



EAST AYRSHIRE COUNCIL
EDUCATION SERVICE



Learning Estate Management Plan

2023 | 2024

CONTENTS

Statement of Introduction			PAGE
1	POLICY CONTEXT		
	1.1	National Context	5
	1.2	Community Plan 2015-2030 and Council's Vision Statement	6
	1.3	The Council's Strategic Plan 2022-2027	6
	1.4	Vision for the Learning Estate	6
	1.5	Asset Management Framework and Capital Investment Plan	7
	1.6	Resource Allocation	7
	1.7	Sources of Funding	8
	1.8	Timescales	10
	1.9	Communication Strategy	10
	1.10	Statutory Consultation	11
	1.11	Cabinet Decision Making	12
2.	THE LEARNING ESTATE OVERVIEW		
	2.1	The Learning Estate Profile	12
	2.2	Early Learning and Childcare	12
	2.3	Outdoor Learning	13
	2.4	Digital Learning and Teaching Strategy	13
3.	CONDITION AND SUITABILITY OF THE LEARNING ESTATE		
	3.1	Condition Ratings	14
	3.2	Suitability Ratings	15
4.	DETERMINING CAPACITY AND PLANNING FOR FUTURE INVESTMENT		
	4.1	School Capacities - Context	18
	4.2	Primary School Capacity	19
	4.3	Secondary School Capacity	19
	4.4	High and Low Occupancy Levels 2023-2024	19
	4.5	Additional Support Needs (ASN)	21
	4.6	Early Years Centres	27
	4.7	Supporting Transitions and Post-School Pathways for Pupils with Pupils	27
5.	PROJECTIONS		
	5.1	Projecting School Rolls	28
	5.2	Impact of New Housing Developments and Developer Contributions	29
	5.3	Projected High and Low Occupancy Levels – 2025 - 2030	31
	5.4	Primary and Secondary Projected School Rolls	31
	5.5	Addressing Significantly Low Occupancy	33
	5.6	Space Utilisation Study	33
6.	PROGRESS OF ENHANCEMENTS TO THE LEARNING ESTATE		
	6.1	Previously Completed Projects 2012 to 2023/2024	34
	6.2	Refurbishment Projects Completed	35
7.	FUTURE INVESTMENT TO ENHANCE THE LEARNING ESTATE		
	7.1	The Capital Investment Programme Review	36

	7.2	Investment – Prioritising Projects	37
	APPENDICES		
	1	Condition of Schools Overview	
	2	Suitability of Schools Overview	
	3	School Capacity - primary and secondary schools 2023-2024	
	4	Property Management Plan Assessment	
	5	5 Year Projections – Capacities by Education Groups	

Statement of Introduction

East Ayrshire Council is committed to delivering an educational estate that is suitable for 21st century learning and teaching and provides opportunities to ensure every child and young person is able to fulfil their potential. We aspire to create and maintain establishments where all learners can benefit from an environment that is flexible, inspirational and provides opportunities to enrich their educational experiences.

The Council's learning estate creates a direct link to supporting our children and young people and accounts for the largest element of the overall operational estate of the Council in terms of scale and investment demand.

The Learning Estate Management Plan demonstrates the enhancements to the learning estate over the past 10 years, having seen the most ambitious investment ever, with new and refurbished schools and ECCs opened in recent years. This investment in education facilities has not only helped improve the learning environment for our children and young people but has created facilities that offer a wider range of opportunities and connections across all communities.

Throughout 2023-24, significant progress was made towards improving the learning estate, through the delivery of programmes of new builds and extensions in areas of growth alongside refurbishments of existing establishments.

We continue to invest and review future needs in relation to the impacts of housing allocations through LDPs, demographics, occupancy and curricular innovation. Forthcoming developments around provisions for young people with additional support needs will further shape our priorities going forward. The Learning Estate remains the largest aspect of our corporate property portfolio, therefore achieving reduced costs and low carbon solutions will require significant challenge and innovation.

The learning estate is a community asset which should support the achievement of improved community outcomes. Reviewing future needs will further shape priorities to ensure investment in the estate supports the strategic national and local context, including locality planning, public service reform, collaboration, strategic asset management and our wider economic context.

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1. POLICY CONTEXT

1.1 National context

The 2009, joint Scottish Government and COSLA [School Estate Strategy: Building Better Schools](#) set out 9 guiding principles to guide investment in both the existing and the new learning estate. In September 2019, [Scotland's Learning Estate Strategy - Connecting People, Places and Learning](#) was published and as a result there are now 10 [Guiding principles](#) which influence the future vision:

- Learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners;
- Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners;
- The learning estate should be well-managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value;
- The condition and suitability of learning environments should support and enhance their function;
- Learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle;
- Learning environments should be greener, more sustainable, allow safe and accessible routes for walking, cycling and wheeling and be digitally enabled;
- Outdoor learning and the use of outdoor learning environments should be maximised;
- Good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all;
- Collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential; and
- Investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.

The [Scotland's Learning Estate Strategy - Connecting People, Places and Learning](#) was published in the context of the refreshed [National Performance Framework](#) (updated in June 2018), which at its heart focuses on creating a more successful country with opportunities for all of Scotland to flourish through increased wellbeing, and sustainable and inclusive economic growth. Quality education and associated infrastructure are at the heart of many of the national outcomes and their associated indicators and development goals. Investment can be transformational and should contribute to improving outcomes for individuals and communities in line with the National Performance Framework.

The UNCRC (United Nations Convention on the Rights of the Child) and school estates in Scotland are linked by the UNCRC (Incorporation) (Scotland) Act 2024, which incorporates the UNCRC into Scots law. This means that all public bodies, including those managing school estates, are legally required to respect and protect children's rights. School estates, as part of the learning environment, should be designed and managed in ways that support children's rights, including their right to education, participation, and a safe and healthy environment.

1.2 The Community Plan 2015-2030 and Council's Vision Statement

The Community Plan is the Council's overarching policy document and sets out its vision, principles and timeframe. The vision contained within the Community Plan is shared by all partners and states that:

“East Ayrshire is a place with strong, safe and 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.”

1.3 Council's Strategic Plan 2022-2027

The Strategic Plan (2022-2027) builds on the Council's strong track record of service delivery and transformation and is built around six themes:

- Building a Fairer Economy
- Tackling Poverty and Inequality
- Improving Community Wellbeing
- Supporting Children and Young People
- Delivering a Clean, Green East Ayrshire
- Financial Sustainability and Ensuring Resilience

The Strategic Plan provides clarity of the specific council priorities that will contribute to the achievement of the ambition and priorities we share with all of our Community Planning Partners in East Ayrshire, through the Community Plan 2015 - 2030. Our external auditors welcomed the development of our Strategic plan and recognised that we continue to have strong financial management, budget setting and monitoring arrangements in place. With our priorities agreed, work to align our service improvement plans to the Strategic Plan will now be progressed.

1.4 Vision for the Learning Estate

The Council's approach to the management of the learning estate is incorporated within the Council's Asset Management Framework which support the delivery of the Council's strategic objectives.

It is important that the learning estate is fit for purpose and meets the needs of learners. As a key part of the rationale for decision making, and as set out in the Scottish Government's document “Scotland's Learning Estate Strategy: Connecting People, Places and Learning”, the ten guiding principles, shown in paragraph 1.1 will influence the future vision.

In meeting these principles and determining investment strategies in line with the Council's Capital Programme, the following factors should also be considered:

- Aim to achieve an overall occupancy level of 85% of capacity;
- Meet statutory requirements, including the Equality Act 2010;
- Consider security implications;
- Improve property flexibility and extended use; and
- Support Curriculum for Excellence, and wider educational reform, including Development of the Young Workforce.

1.5 Asset Management Framework and Capital Investment Plan

The Council's Asset Management Framework agreed in 2019 alongside the Capital Investment Plan provides a framework whereby investment is aligned with the Council's asset management aspirations and designed to support the objectives of the Community Plan, and key themes of the Strategic Plan. The Capital Investment Plan is reviewed and reported annually.

In addition, and as part of the wider asset framework, the Property Management Plan (PMP) is also reviewed and reported on annually. Previously this report included the Learning Estate. Although cognisance will be given to the PMP approach and associated matrix to ensure resources and investment are used effectively and directed to sustainable property, the specific details of the Learning Estate will now be reviewed and reported separately within this report.

The Learning Estate Management Plan (LEMP) is one strand of the Asset Management Framework and Capital Investment Plan and is reviewed and reported annually to Cabinet, and thereafter to Scottish Government. This report details the progress made on previous and current investment to achieve enhancement actions and highlighting priority projects for future investment, in line with the principals of the [Scotland's Learning Estate Strategy - Connecting People, Places and Learning](#) published in September 2019.

In support of the assessment and decision making of capital investment in relation to the learning estate and taking account of the vision set out in this document, a number of areas will be considered in determining those priorities. These include:

- the guiding principles as set out in Scotland's Learning Estate Strategy;
- current and projected school rolls;
- suitability of the environment for curriculum delivery;
- running costs;
- capital investment requirements; and
- opportunities for wider Council and community use

1.6 Resource Allocation

The Council's investment programme requires a level of planning, programme management and resources to achieve the ambitions of the LEMP. It is critical that project scope, design standards, programme management and deliverables remain focused on cost and time management. Therefore, the Council's Facilities and Property Management Section have adopted robust project management arrangements for all major projects in line with project management principles; supported by relevant colleagues from a range of services across the Council. These project teams support these effective processes from initial consultation and involvement of stakeholders, through design development, procurement and construction, as well as the transition to new accommodation.

It is recognised that a range of additional costs over and above the construction costs are required to be considered as part of future capital investment. As revenue budgets become further pressurised, it is essential that investment is focussed on priority projects and that costs continue to be reviewed. This includes early feasibility and design fees for funding bids, consideration of removal and decant costs, additional ICT

equipment, facilities management, personnel, and other resources to efficiently support establishments during transition periods.

1.7 Sources of Funding

The following sources of funding are used to meet the vision and any preferred option strategy for the learning estate:

Capital Investment Programme - Significant Schemes – Prudential Borrowing

The Council's Asset Management Framework and Capital Investment Plan update sets out progress on the existing programme and provided details of further investment to 2029/30 as part of the Council's Asset Management Framework with the Learning Estate Management Plan aligning to the Learning Estate priorities within the Framework.

A significant level of the previous investment projects have been funded through borrowing resulting in annual capital financing costs (repayment of principal and interest) over the useful life of the asset created.

Revenue Savings

Where a business case demonstrates that capital investment would release recurring revenue savings which are equal to or exceed the estimated capital financing costs it will be possible to increase the overall capital programme to incorporate the proposed scheme or schemes. For the avoidance of doubt schemes progressed under "spend to save" principles still require to be financed through capital borrowing the cost of which, the capital financing costs, are met from budget vired from Service revenue budgets.

This is subject to the following criteria:

i. Estimated Revenue Savings

The Chief Financial Officer and Head of Finance and ICT will annually review the required revenue savings necessary to define a capital project as "spend to save". The current thresholds for asset classes are shown in table 1:

Table 1	
Estimated Useful Life of Asset (Years)	Required Revenue Savings per £1m of Capital Expenditure (Per Annum)
7	£0.170m
20	£0.076m
30	£0.061m
40	£0.055M

ii. Budget Virement

As part to the approval process Services are required to identify the source budget that will be vired to meet the capital financing costs of the project. An appropriate entry will be actioned by the Group Finance Manager.

iii. Revenue Implications of Capital

It is important to note that any revenue implications of capital investment need to be considered when calculating the overall affordability of capital projects. Examples would be additional Non Domestic rates charges; costs associated with statutory inspection of plant and equipment; utility and recurring maintenance etc.

Revenue Funded Projects

The Council continues to take advantage of revenue support provided by the Scottish Government. The Public Private Partnership (PPP) contract has £4.484m annual contribution towards a total £13.442m Unitary Charge payment. In addition the William McIlvanney Campus Project, delivered through the hub model, receives £3.166m funding towards the total operational cost of the school of £4.277m.

St Sophias Primary School project has recently received confirmation from the Scottish Government that the project has been awarded a total revenue grant of £4.293m over a 25 year period with the first payment due 31 March 2026.

Component Renewal Capital Allocation

The Property Management Plan (PMP) continues to inform how we align resources through capital investment, planned maintenance and component renewal to improve our buildings. On an annual basis, the component renewal allocation is available to supplement projects within the council's capital programme, linked to the PMP priorities.

Component renewal and lifecycle enhancements to buildings have continued to be funded from a combination of capital and revenue expenditure. On an annual basis, priorities are assessed to address lifecycle priorities across all of the council estate. Within our learning estate, where it has been identified that elements of the building fall below the standard we aim for, this blended model ensures that where there is significant work being undertaken in a school or centre, there is also the opportunity to update aspects in relation to component renewal to minimise disruption within the establishment. Larger allocations are included in the capital programme that will be reviewed to address significant issues and support refurbishment and enhancement.

Property Pledge

The Council's capital and revenue resources for property repair, maintenance and upgrade are allocated in line with the PMP in a prioritised manner. In 2020, the Property Pledge was established to target enhancement works across the Council's establishments.

Refurbishment works need to be planned in tandem with any proposed review of building use, rationalisation proposals and ongoing lifecycle investment. This will ensure that additional budgets are allocated to maximise condition, suitability, sustainability and accessibility, with priorities aligned across the whole Council estate through the Property Management Plan.

Due to inflationary pressures within the Central Repairs Account, there was limited budget available to deliver our Property Pledge ambition during 2023/24 and 24/25. However, Cabinet on 26 February 2025, as part of the Capital Investment Strategy, approved the allocation for component renewal for all property assets to £1.2m over the next 2 years, to target identified priorities for all council assets.

Section 6 details the significant programme of refurbishment works, completed over 5 years and those currently being progressed to improve condition of our Learning Estate

Learning Estate Investment Programme (LEIP)

The LEIP is a joint investment programme between Scottish and Local Government. Scottish Futures Trust (SFT) continues to facilitate and support the development of the learning estate on behalf of the Scottish Government. This investment programme is designed to:

- improve the condition of the school estate;
- support growth projects where there are no local condition priorities;
- establish links across the learner journey where appropriate;
- Benefit pupils to learn in good condition learning estates;
- enable the delivery of wider SG policy objectives, including the guiding principles of the Learning Estate Strategy; and
- support sustainable estate planning with clear investment and maintenance strategies

As an example, the Council was successful in a bid for Scottish Government revenue grant funding as part of the LEIP Phase 2 for the EnerPHit retrofit of St Sophia's Primary School. St Sophia's Primary School will be the first EnerPHit certified school not just in East Ayrshire, but in the UK, with the project also acting as one of the pathfinders for the Scottish Government's Net Zero Carbon Public Sector Buildings standard. EnerPHit is a rigorous energy efficiency standard for retrofitting existing buildings, offering a pathway to significantly reduce energy use, improve indoor comfort and lower carbon emissions.

