>1</sup> toddlers group.

As the children progressed to Secondary School, Gaelic Medium was established at Grange Academy through a decision of the Education Committee of 17 September 2002. The provision was based at Grange Academy rather than transition to James Hamilton Academy, the associated Learning Partnership School because of the availability of staff expertise prevailing at this time. Initially a single-teacher department, pupils were able to access Gaelic, Social subjects and PSD through the medium of Gaelic.

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<sup>1</sup> Parant 's paisde is a Gaelic Parent and Toddler group

### 3.2.2 Current (temporary) Arrangements at Onthank

The Onthank Gaelic Department is currently split between Mount Carmel Primary School and Onthank Primary School. This is a temporary arrangement arising from problems with the main building of Onthank Primary School.

The Primary Gaelic department currently has 3.2 full time equivalent (FTE) Gaelic-speaking members of staff and an English teacher 1 FTE. The Nursery has two Early Years workers with some Gaelic and receives Gaelic language support from the Infant teacher. The provision currently operates a cascade system in which Gaelic Medium teachers support the other classes when English is being delivered.

**Table 1: Onthank class structure and pupil roll as at September 2013**

Onthank Primary and Early Childhood Centre	Nursery Provision	P1-3 Immersion phases (multi composite class)	P4-7 (multi composite)
<b>Pupils</b>	<b>6 Ante-preschool 7 Pre-school</b>  <b>Total 13</b>	<b>P1 - 7 P2 - 2 P3 - 5</b>  <b>Total 14</b>	<b>P4 - 1 P5 - 8 P6 - 4 P7 – 4 Total 17</b>

### 3.2.3 Grange Academy

There are currently 3 teachers employed at Grange for Gaelic. Gaelic does not however form the whole teaching load for these members of staff who have other commitments in the school.

Alongside the pupils studying Gaelic as a fluent subject, the current S1 cohort is accessing a term-block of Gaelic language as part of their Scottish Studies course. The intention is to build on this model and offer Gaelic for learners across the stages.

**Table 2: Grange Academy class structure and pupil roll as at September 2013**

Grange Academy	S1	S2	S3	S4	S5
Gàidhlig GME	1	3	0	3	2
Gaelic Learners in Secondary	226 (13 week block)	8	0	0	0

### **3.2.4 Gaelic Language in Primary Schools**

At present there is no GLPS within schools in East Ayrshire, although as indicated at para 1.7 there was recent provision in the schools associated with Grange Academy. This had been delivered previously in schools across East Ayrshire, both in primary and nursery settings but on the basis of staff availability

### **3.2.5 Education Scotland Inspections**

The most recent inspection of Gaelic Medium provision at Onthank Primary School and Gaelic Nursery took place in 2003 and was carried out jointly by the Care Inspectorate and the then HMI. Since this inspection was carried out 11 years ago it is of limited relevance in discussions about the present provision. This notwithstanding, the report observed that the key strengths associated with the inspection were as follows:

- *The newly refurbished classroom accommodation*
- *Very good staff and pupil relationships*
- *The very good quality of programmes in emotional, personal and social development, and expressive and aesthetic development*
- *Very good support for families*
- *The very effective leadership of the Head teacher and supportive staff*

At Grange Academy a very recent inspection identified the following:

*That..”.....by the end of S6 young people’s achievements in national examinations have increased significantly in the last five years....”*

Additionally it was noted by inspectors that the school should “..continue to implement the priorities set out within the school’s well-judged improvement plan.....”

Education Scotland will visit the establishments concerned as part of this formal consultation exercise and their report will be included in the final report to Cabinet in advance of any decision being taken.

## **4 NEW 3-18 CAMPUS: LAND AT THE JAMES HAMILTON ACADEMY, NEW FARM PRIMARY SCHOOL AND NURSERY CLASS SITE**

- 4.1** At its meeting of 13 November 2013 Cabinet took the decision to establish a new 3-18 Campus on the site of the present James Hamilton Academy. The new campus will comprise three types of provision. There will be a secondary school formed from the merger of the present James Hamilton Academy and Kilmarnock Academy; a primary school formed by the merger of New Farm Primary School and Silverwood Primary School and an early childhood centre arising from the present provision at New Farm Primary School.
- 4.2** A unique opportunity therefore exists to establish an all-through Gaelic medium provision alongside the conventional provision, giving continuity a mutual support both across sectors and linguistic traditions.

- 4.3** The new campus will be designed to meet the requirements of 21<sup>st</sup> Century education and will incorporate features learned from best practice both locally and nationally.
- 4.4** The projected roll figures for the new campus are given in table 3 below. In considering the figures in Table 3, the Authority acknowledges that although the most up to date methods and information were used to collate these figures they should be read with caution as it is not possible to provide precise predictions of the population in small areas.