Whilst the Council is required to fund the total capital investment of £5.800m, St Sophias Primary School project was awarded revenue grant funding of £4.241m over a 25-year period.

1.8 Timescales

Investment decisions relating to the learning estate will continue to ensure the estate remains fit for purpose and continues to meet the aspirations of the Council's Asset Management Framework and Capital Investment Plan. It is important that future investment plans remain under review and longer term plans are considered in addition to delivering the ongoing ambitious building and refurbishment programme over the next 5 years.

1.9 Communication Strategy

A key priority of the overall learning estate strategy is the building of excellent relationships and communications with internal and external stakeholders.

All investment decisions involve effective liaison with school and centre staff, alongside associated parent councils. Some key examples of methods of liaison and communications are listed below:

- Elected Member and officer visits to schools and centres;

- Meetings with individual Parent Councils;
- Discussion of property matters at Head Teacher meetings;
- Full and open public consultation on learning estate management issues;
- Distribution of the annual LEMP document to Head Teachers and Chairs of Parent Councils;
- Liaison with Community Planning partners to promote increasingly integrated working;
- Officer attendance at Community Councils;
- Discussion of property matters at Pupil Council meetings;
- The use of community engagement events for the wider community interest;
- Improved visual presentation and presence at site;
- Individual project team meetings conducted broadly in line with Prince 2 methodology; and
- An 'Investing in East Ayrshire Schools' website and social media platforms covering all projects within the capital programme

1.10 Statutory Consultation

Authorities have a statutory duty and responsibility for school education in their area. In that context, they may undertake re-organisation of their learning estate at any time (sometimes referred to as rationalisation). The need for school closures/ amalgamations or altering catchment areas can be prompted by changing population patterns.

If a local authority proposes to change any part of the existing education provision in their area then they must engage in a formal consultation process. The Schools (Consultation) (Scotland) Act 2010, as amended, revokes and supersedes the previous legislation - the Education (Publication and Consultation Etc.) (Scotland) Regulations 1981. This legislation outlines the consultation process and its overarching aim to establish a process for all school closures, and other major changes that affect schools.

The Children and Young People (Scotland) Act, 2014 introduced some significant changes to the procedures requiring to be adopted by Authorities in relation to "prescribed proposals" under the Schools (Scotland) (Consultation) Act, 2010, as amended. The changes to the consultation arrangements established in the 2014 Act reflect further detailed requirements within the process including extended timescales to ensure a full and robust process.

Proposals requiring Consultation require Cabinet approval and should consider all implications shown in [Schools \(Consultation\) \(Scotland\) Act 2010](#) including:

- Being clear on the type of proposal being presented
- Additional considerations where there are rural schools
- Presentation of data in consistent form in documents
- Planning for the impact on pupils of the proposed change
- Alternative options including mothballing
- Consideration of grouping proposals or individual documents
- Use of a standard financial template
- Consideration and planning for Involvement of His Majesty's Inspectorate of Education (HMIE)
- Opportunities to use pre-consultation to inform proposals

- Active consultation with children and young people
- Requirements for public meetings, advertising and publicity of proposals
- Response to questions, inaccuracies and omissions
- Restrictions on repeating school closure proposals

1.11 Cabinet Decision Making

Any further proposals on the learning estate will take regard of the issues outlined in the Learning Estate Management Plan, with further reports being presented to future cabinets in line with the statutory consultation process and the Council's Asset Management Framework and Capital Investment Plan.

2. THE LEARNING ESTATE

2.1 The Learning Estate Profile

The learning estate comprises a variety of styles from Victorian 'A' listed buildings to modern state-of-the-art campuses ranging in size from large 2 to 18 campuses to small rural schools/centres.

New builds and extensions feature innovative and flexible internal spaces, inspiring outdoor environments and excellent sports facilities from which children, young people and the local community can benefit. A programme of updating continues across the learning estate to bring as many establishments as possible in line with the 10 guiding principles in the document [‘Connecting People, Places and Learning’](#).

In May 2019, the Asset Management Framework noted the importance of continuing to seek out opportunities within the existing learning estate to better utilise existing accommodation. A key feature of transformation across the Council, is to develop an agile working strategy. Sharing spaces, together with the delivery of service value through collaboration with a performance management and output focus, are key drivers. This is a different approach to the more traditional ownership of spaces aligned to subjects and teachers (more prevalent in a secondary school).

As of Census 2023, the learning estate in East Ayrshire comprised of:

- 7 secondary schools;
- 40 primary schools (including one GME school);
- 12 standalone early childhood centres;
- 24 early childhood centres located within a Primary School;
- 3 additional support needs' schools
- 5 supported learning centres (SLC)
- 2 communication centres (CC)
- 1 hearing impairment unit

2.2 Early Learning and Childcare

The Children and Young People (Scotland) Act 2014 made available up to 600 hours of funded childcare per year to all 3 and 4-year-olds and eligible 2-year-olds. From August 2021, the funded entitlement to ELC in Scotland increased from 600 to 1140 hours per year for all 3 and 4-year-olds and eligible 2-year-olds. Eligible 2-year-olds

include children who are looked after by a local council, have been appointed a guardian, are in kinship care, or whose parents are care-experienced or receive income support, tax credits, universal credit, job seekers allowance, state pension credit, severe disablement allowance, employment support allowance or incapacity benefit.

With regards to implementation of the policy for eligible 2-year-olds, and thereby increasing capacity with the current estate, the following changes have been progressed:

- Catrine ECC - refurbishment of Catrine ECC, with a Care Inspectorate Certificate of Registration issued on 3rd September 2024, for new 2-year-old provision of 15 places.
- Crosshouse ECC retrofit of current accommodation within the Crosshouse Playingfield Campus, with a Care Inspectorate Certificate of Registration issued on 3rd September 2024, for new 2-year-old provision of 15 places.
- Patna ECC - retrofit of current accommodation within the Patna PS & ECC/St Xavier's Campus, with a Care Inspectorate Certificate of Registration completed on 3rd September 2024, to increase 2-year-old places from 5 to 15.
- Dunlop ECC - the handover of the new build Dunlop ECC in August 2024 marked the end of the final phase of refurbishment/new build ECCs to support the expansion of early learning and childcare during 2023-24.

2.3 Outdoor Learning

East Ayrshire Council's strategy in respect of Outdoor Learning reflects the 10 guiding principles set out in the document ['Connecting People, Places and Learning'](#). taking cognisance of the fact that the principles can equally apply to indoor and outdoor settings – *'Outdoor learning and the use of outdoor learning environments should be maximised'*.

The development of school/centre grounds that facilitate outdoor learning and contact with nature and the environment are strongly supported by national guidance, national agencies and networks; the impact of outdoor learning on children and young people's health and wellbeing, wider achievements, attainment and personal development is often recognised by practitioners.

The Scottish Government's School Estate Strategy requires us to: *'make the best use of school grounds and the outdoor spaces as an integral part of the learning environment ensuring that landscape design is at a par with building design.'*

Climate change mitigation, adaptation and learning are inherently linked with land use, community place making and nature. The Education Service is collaborating with Facilities and Property Management colleagues on a Biodiversity Strategy concentrating the impact of planting, growing, carbon capture, wildlife transition, water and soil resilience.

2.4 Digital Learning and Teaching Strategy

Education Scotland has also developed a national digital strategy called the "Digital Learning and Teaching Strategy for Scotland".

This strategy has four key objectives:

- Develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching
- Improve access to digital technology for all learners
- Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery
- Empower leaders of change to drive innovation and investment in digital technology for learning and teaching

This strategy has been used to inform and influence the Council's Digital Learning and Teaching Strategy. The appropriate and effective use of digital technology will enhance learning and teaching across all parts of Curriculum for Excellence; equip all of our learners with vital digital skills; and lead to improved educational outcomes.

When planning enhancements to the learning estate, digital learning will be a key focus to ensure infrastructure and appropriate funding is in place to help today's learners to have the best possible opportunities, equipped with the confidence and skills to participate in a world where digital skills are essential for learning, life, and work.

3. CONDITION AND SUITABILITY RATINGS

3.1 Condition Ratings

The Council's continuing investment in the learning estate has had a positive impact on the overall condition of schools across the estate. Over the past few years there has been an improvement in the number of schools within A and B condition. The assessment of the condition of the buildings is carried out by Property Managers and communicated with the head of school/centre. This is in line with the Scottish Government Core Facts assessments, that considers a range of components and elements from the structural frame through to the decor with the undernoted ratings:

- A : Good Performing well and operating efficiently
- B : Satisfactory Performing adequately but showing minor deterioration
- C : Poor Showing major defects and/or not operating adequately
- D : Bad Economic life expired and/or risk of failure

Summary of the Condition across the learning estate

Table 2 below provides a summary of the Condition across all learning estate. Whilst this demonstrates only one school within Category C, some schools still have elements of their facilities at this lower level requiring ongoing monitoring and works. The condition rating of every school is noted in Appendix 1.

TABLE 2					
	No of Schools	A Condition	B Condition	C Condition	D Condition
2023/2024	**54	13	40	1*	0
2022/2023	49	13	35	1*	0
2021/2022	49	27	21	1*	0

2020/2021	50	23	27	0	0
2019/2020	51	23	27	0	0
2018/2019	51	22	27	1	0
2017/2018	52	20	31	1	0

**St Sophia's currently decanted into Kirkstyle to allow for the EnerPHit retrofit. It is anticipated that works will be completed by June 2025, with pupils returning to their new building after the Summer school holidays in August 2025.*

******The variance this year is due to 5 establishments being added to the condition scores. This is to align with the Scottish Government annual returns through ScotXed. The establishments are: Sgoil na Coille Nuaidh, Lochnorris Supported Learning Centre, Patna Supported Learning Centre, Crosshouse Communication Centre and Onthank Supported Learning Centre

The table shows a reduction in 2022/23 and 2023/24, of the number of schools being classified as Condition A. This was predominantly due to re-surveying of properties that were no longer new or very good condition due to natural deterioration and the lifespan of certain key components being shorter.

Regular and specific inspections of aspects of the buildings are undertaken. This includes statutory inspections of heating and electrical systems, structural and fabric assessments and monitoring, response to weather damage or component failure and review of recurring minor maintenance issues. It is anticipated there will be on-going upgrading works over the next 3-5 years across the learning estate due to the age and condition of buildings and in relation to sustainability and net zero targets.

It is also essential to recognise that the condition ratings are an indication of priority and only require to be fully updated on a 5 yearly basis. Therefore, further detailed information from the outcome of specific assessments, understanding the timescale for deterioration or other significant incidents need to be considered as these can result in the position being different from the reported information.

Given the reduction in capital funding in future years the focus for investment to maintain and improve condition and suitability in our current learning estate assets will increase. To support this ongoing commitment it is therefore recommended, following the detailed assessment of requirements, that alternative funding, outwith the capital programme, will be allocated to address mechanical and electrical upgrades and new service requirements within the campus and to assist in future lifecycle investment.

3.2 Suitability Ratings

Suitability assesses the usability of the building and how the internal space and layout of the building helps support learning and teaching. Assessments are completed every 5 years by the Head Teacher or Head of Centre. Where the Head Teacher or Head of Centre is new in post or significant works have been undertaken a new assessment is requested.

The assessment of suitability covers a wide range of aspects in relation to learning and teaching, community use and health promotion and takes into account the following physical issues:

- Internal environment (temperature, ventilation, lighting, finish, cleanliness etc.);
- The size, flexibility, accessibility and number of different types of accommodation;
- Location of spaces; and
- Fittings and fixed furniture.

Table 3 below, demonstrates the assessment using the following categories (A to D) category for each school and demonstrates continuous improvements to reduce the number of locations identified as C in terms of Suitability. The suitability rating for individual schools is noted in Appendix 2.

- A: Performing well and operating efficiently;
- B: Performing well but with minor problems;
- C: Showing major problems and/or not operating optimally; and
- D: Does not support the delivery of services to children and communities

TABLE 3					
	No of Schools	A Suitability	B Suitability	C Suitability	D Suitability
2023/2024	54*	26	18	10	0
2022/2023	49	22	22	5	0
2021/2022	49	20	22	7	0
2020/2021	50	16	26	8	0
2019/2020	51	15	26	9	0
2018/2019	51	15	23	12	0
2017/2018	52	15	22	15	0

**The variance this year is due to 5 establishments being added to the condition scores. This is to align with the Scottish Government annual returns through ScotXed. The establishments are: Sgoil na Coille Nuaidh, Lochnorris Supported Learning Centre, Patna Supported Learning Centre, Crosshouse Communication Centre and Onthank Supported Learning Centre*

Table 3 above demonstrates 10 schools with an assessment of C in terms of Suitability. The 10 schools, and current action being taken is shown in Table 4 below:

TABLE 4		
School Name	Suitability Rating	Plans to address suitability where appropriate
Loudoun Academy	C	Being re-assessed to inform essential project scope to be delivered over the period 2027-2030. Investment identified in capital programme.
Stewarton Academy	C	Technical designs progressing with anticipated tender issue summer 2025.
Hillhead Primary School	C	Being re-assessed to inform essential project scope. Investment identified in capital programme.
Kilmaurs Primary School	C	Final technical designs are being completed for the refurbishment and alteration of Kilmaurs Primary School to replace the existing Dining Hall and Kitchen. The scope of the project also includes improvements to building services and thermal efficiency focused on the area that will accommodate the dining and kitchen facilities based on an Enerphit informed approach. Anticipated tender issue is June 2025 with a target completion August 2026.
Lainshaw Primary School	C	Early development work has commenced on the extension and refurbishment of Lainshaw PS. It is intended that draft proposals will be shared with the parents' council towards the end of June and then at a wider public event in August. Based on current timescales we would envisage that construction of the new extension and refurbishment of the school will commence early 2027 with completion early / mid 2028.
Littlemill Primary School	C	No immediate action or investment identified in capital programme.
Logan Primary School	C	Being re-assessed to inform essential project scope to be delivered over the period 2027-2030. Investment identified in capital programme.
Newmilns Primary School	C	Being re-assessed to inform essential project scope to be delivered over the period 2027-2030. Investment identified in capital programme.
St Sophia's	C	The newly refurbished EnerPHit will be handed over in June 2025, it is anticipated that the rating will increase

TABLE 4		
School Name	Suitability Rating	Plans to address suitability where appropriate
		to an A at this point. Pupils will return to their new building in August 2025.
Willowbank School	C	To alleviate some of the capacity issues, proposals are being considered for a modular classroom unit to be installed on-site. Development works have commenced to establish an accurate cost and timescale before an order is placed. Based on current timescales it is anticipated that the new classroom unit could be installed early 2026. In addition, work is also on-going to determine any alterations that could be made internally to increase overall capacity. Details of any proposed changes will be brought forward at a later date.

Appendix 4 shows Kilmaurs Primary as having a RED status. The actions taken to address the issues and redress this status are shown above. Littlemill Primary is in RED/LOW AMBER Status and although no immediate action at this time, works may be required in the future.

Noted in Section 6, the new build Nether Robertland ECC means that the former nursery block is no longer required for educational purposes.