**Table 3: Projected Roll Figures for the new 3-18 campus excluding the early childhood centre**

Roll at September	James Hamilton Academy	Kilmarnock Academy	Total Secondary Roll	New Farm Primary School	Silverwood Primary School	Total Primary Roll
2017	764	471	1235	183	133	316
2018	782	457	1239	186	112	298
2019	789	478	1267	N/A	N/A	N/A

Owing to the very specific nature of Gaelic provision, it would not be possible to do a definitive roll projection figure for the new facility. However, it can be seen from tables 1 and 2 above that there is a significant drop off of children studying in Gaelic Medium between primary and secondary school. The aim would be to ensure that all children felt able to continue Gaelic into their secondary careers and beyond. Based on current figures this would indicate an increase of some 20 children in the secondary sector from the current position. This would therefore add a further 30 children approximately to the primary roll on the campus and a further 30 children to the secondary roll. The aim would be that once the provision becomes firmly established, to further increase these figures, and by so doing to make a significant contribution to the targets in the National Gaelic Language Plan, but there are no means available to predict this precisely at this stage.

- 4.5** In developing these proposals a relocation of the Primary and Early Years provision to the Grange Campus was considered as an alternative. However, the Grange Campus does not have an early years provision. Therefore specialist accommodation for early years would have had to be added at disproportionate cost. Further, the professional view was that the early years Gaelic provision would not have had the benefit of a non-Gaelic provision on campus and would have been relatively isolated as a consequence from wider support. When compared to the advantages offered by the location offered through this Proposal Document, the Grange option was therefore discounted.

## **5. THE OPTIONS FOR CONSULTATION**

- 5.1** Within this Proposal Document, the Council is seeking public comment and response on the following:
- (a) **STATUS QUO OPTION**

To retain the existing Gaelic Education provision within Onthank Primary School and Early Childhood Centre and at Grange Academy.

### **Maintaining the current provision**

- i. **Maintenance of working partnerships** Staff within the departments have worked hard to foster positive relations with colleagues within their individual settings and have worked collegiately with them on a number of curricular initiatives. Head Teachers within the current settings also have an awareness of the particular educational issues surrounding Gaelic Medium Education.
- ii. **Familiarity of settings** The pupils are familiar with their individual settings and identify with their schools, particularly the pupils in Onthank who maintained these links during the decant.
- iii. **Access for existing Grange pupils to engage in Gaelic** The inclusion of Gaelic as part of the Scottish studies programme has enabled all first year students at the Grange to access Gaelic Language. The aim is to develop Gaelic as part of the 1+2 Approach to language within the school and create a learner stream alongside the current fluent provision.

### **(b) OPTIONS FOR CONSULTATION**

There are three options for consultation in terms of relocation:

- 1: To move the Gaelic Early Childhood Centre to the 3-18 campus on the present James Hamilton site.
- 2: To move the Gaelic Primary provision to the 3-18 campus on the present James Hamilton site.
- 3: To move the secondary provision to the 3-18 campus on the present James Hamilton site.

Option 4 relates to the merger of these different provisions into one single all-through Gaelic medium provision

Under these options, if Option 4 is not accepted, as at present, the primary stages and early childhood centre would fall under the management of the campus primary headteacher, while the secondary stage will be managed by the secondary school headteacher on campus. The implications of Option 4 are explained at the end of this section of the proposal document

The reasons for Options 1 to 3 are given below.

- i. The move to a 3-18 Gaelic department, though not comparable to Sgoil Gàidhlig Glaschu (SGG), would create in East Ayrshire a radical shift in how we view and deliver Gaelic Medium Education and contain many of the positive elements that make the SGG so effective. By establishing a Hub or Coimhearsnachd we would be creative a valuable resource for our pupils and

teachers alike. Opportunities for Gaelic would expand creating a self-supporting and hopefully self-sustaining learning environment. This would only serve to have a positive educational benefit to the pupils in Gaelic Medium Education. Whilst there may be concerns regarding the movement of pupils from their existing provision, the potential benefits could be seen to outweigh any negative impacts due to the transition. This would be an exciting and innovative approach to sustaining and developing the Gaelic provision in East Ayrshire.

- ii. With the Gaelic department currently spread over two/ three campus there is a difficulty in both the storage and access of physical resources for teaching and learning. Not only is access a difficulty but staff are often unaware of the wide range of resources that are available or in use within the authority. This is most prominent in primary to secondary transition where staff from the Grange may wish to access materials stored in Onthank, and may also be unaware of the types of materials in use. The development of a single-resourced department would allow all Gaelic staff, irrespective of stage, to access materials and resources. Staff would also be aware of all new resources as they are made available and would be able to share staff development and training particularly from events such as An t-Alltan<sup>2</sup>

Prior to the inclusion of an English nursery provision, at Onthank, the Gaelic infant department were able to make use of the resources within the nursery. This created a valuable break out space particularly valuable for multi-composite classes as well as an area for structured activities. By placing the nursery again at the heart of an extended Gaelic department this space would become a valuable resource for teaching and learning across the department. This would also support the current development of the Early Level Loop.

- iii. By far the greatest challenge to sustainable Gaelic Medium education has been the recruitment and retention of staff. Isolation is one of the key factors that teachers face working within GME as identified in Curriculum for Excellence Gaelic Excellence Group's report (2011). Opportunities for activities such as moderation and curriculum development are at present limited with staff having difficulties accessing staff from the other establishments due to distance and timetabling constraints. *Local circumstances can mean that many teachers work in a degree of isolation. To meet the challenges, teachers often need to depend upon whatever networks and resource-sharing they themselves can create.* Scottish Gov (2011)

For those staff continuing to develop their own Gaelic language skills there are few opportunities to liaise with fluent staff and this hinders the 'grow your own' approach to recruitment. The primary has access to secondary staff from both the PE and Gàidhlig departments but this has created challenges in timetabling in both establishments. Whilst this has benefitted the pupils in terms of transition there has been little impact on the isolation of staff. By creating a 3-18 single department staff would have opportunities to liaise and

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<sup>2</sup> An t-Alltan – Annual Conference for Gaelic teacher

perform many collegiate functions as well as developing a sense of Coimhearsnachd<sup>3</sup>

In looking at pupils as part of human resources the pupils within a 3-18 campus will benefit from enhanced transition. This will positively address the sense of isolation and exclusion as well as lack of value sometimes felt by the pupils in Gaelic medium schools (BnG 2010). By creating a Gaelic department within the new joint campus pupils will transition with their peers.

#### **OPTION 4**

Option 4 is:

In addition to Option 1-3, to unify the 3 types of provision to form a single all-through Gaelic Medium provision. This would create a provision with a single identity on the campus that would become a centre of excellence for Gaelic Medium for children of all ages.

Such a provision would address the following issues in addition and an enhancement of what would be possible under Options 1-3 alone:

*It has been observed that :“It is essential to have effective transition arrangements in place for young people learning through the medium of Gaelic as they move from primary to secondary schools” (Scottish Government 2011). Current government policy and best practice also look to continuity and progression across GME ‘For continued growth a clear pathway through Gaelic-medium education from 0-18 is essential. NGESSG (2013). By creating a 3-18 Gaelic department within the new campus East Ayrshire would be providing this clear pathway. The inclusion of the Parant’s Paisde<sup>4</sup> group as part of this transfer would fulfil the commitment from 0-18 and provide a Gaelic Hub or Coimhearsnachd within the authority.*

It would facilitate the exchange of information expertise and resources between all stages and would allow a unification of the staff team professing a role in Gaelic. It would allow the headteacher responsible to have access to a larger staff team giving much greater flexibility in terms of matching staff strengths to children’s learning needs, and to secure continuity during planned and unplanned staff absence, for example

## **5.2 EDUCATIONAL BENEFITS STATEMENT**

**This part of The Education Benefits Statement relates to Options 1,2 and 3.**

- (a) There are many benefits that will be realised by the move to a 3-18 learning environment. These are as follows:

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<sup>3</sup> Coimhearsnachd- the Gaelic word for Community

<sup>4</sup> Parant ‘s paisde is a Gaelic Parent and Toddler group

- i. As an authority, East Ayrshire Council has the highest aspirations for all its children and young people. We strive to build school communities in which everyone is valued and learning is motivating and enjoyable. The joining together of these two secondary schools and two primary schools with an early childhood centre provides opportunities to build on the strengths of all establishments to develop a new vibrant learning community in East Ayrshire of which the Gaelic provision can be a part
- ii. The implementation of this proposal will help deliver the Council's commitment to making East Ayrshire a positive place to live and work, and for our young people, to learn and develop by the creation of a modern learning environment created for the needs of the 21<sup>st</sup> Century. For example, there will be the opportunity to create facilities as an explicit part of the design for the improved delivery of the STEM subjects (Science Technology Engineering and Mathematics) to which the Gaelic Medium children will have access
- iii. One of the greatest drivers for positive attitudes in learners is motivation. A campus that will offer engaging, challenging experiences within a comfortable, modern and stimulating environment will help learners to develop to their full potential. It would also contribute to the healthy work/life agenda, as staff would be based in a purpose built environment with state of the art facilities and infrastructure. Gaelic Medium children and staff will have access to these modern facilities with associated benefits
- iv. This proposal will have a positive impact on the Gaelic Medium provision to better deliver Curriculum for Excellence. These state of the art facilities will offer flexible learning opportunities that will contribute to the four contexts for learning:
  - Ethos and life of the school;
  - Curriculum and subjects
  - Interdisciplinary learning; and
  - Personal achievement

The proposal would also have a positive impact on each young person's broad general education. By including the Gaelic provision, the Council will be demonstrating equal respect for Gaelic, giving it a place in our most modern development. This will be a motivator for children and parents alike.