4. CURRENT CAPACITY

4.1 School Capacities – Context

Accurate information on capacity and the awareness of the effects of curricular change and associated accommodation needs are of vital importance. Therefore, on an annual basis, Head Teachers are asked to provide detailed information on how accommodation is being used in their school building. The information provided will be included in the Council's Core Facts return to the Scottish Government and will also inform the Council's Asset Management Plan strategy and the Learning Estate Management Plan on an annual basis.

It is inevitable that there will be variations in capacity across the learning estate with some schools experiencing an increase in roll whilst others are seeing steady falls. Pupil intake from catchment areas; placing requests and proposals for new housing developments continue to be very closely monitored.

Where demand for places exceeds the capacity of a school in line with the requirements outlined in the Education (Scotland) Act 1980, the Schools General (Scotland) regulations 1975 and The School Premises (General Requirements and Standards) Regulations 1967, the authority would have to consider a range of options. This may include extending the existing accommodation, reconfiguring

classes, making use of supplementary rooms or restricting placing requests for the school. Consultation on rezoning the catchment area and the provision of transport to an alternative school may also have to be considered, as a last resort, if the options noted do not address the issue.

It is important to note that as rationalisation continues towards an average occupancy rate of 85%, the availability of options for temporary decanting will decrease. The Council is also working with an upper capacity limit of 90% for schools when assessing the impact of housing growth and determining developer contributions.

- 4.2 Primary school capacity** has been determined in line with the Scottish Government's Guidance paper 'Determining Primary School Capacity' and the council's Standard Circular 60 Planning Capacity of Primary Schools. This takes into account the space standards per pupil, the use of specific rooms and maximum class sizes. Appendix 3 details school capacities for 2023/24.

The planning capacity of the primary learning estate is 12,111. As of the census September 2023, there were 8,702 children and therefore, in theory, but not in practice, 1,792 surplus places. This gives an occupancy of 78.8% which is an increase in occupancy within the primary estate.

- 4.3 Secondary school capacity** has been determined in line with the council's Standard Circular 61 Planning Capacity of Secondary Schools. Standard Circular 61 was revised in October 2022 detailing the revised formula using Usable places (0.8 x working capacity) to reflect modern contemporary approaches to school design with a greater number of innovative spaces that can be timetabled more flexibly for learning and teaching. Appendix 3 details school capacities for 2023/24.

The capacity of the secondary learning estate is 11,410 with usable spaces noted as 9,128. There are currently 6,887 young people and therefore 2,241 surplus spaces. This gives an occupancy of 75% which is an increase from the previous year.

4.4 High and Low Occupancy Levels – 2023-2024

As shown in Appendix 3, the following tables highlight those schools in 2023/24 where occupancy levels are either high (85% or above) or low (60% or below) and describes action planned to mitigate the risk of over or under occupancy. These actions are further described in Section 6 of this report.

High Occupancy

SCHOOL/CENTRE	PLANNED MITIGATING ACTION
Annanhill PS (90%)	<ul style="list-style-type: none"> This is a decrease from 94% reported in previous LEMP. Capping of P1 intake at Annanhill Primary School has been applied. 2 modular classrooms have now been installed and are fully operational. However, the demand for classroom accommodation has meant that the school does not have the required number of supplementary spaces a school of its size should

SCHOOL/CENTRE	PLANNED MITIGATING ACTION
	<p>have – this will impact on opportunities for a broader educational experience.</p> <ul style="list-style-type: none"> Senior Phase Park School Pupils (S4-S6) permanently located at St Joseph's from August 2025, as agreed at Cabinet on 21 May 2025. This will be closely monitored.
Bellsbank PS (89%)	This is a slight increase in occupancy figures, from 88% since the previous LEMP. This will be closely monitored.
Gargieston PS (87%)	This remains the same as previous year occupancy figures. This will be closely monitored.
Lainshaw PS (93%)	This is a slight increase from 91% reported last year. This increase is due to the medium to long term impact of housing growth on the school roll. As a result proposals are being progressed to replace the two-classroom temporary unit with a permanent four-classroom extension; in addition to internal alterations to address suitability, external fabric improvements and the provision of new parking and school drop-off areas. As a result of these improvements the revised capacity for Lainshaw is projected at 83%.
Loanhead PS (88%)	This is an increase in occupancy figures reported in previous LEMP, where the occupancy figure was 82%. This increase is partly due to an increase in Placing Requests to the school.
Lochnorris PS (88%)	This is a slight decrease in occupancy figures, from 90% since the previous LEMP. This will be closely monitored.
Robert Burns Academy (86%)	Occupancy is currently high. As the use of more flexible spaces continues to develop, occupancy levels may change. This will continue to be monitored closely.
Stewarton Academy (87%)	This is an increase of 6%. Stewarton Academy design proposals for the new extension, aligned with the revised school roll projections, have been completed as described in Section 7 of this plan.

Low occupancy

SCHOOL/CENTRE	PLANNED MITIGATING ACTION
Auchinleck PS (56%)	This is a slight decrease from previous LEMP.
Dalmellington PS (54%)	This is a significant decrease from previous LEMP. Part of proposed refurbishment and extension plans, which take account of required capacity.
Dalrymple PS (58%)	This is a slight increase from previous LEMP.
Littlemill PS (56%)	This is an increase of 2% in occupancy figures, since the previous LEMP.

Mount Carmel PS (43%)	This is a 2% decrease from previous LEMP. Whilst being monitored closely, areas of the building continue to be utilised by wider Education service.
Newmilns PS (56%)	This is an increase of 1% in occupancy figures since the previous LEMP.
Patna PS (52%)	This remains the same since the previous LEMP.
Sorn PS (43%)	This is a decrease from 50% in the previous LEMP.
St Sophia's PS (23%)	St Sophia's PS is currently decanted to a larger building while refurbishment works take place and therefore is showing as only 23% occupancy. This will change once relocated to their newly furnished premises in August 2025.
Doon Academy (45%)	This is a 3% rise from previous LEMP. Part of proposed refurbishment and extension plans, which take account of required capacity.
St Joseph's (57%)	Park School Senior Phase Pupils (S4-S6) are currently utilising space available within the Campus. This arrangement was subsequently agreed on a permanent basis, following a formal consultation process.

4.5 Additional Support Needs (ASN)

ASN School Capacity

School capacity for ASN schools is not included as there is no national guidance on how to calculate capacity in an ASN school. However, there is a statutory requirement in relation to staffing to support the number of children and young people in a class as outlined in the SNCT guidance on '*Class Sizes for Special Schools and Units*'.

ASN and Inclusion Review

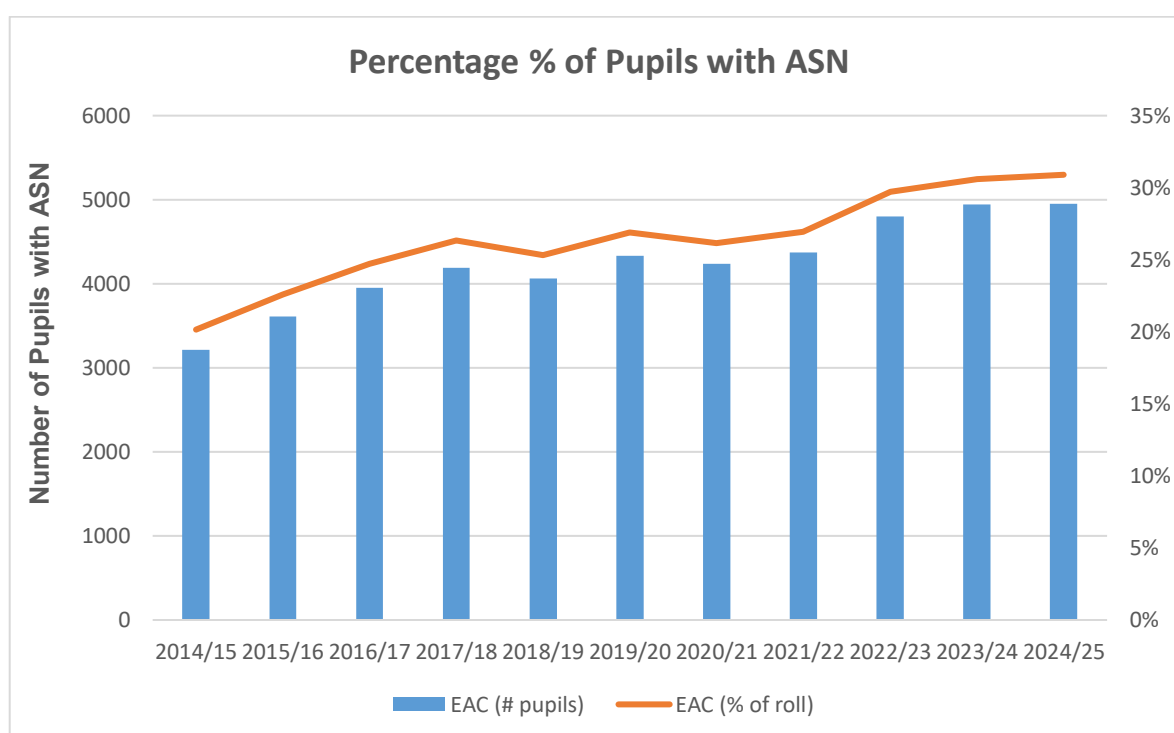
As detailed in the ASN and Inclusion Review presented at Cabinet on 18 June 2025, we aim to embed ASL centres within local communities, aligned with pupils' catchment areas. This approach offers several key benefits: it makes the provision more accessible and appealing to families, supports flexible delivery within each education group, and reduces the need for extensive transportation. Ensuring high-quality learning environments is essential and must go hand in hand with deploying skilled and experienced staff. To reflect the changing landscape of support needs and to bring greater consistency to our language, we are also updating our terminology—replacing Supported Learning Centre (SLC) and Communication Centre (CC) with the more inclusive term "ASL Centres."

To provide background, an [Additional Support for Learning Briefing](#), was prepared by Audit Scotland and published in February 2025. The following table provides a comparison between the findings of the Audit Scotland Briefing and our local data intelligence:

Table 5	
NATIONAL FINDINGS	LOCAL FINDINGS
40% Proportion of pupils in publicly funded schools recorded as receiving additional support for learning (ASL) (284,448 pupils in 2024)	31% of pupils from Pupil Census were logged as ASN in 2024-25 (4953 pupils)
768% Growth in pupils recorded as receiving ASL since the ASL Act was introduced in 2004. When ASL provided without a specific plan or on a shortterm basis was first included in national data in 2010, recorded ASL increased by 58 per cent.	2195 pupils with ASN at census in 2010. 2953 pupils with ASN at census in 2024 (35% increase)
3% Proportion of pupils receiving ASL who attend special schools (8,002 pupils in 107 special schools in 2024)	4.6% of pupils attend ASL centres (732 pupils in 11 ASL centres)
93% Proportion of pupils receiving ASL who spent all their time in mainstream classes in 2023	86% of pupils logged as ASN in 2023 census spent were logged as spending all 10 weekly openings in mainstream

It is acknowledged in the briefing paper that the number of pupils recorded as having ASN has increased continually since the ASL Act was introduced in 2004. Within East Ayrshire, the increase in pupils with ASN is demonstrated in diagram 1 below:

Diagram 1



Demand Patterns for Specialist Placements and Enhanced Support

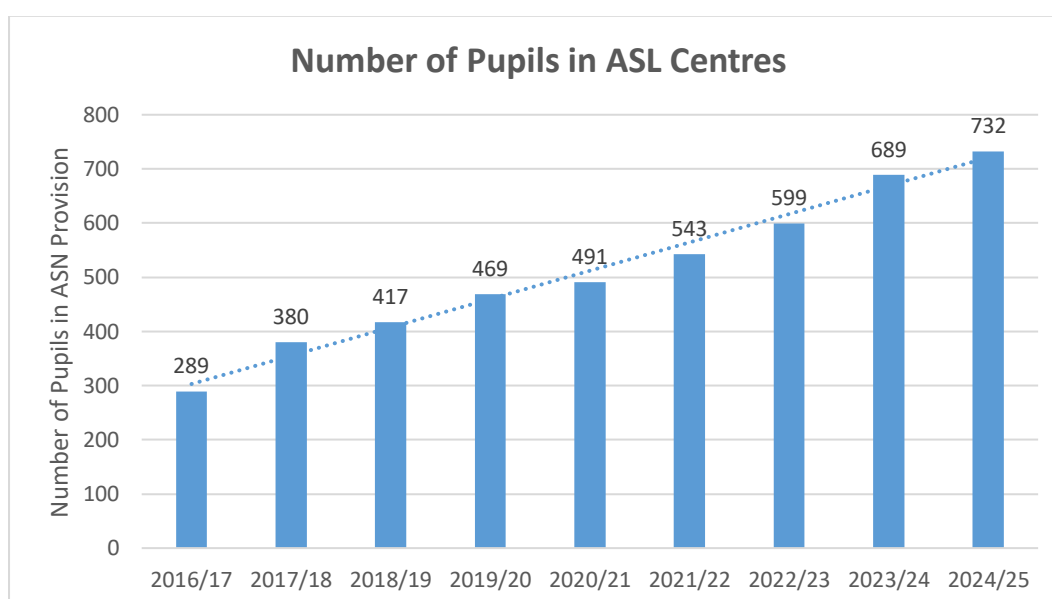
The percentage of the total EAC roll logged as having an additional support need has increased from 20% in 2014/15 to 31% in 2024/25. This equates to an increase of 1737 pupils. (Source: Annual Pupil Census)

Table 6	
Year	Percentage (%) of Pupils within an ASL Centre
2024/25	31%
2023/24	31%
2022/23	30%
2021/22	27%
2020/21	26%
2019/20	27%
2018/19	25%
2017/18	26%
2016/17	25%

To ensure we meet the increasingly complex needs of our increasing population of children with additional support needs, ASN Schools, Supported Learning Centres and Communications Centres require to become more specialist. In line with national guidance on presumption of mainstream, we need to also ensure that our mainstream schools are able to support a wider spectrum of learner needs, whilst sustaining a purposeful and productive learning environment.

Diagram 2 below shows the percentage of children and young people within specialist placements. The increase in the number of children and young people requiring specialist provision within EAC reflects the national picture and this trajectory is set to continue given current projections of numbers. The number of pupils attending an EAC ASL centre has increased year on year from 2016/17 to 2024/25. There has been an increase of 443 pupils from 2016/17 to 2024/25 (an increase of 153%).