- v. This new school will increase opportunities for greater personalisation and choice through an expanded range of in-school provision, including greater subject options and electives and learning pathways through links with Kilmarnock College, the Vibrant Communities Service, Skills Development Scotland, the Ayrshire Chamber of Commerce, Industry and other partners.
- vi. **Improved transition for children at all level and across stages.** Pupils would move seamlessly between home early childhood centre, primary and secondary with opportunities for staff to work collaboratively in developing transition programmes such as early level loop, Flat project etc.

- vii. **Create a centrally resourced department.** All staff within the department would have access to the wide range of resources existing within the current departments and new resources when they become available. GLPS staff would also have access to a wider range of resources.
- viii. **Develop a Gaelic Community.** By creating a critical mass of Gaelic speaking Staff and pupils it would be possible for Gaelic to extend beyond the class as highlighted as best practice CfE Literacy and Gàidhlig Principles and Practice (Education Scotland 2004).
- ix. **Provide opportunities for extra-curricular activities though the medium of Gaelic** Current activities such as Shinty and Fèisean could be extended to all pupils within the Gaelic medium provision, mirroring the practice of Sgoil Gàidhlig Glaschu.
- x. **Greater Opportunities for staff development.** By creating a body of staff rather than individuals working in isolation staff will be able to share knowledge and best practice. The opportunity for staff to discuss educational matters together in Gaelic also provides an additional linguistic benefit.
- xi. **Collegiate working to improve teaching and learning.** Opportunities for moderation and curriculum development will be more accessible to all staff at all levels of CfE leading to a direct educational benefit for pupils within GME. Opportunities for staff to work across the ages and stages can also be developed.
- xii. **Pupils benefit from a sustained peer group.** Out with the Gaelic Department, the pupils will continue on through their education journey with the same peer groups of main-stream pupils, promoting a range of Health and Wellbeing outcomes at every level.
- xiii. **Dedicated Gaelic areas.** By creating dedicated Gaelic language areas, Gaelic use can be further promoted for both pupils and staff.
- xiv. **Create a clear pathway for Gaelic Medium**
- xv. The campus facilities will not only support and motivate young people during the school hours but also become a vibrant hub for lifelong learning, leisure and fitness within the wider community. Opportunity will be provided to build capacity within the community to develop its lifelong learning and for intergenerational work.
- xvi. The new campus will provide opportunities to enhance partnerships with other agencies and services such as health and to develop a coherent approach to support the most vulnerable young people and those at risk of missing out.

- xvii. The benefits for all young people who are likely to attend the school in the future would be the same as for other pupils.
- xviii. Our experience with the existing campuses of Grange and St Joseph's indicates that this new proposal will provide the range of positive outcomes for pupils, young people and the wider community. It will help the Council to deliver its transformational strategy and improve the life chances of all our young people. In particular, the new secondary school would be fully inclusive and accessible for all regardless of physical abilities.
- xix. The presence of a strong all through Gaelic provision will have a benefit for all children on the campus. It will increase awareness of Gaelic as part of the cultural heritage and natural landscape. It will provide access to staff professing Gaelic, with a broadening of the children's linguistic and heritage experience. It will create a wider interest in Gaelic for all ages.

**This part of The Education Benefits Statement relates to Option 4**

In addition the Education Benefits given in relation to Options 1 to 3 above, Option 4 will have the following benefits. These benefits arise from creating a unified structure for the overall management of Gaelic provision on the campus. It is emphasised that under this model, irrespective of the stage of education the Gaelic provision would work in close partnership and harmony with the non Gaelic provision, to maximise the opportunities on the campus provided through the wider peer group, age specific resources and specialist resources such as technology.

- xx. The headteacher responsible will be able to move staff between stages and classes without need of referral to a colleague thereby reducing the organisational conflicts that may arise from the problems of boundary management. The size of the single staff team will be increased This will enable, for example:
  - staff strengths and interests to be better deployed to meet children's needs and interests;
  - better continuity in learning as it will be easier to provide absence cover; and
  - enhanced CPD opportunities through the availability within one team of different expertise
- xxi. Development of a single 3-18 curricular plan, giving pupils a continuous experience and reducing problems of transition from stage to stage.
- xxii. Allowing one senior member of staff to develop expertise in Gaelic and therefore having a better understanding of children's needs in the language and how staff can better support them through the support and challenge process.
- xxiii. Creation of a single Gaelic provision ethos and identity leading to a greater consistency of approach and elimination of learning barriers caused by inconsistency or uncertainty.
- xxiv. A single unified approach to improvement planning and self evaluation within the provision leading to better outcomes for learners.

There are different benefits associated with whether the provision falls under either the primary school or the secondary school. Management by the

primary school will provide the easiest way of ensuring that the standards for the registration of the early childhood centre are realised. It will further help to ensure that concentration of management expertise in early childhood development, including in the early years of primary school are maximised, therefore giving children the best support to the start of their school career. Association with the secondary school will allow all-through curriculum planning geared to ensuring the highest chances of success in external assessment and securing a positive destination. Transition to higher education, further education or employment is likely to be more easily managed by harmonisation with the campus secondary provision.

### **5.3 PREFERRED OPTION**

- (i) An options appraisal exercise on each of the options considered was undertaken by officers from a range of Council services and the results of this work were approved by the Department of Educational and Social Services management team meeting. The options appraisal took account of educational benefits that will be delivered, the financial considerations and available funding support from the Scottish Government, and maximising the number of young people who would directly benefit from the relevant proposals. The summarised score of each option are shown in Table 4 below, with full details of the scoring matrix for each Option shown at Appendix 1

**Table 4: Results of the Options Appraisal Exercise**

<b>Option</b>	<b>Option Appraisal Score</b>
<b>Status Quo.</b>	<b>76</b>
<b>Option 1-3:</b> Young people and staff affected from these establishments transfer to a new build school establishment, with effect from the start of the 2017/18 academic session in August 2017, or as soon as possible thereafter, to be sited on the existing James Hamilton Academy site on Sutherland Drive, Kilmarnock	<b>93</b>
<b>Option 4:</b> Is a development of options 1-3, and maximises the opportunities for enhanced service delivery and business efficiency as defined in the scoring matrix	<b>99</b>

### **5.4 Option Appraisal - Assumptions**

- (i) In completing the options appraisal process it should be noted that the Scottish Government has agreed to fund 100% of the capital costs (£980K) associated with providing state of the art, purpose-built facilities to establish a Gaelic centre of excellence within the new 3-18 campus.

- (ii) Additionally there are no savings accrued or revenue implications for staffing or running costs since any rooms or facilities vacated would be re-absorbed into daily usage of the host establishments

(iii) It should be further noted that the Options appraisal process was based on non-financial assessment only using the Educational Benefits Statements and information on current provision included in the earlier sections of this proposal document.

## **6. CONSEQUENCES OF THE PREFERRED OPTION**

- 6.1** Based on the scoring reflected in Table 4, Option 4 emerges as the highest scoring option. Subject to approval of the undernoted recommendations for future East Ayrshire Council Gaelic provision the consequences of the preferred option would be a significant enhancement on current provision with the opportunity to establish a Gaelic hub which could promote Gaelic Arts, literature and culture through performances and events held in association with other organisations promoting Gaelic language/culture. Additionally, there would be greater opportunity to embrace new interest and participation in Gaelic and Scottish Studies.
- 6.2** For Gaelic language specifically the educational processes such as continuity and progression can be developed to a far greater extent as can transition from sector to sector

## **7. MANAGEMENT OF PROPOSALS**

- 7.1** A key dimension of the recent approval by cabinet for a new 3-18 build was the alignment of the curriculae of each of the four respective establishments involved in the process. Specific issues for Gaelic provision around SQA exams and the implication for continuity for young people studying non-Gaelic qualifications would require to be addressed by the receiving Headteacher under the main alignment plan for secondary provision.
- 7.2** Similarly with Literacy and Numeracy for primary age pupils the non-Gaelic element which is provided to GME pupils would require to be included in alignment planning with the combined Silverwood and New Farm primary schools.
- 7.3** If Option 4 is accepted, at an appropriate point in the future a management decision would be taken on whether the Gaelic provision would be managed by the headteacher of the secondary school or the headteacher of the primary school and early childhood centre on the 3-18 campus.

## **8. FINANCIAL IMPLICATIONS**

- 8.1** As indicated in the Options Appraisal section there are no significant costs associated with this proposal since staffing, resourcing and energy consumption issues would be cost neutral. Additionally there would be no change to current transport costs.

## **9. RESPONDING TO THE PROPOSAL**

- 9.1 Interested parties are invited to respond to this Proposal document by making written or electronic submissions on the proposal to:
- The Executive Director of Educational & Social Services, East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU; or
  - [education.consultation@east-ayrshire.gov.uk](mailto:education.consultation@east-ayrshire.gov.uk)

- 9.2 For the convenience of those wishing to respond, a form is provided at Appendix 9, and is also available on the council's website at:

**[www.east-ayrshire.gov.uk](http://www.east-ayrshire.gov.uk)**

Those wishing to respond are invited to state their relationship with the school – for example, “Pupil of XXX Academy / Primary School”, “Parent of a child at XXX Academy / Primary School”, “Grandparent of a child at XXX Academy / Primary School”, “Former pupil of XXX Academy / Primary School ”, “Teacher of XXX Academy / Primary School”, “Member of the Community” etc. Responses from the Parent Councils, staff, and Pupil Council are particularly welcome.