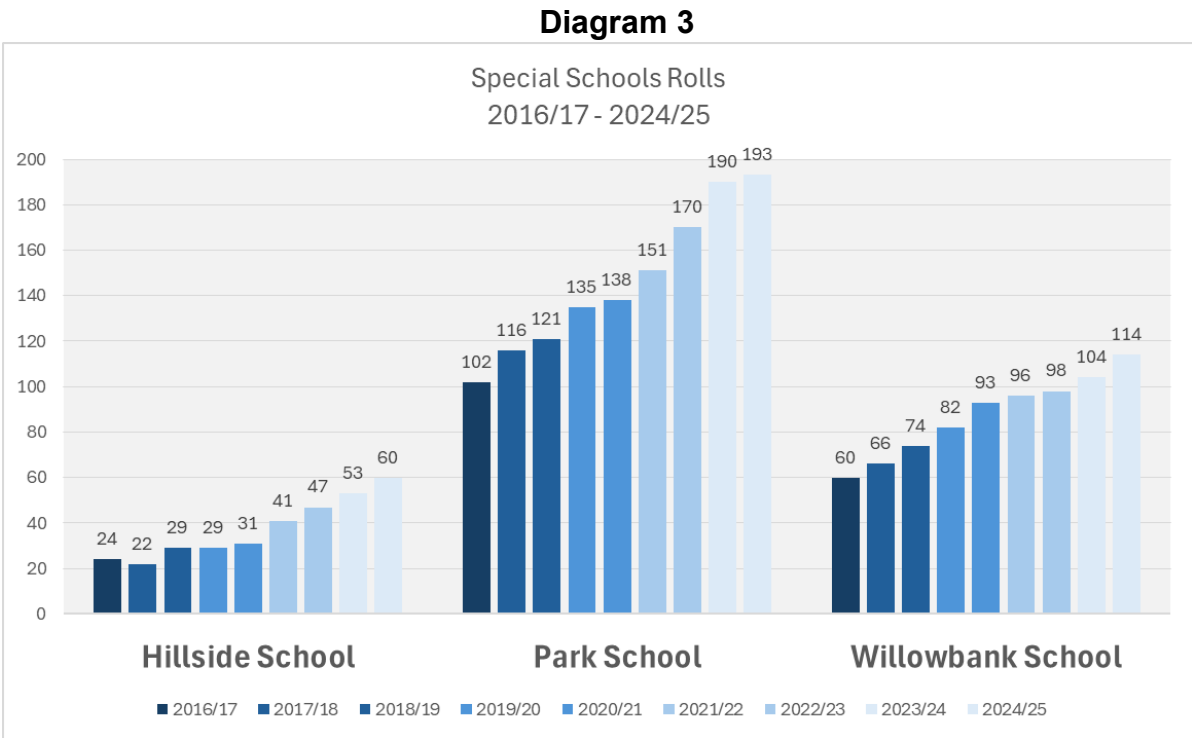
Diagram 2



The number of pupils attending an ASL centre, as a percentage of the total EAC roll has increased from 1.8% in 2016/17 to 4.6% in 2024/25. (Source: Pupil Census)

TABLE 7	
Year	Percentage (%) of Pupils within an ASL Centre
2024/25	4.6%
2023/24	4.3%
2022/23	3.7%
2021/22	3.3%
2020/21	3.0%
2019/20	2.9%
2018/19	2.6%
2017/18	2.4%
2016/17	1.8%

As is evident from diagram 3 below, that has been a significant increase in the numbers of children requiring a placement within one of our three Special Schools:



Whilst all schools provide additional support for children who need it, the following table lists the current dedicated ASL centres across Education Groups:

TABLE 8	
Cumnock/Auchinleck	Doon Valley
Robert Burns Academy - SLC meets additional support needs of young people primarily associated with learning disability and autism	Doon Academy - SLC meets the additional support needs of young people primarily associated with learning disability and autism.

<p>Lochnorris Primary - SLC meets the additional support needs of young people primarily associated with learning disability and autism.</p> <p>Hillside School meets the severe and complex additional support needs of young people primarily associated with learning disability and autism.</p>	<p>Patna Primary School - SLC meets the additional support needs of young people primarily associated with learning disability and autism.</p>
Grange Education Group	Kilmarnock Education Group
<p>Park School meets the complex additional support needs of young people primarily associated with learning disability and autism.</p> <p>Crosshouse Communication Centre meets the complex additional support needs of young people primarily associated with learning disability and autism.</p> <p>The Grange Hearing Impairment Department provides secondary subject specific support for deaf pupils across the whole curriculum supporting them both with communication and accessing the curriculum.</p>	<p>Onthank Primary SLC meets the complex additional support needs of young people primarily associated with learning disability and autism.</p> <p>Willowbank School meets the severe and complex additional support needs of young people primarily associated with learning disability and autism.</p> <p>Onthank SLC has no progression pathway to secondary within this Education Group, not would they transition to Willowbank secondary.</p> <p>No Secondary ASL centre - Kilmarnock Academy catchment primary schools have no secondary progression pathway in this ed group. For example, a pupil in P7 at Whatriggs/Loanhead PS who requires secondary ASN. They are currently being transported to Loudoun or Park School, which is out with their catchment.</p>
Loudoun Education Group	Stewarton Education Group
<p>Loudoun Academy Communication Centre meets the complex additional support needs of secondary young people primarily associated with learning disability and autism.</p> <p>No Primary ASL centre – but data highlighting significant need.</p>	<p>No current ASL centre for primary or Secondary – however, data analysis highlighting significant need within this Education Group.</p>
St Joseph's Education Group	
Children will attend the relevant ASL centres based on their catchment area	

It is evident from the table above, that currently not all Education Groups, have a dedicated ASL centre across both primary and secondary sectors. The lack of access to a localised ASL centre means that many children and young people must travel significant distances to receive the appropriate support they require. This can be both physically and emotionally demanding, particularly for those with more complex needs, and may reduce their ability to fully engage in learning. It also limits opportunities for children to form and maintain peer relationships within their own communities, which are crucial for social development and emotional wellbeing.

Families are also impacted by lack of local ASL centres, often facing additional stress and logistical challenges in coordinating transport, attending meetings, and maintaining regular contact with their child's school. This can lead to reduced parental engagement, which is a key factor in supporting positive outcomes for learners with ASN.

The small number of existing ASL centres are increasingly stretched, with rising demand leading to capacity issues and delays in accessing appropriate placements or interventions. This also drives up transport and staffing costs, making the current model less financially sustainable over time. For example, we are currently transporting 33 children from the Stewarton Education Group to ASL centre in Park School and Crosshouse Communication Centre.

Many of our children and young people are presenting with more significant needs that require a greater range of supports, including environmental resources and adaptations, and personnel such as teaching and non-teaching staff. It is essential that we re-profile the ASN provision to ensure we meet the individual needs of these pupils but also to ensure the sustainability of those provisions for those with the most significant or complex needs.

Our data intelligence also demonstrates a rise in new Primary 1 pupils with ASN, over the years. This is shown in the table below, with data taken from whole session SEEMiS:

Table 9							
Primary 1 Intake – Pupils with ASN							
ASL centres	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	Projection 2025/26
Crosshouse CC	6	13	4	22	13	10	30
Hillside School	1	4	7	5	6	9	8
Lochnorris SLC	7	7	6	3	3	9	4
Onthank SLC	-	-	-	-	6	6	11
Park School	5	9	6	9	22	13	0
Patna SLC	-	-	3	2	7	7	4
Willowbank School	8	14	5	6	8	14	3
Total	27	47	31	47	65	68	60

The changing profile of our pupil population, particularly the rise in neurodivergence, is placing considerable pressure on existing ASL centres. We are seeing a significant increase in children with complex needs. This rise in need has direct implications for our ASN sector, where current capacity is increasingly stretched. There is a clear requirement to reprofile provision to meet both the complexity and volume of need, and to create sustainable capacity. Space at Willowbank and Hillside Schools is finite, but the growth in pupils with profound communication and developmental needs, as well as a smaller but increasing number of children with significant health conditions, means that appropriate space to meet these learners' needs, require to be found.

- 4.6 Early Childhood Centres (ECCs)** are registered with the Care Inspectorate under the Public Services Reform (Scotland) Act 2010. Each ECC must be approved as fit to be used for the purpose of delivering care and learning and is registered for a maximum number of children according to the required space standards.

The space is defined as free space for children's play and movement. This does not include toilets, changing facilities, storage space, space taken up by set fixtures and fittings or any space identified for other use i.e. kitchens, staff/parents or community space.

4.7 Supporting Transitions and Post-School Pathways for Pupils

To fully support pupils with ASN, the future learning estate must go beyond compliance and aim for inclusion by design. This means spaces that are therapeutic, purposeful, and flexible — capable of adapting to the unique needs of learners at each stage of their development. A modern, inclusive estate will reflect our commitment to ensuring that all learners are prepared for meaningful, supported, and independent adult lives.

As we plan for the future of our learning estate, it is critical to consider the evolving needs of pupils with ASN and the importance of well-coordinated transitions into adulthood. This requires a strong partnership across education, health, and careers services, with direct links to further education and independent living. The learning estate must not only meet the physical accessibility requirements of ASN learners but also provide spaces that support holistic development, targeted interventions, and real-world preparation.

Education plays a central role in laying the foundation for lifelong learning and independence. Future school environments should be designed to support flexible learning pathways, including life skills, vocational training, and supported college transitions. On-site or co-located facilities, such as life skills flats or partnership classrooms with Ayrshire College, could provide real-life learning contexts. This would allow young people to gain practical experiences in a familiar setting before transitioning to external environments.

Health services, including occupational therapy, physiotherapy, and mental health support, are essential partners in both the school experience and transition planning. The estate should consider adaptable spaces where multi-disciplinary professionals can work directly with learners. Health input is particularly important in preparing learners for independent or supported living, focusing on communication, mobility, emotional regulation, and daily living skills.

Career guidance and links with Skills Development Scotland, local employers, and Ayrshire College are also essential in shaping pathways beyond school. College

partnerships with institutions such as local regional colleges can be strengthened through satellite programmes or dual-enrolment opportunities. These help pupils experience further education settings gradually, supporting a positive, less disruptive transition. Estate planning should consider how schools can act as community hubs for post-school planning, providing space for family engagement, employer interaction, and transitional support teams.

Skills and Learning Hubs (ASN)

In response to increasing demands for specialist placements for children and young with increasingly complex needs and other additional support needs, and to promote equity, the existing educational resources in Kilmarnock (SL33) and in Netherthird, Cumnock (SL66) are utilised to develop designated skills and learning hubs and provide alternative curricular opportunities that align to local labour market demand and regional skills gaps.

These new resources provide young people in our ASN Schools and supported learning centres with a bespoke offer which combines the best of existing senior phase delivery in schools, with targeted delivery from a range of external partners and Ayrshire College. Young people attending the new hubs develop a range of skills that prepare them more effectively for the world of work in a quiet, informal environment, designed to be responsive to their individual needs. With designated areas for vocational programmes as well as employability training and meeting rooms, the new hubs also host post-school young people (16-24 years) who need additional support to progress into further learning, training or employment.

5. FUTURE PROJECTIONS

5.1 Projecting School Rolls

Procedure

The Education Support Service have developed an electronic system that uses a range of statistics available to project school rolls which when compared to the actual school pupil rolls are proving to provide a good degree of accuracy. A guidance document has been developed which illustrates the protocols and methodologies for calculating school roll forecasts. The overall system relies on accurate data and effective collaboration with a range of colleagues from Education, Planning and Facilities and Property Management.

There are a number of factors that impact on pupil numbers. Identifying and understanding the potential impact of these factors is an important part of producing useful and accurate forecasts. These influencing factors include:

- **Historical pupil roll data**
- **Catchment zoning**
- **New Housing** – pupil roll projections take account of approved planning applications, and programming in the housing land audit which includes build out of LDP2 housing allocations. Information provided by colleagues in Planning, details the number of new builds approved for each school catchment area, including the phased build plan which encompasses the number of homes completed each year and the size of each property.

Following benchmarking with other local authorities and based on historical data collected for a selection of new build sites within East Ayrshire the agreed methodology for calculating pupil yields is used as follows:

- Primary Schools - 0.33
- Secondary Schools - 0.11

It is difficult to accurately forecast pupil numbers from new housing proposals, as any building programmes will change; driven by a fluctuating market. This entails the need for a regular review to ensure that the pupil yield figure takes account of different property types and remains fit for purpose. The default yield figure can also be overridden where local knowledge exists or where comparisons with actual yields vary.

For example, following a comparison exercise where the addresses of pupils on the roll of Stewarton Academy were checked against new housing developments, it was found that the yield for the new houses in the school's catchment area was 0.15, rather than the default yield of 0.11. To improve the accuracy of Stewarton Academy figures going forward, the 0.15 yield has been added to the EAC roll projection system, so any further calculations for that school will use the adjusted yield.

- **The number of births** are provided by National Records of Scotland (NRS). The number of births recorded within each postcode on an annual basis allows adjustments to be made to actual P1 intake numbers.
- **Primary 1 intake** – this calculation is based on the previous 5 years and calculates the percentage of pupils born in an individual school catchment area who actually attended the catchment school five years later. This percentage encompasses:
 - Parental choice for non-denominational (91%) and denominational (9%). requires to be considered when allocating within catchment areas.
 - Previous years' indicators for placement requests out of a catchment area into another educational establishment.
 - Migration of population into and out of East Ayrshire.
- **Transfer from primary to secondary** - not all pupils transfer to their zoned secondary school and therefore an estimate is made of the proportion of the P7 rolls at feeder primary schools that will go into S1 at each secondary, using historical actual P7 roll to actual S1 roll totals.
- **Pupils remaining beyond statutory leaving age** – assumptions are made about the number of pupils staying on at school at S5 and S6 stages. Percentages calculated are based on previous years staying on ratios pertaining to individual secondary schools.
- **Capping** – where necessary there is a function within the system to manually adjust.

5.2 Impact of New Housing Developments and Developer Contributions

On 6 October 2021, a report was presented to Cabinet providing comprehensive statistical information on the impact of new housing developments on selected school rolls. Local Development Plan 2 (LDP2) was adopted on 8 April 2024. LDP2 introduces land for new housing development, with a Minimum all tenure housing land requirement of 4050 housing units and a range of new housing sites are allocated in the Plan offering indicative capacity for 6145 new homes. As a result, significant collaborative work between Education, Planning and Facilities & Property Management, has been ongoing over the last 12 months to fully understand the

impact of LDP2 on school rolls. This will continue on an ongoing basis as the development of allocated sites comes forward.

The expectation is that not all sites designated in LDP2 will be completely developed within the plan period, leading to the scheduling of some units for certain sites after 2028/29. LDP3 will then come into being around 2028 and additional housing allocations will be made, meaning any reduction seen in the figures would be unreliable. Housing growth is typically planned 10-20 years in advance, while educational projects are planned only 5 years ahead due to school enrolment projections and birth data availability.

In tandem with the housing allocations, a new developer contributions policy has been included within LDP2 and detailed further in associated supplementary guidance, which was adopted by EAC in October 2024. For the first time, this new policy allows the council to take developer contributions for education provision. Where it is determined that there will be insufficient capacity at primary and/or secondary schools within a school catchment area to accommodate children from proposed new residential developments, developer contributions will be sought from residential developments to address any impacts on school capacity. This will apply to schools that are operating at or above 90% of total capacity at the point of the planning application being assessed and/or where the cumulative impact of extant planning permissions and Local Development Plan 2 allocations is projected to result in an increase to the school roll(s) so as to cause capacity issues, as forecast by the Council's Education service at the point of the planning application being assessed.

As is noted in paragraph 1.4, whilst developer contributions will be sought at or above 90% capacity, the Education in determining investment strategies in line with the Council's Capital Programme, will continue to monitor and aim to achieve an overall occupancy level of 85% of capacity.

Planning for Growth – New Housing Development and Challenges on School Capacity

'Local Development Plan 2 sets out a generous supply of housing land, with a wide range of sites in terms of size and location.

Significant housing sites have been allocated to the west of Kilmarnock, with sites KK-H1 (Altonhill) and KK-H4 (Fardalehill West) the largest housing allocations in the plan; each allocated for 800 units. These sites will take a number of years to be built out and will likely form part of the housing land supply of Local Development Plan 3.

LDP2 includes a proposal to explore the need for a new primary school site on either of the sites. Work is therefore ongoing to explore how the educational needs of these large housing sites can best be met. In particular, the site on Fardalehill presents a particular challenge for Crosshouse Primary School, with a sizeable portion of the site falling within the Crosshouse catchment, a school that is projected to be over 90% capacity by 2029. Whilst a small part of the capacity of the site on Fardalehill has been incorporated into the Crosshouse projections contained within the LEMP, given that much of the housing delivery will be beyond the 5 year LEMP period, further consideration is needed as to how to future proof education provision in this locality.'

These discussions will be ongoing and future plans will be discussed at Cabinet and included in future Capital Investment Plans and the LEMP.

5.3 Projected High and Low Occupancy Levels

It is very important to note that population projections and school roll projections are two very different exercises and are designed for two different uses.

- Population projections produced by the Scottish Government are based on mid-year population estimates (2018) and adjusted moving forward to take account of patterns in birth, death and migration. Each of those pieces of data are modelled, from the estimates used as a base, to the births, deaths, and migration we should expect, based on previous trends. They do not take account of any housebuilding within an area. When produced at local authority level these projections are accurate to around +/- 6%.
- School roll projections are based on the actual number of children born in a schools catchment area five years prior. The only modelling that takes place utilises historic data to project how many of those actual children will attend their catchment area school in P1 after accounting for families moving out of the area, parental decisions in respect of denominational/non-denominational schooling, and placing requests to another school. All other stages (P2 to S5) are simply moved forward into the next stage (P3 to S6) with minor adjustments made to account for children moving to another school/authority.
- School roll projections are also adjusted to take account of the most up to date level of housebuilding that the local authority expects. These figures fluctuate from year to and have a significant impact on roll projections as the children expected from these new homes are all allocated to the P1 or S1 intake for the catchment school. A delay on the timetable for building these homes, or a shift in the types of home being built will significantly change the P1 projections for a school.
- As with any projections, the smaller the number of projected variables the better. School roll projections are generated annually and an exercise is carried out to compare projected P1 intake to actual P1 intake or projected S1 intake to actual S1 intake. Should there be a variance of +/-3% this will trigger a review of the projection methodology and manual adjustments can be made to the system.

5.4 Primary and Secondary Projected School Rolls

Diagrams 4 and 5 below demonstrate the projected rolls for primary and secondary schools from 2022/24 to 2029/30. The graphs depict a slightly decreasing trend in rolls for primary schools, whilst the graph for secondary schools demonstrates a slight upward trend.

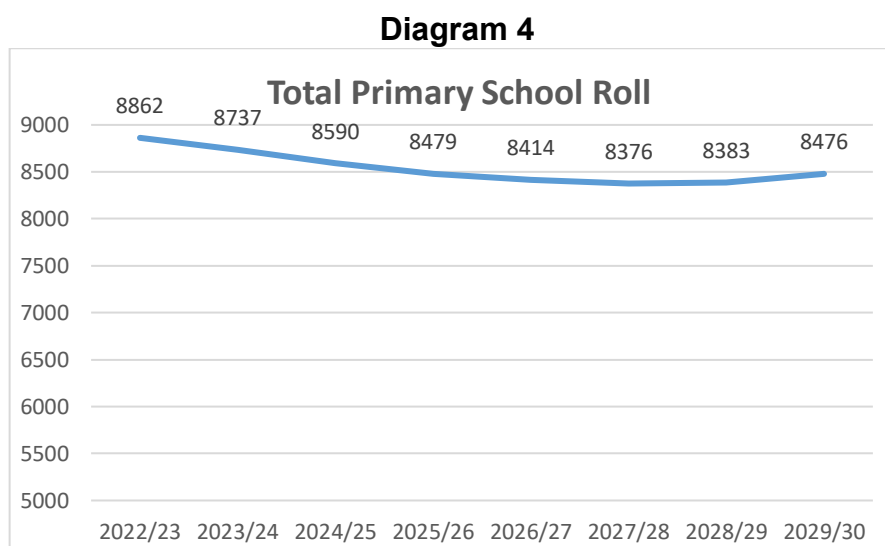
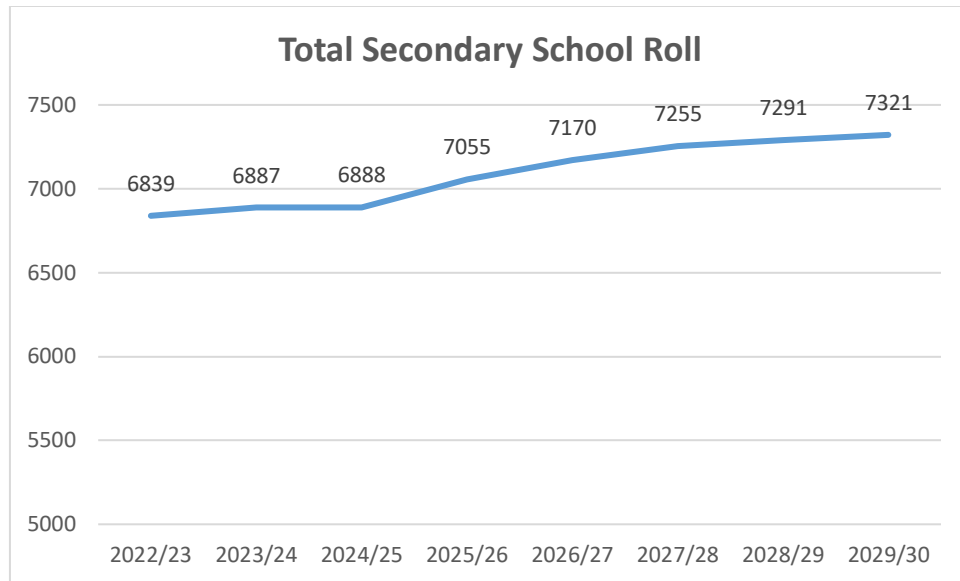


Diagram 5



Appendix 5 provides projected rolls and capacities for individual schools, by Education Groups, from 2025 to 2029. From the information shown in Appendix 5, table 10 below highlights those schools with a significantly increasing or decreasing trendline, and/or within a range that requires monitoring or mitigating measures. Section 6 and/or investment to address key priorities highlighted in this analysis.

Table 10			
	% Capacity Variance		Mitigating Measures (if appropriate)
	2025	2029	
Barony Education Group			
Drongan PS	60%	49%	Demonstrates a downward trend and will be monitored.
Logan PS	78%	67%	Demonstrates a downward but no action required at this stage.
Muirkirk PS	67%	59%	Demonstrates a downward but no action required at this stage.
Ochiltree PS	73%	59%	Demonstrates a downward but no action required at this stage.
Sorn PS	42%	54%	Demonstrates an upward trend and will be monitored.
Doon Education Group			
Dalmellington PS	59%	50%	Demonstrates a downward but no action required at this stage.
Dalrymple PS	52%	41%	Demonstrates a downward trend and will be monitored.
Littlemill PS	59%	49%	Demonstrates a downward trend and will be monitored.
Grange Education Group			
Crosshouse PS	69%	93%	Demonstrates a significant upward trend and will be monitored.
Gargieston PS	87%	95%	Demonstrates an upward trend and will be monitored.

Table 10			
	% Capacity Variance		Mitigating Measures (if appropriate)
	2025	2029	
Kilmarnock Education Group			
Loanhead PS	93%	99%	Demonstrates an upward trend and will be monitored.
Onthank PS	81%	91%	Demonstrates an upward trend and will be monitored.
Loudoun Education Group			
Darvel PS	64%	53%	Demonstrates a downward but no action required at this stage.
Fenwick PS	82%	101%	Demonstrates a significant upward trend and will be monitored.
Hurlford PS	70%	57%	Demonstrates a downward but no action required at this stage.
Newmilns PS	51%	38%	Demonstrates a downward trend and will be monitored.
St Joseph’s Education Group			
Mount Carmel PS	43%	50%	Slight upward trend and will be monitored.
St Xavier’s PS	46%	48%	Slight upward trend and will be monitored.
Stewarton Education Group			
Dunlop PS	49%	45%	Slight downward trend and will be monitored.
Kilmaurs PS	68%	77%	Slight upward trend and will be monitored.
Lainshaw PS	87%	92%	Slight upward trend and will be monitored.
Stewarton Academy	93%	90%	Slight downward trend. Mitigation is addressed in Section 6 under future investment.

Addressing Significantly Low Occupancy

- 5.5 As indicated above, several schools are currently operating with significantly low occupancy levels. In such cases, it may become necessary to consider the long-term sustainability of maintaining these establishments. While school closure is one option, an alternative approach is to “mothball” a school: temporarily ceasing operations whilst retaining the building and infrastructure for potential future use. This allows for flexibility should local demographics change and avoids the permanence of closure while still addressing immediate resource and capacity challenges.

Space Utilisation Study

- 5.6 A Space Utilisation Study has been undertaken and work is currently underway to consider the details of this and to determine potential options that could be implemented to address occupancy pressures. This may include a review of future catchment areas along with other options to address imbalances in school capacities ensuring equitable access and efficient use of educational resources.

6. PROGRESS OF ENHANCEMENTS TO THE LEARNING ESTATE

As part of the Current Asset Management Framework and Capital Investment Plan, a range of work has been progressed in relation to the learning estate.

6.1 Previously Completed Projects

A number of significant schemes have been completed over the past 12 years, as noted in table 11 below. This demonstrates an on-going commitment to improve the learning environment for as many children and young people as possible.

TABLE 11		
CAPITAL PROJECT	OVERALL PROJECT COST (£m)	DATE OPENED
Extension Darvel Primary School and Darvel ECC	5.000	Aug 2012
New Build Gargieston Primary School and ECC	10.000	Aug 2012
Patna Primary School and ECC and St Xavier's Primary School Campus	10.000	Aug 2012
Sorn Primary School Refurbishment	1.100	Aug 2012
Extension Littlemill Primary School and ECC	1.320	Oct 2012
Extension & Refurb New Cumnock Primary and New Cumnock ECC	9.600	Oct 2012
New Build Willowbank School*	11.500	Aug 2013
Flowerbank Early Years / Sir Alexander Fleming Centre	4.250	Aug 2014
Onthank Early Years and Primary Extension	4.330	Oct 2014
Dunlop Primary School	0.390	Nov 2014
Drongan Primary Reconfiguration	1.080	Aug 2016
Lainshaw ECC	0.725	Oct 2016
Dalrymple Primary Reconfiguration	2.100	Aug 2016
Cairns ECC	0.725	Jan 2017
Auchinleck Childhood Centre	0.850	Mar 2017
Fenwick Primary Extension	0.800	May 2017
Hurlford Primary Extension and Refurbishment	2.580	Aug 2017
Whatriggs Primary and ECC	12.400	Aug 2017
Muirkirk Primary and ECC	5.900	Aug 2017
William McIlvanney Campus	45.000	Apr 2018
Bellsbank PS, ECC and Community*	6.280	Aug 2020
Kilmaurs ECC*	2.300	Feb 2020
Nether Robertland ECC*	2.750	Feb 2020
Netherthird ECC*	2.300	Feb 2020
Barony Campus	68.000	Oct 2020
Loanhead Primary and ECC	5.400	Apr 2021
Other Early Learning and Childcare expansion*	14.755	Jun 2022
Netherthird Primary	8.314	Sep 2022

TABLE 11		
CAPITAL PROJECT	OVERALL PROJECT COST (£m)	DATE OPENED
Crosshouse Primary & Communication Centre	6.200	Sep 2022
Fenwick ECC	0.900	Oct 2022
Catrine ECC	1.692	Jan 2023
Dalmellington ECC	0.722	April 2023
Dunlop ECC	4.750	June 2024
TOTALS	254.013	

** Early years funding of £21.610m has been received and has been allocated to support integrated projects and three standalone projects, two of which are already operational.*

A grant of £21.6m from the Scottish Government for the expansion of early learning and childcare across the authority will see a wide range of extensions and both internal and external refurbishments across the authority. The ECC new-build establishments are included in the programme of work noted above.

6.2 Refurbishment Projects Completed

As mentioned in paragraph 1.7 above under Property Pledge, there was a very limited budget available to deliver our Property Pledge ambition during 2023/24 and 2024/25. Table 12 below demonstrates the significant programme of refurbishment work in the previous year 2022/23.

TABLE 12		
PROPERTY	COMPLETED WORKS	COMPLETION DATE
Darvel PS	Refurbishment of 4 Classrooms (Ground Floor) and Gym hall	August 2022
Kilmaurs PS	Refurbishment of 7 Classrooms, 1 st floor corridor, ground floor circulation areas and HT Office	August 2022
Lainshaw PS	Refurbishment of 9 classrooms, 3 stairwells and ground floor corridor	August 2022
Nether Robertland PS	Refurbishment of 6 classrooms, circulation areas and office at Infant area	August 2022
Newmilns PS	Refurbishment of 3 classrooms, Offices, toilets, staffroom and circulation areas on ground floor	August 2022
St Patrick's PS	Refurbishment of 1 classroom	August 2022
Stewarton Academy	Refurbishment of 6 classrooms, Main Entrance, stairwell and corridor at maths department	August 2022
Barony Campus	Whiterock on walls at Canteen area on ground floor	August 2022

7. FUTURE INVESTMENT TO ENHANCE THE LEARNING ESTATE

- 7.1 Building a Future East Ayrshire Capital Investment Programme provided Cabinet on 26 February 2025 with an update on the capital investment programme in line with the strategic plan and within the current challenging financial climate. The report set out the overall priorities in line with the Asset Management Framework principles and having regard to the cost of borrowing and the investment cap.

The Capital Programme is reviewed across all service areas, with the Corporate Management Team and the Strategic Oversight Group. A number of key issues were considered to balance priorities and focus on best value and effective delivery of the Capital Investment Plan and to provide validation, to ensure alignment with strategic priorities along with further opportunities for reduced scope / cost considering the significant levels of external funding currently secured.