- 9.3 Those sending in a response, whether by letter or electronically should know that their response will be open to public scrutiny and may have to be supplied to anyone making a reasonable request to see it. If they do not wish their response to be publicly available, they should clearly write on the document: “I wish my response to be considered as confidential with access restricted to elected members and council officers of East Ayrshire Council.” Otherwise, it will be assumed that the person making the response agrees to it being made publicly available.

## **10. RECOMMENDATIONS**

- 10.1 On 05 February, 2014, the Cabinet of East Ayrshire Council agreed to adopt, for the purpose of consultation that:

That subject to the outcome of this consultation exercise:

- (1) Pre-school Gaelic education provision at Onthank Primary School and Early Childhood Centre be discontinued with effect from the end of the 2016/17 academic session in June 2017, or as soon as possible thereafter and is relocated to the new 3-18 campus to be built at the site of the present James Hamilton Campus, Kilmarnock with effect from the start of the 2017/18 academic session in August 2017, or as soon as possible thereafter.
- (2) Primary Gaelic education provision at Onthank Primary School and Early Childhood Centre be discontinued with effect from the end of the 2016/17

academic session in June 2017, or as soon as possible thereafter and is relocated to the new 3-18 campus to be built at the site of the present James Hamilton Campus, Kilmarnock with effect from the start of the 2017/18 academic session in August 2017, or as soon as possible thereafter.

- (3) Secondary Gaelic education provision at Grange Academy be discontinued with effect from the end of the 2016/17 academic session in June 2017, or as soon as possible thereafter and is relocated to the new 3-18 campus to be built at the site of the present James Hamilton Campus, Kilmarnock with effect from the start of the 2017/18 academic session in August 2017 or as soon as possible thereafter.

Proposals 1-3 above are presented separately for the purposes of consultation as they are different provisions. However, it is envisaged that for the proposals to proceed, all three would require to be accepted.

- (4) And:
- That the Early Years, Primary and Secondary provision be merged to form a single establishment within the new 3-18 campus on Sutherland Drive, Kilmarnock, with effect from the start of the 2017/18 academic session in August 2017, or as soon as possible thereafter
- (5) Otherwise note the contents of the report

**10.2** It is also recommended that Interested parties be invited to make written or electronic submissions on the proposal to

- (i) The Executive Director of Educational and Social Services,  
East Ayrshire Council,  
Council Headquarters,  
London Rd, Kilmarnock  
KA3 7BU
- (ii) [Education.consultation@east-ayrshire.gov.uk](mailto:Education.consultation@east-ayrshire.gov.uk)

No later than close of business **28 March, 2014**

Graham Short  
Executive Director of Educational and Social Services

## Appendix 1A OPTION APPRAISAL SCORING MATRIX - SUMMARY

	WEIGHTING	STATUS QUO OPTION	OPTION 1-3	OPTION 4
<b>FINANCIAL ASSESSMENT</b>		N/A	NA	NA
1 NPV of each Option				
2 NPV transposed into points	NA	00.00	00.00	00.00
<b>NON FINANCIAL ASSESSMENT</b>				
3 Non financial assessment	100%	76	93	99
4 NFA transposed into points				
<b>TOTAL POINTS SCORED (2+4)</b>		<b>76</b>	<b>93</b>	<b>99</b>
<b>RESULT / RANKING</b>				

**Status Quo Option :** Do nothing (status quo)

**Options 1-3:** Re-locate Early Years, Primary and Secondary level Gaelic Medium Education into the new integrated 3-18 Campus

**Option 4:** In addition to Option 2, to unify the 3 types of provision to form a single all-through Gaelic Medium provision

## Appendix 1B

### OPTION APPRAISAL SCORING MATRIX – FINANCIAL ASSESSMENT

OPTIONS	NPV	
	OPTION NPV (£,000s)	SCORE
<b>Status Quo Option:</b> Do nothing (status quo)	00.00	0
<b>Option 1-3:</b> Re-locate Early Years, Primary and Secondary level Gaelic Medium Education into the new integrated 3-18 Campus	00.00	0
<b>Option 4:</b> In addition to Option 2, to unify the 3 types of provision to form a single all-through Gaelic Medium provision.	00.00	0

### OPTION APPRAISAL SCORING MATRIX – FINANCIAL ASSESSMENT

<b>Status Quo Option</b>	Keep all schools as they are at present.
<b>Option 1-3</b>	Re-locate Early Years, Primary and Secondary level Gaelic Medium Education into the new integrated 3-18 Campus
<b>Option 4:</b>	In addition to Option 2, to unify the 3 types of provision to form a single all-through Gaelic Medium provision.

<b>Status Quo Option</b>	<b>Capital Investment</b> – Not applicable <b>Revenue Impact</b> – No revenue costs / savings in relation to baseline position.
<b>Option 1-3</b>	<b>Capital Investment</b> – Not applicable. Government funding secured for all capital costs. <b>Revenue Impact</b> – No revenue costs/savings since all staff will transfer and existing facilities will return to primary school use
<b>Option 4:</b>	<b>Capital Investment</b> – Not applicable. Government funding secured for all capital costs. <b>Revenue Impact</b> – No revenue costs/savings since all staff will transfer and existing facilities will return to primary school use

## Appendix 1C

### OPTION APPRAISAL SCORING MATRIX – NON FINANCIAL ASSESSMENT

	STRATEGIC ASSESSMENT				ASSESSMENT MANAGEMENT ASSESSMENT			DEVELOPMENT ASSESSMENT						TOTAL SCORE
Options	Service Delivery	Business Efficiency	Partnership	Risk	Condition	Suitability	Sustainability	Site Availability	Ground Conditions / Environment	Planning Issues	Size / Layout	Traffic Impact	Buildability	
Status Quo Option	4	8	6	6	8	8	8	5	5	5	4	5	4	76
Options 1-3 Re-location of Gaelic Nursery, Primary and secondary level provision from Onthank PS and ECC and Grange Academy to the new Academy in a 3-18 context	8	8	8	9	10	10	10	5	5	5	5	5	5	93
Option 4 - In addition to Option 2, to unify the 3 types of provision to form a single all-through Gaelic Medium provision	10	10	10	9	10	10	10	5	5	5	5	5	5	99
Max Score	10	10	10	10	10	10	10	5	5	5	5	5	5	100
Max Section Score	40				30			30						

**Key:** The matrix table reflects the initial analysis and investigations of the different options. The viability of each option is reflected in its relative score (the higher the score the more viable the option).

<b>Status Quo Option</b>	<p><b>Strategic Assessment</b> - Service Delivery: This option will continue to provide a quality experience for the young people attending both Onthank primary School and ECC and additionally Grange Academy for secondary age pupils. The adaptations made at Onthank primary school provide limited opportunities for further enhancement of the learning environment while Grange provides state of the art facilities. Business Efficiency This option does not do enough to address quality or condition of buildings or otherwise create an improvement to service delivery. Partnership There would be no increased opportunities for partnership with the local community or community partners Risk The status quo does not address the risks of building failure if these properties are not maintained and upgraded which would impact on the ability of the council to provide a statutory service. <b>Asset Management</b> - Condition: Existing facilities, at Onthank PS rather than Grange Academy, will to some extent require to be upgraded within the existing capital programme. Suitability: The existing provision, with the exception of facilities at Grange Academy, does not fully meet Educational requirements for 21st Century learning and teaching. Maintaining the existing facilities would not improve community facilities nor would it provide more accessible facilities. Sustainability: Maintaining the status quo will not help to address East Ayrshire Council's target of delivering a sustainable property estate or improve energy efficiency. <b>Development Assessment</b> - Site Availability: No issues arising Ground Conditions / Environmental: current ground conditions are unlikely to have any impact on existing operation of schools or any future proposed elemental replacement works. Planning Issues: unlikely to be any planning issues in relation to future elemental replacement works. Size / Layout: the available accommodation provides well for pupils. Traffic Impact: No particular issues in relation to pedestrian traffic management around the sites. Buildability: no known issues regarding access for construction traffic during elemental works at any of the existing sites.</p>
<b>Options 1-3</b>	<p><b>Strategic Assessment</b> - Service Delivery: This option would significantly improve the educational environment for staff and young people as it improves the learning and teaching environment significantly. Energy efficiency, building conditions and suitability to deliver a modern curriculum are considerably enhanced. Business Efficiency: This option would comprehensively improve continuity and coherence of delivery of the curriculum through an integrated style of provision which maximises the efficient deployment of resources in a 3-18 context. Partnership: There would be increased opportunities to work in partnership with additional community partners as the new school could be an attractive venue for other, new organizations and partners. Risk: This option addresses the risks of building failure as it would result in one new school. Sufficient capital funding is available to complete the project. <b>Asset Management</b> - Condition: This option addresses the need to improve conditions at Onthank Primary School and Early Childhood Centre. Suitability: the new integrated provision would fully meet Educational requirements for 21st Century learning and teaching, improving community facilities and providing fully accessible facilities inside the building and within the grounds. Sustainability: This option would create a new, sustainable school, delivering a sustainable property estate and improving the energy efficiency to acceptable standards. The roll of Grange Academy would not be significantly affected. <b>Development Assessment</b> - Site Availability: If chosen to be integrated into the new school, there are not anticipated to be any issues with the ownership of this site as it is currently owned by the council. Ground Conditions / Environmental: current information suggests that ground conditions are unlikely to have any impact on the creation of a new school, however further studies would be required. Planning Issues: The site is in currently in educational use, however, there may be some planning issues to be addressed regarding a much larger building being on the existing Sutherland Rd. site Size / Layout: The site is large enough to accommodate a new school building. Traffic Impact: There could be significant issues around volume of traffic and accessibility both</p>

	for a new, larger build and the subsequent increase in pressures during the build period. A full Traffic Impact Assessment would be completed as part of the planning process for a new school. Buildability: there may be some issues regarding access for construction traffic during the construction phase of a new school at this site.
<b>Option 4</b>	<p><b>Strategic Assessment</b> – This option would have all of the benefits associated with options 1-3. In addition however it increase the advantages for strategic planning arising from a unified management structure without diminishing the possibilities for partnership working. <b>It would allow best use to be made of staff and physical resources thereby maximising the opportunities for service delivery and business efficiency</b></p> <p><b>Asset Management</b> – As Options 1 - 3 <b>Development Assessment</b> – As Options 1-3.</p>