Aligned to the Capital Investment Programme Update Report 26 February 2025, Table 13 sets out the priority projects identified across the learning estate:

TABLE 13			
Capital project	Overall Project Budget £m	Project Start Date	Planned completion
St Sophia's PS refurbishment	5.800	January 2024	June 2025
Onthank SLC Refurbishment	TBC	June 2025	August 2026
Kilmaurs PS refurbishment (new dining and kitchen facilities using Enerphit approach)	2.500	October 2025	August 2026
Logan Primary refurbishment	0.690	2025/26	2026/27
Dunlop Primary Refurbishment	0.250	2025/26	2026/27
Stewarton Academy refurbishment, Extension & ASN	20.475	2025/26	2027/28
Additional Support Needs/Willowbank,	10.000	2025/26	2028/29
Doon Campus	33.500	2025/26	2028/29
Lainshaw PS	7.000	2025/26	2028/29
* Onthank Primary School Refurbishment	5.000	2025/26	2029/30
*Hillhead Primary refurbishment	6.950	2025/26	2027/28
*Mount Carmel PS	3.000	2026/27	2029/30
*Nether Robertland Primary refurbishment	2.850	2027/28	2029/30
*Loudoun Academy refurbishment	3.910	2028/29	2029/30
TOTALS	101.925		

**These projects are at a very early stage with proposed budget allocations based on an initial assessment of essential needs. It is anticipated that these projects will be delivered over the period 2027 to 2030 and future reports will be brought to members for consideration.*

Investment – Prioritising Projects

- 7.2 Project Boards include all relevant parties associated with the project, including the head teacher/head of centre, and are set up to manage the scope of works, timescales and budget. The head teacher/head of centre is responsible for communicating progress to Parent Bodies/Parent Councils.
- 7.3 The following provide a description of the priority included in Table 6 above:

Dunlop ECC

The new build early childhood centre was completed and handed over in August 2024. This pathfinder project received Scottish Government 1140 hours funding and is the Council's first Passivhaus building with highly efficient thermal envelope and air source heat pump technology which supports the Council's climate change strategy and net zero ambitions.

St Sophias Primary School

The EnerPHit retrofit of St Sophias Primary School commenced on site in January 2024 and it is anticipated that works will be completed by June 2025, with pupils returning to their new building after the Summer school holidays in August 2025. Whilst the Council is required to fund the total capital investment of £5.800m the St Sophias Primary School project was awarded Scottish Government LEIP Phase 2 revenue grant funding of £4.241m over a 25 year period. St Sophia's Primary School will be the first EnerPHit certified school not just in East Ayrshire, but in the UK, with the project also acting as one of the pathfinders for the Scottish Government's Net Zero Carbon Public Sector

Kilmaurs Primary School

Final technical designs are being completed for the refurbishment and alteration of Kilmaurs Primary School to replace the existing Dining Hall and Kitchen. The scope of the project also includes improvements to building services and thermal efficiency focused on the area that will accommodate the dining and kitchen facilities based on an Enerphit informed approach. Anticipated tender issue is June 2025 with a target completion August 2026.

Doon Valley Community Campus

Cabinet on 26 February 2025 agreed an additional £8.500m to the project to ensure the full scope of refurbishment can be delivered for the whole school and community facilities which would increase the Council's capital budget allocation from £25.000m to £33.500m.

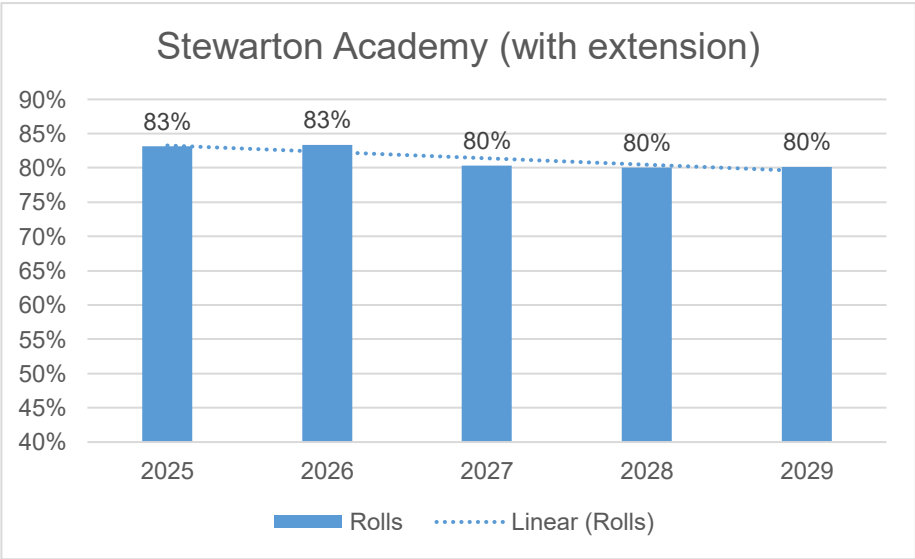
Whilst it could be possible to deliver a project within the current budget allocation of £25.000m, a reduction in scope that has no improvements to the remaining learning environment, beyond the new extension, could have a detrimental impact on the ability of the project to attract Scottish Government funding through the LEIP Phase 2 programme. Ongoing discussions with the Scottish Futures Trust suggest that the project may still be eligible for funding which could be between £12.000m - £16.000m (Net Present Value) over 25 years.

It is recognised that a new extension will require planning approval and may introduce further consideration of the National Planning Policy 4 flood risk that impacts the site, however following discussion with planning colleagues, given the scale of development it is anticipated that this risk could be mitigated.

Stewarton Academy

Design proposals for the new extension at Stewarton Academy, aligned with the revised school roll projections, have now been completed and work is on-going to develop final technical designs to allow a tender to be issued for the construction of the new extension and associated internal improvements late Summer 2025. The detailed plans for the academy have been developed in recognition of the housing allocations set out within LDP2. The provision of the new extension will result in the following revised capacities, as shown in Diagram 6, for Stewarton Academy; bring forecasts within optimum levels for future learning requirements.

Diagram 6



In addition to the construction of the new extension at Stewarton Academy, additional works will be undertaken to provide ASN accommodation within the existing school for up to 40 secondary aged pupils. The provision of this accommodation within the school supports the Councils long-term strategy for all children and young people with additional support needs to learn alongside their peers, where appropriate, and within the learning communities that they reside. *It should be noted that Appendix 5 for Stewarton Education Group demonstrates the projected rolls, prior to the extension.*

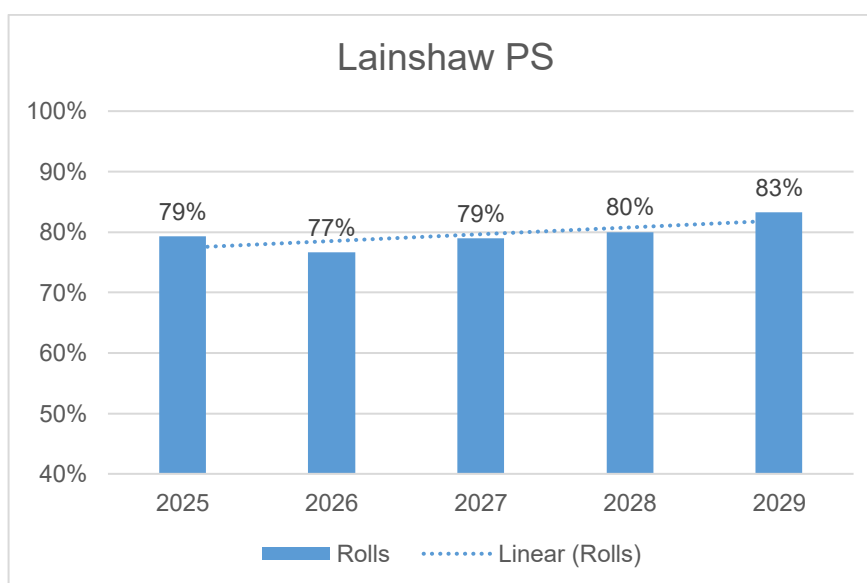
Whilst every opportunity has been taken to delivery within agreed budget, the forecast costs for the Stewarton Academy extension have been trending higher than the agreed affordability cap; primarily due to construction inflation and market volatility. Cabinet on 26 February 2025 subsequently agreed to increase the budget allocation for the project on the understanding that, where appropriate, developer contributions will be used a means of offsetting the cost pressures associated with the construction of the new extension. For clarity, developer contributions are only being sought for site ST-H2, as the LEMP projections indicated a capacity issue, ie, without intervention the school roll in 2029 is projected to be at 90%, the level at which developer contributions will be sought in line with the Developer Contributions Supplementation Guidance. This being the case, the new development at site ST-H2 will impact on the capacity and suitability of education within Stewarton Academy.

Lainshaw Primary School

Cabinet on 26 February 2025 were advised that whilst a previous report to Cabinet on 28 February 2024 had noted that an extension to Lainshaw Primary School was not required in the short term, that the medium to long term impact of housing growth on the school roll required further, more detailed consideration and that proposals would now be developed to extend and modernise the school.

The current two-classroom modular unit was always viewed as a temporary solution and following a more detailed assessment a long-term solution that protects the future of the school has now been established. This solution takes into account the new housing being proposed on LDP2 site allocation ST-H2. On this basis, proposals are being progressed to replace the two-classroom temporary unit with a permanent four-classroom extension; in addition to internal alterations to address suitability, external fabric improvements and the provision of new parking and school drop-off areas. As a result of these improvements the revised capacities for Lainshaw Primary School will be as shown in Diagram 7; bring forecasts within optimum levels for future learning requirements.

Diagram 7

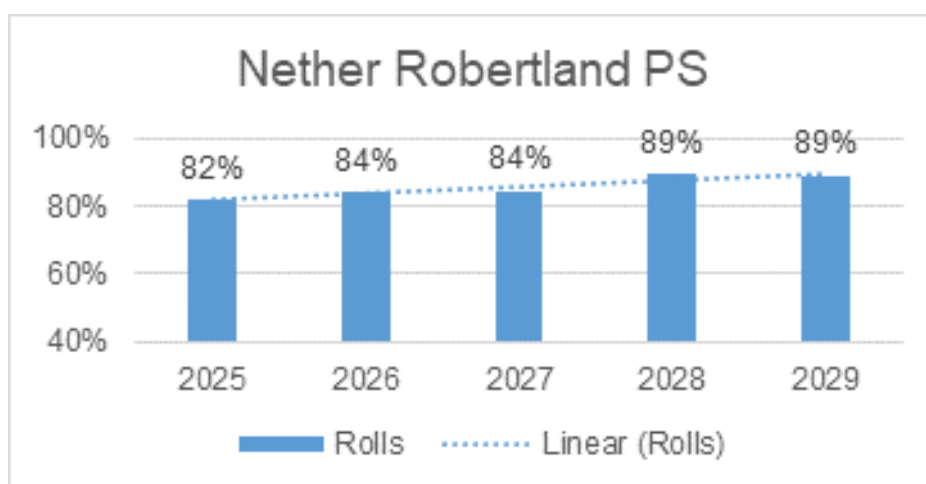


For future planning purposes, Cabinet on 26 February 2025 agreed to allocate an additional £1.500m to the project. Similar to the additional funding granted for Stewarton Academy, this was allocated on the understanding that opportunities for developer contributions will be sought as a means of offsetting the cost pressures associated with the project where it can be demonstrated that new housing development has an adverse impact on suitability and capacity.

Nether Robertland Primary School

With reference to commentary relating to Table 8 above and Table 14 below, it is proposed to introduce an ASL centre for primary aged pupils within Nether Robertland Primary School, since data shows there is a significant need for provision within the Stewarton Education Group. As an example, this could include the introduction of two classes for up to 20 ASN pupils; with alterations undertaken both internally and externally. This will result in the following changes in projected capacity for Nether Robertland Primary School in Diagram 8.

Diagram 8



Summary

As set out above, without intervention, the school projections, that take into account planned housing growth, indicate capacity issues at two of the schools in the Stewarton Education Group i.e. school rolls will be at or above 90% in 2029. Solutions to the capacity issues have been identified and either designed or in the process of being designed. As the school roll projections meet the threshold for developer contributions being sought, such contributions are required in line with the adopted methodology and will contribute towards the cost of the necessary interventions.

Additional Support for Learning (ASL) Centres

Table 14 below, lists the current and future resources intended (**shown in bold**) aligned to Education Groups. It is evident from the table, that currently not all Education Groups, have a dedicated ASN provision across both primary and secondary sectors. Our data intelligence demonstrates that the small number of existing ASL centres are increasingly stretched, with rising demand leading to capacity issues and delays in accessing appropriate placements or interventions. This also drives up transport and staffing costs, making the current model less financially sustainable over. For example, we are currently transporting 33 children from the Stewarton Education Group to ASL centre in Park School and Crosshouse Communication Centre.

TABLE 14	
Barony Education Group	Doon Education Group
Robert Burns Academy ASL centre Netherthird Primary ASL centre Lochnorris Primary ASL centre Hillside School	Doon Academy ASL centre Patna Primary ASL centre
Grange Education Group	Kilmarnock Education Group
Grange Academy Hearing Impairment Extend Primary ASL centre Crosshouse ASL centre Park School (P1-S6)	Establish Secondary ASL centre Onthank Primary ASL centre Willowbank School
Loudoun Education Group	Stewarton Education Group

Loudoun Academy ASL centre ASN Primary Provision to be developed in Irvine Valley	Stewarton Academy ASL centre Establish ASN Primary Provision at Nether Robertland Primary
St Joseph's Education Group	
Children will attend the relevant ASL centre based on their catchment area	

In response to the ASN and Inclusion Review findings, there is a requirement to develop ASL centres in the areas shown in bold in Table 14. This will require appropriate consultation, and effective collaboration with a range of colleagues within the Education Service, Planning and Facilities and Property Management, to ensure effective use of Capital Investment shown in Section 7 and Table 13.

As is shown in Table 10, several schools are currently operating with significantly low occupancy levels. Given the increasing number of children with ASN and the associated challenges, it may be necessary to consider repurposing these schools to provide localised ASL centres. The following outlines the short, medium and long term plans for the development of our ASN estate:

Short /Immediate Term

- **Willowbank School** - Investment at Willowbank ASN school to provide additional learning spaces has been identified as a priority a solution surrounding a modular classroom is being investigated. External Areas to be improved and proposals are being drawn up. This will be funded in part by parent council and part Council.
- **Onthank Primary and SLC** - An initial phase of works to improve toilet and changing facilities for the Supported Learning Centre was undertaken during Summer 2024 with a further phase of works scheduled for Summer 2025. Works to improve the external play areas for the SLC are progressing with new fencing installed and drainage and landscaping improvements scheduled to commence Spring 2025. Appropriate signage will be completed during summer 2025.
- **Crosshouse ASL centre** - Crosshouse Campus currently being refurbished to allow for 27 new Primary 1 ASN pupils who will commence in August 2025.