## Appendix 2

### DEPARTMENT OF EDUCATIONAL AND SOCIAL SERVICES RESPONSE FORM



I wish my response to be considered as confidential with access restricted to Elected Members and Council Officers of East Ayrshire Council.

#### Proposal :

That subject to the outcome of this consultation exercise:

- (i) Pre-school Gaelic education provision at Onthank Primary School and Early Childhood Centre be discontinued with effect from the end of the 2016/17 academic session in June 2017, or as soon as possible thereafter and is relocated to the new 3-18 campus to be built at the site of the present James Hamilton Campus, Kilmarnock with effect from the start of the 2017/18 academic session in August 2017, or as soon as possible thereafter.
- (ii) Primary Gaelic education provision at Onthank Primary School and Early Childhood Centre be discontinued with effect from the end of the 2016/17 academic session in June 2017, or as soon as possible thereafter and is relocated to the new 3-18 campus to be built at the site of the present James Hamilton Campus, Kilmarnock with effect from the start of the 2017/18 academic session in August 2017, or as soon as possible thereafter.
- (iii) Secondary Gaelic education provision at Grange Academy be discontinued with effect from the end of the 2016/17 academic session in June 2017, or as soon as possible thereafter and is relocated to the new 3-18 campus to be built at the site of the present James Hamilton Campus, Kilmarnock with effect from the start of the 2017/18 academic session in August 2017 or as soon as possible thereafter.

Proposals 1-3 above are presented separately for the purposes of consultation as they are different provisions. However, it is envisaged that for the proposals to proceed, all three would require to be accepted.

(iv) And:

That the Early Years, Primary and Secondary provision be merged to form a single establishment within the new 3-18 campus on Sutherland Drive, Kilmarnock, with effect from the start of the 2017/18 academic session in August 2017, or as soon as possible thereafter

#### This part of the form must be completed for a valid response:

Name: (please print)	Address:
	Post Code:
Signature:	Date:



**YOUR INTEREST: (please tick)**

1. Parent/carer of Pupil at Onthank primary School attending Gaelic Medium Early Childhood Centre <input type="checkbox"/>	2. Parent /carer of Pupil at Onthank Primary School attending Gaelic Medium Primary education 3. <input type="checkbox"/>	4. Parent /carer of Pupils at Onthank Primary School attending both Early Years and Gaelic Medium Primary education <input type="checkbox"/>	4. Parent /carer of Child attending Grange Academy for secondary education including Gaelic <input type="checkbox"/>
5. Parent / carer of Pupils at both Onthank Primary School and Grange Academy attending both Early Years and /or Gaelic Medium Primary and secondary education <input type="checkbox"/>	6. Parent / carer of pupil at Onthank primary School not attending any Gaelic provision <input type="checkbox"/>	7. Parent/carer of pupil attending Grange Academy not attending for Gaelic Education <input type="checkbox"/>	8. Child / Young Person attending Onthank Primary School and ECC attending Gaelic Medium Education <input type="checkbox"/>
9. Child / Young Person attending Onthank Primary School and ECC not attending any Gaelic Education <input type="checkbox"/>	10. Child / Young Person not attending Grange Academy but attending for Gaelic Education <input type="checkbox"/>	11. Parent Council of an affected school / Parent Council member of an affected school <input type="checkbox"/>	12. Former Pupil of any of the affected schools <input type="checkbox"/>
13. Staff member at Onthank Primary School <input type="checkbox"/>	14. Staff member at Grange Academy <input type="checkbox"/>	15. Staff member at another educational establishment <input type="checkbox"/>	16. Grand Parent or family member of Child attending one of the affected schools <input type="checkbox"/>
17 Elected member/MSP/ MP <input type="checkbox"/>	18. Community Planning Partner <input type="checkbox"/>	19. Member of Community Council <input type="checkbox"/>	20. *Other (please specify) <input type="checkbox"/>

My/our comments on the proposed re-location of Early Years, Primary and Secondary Gaelic Medium Education from Onthank Primary School and Grange Academy respectively to the new 3-18 campus are:. (Options 1-3)

My comments on the merger of the Early Years, Primary and Secondary Gaelic Medium provision into a single establishment are:

**Please state any additional comments on the proposal that you wish to make (continue on a separate sheet if necessary)**

**Office use:**