Medium Term

- **Netherthird ASL centre** – utilise classrooms designed for ASN.
- **Stewarton Academy ASL centre** – classrooms have been included in the Stewarton Academy extension plans to facilitate ASN.
- **Nether Robertland Primary ASL centre** – possible location for Primary ASL centre.
- **Kilmarnock Secondary ASL centre** – Consideration to be given to facilitating secondary ASL centre to provide a secondary pathway for P7 pupils with ASN within the catchment.
- **Irvine Valley ASN Primary Provision** – appropriate accommodation for ASN primary provision to be considered.

Long Term

- **Doon Academy ASL centre** – plans for this are developed and the proposed extension and refurbishment will cater for ASN with severe and complex needs from primary to secondary, with further provision for ASN.

As mentioned above, the reprofiling of ASL centres and flexible spaces will require careful planning and funding via Capital Investment programme. This involves effective collaboration with a range of colleagues within the Education Service, Planning and Facilities and Property Management. An ASN sub-group to the Learning Estate Programme Board has been established to discuss strategic development of the above projects and there will be a Project Team for all projects.

CONDITION OVERVIEW**APPENDIX 1****Primary Schools**

School Name	Condition Rating
Annanhill Primary School	B
Auchinleck Primary School	B
Bellsbank Primary School	A
Catrine Primary School	B
Crosshouse Primary School	A
Dalmellington Primary School	B
Dalrymple Primary School	B
Darvel Primary School	B
Drongan Primary School	B
Dunlop Primary School	B
Fenwick Primary School	B
Galston Primary School	B
Gargieston Primary School	B
Hillhead Primary School	B
Hurlford Primary School	B
James Hamilton Primary School	A
Kilmaurs Primary School	B
Lainshaw Primary School	B
Littlemill Primary School	B
Loanhead Primary School	A
Lochnorris Primary School	A
Logan Primary School	B
Mauchline Primary School	B
Mount Carmel Primary School	B
Muirkirk Primary School	B
Nether Robertland Primary School	B
Netherthird Primary School	A
New Cumnock Primary School	B
Newmilns Primary School	B
Ochiltree Primary School	B
Onthank Primary School	B
Patna Primary School	B
Shortlees Primary School	B
Sgoil na Coille Nuaidh	A
Sorn Primary School	B
St Andrew's Primary School	B
St Patrick's Primary School	B
St Sophia's Primary School	C
St Xavier's Primary School	B

Secondary Schools

School Name	Condition Rating
Doon Academy	B
Grange Academy	B
Kilmarnock Academy	A
Loudoun Academy	B
Robert Burns Academy	A
Stewarton Academy	B
St Joseph's Academy	A

ASN Schools

School Name	Condition Rating
Hillside School	A
Park School	B
Willowbank School	B
Lochnorris Supported Learning Centre	A
Patna Supported Learning Centre	B
Crosshouse Communication Centre	A
Onthank Supported Learning Centre	B

SUITABILITY OVERVIEW

APPENDIX 2

Primary Schools

School Name	Suitability Rating
Annanhill Primary School	A
Auchinleck Primary School	B
Bellsbank Primary	A
Catrine Primary School	B
Crosshouse Primary School	A
Dalmellington Primary School	B
Dalrymple Primary School	B
Darvel Primary School	B
Drongan Primary School	B
Dunlop Primary School	B
Fenwick Primary School	B
Galston Primary School	A
Gargieston Primary School	B
Hillhead Primary School	C
Hurlford Primary School	A
James Hamilton Primary	A
Kilmaurs Primary School	C
Lainshaw Primary School	C
Littlemill Primary School	C
Loanhead Primary School	A
Lochnorris Primary School	A
Logan Primary School	C
Mauchline Primary School	A
Mount Carmel Primary School	B
Muirkirk Primary School	A
Nether Robertland Primary School	B
Netherthird Primary School	A
New Cumnock Primary School	A
Newmilns Primary School	C
Ochiltree Primary School	B
Onthank Primary School	B
Patna Primary School	A
Shortlees Primary School	A
Sgoil na Coille Nuaidh	A
Sorn Primary School	A
St Andrew's Primary School	A
St Patrick's Primary School	B
St Sophia's Primary School	C
St Xavier's Primary School	B
Whattriggs Primary School	A

Secondary Schools

School Name	Rating
Doon Academy	B
Grange Academy	A
Kilmarnock Academy	A
Loudoun Academy	C
Robert Burns Academy	A
Stewarton Academy	C
St Joseph's Academy	A

ASN Schools

School Name	Rating
Hillside School	A
Park School	B
Willowbank School	C
Lochnorris Supported Learning Centre	A
Patna Supported Learning Centre	A
Crosshouse Communication Centre	A
Onthank Supported Learning Centre	B

Primary School Capacity 2023-2024

APPENDIX 3

ESTABLISHMENT	PLANNING CAPACITY	WORKING CAPACITY	SCHOOL ROLL SEPT 2023	SURPLUS PLACES	CAPACITY %
ANNANHILL PRIMARY	525	558	470	88	90
AUCHINLECK PRIMARY	306	209	171	38	56
BELLSBANK PRIMARY	125	127	111	16	89
CATRINE PRIMARY	217	150	136	14	63
CROSSHOUSE PRIMARY	211	211	155	56	73
DALMELLINGTON PRIMARY	150	100	81	19	54
DALRYMPLE PRIMARY	211	150	123	27	58
DARVEL PRIMARY	391	374	289	85	74
DRONGAN PRIMARY	384	329	259	70	67
DUNLOP PRIMARY	234	181	145	36	62
FENWICK PRIMARY	132	125	109	16	83
GALSTON PRIMARY	485	363	307	56	63
GARGIESTON PRIMARY	484	484	419	65	87
HILLHEAD PRIMARY	317	262	204	58	64
HURLFORD PRIMARY	290	259	206	53	71
JAMES HAMILTON PRIMARY	449	429	358	71	80
KILMAURS PRIMARY	317	241	223	18	70
LAINSHAW PRIMARY	429	451	398	53	93
LITTLEMILL PRIMARY	50	50	28	22	56
LOANHEAD PRIMARY	322	352	283	69	88
LOCHNORRIS PRIMARY	558	526	493	33	88
LOGAN PRIMARY	141	133	109	24	77
MAUCHLINE PRIMARY	450	312	281	31	62
MOUNT CARMEL PRIMARY	402	217	171	46	43
MUIRKIRK PRIMARY	150	125	103	22	69
NETHER ROBERTLAND PRIMARY	434	358	306	52	71
NETHERTHIRD PRIMARY	269	253	205	48	76
NEW CUMNOCK PRIMARY	282	245	224	21	79
NEWMILNS PRIMARY	217	138	122	16	56
OCHILTREE PRIMARY	125	133	94	39	75
ONTHANK PRIMARY	738	709	555	154	75
PATNA PRIMARY	212	176	111	65	52
SHORTLEES PRIMARY	426	416	354	62	83
SORN PRIMARY	60	57	26	31	43
ST ANDREW'S PRIMARY	418	404	344	60	82
ST PATRICK'S PRIMARY	160	163	124	39	78
ST SOPHIA'S PRIMARY	389	100	90	10	23
ST XAVIER'S PRIMARY	50	50	34	16	68
WHATRIGGS PRIMARY	601	574	481	93	80
Totals	12111	10494	8702	1792	71.85

**This figure does not include Sgoil na Coille Nuaidh PS, which would be 8737*

Secondary Schools

ESTABLISHMENT	WORKING CAPACITY	**USABLE PLACES	SCHOOL ROLL SEPT 2023	SURPLUS PLACES 2023/2024	% CAPACITY
DOON ACADEMY	663	530	240	290	45.2
GRANGE ACADEMY	1870	1496	1229	267	82.2
KILMARNOCK ACADEMY	1905	1524	1264	260	83.0
LOUDOUN ACADEMY	1744	1395	888	507	63.6
ROBERT BURNS ACADEMY	2526	2021	1734	287	85.8
STEWARTON ACADEMY	1270	1016	881	135	86.7
ST JOSEPH'S ACADEMY*	1432	1146	651	495	56.8
TOTALS	11410	9128	6887	2241	75%

* Senior Phase pupils from Park School currently located at St Joseph's therefore capacity has increased to 56.8%.

** Standard Circular 61 was revised in October 2022 detailing the revised formula using **Usable places** (0.8 x working capacity) to reflect modern contemporary approaches to school design with a greater number of innovative spaces that can be timetabled more flexibly for learning and teaching.

LEARNING ESTATE – PROPERTY MANAGEMENT PLAN ASSESSMENT

APPENDIX 4

TF NO	SITE	PROPERTY	STATUS	COMMENTS
7079-01-A, B,C,D,E	Loudoun Academy Site	Secondary School	LOW AMBER	Score of 62% for all blocks. Low scores for suitability, efficiency/utilisation and energy. All scores have decreased from PY. LED lighting replacement programme ongoing. Capital funding allocation remaining of £3.121m
7099	Kilmaurs Primary School Site	Kitchen Block	RED	Score of 44%. Efficiency/ utilisation improved from PY. Decision made in 2023 PMP to demolish and relocate in school. Works due to start later this year.
7105-01-A	Logan Primary School Site	Primary School	LOW AMBER	Score of 62%. Suitability and key component (roof) low scores. Will be addressed as part of wider capital project. £0.505m remaining in Capital programme. Roof to be renewed this summer
7107-01-A	Mount Carmel Primary School Site	Primary School	LOW AMBER	Score of 62%. Due to low scores for key component (mechanical) and efficiency / utilisation Will be addressed as part of wider capital project.
7108-01-C	Dunlop Primary School Site	Modular Classroom Building	LOW AMBER	Score of 64%. Low score due to energy (gas), utilisation and suitability. Score has significantly decreased from PY due to a lack of energy information available previously. We will consider future need for this.
7112-01-A01	Auchinleck Primary School Site	Primary School	LOW AMBER	Score of 62% due to low scores for running costs, energy and efficiency / utilisation. Efficiency/ utilisation and energy scores worsened from PY. No immediate action. Noted within LEMP
7083	Doon Academy Site	Secondary School and Swimming Pool	LOW AMBER	Scores between 60-64% Low score due to key component (roof), efficiency / utilisation. Energy score has decreased from PY. Facility to be refurbished as part of Doon Campus capital project.
7086-01-A01	Drongan Primary School Site	Community Wing	LOW AMBER	Score of 64%. Key component (roof) is low scoring factor, energy score is low also. Boiler and roof will be upgraded summer 2025.
7103-01-A	Newmilns Primary School Site	Primary School	LOW AMBER	Score of 64%. Efficiency / utilisation. New condition survey has shown improvement. No immediate action. Noted within LEMP
7118-01-A, B, C	Littlemill Primary School Site	Main Building PE Block Boilerhouse	RED/ LOW AMBER	Scores of 45-51%. Due to low scores for running costs and efficiency / utilisation. Suitability has significantly decreased from PY. No immediate action. Noted within LEMP

LEARNING ESTATE – PROPERTY MANAGEMENT PLAN ASSESSMENT

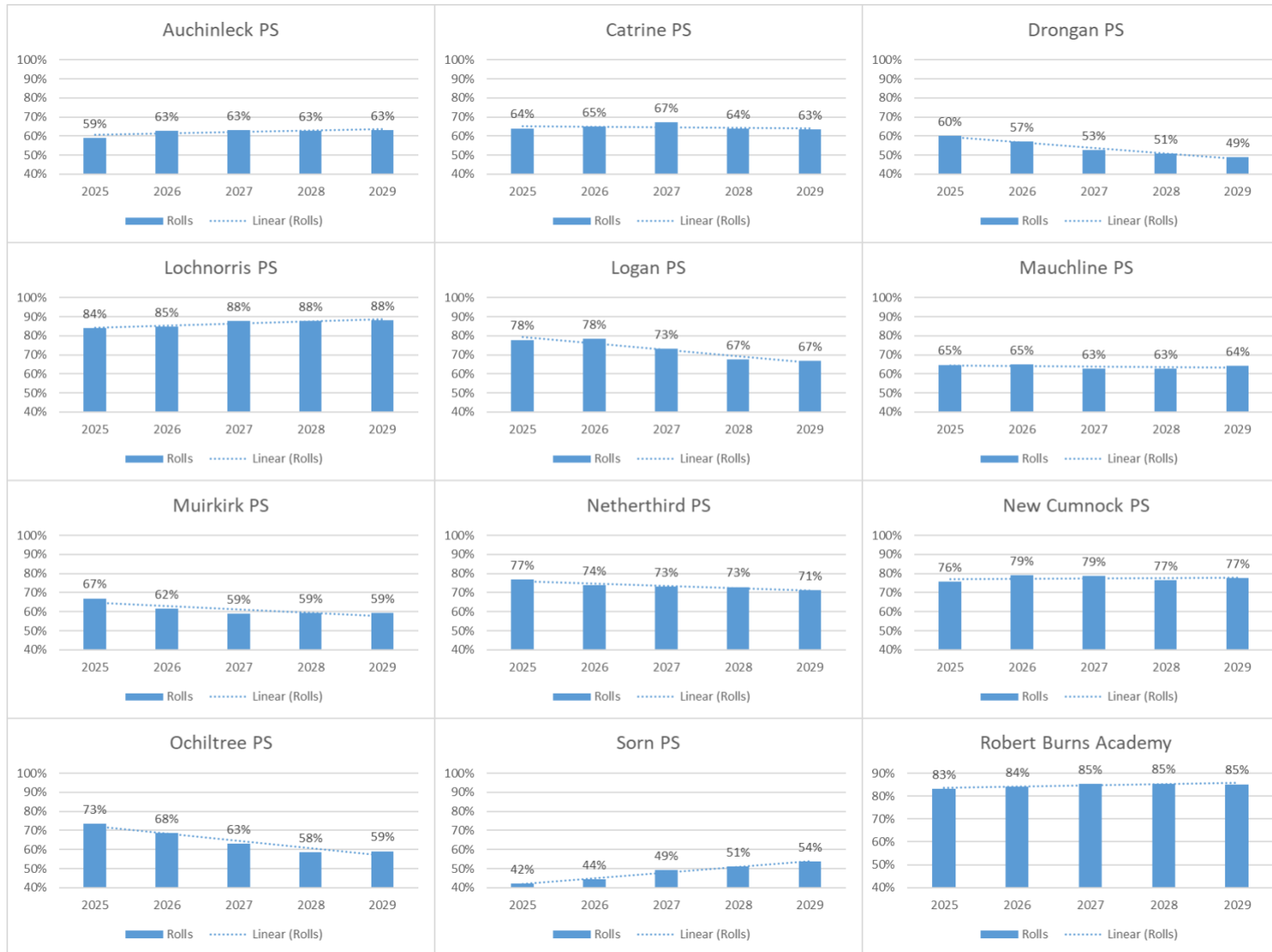
APPENDIX 4

TF NO	SITE	PROPERTY	STATUS	COMMENTS
7121-01-A	Sorn Primary School Site	Primary School	LOW AMBER	Score of 62%. Due to low scores for running costs and efficiency / utilisation. Score has decreased from PY. No immediate action. Noted within LEMP
7789-02-A02	St Joseph's Academy Site	Primary School & Early Childhood Centre	LOW AMBER	Score of 64% Due to low scores for efficiency/utilisation and energy. Relocation of senior phase pupils from Park School will improve efficiency / utilisation score.

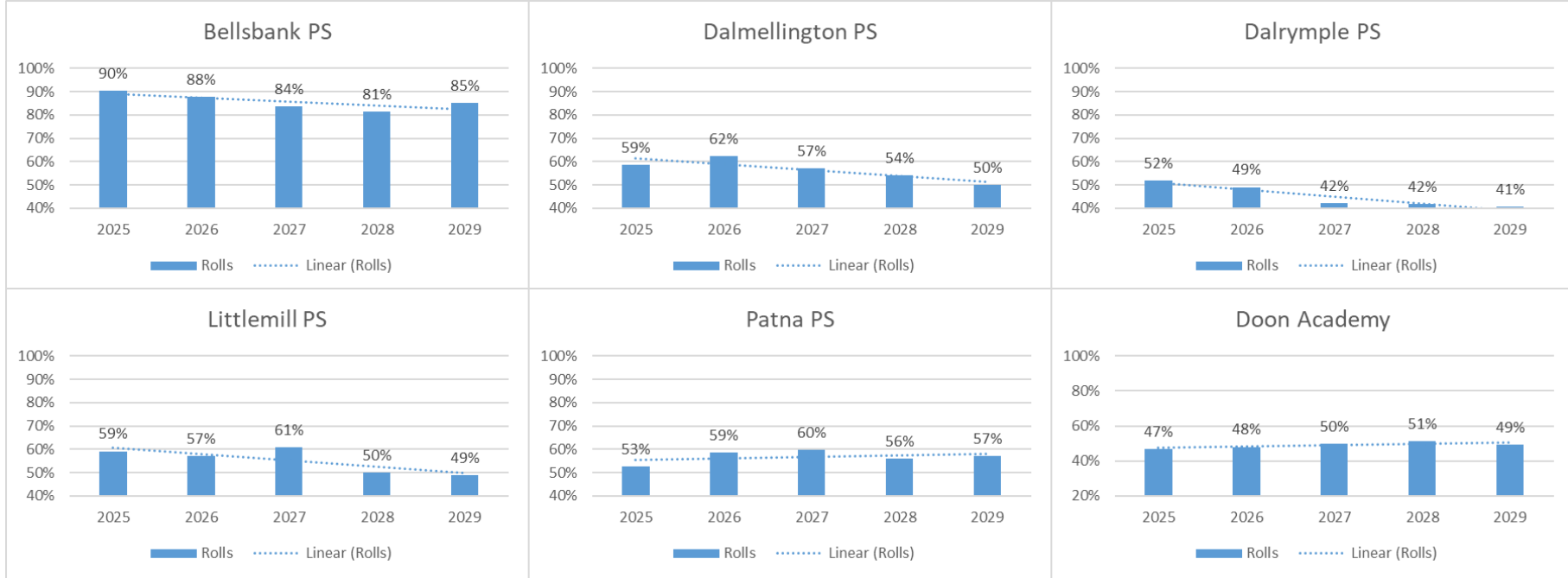
5 YEAR ROLL PROJECTIONS – CAPACITIES 2025-2029

APPENDIX 5

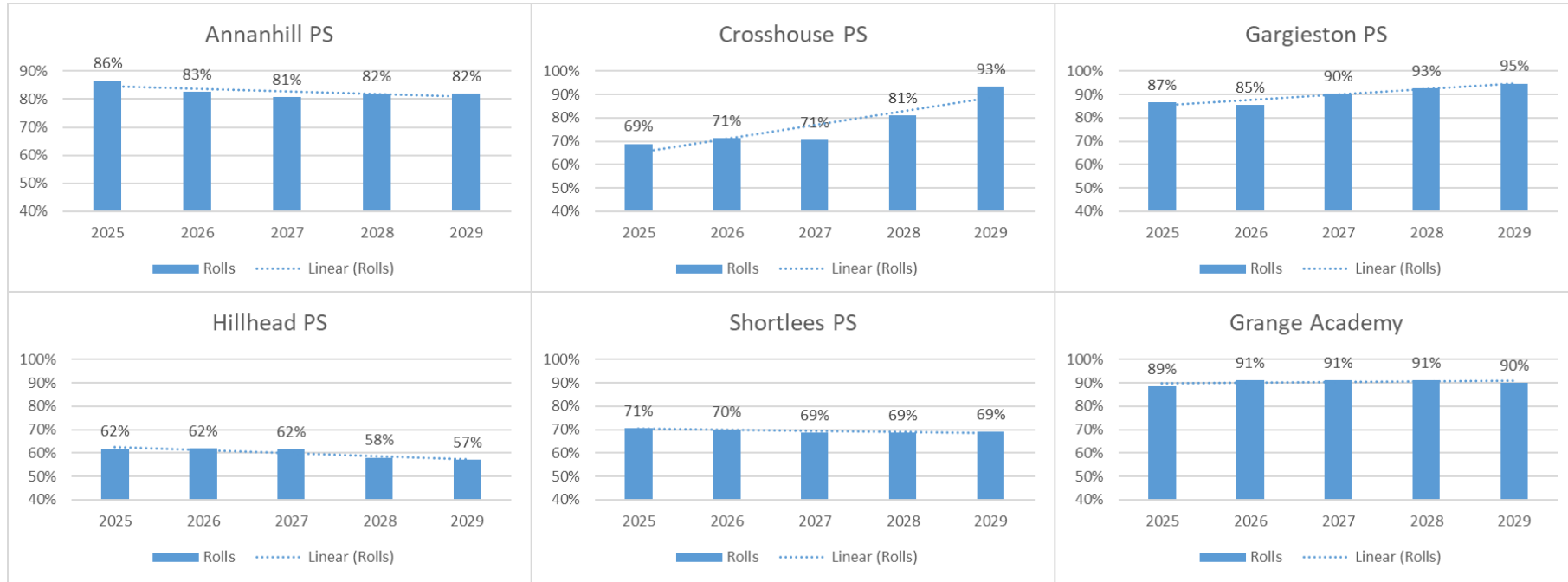
BARONY EDUCATION GROUP



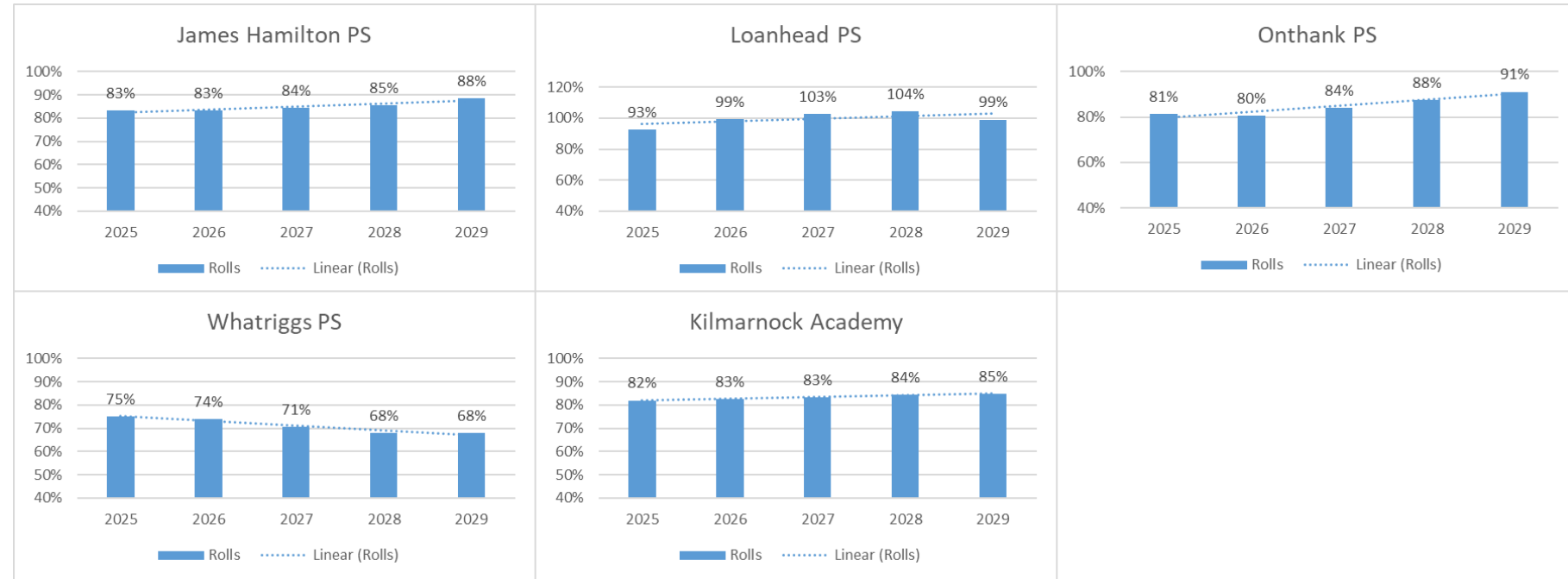
DOON EDUCATION GROUP



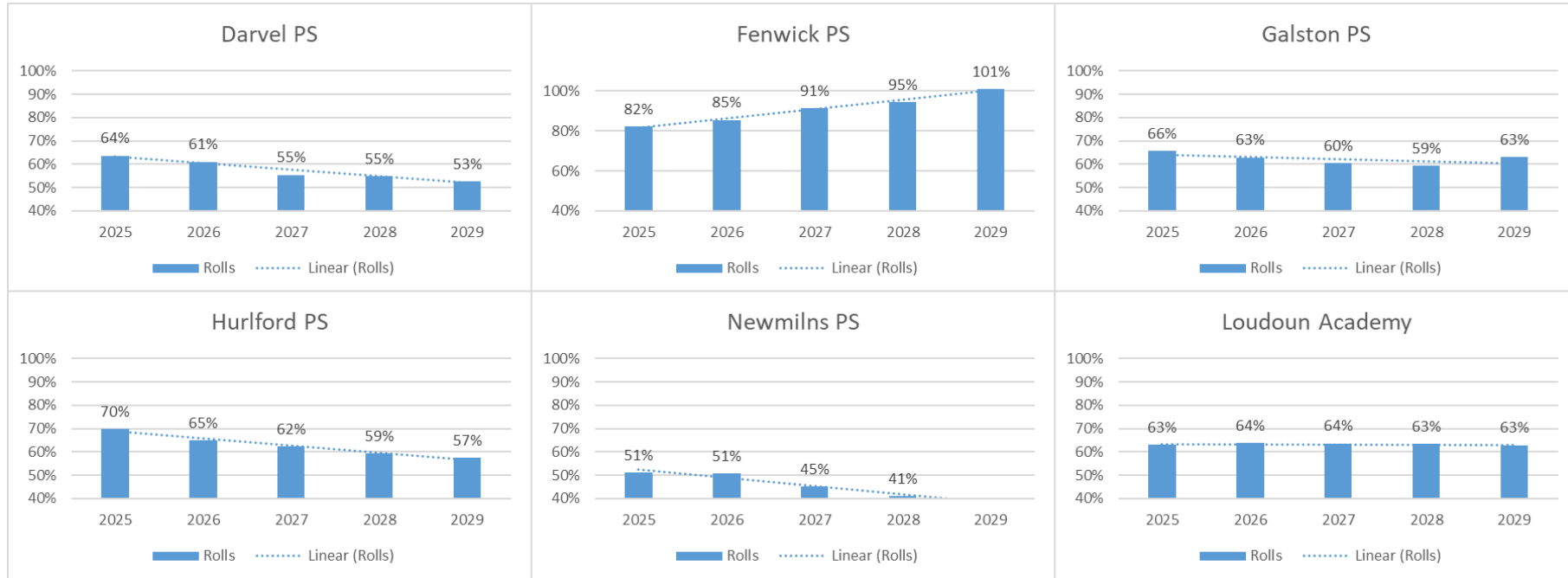
GRANGE EDUCATION GROUP



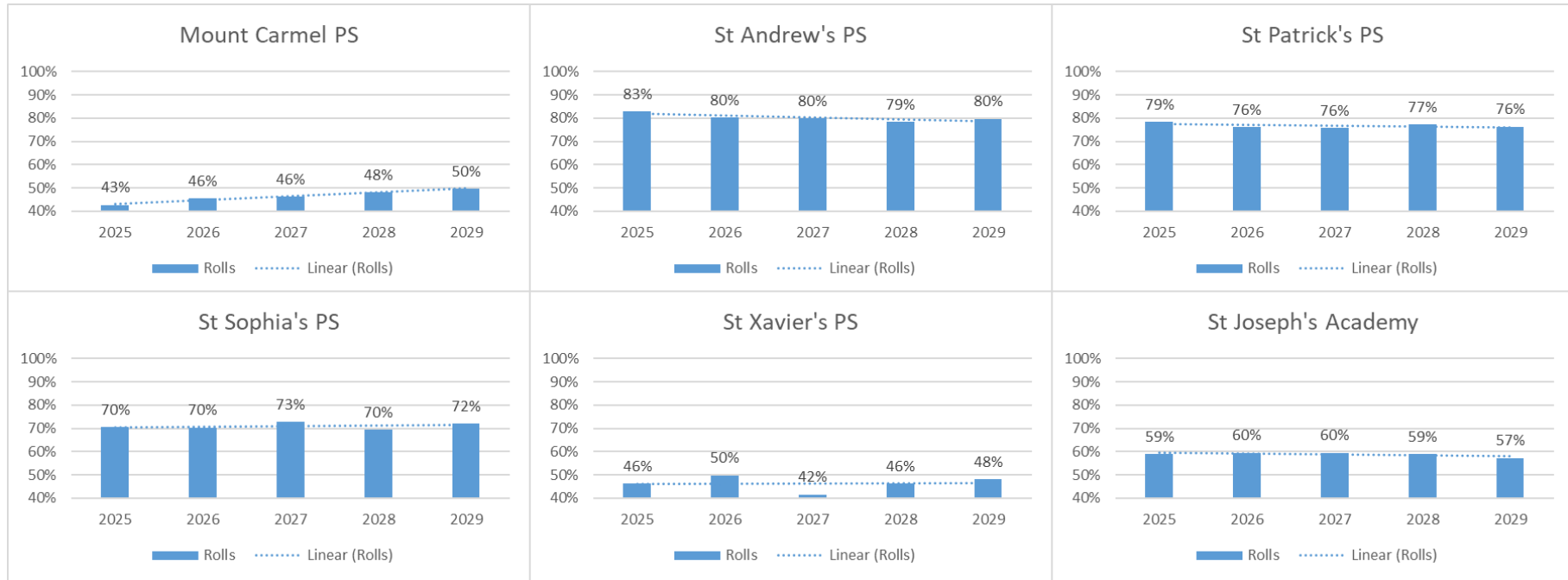
KILMARNOCK EDUCATION GROUP



LOUDOUN EDUCATION GROUP



ST JOSEPH'S EDUCATION GROUP



STEWARTON EDUCATION GROUP

